



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Marking Pupils' Work Policy

Learning together in a changing world, creating success for all.

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF's **“Rights Respecting School Award”** (January 2017).

The 'Rights Respecting School' Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

Rationale

The aim of this policy is to ensure a consistent approach across school to the marking of pupils work, which takes account of all of our learners. All pupils are entitled to regular and constructive feedback on their learning, therefore all teaching staff will mark work and give feedback as an essential part of the assessment process.

There are many children in our school who are unable to read and will benefit from visual aids for marking such as smiley faces or traffic lights, however it is important to be aware that written comments still benefit those who cannot read, as they aid members of staff working with them, providing information relating to learning objectives and steps towards success.

Self-Evaluation for pupils is a skill to be taught. Staff will use their discretion to incorporate methods of Assessment for Learning into their planning and lessons that are relevant and appropriate for their pupils.

The purpose of a whole school consistent approach to marking across the age phases is:

- To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self- confidence, raise self-esteem and provide opportunities for self-assessment.
- To identify next steps and share expectations, providing an evidence base for progression without adding to the teacher’s workload.
- To show pupils that we value their work and encourage them to do the same.

- To give pupils specific information on the extent to which they have achieved the learning objective and how to further improve their work, informing future planning.
- To ensure that work is accurately marked, to support evidence of teacher judgements of the standards achieved by pupils. This is particularly important for standardisation and moderation of pupil work.

Principles

Feedback and marking should be meaningful to pupils, teaching staff and parents. Marking of children's work can have different roles and purposes and can involve both written and verbal feedback. Whenever appropriate / possible, teachers should provide individual verbal feedback to pupils.

The marking criteria should be clearly displayed in each classroom (see Appendix 1/ 1b), and marking procedures should be consistently applied across the Age Phase/ Whole School. Marking practices and procedures are in keeping with the ARR policy. Parents have access to the school's marking procedures via the school website.

All classroom staff are expected to employ the 'What went well/ Even better if' technique (Appendix 2) when marking pupil work, promoting self-assessment, through modelling and questioning to support the pupils to recognise their achievements and identify where they can make further achievements. This is in line with our whole school self-evaluation approach. Marking should be linked to learning objectives/targets, and staff should look for strengths before identifying weaknesses when marking work.

Where work evidence is in the form of photographs or video the policy still applies. Teachers should complete the standardised photographic (Appendix 3) and video evidence log sheets (Appendix 4) to accompany the evidence, complete with appropriate teacher comments, saving the work on the pupil file.

Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This immediate approach is often the most appropriate form of feedback for many of our pupils. Some pupils may need feedback given in ways other than/or in addition to verbal communication, such as accompanying it with sign, symbols or photographs.

Marking should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning. When appropriate, pupils will be given time to make further improvements or complete corrections. Children's work is corrected as soon as possible after completion and if possible, in the presence of the child.

Whole School Guidelines

This Marking Policy outlines the strategies for marking pupils work, that are common throughout the whole school. Subtle differences are in place between the age phases, to reflect most age-appropriate methods for the needs of the pupils.

In line with our Behaviour Policy, praise and encouragement will be given to pupils during activities and when activities have been completed. Exceptional work or effort will be acknowledged by a sticker, a 'Well Done' note in the home/ school diary or a visit to the Headteacher. A text to the

Parent or Carer will also be sent on the same day. The Friday celebration assembly also allows us to celebrate pupils' efforts and achievements.

The date and learning objective will be written on every piece of work, either by the pupil or member of staff. Marked work will be dated and signed by the member of staff.

All comments are to be written in green pen (no felt tips), dated and signed.

Every third piece of work will be marked with a marking sticker (see Appendix 5). This includes a judgement of the teacher on the level the child has achieved with the work.

Any written comments are read to the child. Even if the child in question has little understanding of the words, the use of the right intonation will help to convey the message.

Where appropriate a brief written comment, positive and constructive is made on the work. This comment also gives information (i.e. not just good, excellent etc) and linked to the learning objective. The progress of each pupil on their IEP work is logged in individual IEP recording booklets.

Comments should include Welsh phrases at least twice in each week of term. Staff who experience difficulties writing in Welsh are encouraged to employ the use of phrases from the Marking criteria displayed in class.

Pupils work can be marked by the teacher or the TA. If the TA is supporting a group, it may be more appropriate for the TA to mark the books of the pupils they have been supporting. Teachers will monitor the feedback given after the session.

Pupils will be encouraged to think about their learning and self-evaluate in all lessons, using a variety of appropriate strategies- smiley face fans, traffic lights, thumbs up/down.

All staff working in class are encouraged to note observations on post it notes or written in class 'Field Notes' folder (Appendix 6). Witness statements are particularly useful in practical tasks and Speaking and Listening activities, where a direct observation is noted by the member of staff and dated.

Foundation Phase 3-7

Within the Foundation Phase classes, video and photographic evidence, along with witness statements will form a large part of the evidence of pupil work. Clear annotation by all staff is vital to mark and record participation and progress by pupils.

All classes within the Foundation Phase use the Foundation Phase template for photographic and video evidence, which has been developed in conjunction with the EAS Foundation Phase Advisor.

8-13 School Curriculum

Classes in the School Curriculum use the School Curriculum Template for photographic and video evidence of pupil work. Clear and detailed annotation by all staff is essential in order to maximise the information provided.

14-19 Learning Pathways

Classes in the Learning Pathways Department use the Learning Pathways template for photographic and video evidence of students work. Clear and detailed annotation by all staff is essential in order to maximise the information provided.

The marking of work that is submitted for ASDAN and Agored Cymru also follows the required guidelines from the appropriate bodies.(Appendix 7)

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Autumn 2020		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.



How to mark my work

When marking my work please use the following guidelines:

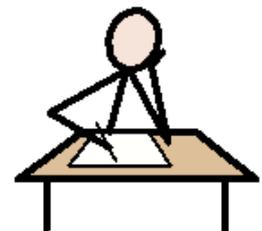
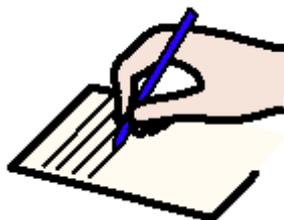
- ✓ Always use a **green** pen and sign my work.
- ✓ Put the **date** when you mark it.
- ✓ Comment on the **level of support** (e.g. no help, spoken help, physical help etc.) that I needed to complete my work.
- ✓ Always use **positive** comments about my work.
- ✓ Identify a '**next step**' for me to work on next.
- ✓ Try to include a **Welsh** phrase at least twice a week
- ✓ Use a **marking sticker** on every 3rd piece of my work.

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Praise and Marking Support

Ymdrech dda – good effort

Dal ati – keep it up

Da – good

Da iawn – very good

Ardderchog – excellent

Bendigedig – brilliant

Gwaith Da – good work

Rhagorol – excellent

Gwych - excellent

Appendix 2 Working Well Guidelines



'What worked well/ Even Better if' Guidelines

All staff will use the 'What worked well/ Even better if' approach (* and a ↑)

The star represents a specific compliment linked to a learning objective.

For example:

- "Excellent (child name), I really like the way you have used so many interesting words".
- "Super work Ava, you worked hard to look at the pom pom for 3 seconds"
- "Your letters are well formed now that you are holding the pencil correctly".
- "Good boy [child's name] showed a good understanding of this activity and was able to match the shapes with minimum support".

The wish (↑) represents a specific area for development or next step towards achieving success criteria

For example:

- "Think of ways in which you could give your reader more detail".
- "Now we will try looking at it when it is on your left side".
- "Try adding blocks together to help you count better".
- "Encourage [child's name] to count the sides of each shape before matching".

The nature of teaching in ALN often means repetition and constant reinforcement and therefore it will often be the case that the next step identified will be a target that remains static over several pieces of work. In this case it is quite acceptable to use the comment "Continue to...."

The benefit of identifying a 'Next step' is that this will help the next adult who comes to work with the pupil identify the learning objective for the activity. It also allows the teacher to document quickly plans for progression without the need for excessive paperwork.

The goal is to praise what is good and give helpful, constructive criticism that can help the child to improve. If we are overly critical the child may become overwhelmed and lose motivation. On the other hand if we don't offer helpful suggestions, then he/she has no impetus for future learning.

These examples offer only general guidance and are not meant to be prescriptive as the style of the comment should of course reflect the teacher's general style of teaching and his/her knowledge of the pupil. Likewise the decision as to whether to use direct or third person comments will depend on the child and the situation.



Photo(s) here

Name

Class

Date

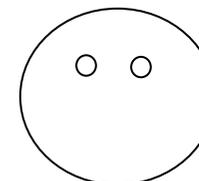
Area of Learning - Health and Well-Being

Witness Report : XXXXX thoroughly enjoyed the Tac Pac session. His favourite part was the body brushing to music using the feather duster, he was smiling and laughing.

PIVATS: PSD: Interacting with others PSD3 - To make sounds or gestures to express simple wants or feelings.

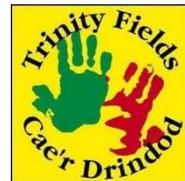
Next Step : To use sounds or gestures to express simple wants. LC 01.02.18

Learner's comments



Field Notes

Guide to Field Notes.....



- A place to write observations about those 'Wow' moments that can't be recorded or photographed
- Observations can be recorded across the curriculum
- A place to put the 'marking Stickers' for speaking and listening targets
- Comments can be written directly on the proforma or 'post it' notes can be placed in the file
- The observation should be dated
- The observations can be photographed and uploaded onto 'pupil files' as part of assessment evidence
- The 'Field Note' file supports lesson evaluations which has been removed from weekly planning
- Observations can be made by any member of staff working with the students; particularly useful staff within the '14-19 Learning Pathways' who teach other classes and for Specialist Teaching Assistants who deliver sessions across the school.

Appendix 7 14-19 Marking guidelines

All ASDAN worksheets and assessment materials will include this marking proforma. Written feedback will be shared with the pupil and their 'next steps' will be identified.

Staff initial and date		Staff comment:
Level of support		
		

All Agored Cymru assessment materials will include this marking proforma and ensure that the assessment criteria are identified. The written feedback must be specific to the assessment criteria.

Assessment Criteria	Date Achieved
1.1	
Tutor Comments:	
I confirm that I have observed the learner carrying out the above activity to achieve the above assessment criteria.	
Tutor's Signature Date	