



"Opening doors to the future"

GREENFIELD

MARKING AND ASSESSMENT POLICY



Date January 2024

Author

MONITORING THE POLICY

This policy will be reviewed bi- annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open the doors to the future'

Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

We Value

- Communication
- Kindness
- Creativity
- Respect
- Well-being
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

Ambitious Capable Learners 	Healthy Confident Individuals 	Enterprising Creative Contributors 	Ethical Informed Citizens 
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Principles

Our marking and feedback policy is based on the principles that:

- pupils have the right to have their work acknowledged, to be given feedback in their achievements and to be given advice for their future learning.
- Feedback informs all participants of the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Guidance for marking/feedback by teachers:

Teacher marking/ feedback is only effective if:

- it informs both the pupil and the teacher of what has been achieved and what needs to happen next
- the pupil has an opportunity to read / respond to the marking/ feedback
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- marking is most effective in the presence of the child and for most of our pupils will be verbally
- pupils should be given time to read/reflect on/respond to marking/ feedback
- effort should be acknowledged alongside achievement.

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the learning intention / success criteria
- positive comments and guidance to pupils to moving their learning forward
- a correct example given by teacher
- a request to do some corrections
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of mini plenaries to model and share good examples
- drawing attention to how children have moved on
- LSAs working with groups can mark their work

Notes:

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

Guidance for Peer / Self-Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower pupils to take control of their learning.

In line with AfL strategies, within most lessons pupils should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- Traffic lights systems
- Thumbs up / thumbs down
- Emotive faces
- Exit ticket.
- Ping Pong- hit, miss, maybe

Following discussion with staff it has been decided that a Camau approach is needed to ensure marking and feedback is both appropriate and beneficial to every pupil.

Camau Gwyrdd (Pre-Progression Steps 1-3)

All marking and feedback in Camau Gwyrdd is verbal and done straight after an activity has been completed. (see QR code for examples)

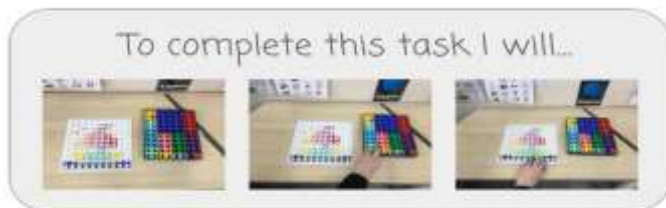
All work will be presented in an Ebook which will have a slide for each AOLE. Over the course of the term the Ebook should show the progression of the skill through pictures and videos. In this Camau it is important to stress that it can take a term if not longer to master a skill and with that in mind next steps will be shaped by the support the pupil was given, in order to achieve the skill. These next steps will be recorded on the Ebook to ensure all staff supporting the pupil are aware of the direction of the pupil's learning.



Camau Melyn (Pre-Progression Steps 4-6)

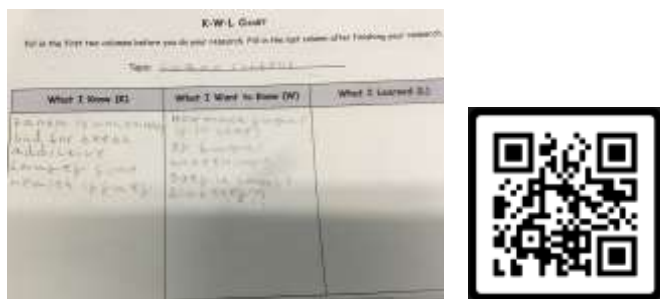
All marking and feedback in Camau Melyn is verbal and done straight after an activity has been completed. Staff will record a voice note of the verbal feedback, once a term per AOLE.

All work will be presented in an Ebook which will have a slide for each AOLE. Over the course of the half term the Ebook should show the progression of the skill through pictures and video collage in each AOLE. Next Steps will be completed once significant progress has been made in the skill. (See appendix for marking codes that will be used)



Camau Coch (Progression Steps 1-2)

All pieces of work will be marked using a stamper and according to the agreed marking code (see appendix) . Every pupil will receive quality verbal feedback after completing the work to ensure that they are aware of what they have done well and their next steps for learning. 'Dwi'n Dysgu' will be used for learning intentions and Camau will replace success criteria.



Camau Glas (Progression Step 3)

Dwi'n Dysgu and Camau will continue to be used for learning intentions and success criteria following on from the work started in Camau Coch. The 'Dwi'n Dysgu' and Camau will be clearly stated in the pupils book and may sometimes be created by the pupils. All pieces of work will be marked verbally alongside the pupil and using an agreed marking code to quickly identify the type and level of support a pupil has received. (see appendix) There will be detailed written feedback weekly for each AOLE.

