

# **Manor Park**

# **Primary School**



# **Marking and Feedback**

# **Policy**

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**Shared with all Staff:** September 2020

**Frequency of Review:** 2 years

**Date of Next Review:** September 2022

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**Manor Park Primary School.**  
**Marking and Feedback Policy**



At Manor Park Primary School marking is used to celebrate and praise achievement, to encourage development and progress and to enable pupils to evaluate and modify their own work. It is used by staff as a tool for assessment; evaluations are made, feedback given and, where relevant, misconceptions are addressed to ensure the highest levels of progression for all.

**Our Key Principles for Marking:**

- Marking is **meaningful, manageable and motivating**.
- **Marking is for the benefit of the child**, so children can find out what they have got right and how they can improve their work.
- Children are given time to read and respond to their marking. This preferably happens in the morning during 'Purple Polishing (PP) time' (8:45 - 9:00).
- Throughout lessons, children are encouraged to self-edit and improve (PP) their work.
- Marking takes various forms such as peer marking, self-assessment, verbal feedback or distance marking (written away from the child).
- Marking shows that we value the effort being made with a particular piece of work, through positive comments and praise.
- Marking also highlights work that's not of a child's highest standard and gives them opportunities to improve or correct it.
- Marking picks up misconceptions, which are then quickly dealt with via 'Correction Clinic'.
- To achieve these principles, we have a consistency of approach throughout the school.

**General Guidelines:**


- Teachers to mark in green pens.
- The marking symbols (*appendix 1*) to be visible in all classrooms and given to all staff. Children to be taught what the symbols mean, this is to be revisited every term.
- All marking to refer to the L/O and indicate whether L/O has been met (✓) half met (1/2) or not met (X) also to state whether the work was completed independently (i) or with an adult (w/a).
- To ensure consistency across the school, we have decided upon two colours for which to highlight/underline children's work. The colours are **pink** for something to improve or think about (*think for pink*) and **yellow**, something children have done well (*yes for yellow*).
- Children have a response pen (*purple polishing pen*) so that it's clear where they have corrected their work (*appendix 2*). PP to be checked by the teacher or TA to ensure correct understanding.
- Children to be trained to self and peer-assess referring to their success criteria, opportunities to be built in for this within lessons.
- Verbal feedback, symbolised by a (V) (*appendix 4*), to happen as often as possible. There is no expectation to see written records from verbal feedback, but there should be evidence that the child has acted upon feedback eg is now getting the calculations correct or that they have subsequently edited their work, with a PP pen and therefore it has impacted their learning.

**Correction Clinic:**

- Time is set aside for TAs to deliver Correction Clinic. TAs will take relevant children, who need a quick 5/10 minute session to address a misconception from that lesson (typically no more than a

couple of children per class per day). A correction clinic sticker to be stuck in the child's book and completed with the date, there doesn't need to be work recorded under the sticker as it may be a conversation but it may be relevant to do so (*appendix 11*).

### Maths marking:

- Likewise, in Maths, feedback given to pupils can be written and verbal.
- Where possible, children to mark their own work (green crayon) emphasis on children doing this neatly (a tick inside one square) - this helps children take ownership over their learning and gives immediate feedback to teachers and pupils. Encourage pupils to self-correct after (*appendix 5*).
- It is important that **errors/slips** are distinguished from **misunderstandings/misconceptions**.
- Certain **errors/slips** may be circled or drawn attention to in pink and addressed and corrected (in purple polishing pen) by the pupils during the lesson or in the following day's Purple Polishing time.
- In cases of **misconceptions**, use the see me symbol (  ) to indicate that further action is needed. The child will either have same day or next day intervention through 'Correction Clinic' with a TA, otherwise the errors will be addressed in the next lesson with the teacher (*appendix 6*).
- When relevant, (about once a week) children to be given a 'Think for Pink question' during the plenary, children to solve these in their PP response pen. These qs can be taken from our NCETM mastery pack or our reasoning route way. These questions extend children's **reasoning and problem solving**. They also provide assessment opportunities, assessing whether the child has grasped the concept and can therefore solve the problem independently (*appendix 7*).

### Literacy/Science/Topic marking:

- 'Deep marking', with a **specific** think for pink comment, showing how to improve it next time, happens when it is relevant, for example after an extended write, on average once a week. Children should be encouraged to look back at their think for pink target from their last piece of writing before they write their next piece (*appendix 8*).
- On 'big write' sessions, the success criteria to be stuck in, so that children can self-assess as they are writing and feedback can link to their success criteria (*appendix 3*).
- There should be a piece of Science and a piece of Topic 'deep marked' at least twice a half term, again on a piece of work where it would be relevant.
- For these pieces of work that are 'deep marked' a yellow highlighter will indicate to children particular parts where they have done well and met their success criteria, (*yes for yellow*).
- Comments (that link to the success criteria) will be written next to a yellow dot/square, at the end of the piece of writing, eg "range of openers" (*appendix 8*).
- 'Think for pink', qs in all subjects may be a feedforward/next step q which extends learning eg "What do you think would happen to the temperature of the water over time?", may be something that children need to go back and improve or correct, eg "Write this sentence again with a better conjunction" or maybe a target given to them to include in their next piece of writing.
- Slips with **non-negotiables**, such as key spellings, letter formation and joined handwriting should be identified (in pink) and corrected by the child (purple polishing), in deep and light marks, using professional judgement.
- For **Y1-Y3**, any key incorrect spellings, (eg statutory requirements in the NC appendix or high frequency words) to be underlined in pink and in the margin or at the bottom of their work, the spelling written and the child to copy it three times, in PP pen, (*appendix 9*).
- For **Y4-Y6**, when correcting sps, it is good practice for children to occasionally find the correct spelling themselves, using a dictionary or word list, this can be done in a reading carousel or PP time (*appendix 10*).

- In cases of **misconceptions**, use the see me symbol (👁️) to indicate that further action is needed. The child will either have same day or next day intervention through 'Correction Clinic' with a TA, otherwise the errors will be addressed in the next lesson by the teacher (*appendix 6*).

Kate Kavanagh-Byrne (September 2016)

## Appendix. Marking examples:

Fig 1 (marking symbols):

Manor Park's Marking Scheme	
L/O met	L/O = ✓
L/O not met	L/O = X
L/O half met	L/O = ½
Independent work	(i)
With adult supervision	(w/a)
Spelling mistake	sp
Verbal feedback given	(v)
See me about a misconception	👁️
Supply Teacher	(ST)
One merit point	(1mp)

Fig 2 (eg of purple polishing response)

Her ✓ her crooked

18.7cm X= 187cm ✓/KKB

Macbeths' x Mac be th'S ✓/KKB  
 Macbeths' melicious Wife, who unfortunately <sup>possessed</sup> was possessed along with her husband, persuaded him to become a melicious Ruthless ✓/KKB

Fig 3 (example of marking for big write, with S.C.):

Sizzlerling Swamp  
 Serves a family of 20 witches ✓  
 No ✓ well done 1mp  
 TGs 😊  
 Imagination 😊  
 Ambitious punc.  
 = bab's eyes ✓

### Our Success Criteria

- Lev 5 punc ( ) : - ' ! ?
- Imperrative verbs.
- Title & subheadings
- Ambitious vocab
- Summary para (links to beg)
- Intro para
- Descriptions
- Connectives
- Numbered steps & bullet points.
- List of utensils/ingredient
- Range
- Para

Fig 4 (eg of verbal feedback & pupil's correction):

752 ÷ 5 = 352 x 5 = 1752 ÷ 5  
 352 x 2  
 5 | 1752 = 5  
 5 | 1752 = 5



Fig 5 (eg of children self-marking & correcting):

1)	18	✓	
2)	19	✓	
3)	17	✓	
4)	16	x	6
5)	16	✓	
6)	1	✓	
7)	18	✓	
8)	-4	✓	
9)	15	x	1 6

Fig 6 (eg of see me symbol, when further action is

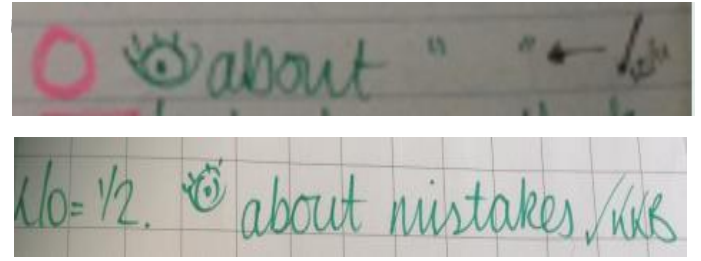


Fig 7 (eg of Think for Pink question in Maths (NCETM Mastery doc).

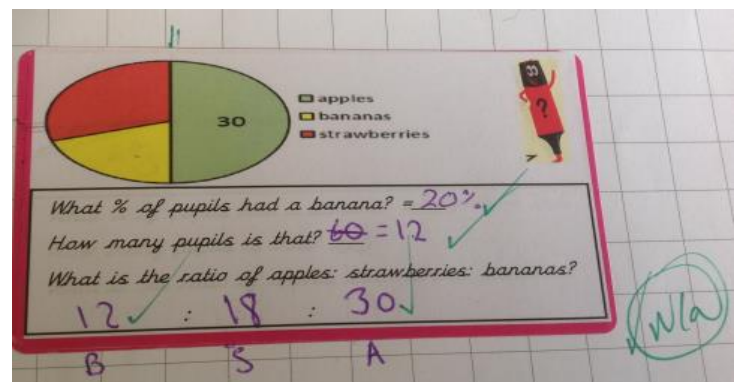


Fig 8 (deep marking in Literacy with a specific think for pink target, showing ch how to improve):

10 = Beautiful descriptions (imp) ✓  
 Alliteration  
 Range of sens  
 Ambitious vocab  
 Openers ☺  
 Subordination  
 Use an ed opener eg Deserted ✓ ☺

10 = Well done, a persuasive letter  
 dash ( )s ?s  
 Cohesion  
 hyphen  
 modal verbs  
 Next time, please use an embedded clause. (OB)

Fig 9 (eg of pupils correcting spellings Y1-3).

sp r 3  
 grabbed  
 grabbed  
 grabbed  
 grabbed

Fig 10 (eg of pupils correcting spellings Y4-6).

seen anything like  
 d smartly trying to  
 ing the villige so  
 d sky dancing  
 anything  
 anything  
 anything

Fig 11 (eg of Correction Clinic).

