

St Paul's Infant School



Marking and Feedback Policy

Member of Staff Responsible	Mrs Sarah Bunce
Position	KS1 Leader
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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 "Polishing Purple". These are used by teachers and pupils to identify strengths and areas of improvement.

Great Green Pen

This is used to identify an area of strength by putting a green line underneath a letter, word or sentence. These can be used 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 capital letters in your work'
- 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 child to tick their Marking Ladder to show they have been successful in using the Writing Reminder in that piece of writing
- By a member of staff in a Maths lesson to tick correct work

Better Blue Pen

This is used by the member of staff supporting the child to indicate an area of improvement by putting a blue line underneath a letter, word, sentence or number. These can also be used in the following ways;

- By a member of staff who is working with a group of children, i.e. 'I can see you have tried hard with your work but you must remember to use capital letters'. The member of staff may then draw the Writing Reminder symbol for the correction in blue pen in the margin where the mistake has been made so that the children will understand their error and why it should be corrected.
- By a member of staff to draw the child's attention to a Writing Reminder on the Target Ladder that they need to remember to use
- By a member of staff to model the correct way to form a letter/number or to spell a word
- By a child to draw a diagonal line through the Writing Reminder they were not able to use in their writing during the lesson
- In Maths, a blue circle will indicate a recording error, e.g. numeral reversal and a blue line will be drawn underneath a concept error e.g. incorrect shape name, calculation error

Polishing Purple pen

Once the child has been given verbal feedback to explain the error, they will then use the Polishing Purple pen to correct it above, next to or below the error when appropriate (directed by the member

of staff). 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 **Polishing Purple** pen to write next to it/to trace over the top of it.

Black pen

At the end of the lesson the teacher will write whether the child was able to work independently for that lesson or with support. They will then write the appropriate codes for the lesson (explained in more detail below) in black pen next to the Learning Objective. Black pen will be used to scribe the child's work when necessary.

Rubbers

We believe in the value of the children learning from their mistakes and learning from feedback so we do not use rubbers to correct any errors.

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 (including the date). 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 next to the Learning Objective (explained in more detail below). This information will then be used by the teacher to build a picture of the child's overall level in that subject.

The following codes may also be used by the **teacher** when marking:

T Teacher supported - the child received help from the teacher

TA Teaching assistant support - the child received help from the teaching assistant

VF 'Verbal Feedback' given - the child was told to change something in their work by an adult

CC Carpet Club

'Verbal Feedback' is a discussion between the child and an adult within the lesson. This code is written in **Black** pen by the adult to show that a longer discussion between the child and the adult has taken place which has helped the child to make a positive change to their work.

Carpet Club

If a child is finding a concept very difficult to understand, the teacher may feel that the child would benefit from attending Carpet Club. If this is the case, the teacher will draw the Carpet Club code then write either T or TA depending on the adult supporting. They will then receive an extra 15 minutes of support and complete some further examples of the task with the teacher. It may be that after this extra support, the child is then able to produce independent work or they may still find the task hard to complete independently. The teacher will then use the assessment colours to highlight next to the Carpet Club symbol to show their level of understanding after receiving the extra support.

Assessment Colours

At the end of 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 was unable to achieve the Learning Objective

 Working Towards Age Related Expectations - the child was supported to be able to achieve the Learning Objective

 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 the end of the year. Supporting adults will feedback to the class teacher to inform this decision.

Challenge is a very important part of Maths and we try to move as many children as possible onto the abstract/challenge part of the lesson. It may be that the child was able to move past the first task and move on to a challenge task but then was not able to complete the task/show a level of understanding beyond the first task. The child will only receive the Greater Depth purple highlight on the 'LO' part of the Learning Objective if the teacher feels that have completed the challenge to show their deep level of understanding.

Self - Assessment

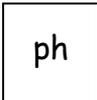
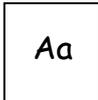
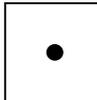
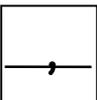
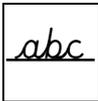
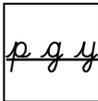
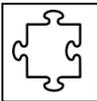
It is important for all children to be able to communicate their feelings about their progress during the lesson. The children do this in a variety of visual ways;

- Thinking Thumbs at the end of the lesson (thumbs up if they understood the task, in the middle if they found it a little tricky, thumbs down if they found it very hard)
- Assessment circles (purple, green, orange and blue circles in an area the children can reach and move their name/face depending on their understanding)
- Assessment pots (each child has their name on a lolly stick to put into a purple, green, orange or blue pot at the end of the lesson)
- Assessment trays (coloured trays to put their books in depending on their level of understanding)

The teacher will then use this information to inform planning and assessment for the next lesson.

Writing Reminders

In writing, the marking pens are used alongside 'Writing Reminders', which are symbols for the key elements used in writing.

									
Finger Spaces	Phonics	Read work	Capitals	Full stops	Adjectives	Opening Words	Say it	Comma	Correct Orientation
									
Neat Writing	Spellings	Ascenders	Descenders	Key Words	Joining Words/Conjunctions	Exclamation Marks	Question Marks	Apostrophe	Correct Tense

Marking Ladders

As appropriate, the child will have a Marking Ladder stuck in the book as well as the Learning Objective. These are coloured according to the level they are working at. Although the names of the levels are the same in Year 1 and 2, the targets on them are different due to the different expectations between the two year groups. The teacher will **highlight in yellow** (before printing) the targets the group is working on for that lesson. This will then act as a reminder to the child so that they know their target during that lesson. The amount of targets highlighted for the child to refer to during the lesson will build up gradually over the year. This will ensure that the child is able to explain the targets they are working on and provide manageable steps to help them succeed in the lesson. It will also give them a clear picture of the other targets they need to work on to be able to move on to the next colour/level.

During the lesson, the member of staff may feel that one of the other Writing Reminders may need to be improved - they will indicate this by marking next to it in **Better Blue** pen. At the end of the lesson, the child will then tick in **Great Green** pen if they feel they have shown evidence towards achieving their **highlighted targets** and any other target the member of staff may have directed them towards. If they feel they still need to continue working towards it during their next piece of writing, they will draw a diagonal line through the box in **Better Blue** pen. In Year 2, if the child identifies success by ticking in **Great Green** on the marking ladder, they will be asked to find at least two examples of this in their writing and underline them in the **Great Green** pen.

Pre Key Stage Writing Year 1		✓
	Phonics	
	Say it	
	Finger spaces	

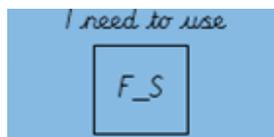
Working Towards Expected Writing Year 1		✓
	Phonics	
	Spelling	
	Say it	
	Finger spaces	
	Capital letters (S)	
	Full stops (S)	

Expected Writing Year 2		✓
	Capital letters	
	Full stops	
	Correct use of past or present tense	
	Coordinating or subordinating conjunctions	
	Phonics	
	Spelling	
	Neat handwriting	

Greater Depth Writing Year 2		✓
	Adjectives	
	Coordinating or subordinating conjunctions	
	Question marks	
	Exclamation marks	
	Spelling	
	Neat handwriting	
	Proof read and make corrections	

Individual Marking Stickers

As appropriate, individual target labels showing the Writing Reminders may also be used alongside the Marking Ladders if the teacher feels this would be appropriate for the lesson. These will be **Better Blue** to show an area of improvement. These will be used alongside Marking Ladders i.e. the teacher may direct a child to pre-stick a target label in their book at the beginning of the lesson to get them to focus on one particular target, then direct the whole class to tick their bookmarks at the end of the lesson to show they have achieved the rest of the targets on their ladder.



Editing Glasses

To encourage the children to read through their writing carefully, the teacher may give the child or group of children a pair of coloured glasses (without lenses) to wear. This is a fun way to help the child become more independent at proof-reading their work.

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. Children will be exposed to the marking policy used in Key Stage 1, but will not be expected to use it independently.

Across EYFS, the work is marked with (i) for independent and (s) for supported, 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. If the work was produced in Literacy it has an (l) and in maths it has a (m).

From term 5 in Literacy, teachers will begin to discuss the **Great Green** and **Better Blue** marking pens. Children will then have the opportunity to edit their work with an adult using the **Polishing Purple** pens. In some instances, it may be necessary for an adult to scribe for the children using a **Polishing Purple** pen.

In Maths, teaching and learning is more practical in nature, and therefore it is not always appropriate to use the marking pens. From term 5 where learning is recorded, the **Great Green**, **Better Blue** and **Polishing Purple** pens may be used. However, in practical sessions this is not applicable as instant verbal feedback will be given. Due to the practical nature of Maths in Early Years, each child will have a minimum of 3 pieces of photographic or hard evidence recorded in their online learning journal, or in their folder, per term in order to demonstrate progress that has been made.

In EYFS the children **Red**, **Amber** and **Green** rate their success criteria at the end of the session and children are able to verbalise the impact and effectiveness of their own learning.

Spelling

By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. Each week, a set of 10 spellings are sent home in Year 1 and Year 2 which are chosen from Spelling Appendix 1 in the National Curriculum. We encourage all children to learn these at home and use them in their writing both at school and when writing their homework. It is also expected that all children in Year 1 and 2 learn to read and spell a set of Common Exception Words. All children have access to a Common Exception Word mat in their table tidy appropriate to their year group and can use this for finding and spelling the words independently. If a child misspells a word on either of these word cards they will be prompted to correct the word by either the teacher or teaching assistant. The adult will underline it in **Better Blue** pen and model the correct spelling at the bottom of the page in the **Better Blue** pen. The child will then write the correct spelling next to it three times in **Polishing Purple** pen.

