



Penrhyn CiW School

Marking Policy

'Together Stronger Learning with Confidence'

Updated		
Reviewed		
Signed:		
	Chair of the Governors	Head Teacher



© 2022 Penrhyn Church in Wales VC School

'Together Stronger Learning with Confidence.'
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023



Penrhyn CiW School

Marking Policy

In Penrhyn CiW School our aim is to:

Provide an inclusive and equitable curriculum that is bespoke to our children. We will use eight guiding principles to do this.

- Provide a curriculum that is relevant and developmentally appropriate. That is responsive to learner's capacity and need and is evolving with the pupils. (Article 12 – the right to be listened to and taken seriously.)
- Take a holistic approach to learning. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- Ensure that learners learn that rights and gender-equity links to relationships, freedom, equity, dignity, well-being and safety. (Article 1 – Everyone under 18 has these rights.)
- Provide all students with authentic, engaging learning opportunities on strengths and accelerating learning for all with all stakeholder's involvement. (Article 3 – adults must do what is best for me.)
- All practitioners to ensure we offer equitable access and opportunity for all, creating a transformative approach to 'More-able and talented'. (Article 6 – I should be supported to live and grow.)
- Provide creative approaches that create ethical, safe and engaging spaces for learners to feel, think, question, embody and share their thoughts. (Article 17 – I have the right to get information in lots of ways, so long as it's safe.)
- We will be inclusive to ensure all learners see themselves and each other in what they learn. (Article 12 – the right to be listen to and take seriously.)
- We will provide a high quality education, providing access and opportunity to high expectations, critical thinking, flourishing talent, and a sense of belonging bound in strong relationships. Work with partnership with specialist services and expertise. (Article 29 – I have the right to an education which develops my personality, respect of other's rights and the environment.)

'Together Stronger Learning with Confidence.'
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023



Penrhyn CiW School

Marking Policy

Our whole school policy for marking relates to the ethos and aims of the school and the skills we seek to achieve in all curriculum areas. Each child's development requires our understanding of their needs, personalities and growth within a happy and caring community. To ensure this ongoing development and that each child realises her/his full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child-centred. We recognise the importance of and impact of specific feedback and next Step \equiv to learners to improve standards achieved and help them move forward in their learning. Therefore, marking and feedback centres on skill development linked to learning objectives and success criteria. It aims to support pupils in their learning by recognising and celebrating their own successes through adult, peer and self-assessment, whilst also informing pupils how to improve their work and of their next step.

Pupils are made aware of the learning objective and the success criteria before and during the activity. Verbal and written comments relate to the success criteria.

Verbal feedback is standard and consistent throughout the lessons. This means dialogue about the learning with the pupil. It is most valuable if it is immediate, focused and personal. Children are expected to respond to this feedback, through polishing their work and progressing in their learning.

Learning Objectives and Success Criteria

When introducing a lesson we ensure that the learning objective and success criteria are explicit. This is constantly reinforced throughout the lesson by both staff and children. It is vital that children are aware of the skills that they are learning, not purely what they are doing. When recording in their books, the children refer to the learning objective and success criteria.

Marking for more able pupils reflects how more emphasis is placed on a wider range of Assessment for learning strategies. Specific feedback and next step \equiv is written by peers and/or teachers to indicate skills developed in the work and areas for progression. Marking, feedback and feed forward can be contributed to by the class teacher, the pupils themselves, their peers, Teaching Assistants or other appropriate adults or peers.



Penrhyn CiW School

Marking Policy

The principles behind our marking policy:

- Marking should be informative and consistently applied by all staff including
- Supply staff throughout the school
- All work should be acknowledged by the teacher even if it is not to be marked directly
- Pupils need to be self-correcting, polishing and responding to teacher live feedback.
- Marking needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Marking should show recognition of effort and achievement when applicable (encouraging a growth mind set)
- The purpose of marking is to guide and move forward pupils' learning
- Inform teachers of their teaching and planning in relation to skills
- Marking needs to focus on the learning objectives and the success criteria, marking needs to be explicit to enable progress.
- Marking should ensure children know where they are going, how they are doing and what is the next step
- Marking will assist staff to keep track of children's learning and will inform future planning
- Marking is most successful when completed alongside the pupil

Why do we mark?

- To evaluate and inform our teaching and learning direction, for teachers to become learners of their own teaching, and for students to become their own teachers.
- To celebrate success, identify a way forward and give pupils high self-esteem and self-belief. For the child to find out how he/she is progressing, encouraging success.
- To have ongoing dialogue with the children about their learning and for them to be informed of how to move forward.
- To focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated.
- Benefit pupils, teachers and parents by checking in a diagnostic way to see whether concepts have been understood, to act as evidence of attainment and that success criteria has been met.
- To have feedback from the children.

'Together Stronger Learning with Confidence.'
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023



Penrhyn CiW School

Marking Policy

How do we mark?

- In a positive and constructive way. Using specific comments opposed to general comments which tend to be unhelpful and don't meet the purpose of marking.
- We will avoid negative words or comments.
- In the main, purple pen for pupils and green pen for adults are used throughout the school for marking purposes.
- Age appropriate marking, pupils need to understand what the teacher has written. Record whether the piece of work has been completed independently or with support.
- Use comments/symbols economically so as not to smother or deface work. Where possible use the margin and the bottom of the page.
- Stickers of special achievement from the teacher and head teacher.
- Supply teachers, LSA and student teachers to indicate that work has been marked by somebody besides the class teacher. Supply teachers and LSA's to pass on any significant observations to the class teacher.

'Together Stronger Learning with Confidence.'
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD





SPRING 2023



Penrhyn CiW School


Marking Policy

Agreed symbols to be used for the marking of work.

/	Teacher has seen the work/work is correct
x	Incorrect work
^	Word missing
SP	Spelling mistake
↔	Letter or number facing the wrong direction
	Does this make sense?
	Incorrect use of upper and lower case letter
	Finger Space
//	New paragraph
	Warning about unacceptable presentation
S	Work completed with some support from an adult
ST	Marked/ unmarked by a supply teacher (in black ink)

‘Together Stronger Learning with Confidence.’
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023

VF	Verbal feedback
	Next step



Penrhyn CiW School

Marking Policy

Some important general points for consideration

There should be regard for reversal of both letters and numbers and the child's attention drawn to the correct formation. (Being mindful of both the child's age and ability and whether it is appropriate and purposeful to highlight all the errors.)

Discourage the use of erasers in mathematics. **We need to show mistakes to show self-correction and progress in learning.** In marking maths work, there should be a clear method used to indicate where the work is incorrect and a system devised for correction. If a pupil has complete misunderstanding of learning objective, then pupil to meet with teacher at earliest opportunity to get verbal feedback. Encourage the use of whiteboards – pupils can have a go and not be concerned with errors made. We want to encourage mistakes to be made - to learn from them.

Encourage good presentation of work e.g. one digit per square in maths, even spacing, mistakes in spelling have a (SP) above them.

All drawing, graphs, diagrams etc. to be drawn using pencil and written using pen.

All pupils having a choice of writing implement (handwriting pen or pencil). No rules on when a pen can be used or others can only have a pencil to write with. However we need to teach and expect high levels of presentation.

In the Foundation Phase – plenty of different writing implements should be available to experiment with (especially in the home corner).

Giving marks for a piece of work is neither generally acceptable nor helpful to the child. It is only appropriate in the context of a spelling or a mental maths test.

Verbal feedback (though transient and possibly only partly remembered) is as important as written feedback. Pupils need to respond to verbal feedback (VF) immediately.

Be sure that you and the pupils know the purpose of every piece of work they do. Then mark with that purpose in mind.

‘Together Stronger Learning with Confidence.’
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023

If the work given in to you has already been revised and edited by the pupil, it will be much more rewarding to mark. Not only that, but your additional comments will be accepted by the pupil within this generally developmental context, and stand a real chance of moving the work forward.

In some cases there is no need to provide a correction. It is enough simply to point out that there is a mistake – cues rather than correction.

If a child continually gives you work which requires a demoralising amount of correction, consider that the problem probably lies with the task and that the answer is to do with proper differentiation.



Penrhyn CiW School

Marking Policy

Similarly, if a child gives in page after page of perfect work, consider that he/she needs to be challenged to the point of making mistakes. Again it is a matter of differentiation.

Encourage the involvement of parents in the acknowledgment of Homework.

Feedback is most powerful when it's from the student to the teacher. When teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible. The major message is for teachers to pay attention to the formative effects of their teaching, as it is these attributes of seeking formative evaluation of the effects of their programs that makes for excellence in teaching. Enhancing learning needs school environments where errors and difficulties are seen as critical learning opportunities.

'Together Stronger Learning with Confidence.'
Penrhyn CiW School, Hundleton, Pembroke, Pembrokeshire, SA715RD

SPRING 2023