

ABBAS COLLABORATION
The Prince of Wales First School
Winterbourne Valley CE VA First School
Cerne Abbas CE VC First School



The Prince of Wales Marking Policy Guidance For Parents

AIMS

The aims of this policy are:

- To ensure a coherent and consistent system for checking and marking children's work, which is understood by the children, staff and parents, is used across all schools in the Collaboration.
- To give praise and encouragement and to ensure children know their learning is valued.

PURPOSE

Marking and feedback has 3 purposes:

To help children:

- understand what they have done well (to provide positive feedback)
- understand how to improve
- make visible signs of improvement as a result of feedback

To ensure children understand what they have done well they need to know both what they have done well and the reasons for it. Both these points should be included in discussions about recently marked work.

Marking and feedback will also inform teacher's planning of future learning.

The purpose of written and verbal feedback is to **move learning on through engaging the children in a reflective process that celebrates success and develops good learning dispositions.**

MARKING AND FEEDBACK PROCESS

All teachers and teaching assistants will use the **'tickled pink'** and **'green for growth'** system using coloured pens and highlighters.

'tickled pink' - work may be highlighted with pink pen if the work is displaying the learning intention set by the teacher.

'green for growth' – an area which is a next step for learning for the child. It may be linked to the child's learning that day or week, or it may be linked to a spelling, grammar or punctuation of age appropriateness.

‘Purple progress pens’ – children then use these pens in class for correcting and improving work that has been highlighted for green for growth.

There will be two levels of marking. Marking will either take place on a daily, quicker basis (Level 1) or at a deeper, more detailed level (Level 2).

Teachers will also, of course, as part of the daily practice in the classroom, respond to the needs of the children within the lesson and after the lesson as deemed appropriate in order to move the learning forward.

LEVEL 1: Daily Marking:

- Throughout the lesson the teacher will mark the children’s guided work against the success criteria using tickled pink and green for growth.
- Where applicable the adult working with the guided group will place words ‘Guided’ onto work, they may also green for growth a couple of spellings which are appropriate to the individual child’s ability. Adult to initial work.
- Marking will assume work on the whole is tackled with independence relevant to the particular age group, if assistance has been required then this will be annotated accordingly (Adult)
- (VF) will be used to indicate that verbal feedback was given
- Improvements may be suggested in green and later acted upon using a ‘purple pen for progress’.

LEVEL 2: Deeper Marking: Any comments will relate to the task and/or success criteria. Comments will always be positive, encouraging, questioning, and constructive and develop further the child’s thinking skills or extend their learning.

- Half termly Writing Assessments ‘eg. Big Write’.
- This learning will be independent.
- Successful outcomes will be highlighted in pink
- Areas for improvement will be highlighted in green.
- Deeper marking will take place within 5 days of the children completing the learning.
- Children will be ‘given time during the lesson’ or specific ‘MIT time’ to act upon the areas of improvement using a purple pen which the teacher will then acknowledge.
- In Maths workbooks, correct answers will be marked in pink and incorrect answers will be underlined in green.
- Crosses will not be used.

All teachers and teaching assistants throughout all the schools will apply the principles of this marking policy in all subjects taught.

Sometimes it will be appropriate to give verbal feedback (VF) and sometimes it will be more appropriate to give written feedback. However, each time, the three main purposes of marking should be developed.

Praise and encouragement is used throughout the school as often as possible. All children will be praised for the effort they have put into completing tasks set. Each teacher will have their own strategies for praising individual effort and progress. Successful work will be celebrated in various ways around the school

eg. Praise assembly, display boards and blogs.


Taking pride in the presentation of work should always be seen as an important part of the process.

Marking and Feedback in the Early Years

Given the age and stage of the children in the Early Years, it is acknowledged that verbal feedback will be the most often used form of feedback used to praise children for their efforts, to highlight successes and to

help them identify what they need to do to improve. The children will identify the Learning OWL



and the Success Criteria Toolbox  during their time in Reception to prepare for the whole school approach.

In Reception children will have their next steps of learning shared with on a regular basis both verbally and through using 'Working walls'. Adults in the classroom will be aware of previous successes of children and where children need to improve. Children who are deemed ready will also have weekly feedback opportunities to look at previous work and discuss tickled pinks and green for growths. Time for improvement will then be given and gently children will be encouraged to do so.

Children in the Early Years will also be reminded verbally of past successes and previously identified areas for improvements wherever possible when attempting a new piece of learning. As well as this, children will be given regular opportunities to look at their Learning Journeys and Writing books to see past successes and progress they have made, making them ready and able to talk about their learning.

Appendix 1.



Marking and Feedback Agreement

Marking and feedback has 3 purposes:

Understand what they have done well AND the reasons for it.



Understand how to improve work.



Make visible signs of improvement as a result of feedback.

The three purposes for marking will be evident across the school, approaches may differ.