



etbi
Education & Training
Boards Ireland
*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

National School,

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Roll Number: 20529J

MARKING POLICY

BROADMEADOW COMMUNITY

NATIONAL SCHOOL



2026/2027

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Marking Policy.

Summary

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback to ensure effective learning.

It is important to provide constructive feedback to children, focusing on success and improvement against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do now and what we would like them to be able to do.

Aims of the Policy

The aims of marking children's work in Broadmeadow CNS are as follows:

1. To develop children's understanding of concepts and guide them on how to improve.
 2. To celebrate success and inform the pupils about what they have done well.
 3. To keep the child focused on agreed targets, encouraging self-assessment and self-correction in order to evaluate their own learning.
 4. To support teachers and inform curriculum planning and target setting.
- Supportive
 - Positive
 - Self-evaluative
 - Constructive
 - Interactive
 - Effort and good work are rewarded and valued
 - Instilling pride

Planning and Teaching

- WALT/Learning Outcomes and WILF/Success Criteria will be clearly stated and shared with the children, taking account of different rates and styles of learning
- Build on existing effort
- Marking will help achieve high standards of achievement
- Challenge high achieving pupils
- Support children with difficulties
- Encourage Respect for self and others
- Develop Learning from assessment

Types of Marking

1. Marking needs to be completed regularly, kept up to date and no work should go unmarked. We have a range of marking and feedback which occurs during teaching and learning here at Broadmeadow CNS.
 1. Oral Feedback
 2. Marking Code (**Friendly Feedback Grid Below**)

3. Self-assessment and Peer assessment
4. Assessment For Learning Marking, to include focussed marking
5. Assessment check in cards for children to complete
6. WALT reflection time

Friendly Marking Grid and Marking Strategies

• <u>Marking Policy Codes</u>	
Tickled Pink	I can see I have done some amazing work 'Pink for Perfect'
Tickled Green	I know I need to grow in this area. 'Green for Growth'
I	I was independent working today.
S	I was supported in an area of with all of my work today.
...	I have made a spelling/punctuation mistake and I will check and change.
Ring the word	Your teacher will circle words you spell correctly from your Dolche List.
Purple Pen	I will check and change my teacher targets using a purple pen
No Rubber Policy	Rubbers are not used within school. Children to cross out using one line and write next. Purple check and change pen used.
Ruler	A ruler must be used at all times, underline date and titles.
VF	Verbal Feedback

We use the 'Tickled Pink and Green for Growth'

- Teachers use pink highlighters/pens to show where objectives are met or exceeded; green highlighters/ pen to indicate where children can improve or extend their work.
- Comments at the end of work will be completed in pink and green. Pink would indicate successful aspects of a child's work and green will be next steps.
- Pink will outweigh green
Marking here should relate back to W.A.L.T/W.I.L.F.
- As the children progress from 1st-6th class, more written feedback will be provided for encouragement.
- Handwriting- celebrate use of cursive and joined handwriting.
- All written feedback will be minimal and target focused, with a focus on a positive and constructive to enhance learning.
- The teacher is to advise of one specific improvement to be made in the second draft of work. Encourage children to self-correct in a range of ways and plan opportunities for peer assessment.
A variety of AFL strategies will be utilised, to include: traffic lights, thumb tool, fist to five, 2 stars and a wish, target boards etc.

Reading Record

Teachers and parents are encouraged to engage with the reading record and annotate progress and targets in relation to reading.

- 1 comment per week from teacher will be noted in a child's journal to inform families.
- Parents are encouraged to respond and record weekly.
- Teachers are required to keep a record of reading levels for all children as they progress.

Maths Marking

1. Draw attention to the error using tickled pink and green.
2. Model correct working out/formation of numbers or symbols.
3. Allow space for children to practice- 'Check and Change'

Homework and Other Curriculum Subjects

1. Pink and Green continued.
2. Content and presentation are commented on.
3. Model correction if needed.
4. Allow space for children to practice- 'Check and Change'

Self and Peer Assessment

This allows pupils to reflect on what they have learnt and how they have learnt it. A range of strategies, including traffic light system, star rating, 2 stars and a wish and target boards and WALT will be used throughout the whole school to self-assess work on a daily basis. Pupils will assess their work against their learning intention.

1. Traffic Light System Synopsis:
 - Red – I do not understand or I find this difficult
2. Amber – I need more practice or I can do this but I need more help to feel confident.
3. Green – I fully understand or I can understand this and this shows in my work.
4. Where peer-assessment is used, pupils must identify one positive area in the work they are marking and suggest one area for improvement.
5. One peer-assessment per 4 week planner.

Assessment for Learning Strategies

- Identify WALT/Learning Intentions
- Share and display WALT/ Learning Intentions

- Share and display WILF/Success Criteria
- Effective teacher questioning
- Individual pupil-teacher conferencing
- Group pupil-teacher conferencing
- Effective oral feedback given to pupils
- Focused teacher observations
- Differentiation and IEP target questions
- Evaluation/celebration of children's work
- Pupil self-assessment eg. smiley face/sad face; thumb tool/use of pink and green
- Peer assessment
- Pupil/Peer assessments recorded on iPads for the children to watch
- Reinforcement sheets
- Progress check in

Resources/Cursive Writing

- Class teachers will display cursive handwriting and use this when modelling writing around the classroom.
- Cursive letter strips for all children. Discretion is used for non cursive. (See English and SEN Policy)

Roles and Responsibilities

- It is the responsibility of class teachers to ensure the policy is consistently carried out.
- It is the responsibility of all staff working with pupils to ensure the marking code is adhered to across the school.
- Co-ordinators have the responsibility for monitoring that the policy is being consistently carried out in their subject area.
- Principal and Vice-Principal have the responsibility to ensure that effective marking and feedback is monitored and evaluated as part of teaching and learning across the school.

Ratification

Ratified on 12/1/26

Signed J Robinson (Principal)

Signed M. Duff(Acting BOM Chairperson)