



MABLETHORPE PRIMARY ACADEMY

Marking & Feedback Policy – revised Autumn 2017

The marking of any work will be undertaken as a positive exercise.

The intention may be to:

- Affect improvement in some aspect of the child's work
- Recognise effort and overall quality
- Aid further academic development- scaffolded marking prompts

Some general points to note:

- Every piece of work a child completes **must be marked**
- Marking will be completed in pink and green fine tip pens only, alongside pink and green highlighters as appropriate
- Marking is around but not across the child's work
- Absence should be noted in all books that a child would normally have used that day, with the short date e.g. 10.9.14 - Absent
- Staff handwriting is a model for children. Therefore, our handwriting should be in line with the handwriting and presentation policy
- Marking codes used must be in line with those set out in the following policy. A copy of these codes will be displayed in every classroom/learning space for children to refer to
- Marking completed by **all staff** must follow the points made in this policy

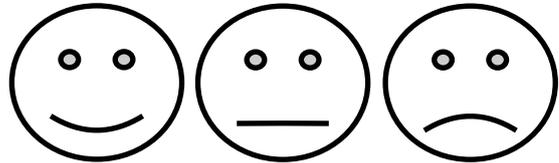
Tickled Pink & Green for Growth:

The marking in a child's book should indicate the positives (pink) and the areas to grow (green). By consistently marking in these colours across the Academy, children will become familiar with finding where they have been successful and recognising areas that need to improve.

Yellow Assessment books

Next to their LO, they will add a 'smiley face' to indicate their overall assessment of their work.

If the teacher agrees with this assessment, they will tick it in **pink**. If not, they will indicate why in **green**.



At the bottom of the child's piece of work, staff will make a brief comment that links the effort and achievement of the child, in relation to the LO

Literacy Books

The correcting of **spellings** should be based on a teacher's expectation of the child. As a general note, the misspelling of high-frequency words should be indicated in a **green** highlighter pen, then written in **green** at the bottom of the piece of work. (KS1, in general).

For more able children, incorrect spellings should be underlined.

Capital letters that have been missed out/used incorrectly should also be indicated in **green** or verbal feedback if working with an adult, giving the child a clear indication of the error they have made. Likewise, **grammatical errors** can also be indicated for the children to correct.

Time should be allocated in the following writing session (if appropriate) to allow children to respond to marking. An activity that extends their previous learning or introduces the next task should be ready on the board to ensure all children have a meaningful task to complete.

Science, Topic, PSHE/RE, Grammar/Guided Reading books:

Marking in these books will be carried out in the same way as stated above. However, SC won't be recorded underneath the LO and 'growth' marking may be more limited than in Writing books. Children will still use 'smiley faces' to indicate their assessment of their learning against the LO/SC for that lesson (where appropriate).

Maths:

In Maths, answers that are correct will be ticked in **pink**. Errors will be indicated by a ● in KS1 and a C in KS2. If the teacher feels that the errors can be corrected independently by the child, then this will be done at the beginning of the next session. If guided work will be needed to correct mistakes/misconceptions, a 'G' will be used. As with Writing, marking in Maths should either ask children to correct mistakes they've made, use scaffolding where necessary, or challenge and extend their learning. Time should be allocated during the following Maths session to allow children to respond to the marking. An activity that extends their previous learning or introduces the next task should be ready on the board to ensure all children have a meaningful task to complete.

At the end of the lesson, children will add a 'smiley face' next to their LO to indicate their self-assessment. If the teacher agrees with this assessment, they will tick it in **pink**. If not, they will indicate in **green**.

Note: a 'smiley face' should fit into one square of a maths book.



Self-Correction

We are trialling self-correction in blue biro in KS2. This skill needs to be taught and embedded in the Academic year 2017/18 in order to ensure its impact on writing development.

Marking codes:

VF - indicates Verbal Feedback. However, where VF is used it **may** state what that feedback was, for example, 'Commas to separate ideas in a list'

G /GW- Guided work. NB: Staff will indicate where guided work has taken place.

VF - indicates Verbal Feedback. However, where VF is used it **must** state what that feedback was, for example, 'Commas to separate ideas in a list'

G - Guided work. When the work completed is no longer guided, an 'I' should be used to show at what the point the child began working independently. NB:

Staff will indicate where guided work has taken place in the margin using a black pen.

AS - Adult supported

Tick - correct work/LO achieved/Agreement with Self-assessment

● - correct this work (KS1)

C - correct this work (KS2)

NB: Stickers/stamps to reward and motivate pupils are used as individual members of staff see fitting.

Foundation Stage:

The marking of children's work in Foundation Stage predominantly takes the form of verbal feedback provided by the teacher or TA during small group guided activities. Children are also encouraged to self-assess themselves against the learning objective through the use of 'thumbs up.' Staff support children in this process by verbally agreeing with or amending the child's self-assessment.

When appropriate, children are provided with 'Writing Books' for the formal recording of work, linked to phonics and 'Read, Write Inc.' These books will be marked using pink and green pens, as detailed above, and alongside the child to provide instant feedback.

Further examples of children's work which provide evidence of learning and progress against the EYFS 'Ages and Stages' will also be incorporated into individual learning journals (All About Me Books.)

Any child working at a level exceeding the Early Learning Goals will be introduced, where appropriate, to the more formal recording of work in writing and maths books as in Year 1. Marking of this will take place in accordance with Key Stage 1.

Policy to be implemented and monitored from September 2017

Marking Codes

Marking codes:

VF - indicates Verbal Feedback. However, where VF is used it **may** state what that feedback was, for example, 'Commas to separate ideas in a list'

G / GW- Guided work NB: Staff will indicate where guided work has taken place.

AS - Adult supported

Tick - correct work/LO achieved/Agreement with Self-assessment

- - correct this work (KS1)

C - correct this work (KS2)

NB: Stickers/stamps to reward and motivate pupils are used as individual members of staff see fitting.