



GREENWOOD ACADEMIES TRUST

**Mansfield Primary Academy
Marking and Feedback Policy**

Document Owner: *Carmel Atkinson*

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Aims of Policy

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- To set out our expectations for high quality but manageable feedback and marking.
- To provide a coherent picture of outstanding practice in marking.
- To provide positive reinforcement of the teaching and learning process.
- To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which aids progression.
- To give teachers, teaching assistants and peers the skills for effective feedback.

2. What is visible progress?

- Without any visible impact we do not know if marking has been effective.
- Use of pink and green teacher highlighting to identify strengths in the work and areas for development is the first step only.
- We need to ensure the types of guidance we give impacts on the progress of the children and this can only be identified by the response.
- This guidance is written using the pink and green colour coded system for perfect pink and growing green.

3. What do we expect from children?

- Read and respond to the comments made by adults in their books daily.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Underline titles and dates using a ruler and never leave unnecessary gaps. On line under the date and one line under the title. Leave two lines under feedback and response to marking and the children draw a line with a ruler to begin the next piece of work.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler by drawing one line through the mistake.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Do not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Pupils should be expected to stick in the learning objective and steps to success at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.

4. How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session, children read the teacher comment from the lesson before and if appropriate respond to it in purple pen. Therefore marking needs to include questions that encourage a purple pen response. These should be related to the success criteria / steps to success of the lesson and personalised to the pupil.

5. How do we mark at Mansfield Primary Academy?

- To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. During focus group work marking is best carried out with the child present, although it is recognised that this can sometimes be difficult to accommodate.
- All children's work must be marked before they complete the next piece of work.
- In order for marking to have the maximum impact it should focus on next steps or to further explore understanding related to the success criteria / steps to success. Attainment in relation to the

learning intention should also be commented on but this will be in the form of a simple sentence written in pink and the child's work which has met the Learning Objective highlighted in pink.

- Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task, (see subject marking expectations).
- Homework should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress.
- The adult response to children's work may be oral or written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher must add VF to the piece of work indicating clearly that oral feedback has been given or comment on the discussion.
- Teachers should use pink and green pens for marking children's work. Children respond in purple. A green pen is used to give children action points and show where they need to grow and develop their work. The pink pen is used to highlight where the child has met the LO and also to give praise.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Teachers should indicate appropriate incorrect spellings with an SP for children to correct in all extended writing and regularly indicate correct grammar where it has been used incorrectly.
- Spellings and grammar should be corrected in all subjects. If many spelling errors are present in the piece of work then the common words should be identified with an SP.
- Where work has been set by a supply or cover the teacher should indicate how the work should be marked and, in the case where this does not take place, class teachers will ensure that the work is marked according to school policy. The Office Manager must be informed of this to ensure the supply agency can be notified.
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further verbally and for this to be recorded in special books. As part of focus group tasks, a marking question should be posed and children should respond verbally, and when able, using purple pen response.
- Comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related or purple pen comment.
- It is expected that children are given regular opportunities to look back over at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on.

6. What are the requirements for marking in each subject?

- Each piece of work should have a sticker which states the learning intention and success criteria / steps to success. Below this it should be indicated whether the piece of work is independent (I) or supported (S).

Literacy

- Every piece of work should be marked against the Learning Objective and Steps to Success.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- One piece of literacy per week (usually an extended writing piece) is focused, quality marked (inclusive of spelling and grammar). Within this piece of work, personal targets will be mentioned.
- One piece of work per week should be peer / self-assessed.
- Handwriting should be marked and comments to support further improvement in the standard of individual children's handwriting.

Maths

- Every piece of work should be marked against the Learning Objective and Steps to Success.
- One piece of work per week should be peer / self-assessed.

- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'
- Presentation will be commented upon if required.
- Marking should focus on the standard of reasoning and how further progress can be made.
- Every calculation should be marked, unless the large majority of questions are incorrect. In this case a comment should be made and further teaching is required and should be evident in the children's work.
- **All other written work**
- Every piece of work should be marked against the Learning Objective and Steps to Success.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- One piece of work per half term should be peer / self-assessed.
- **Non-written work**
- Verbal feedback will be given during or at the end of each session.
- **7. How do I make marking manageable?**
- Marking can be time consuming but it is an *essential* part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.
- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Peer marking which has been modelled and taught to children.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively. Ensure work is marked **regularly and promptly** after completion, to allow for immediate assessment and feedback.
- As an effective and time efficient way to significantly extend children's learning in extended writing the following may be appropriate:
- Highlight up to three aspects of a piece of writing that shows achievement in relation to the stated learning intention. The use of a highlighter pen is time efficient and effective. Individual words or sentences can be highlighted to indicate achievement in relation to the learning intention.
- Encourage children to indicate when they feel that they have met a learning intention / work target by indicating 'T' (in purple pen) in the margin or on the same line. This supports children to remain focussed on the Learning Objective throughout the duration of the activity and is an important form of self-assessment.
- Suggest a specific improvement

8. How do I ensure marking is successful?

For Teachers:

- Do I vary my marking style?
- Do I over-use the same comment? E.g. 'use capital letters' from September to March.
- Do I model expectations?
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage pupils to self-assess?
- Do I involve children, parents/carers and peers in the marking process?

For children:

- Do you know your next steps / targets
- Why do teachers mark work?
- What sort of things make the teacher think your work is good?
- How do you know if the teacher is not happy with your work?
- How do you know what to do to improve and make further progress?

Purple Pen Questions / Comments

Personalised quality feedback should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking assess whether a piece of work requires clarification of learning or if this is a good opportunity to extend the child's learning. Marking should be against the learning objective and success criteria / steps to success. Successful achievement is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt using these colour pens. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

Challenge	Can you add character dialogue at an appropriate part of your story?
Remind	Start each of your instructions with an adverb. Can you add an extra instruction using 'carefully'?
Steps	Steps First re-read your sentences. Then add the full stops.
Example	Example The trees, <i>with the jagged branches</i> , swayed in the breeze. Write your own sentence with an embedded clause?

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further. Consider:

- Can the children read your question? Have you used cursive handwriting?
- Can the children understand your comments?
- Do you allow them time to respond to your marking?
- Do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context? How do you check for this?

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate during focus group work.

A discussion should be accompanied by a comment in the child's book to serve as a permanent record for the child, teacher and parent. A VF symbol should be used to acknowledge verbal feedback and response has taken place.

Peer Assessment / Self Assessment

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Marking and Feedback Procedures

Tick – correct work

Double tick = a piece of work the teacher is really impressed with

■ = incorrect work

Use of pens

Pink pen = Write a sentence praising where Learning Objective has been met.

Pink highlighter = Used to highlight piece of work where the child has met the Learning Objective

Green pen = Write a target to extend the child's learning

Green highlighter =

Purple pen = Children use to self-edit their work.

Symbols in marking

TS = Teacher support

TA = Teaching Assistant support

VF = Verbal Feedback

This must be in the margin next to the piece of work.