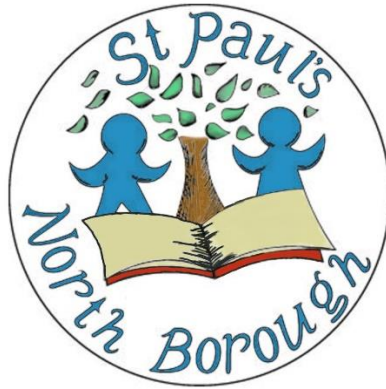


# St Paul's Infant School



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## Marking and Feedback Policy

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Member(s) of Staff responsible	Mrs Aldridge (Head of School) Miss Collins (Assistant Head of School) Miss Friend (Assistant Head of School) Miss Kilvington (English Lead)
Dated	November 2024

## Introduction

This policy aims to give all members of the school community a clear understanding of effective marking and feedback at St Paul's Infant School. We are committed to providing relevant and instant feedback to pupils, both orally and in writing. Marking intends to serve the purpose of valuing pupils' learning, helping to identify areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a discussion with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. The purpose of feedback is for the child to know how to move their learning on quickly within the lesson.

We use three different coloured marking pens when giving instant feedback; 'Great Green', 'Better Blue' and 'Purple Polishing'. These are used by teachers and pupils to identify strengths and areas of improvement.

For examples of how the following policy is used, please see Appendix 1.

### Great Green Pen

This is used to identify an area of strength in a variety of ways;

- By a member of staff who is working with a group of children, i.e. 'I really like the way you have used adjectives in your work'. The adult would underline the adjectives with the green pen. The teacher would only use the Great Green pen to identify 1 or 2 elements that the child has been successful with according to the lesson objective or the unit of learning.
- By a child if the teacher has guided the whole class to use them in a specific way, for example, the children may be guided to use the Great Green pens to underline any adjectives they have used in their work that day.
- By a member of staff in a Maths lesson to tick correct work.

### Better Blue Pen

This is used by the member of staff to indicate an area of improvement.

Staff will use the better blue pen when marking during lessons and give the child an opportunity to respond to this at the time. If a teacher marks work with a better blue pen after a lesson has happened, they must ensure time is given for the child to respond and make corrections to ensure there is an impact on their learning. The Better Blue pen should always have a purple polished pen correction.

The better blue pen can be used in the following ways;

- By a member of staff to model the correct way to form a letter/number or to spell a word.
- By a member of staff who is highlighting that the child has formed a number incorrectly; a blue circle will be drawn around the number to indicate that it is the wrong way round/has been formed incorrectly.
- By a member of staff to indicate an incorrect answer in Maths; a blue line is drawn underneath.
- By a member of staff to indicate that something needs correcting in their writing e.g. a line underneath a letter that should be capitalised.


### Purple Polishing pen

Once the child has been given verbal feedback to explain an error, they will use a Purple Polishing pen to correct it near the error when appropriate (directed by the member of staff). The child will not use the pen to write over the top of their mistakes. These pens are only to be used by the child. If the member of staff feels it necessary to model the improvement, they will use the Better Blue pen to do this, then the child will use their Purple pen to write next to it. Children can also use the Purple Polishing pen independently to correct any errors in their work that they have noticed without a member of staff pointing it out to them.

### Learning Objectives

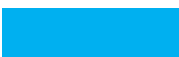
The Learning Objective is the skill the child will be learning in that lesson. This will be typed onto a label and stuck into the child's book in the top corner. Children will write the short date next to the learning objective. At the end of each lesson, the teacher will decide the level the child has reached for that objective. This will be indicated with a coloured mark on the Learning Objective (explained below). This information will then be used by the teacher to assess the child's overall level in that subject.


The following codes may also be used by the teacher or teaching assistant when marking, using a black pen:


- I Independent work - the child has completed the activity independently but has not fully achieved the learning objective.
- T Teacher supported - the child received help from the teacher.
- TA Teaching assistant support - the child received help from the teaching assistant.
-  A conversation was had between the child and adult in the classroom about the changes that need to be made to their work. E.g. 'presentation' or 'capital letters'.


### Assessment Colours

After the lesson **the teacher** will highlight the 'LO' part of the Learning Objective in a colour according to their level of understanding within that lesson;

 Working Below Age Related Expectations - the child did not understand the lesson and was unable to achieve the Learning Objective. This may have I, T or TA codes to clarify whether the learning was completed with independently or with the support of an adult.

 Working Towards Age Related Expectations - the child was able to achieve the Learning Objective when supported but then unable to continue independently. This may have I, T or TA codes to clarify whether the learning was completed with independently or with the support of an adult.

 Working Securely at Age Related Expectations - the child was able to achieve the Learning Objective independently.

 Working at Greater Depth in Age Related Expectations - the child was able to achieve the Learning Objective independently, explain their understanding clearly to a teacher or talking partner and also achieve a higher-level challenge task.

The colour may vary due to their understanding/skill level depending on the Learning Objective for the day. The teacher will then use this assessment to make an overall judgement of the child's level at different points throughout the year.

### **Marking Talk 4 Writing**

Cold tasks in Talk 4 Writing should not be marked. Hot tasks will be marked as described above, using Better Blue, Great Green and opportunities for Purple Polishing will be offered as appropriate. If work cannot be read easily, for example due to incorrect phonics or speech issues, an adult will scribe in black pen to aid understanding for readers. If a child has used spoken language rather than writing to convey their learning, this will be scribed by an adult in black pen demarcated by speech marks.

### **Marking in other subjects**

We know sometimes children are able to demonstrate their learning best using methods other than writing. This is particularly relevant in curriculum subjects where children's knowledge and understanding may be at a deeper level compared to their writing ability. In order to show what the children know and understand, there may be occasions when adults have scribed pupil voice. This will be written in black pen and demarcated by speech marks.

### **Other marking**

- Yellow lines may be used by staff to indicate where a child needs to write. This may be to indicate where each word of their sentence should go with a finger space in between, or to show children which line they should be writing on in their book.
- Staff may use a black pen or blue pen as a presentation guide for children. E.g. to show where to start their sentence, a blue dot may be drawn at the left-hand side of the child's page.
- If a staff member has supported a child for one part of their activity but not the whole thing, a T/TA will be noted alongside the only questions that the child had support with. An I may be used to indicate which parts the child completed independently.
- If equipment has been used by a child independently to support them with learning, this will be noted by an adult, e.g. 'used Numicon' or 'solved with hundred square'.

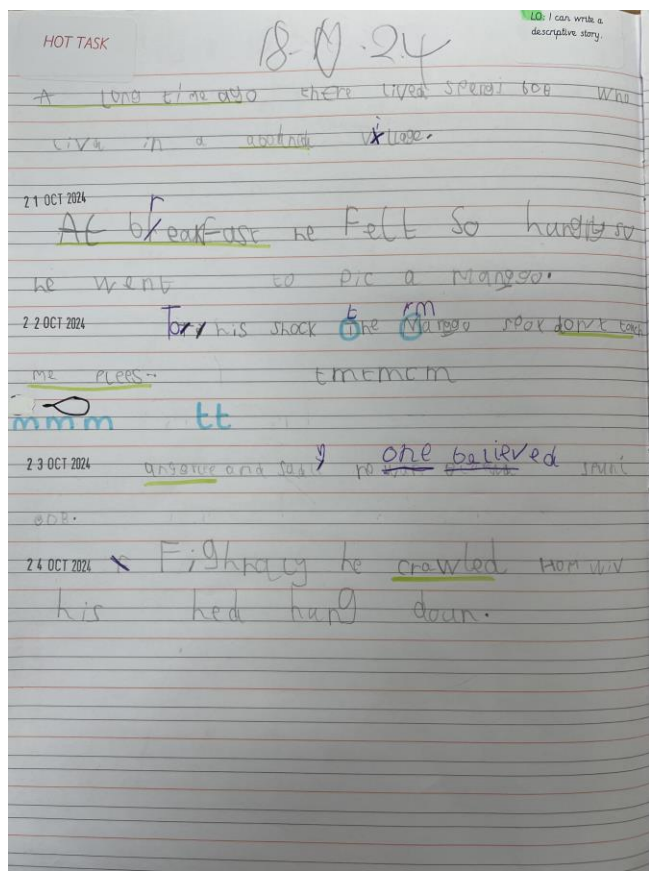
### **Marking and Feedback in Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS) children's progress is secured through daily observations and teacher assessment/instant verbal feedback. By the start of term 6, all children will be exposed to the marking policy used in Key Stage 1, or earlier if appropriate, but will not be expected to use it independently.

Across EYFS, the work is marked with 'I' for independent and 'T' or 'TA' if the child has been supported by the Teacher or classroom TA, with any comments or conversations recorded on the work.

The work is clearly marked 'ci' for work produced during child-initiated time or 'td' for work produced during teacher directed sessions.


## Appendix 1




This piece shows Better Blue, with the child's Purple Polishing edits. There is Great Green to show particular elements demonstrated from the unit of learning. The speech bubble shows where verbal feedback has happened.


5 11 24

LO: can recognise and name 3-D shapes.


 Cube ✓

Mo has a 3-D shape.  
He covers the bottom of the shape.


 Cylinder ✓




Mo's shape must be a cube.

 Cuboid ✓

Do you agree with Tiny?

 Sphere ✓

"NO, it could be a cuboid".  
"It's not a box its a cuboid".



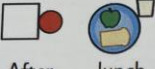
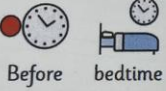



 Cone ✓

This piece shows child voice within speech marks to explain their reasoning.

IT support to read








LO: can use different times of days to start a sentence.

11.11.24

 <b>1</b>  am Early one morning	I a t breakst breakfast
 <b>1</b> After lunch	Ia play with Played my SPORTS sports
 <b>1</b> Before bedtime	mach b moon "I watched the moon"
 <b>1</b> At midnight	PL a m l slo u "I play with my sister"
<b>1</b>   One frosty evening	I go o to o Pla

This example shows what support the child had, and a combination of pupil voice in speech marks and adult scribing to make the piece easier to read.

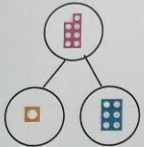
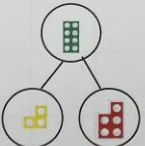
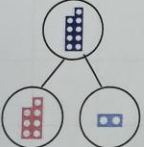
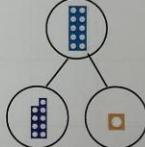
LO: I can use capital letters for proper nouns. 12.11.24  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

	<u>P</u> addington
	<u>S</u> t <u>P</u> aul's
	* <u>F</u> orest <u>S</u> chool
	<u>M</u> rs <u>A</u> ldridge
	<u>H</u> illary <u>R</u> oad
	<u>R</u> ichard
	<u>M</u> aidstone

maidstone      mrs aldrige      hillary road      richard  
paddington      st paul's      forest school

This example shows the correct use of capital letters, as per the LO. The Better Blue has been responded to with a Purple Polish.

22.10.24  
 LO: I can write subtraction number sentences. (X = X - X)

 $1 = 7 - 6$ ✓ $6 = 7 - 1$ ✓	 $3 = 8 - 5$ ✓ $5 = 8 - 3$ ✓
 $7 = 10 - 3$ ✓ $3 = 10 - 7$ ✓	 $9 = 10 - 1$ ✓ $1 = 10 - 9$ ✓

7 = 10 - 3 ✓      4 = 8 - 4 ✓      2 = 5 - 3 ✓  
3 = 6 - 3 ✓      5 = 5 - 0 ✓      used numericon

This example shows correct answers in Maths being ticked in Great Green, and the annotation explains the equipment used to complete the last task.

10: I know number bonds to 100

10 · 0 · 2 +

Number bonds to 10	Number bonds to 100
0 + 10 = 10	0 + 100 = 100
1 + 9 = 10	10 + 90 = 100 ✓
2 + 8 = 10	<del>30</del> 80 = 100 ✓
3 + 7 = 10	30 + 70 = 100 ✓
4 + 6 = 10	40 + 60 = 100 ✓
5 + 5 = 10	50 + 50 = 100 ✓
6 + 4 = 10	60 + 40 = 100 ✓
7 + 3 = 10	70 + 30 = 100 ✓
8 + 2 = 10	80 + 20 = 100 ✓
9 + 1 = 10	90 + 10 = 100 ✓
10 + 0 = 10	100 + 0 = 100 ✓

This example shows a Better Blue circle to highlight incorrect number orientation, and it has been responded to with a Purple Polish. It is also clear to see what support the child had, and where they began working independently.