

## Highfields Primary Academy

### Marking Policy 2020

Policy updated: September 2020

Review date: September 2021

#### Purpose

Delta Primary academies consistently use a 'feedforward' approach, which minimises written marking. Effective feedforward accelerates pupil progress by enabling pupils to improve, not only a single piece of work or understanding of an individual concept, but in a more holistic and transferrable way.

#### Overall Approach

Aims and objectives of the approach:

- 1) Use of Feedforward staff journals to record formative assessments, focus future teaching and develop tailored learning opportunities to meet the needs of all pupils. Detailed guidance is found in the Delta Feedforward journals provided to teachers.
- 2) Help pupils to understand what they have done well and what they need to improve by 'feeding forward' and being responsive in their teaching.
- 3) Give timely, authentic and specific guidance on how pupils can improve their work.
- 4) Enable pupils to make clear progress and evidence this in their work.

#### Consistent Marking Practices:

- Verbal feedback is the initial and most important feedback, especially for younger pupils
- We use minimal marking codes. Examples below – amended to individual Delta academies, consistent within the academy
- Children use a **purple** pen for corrections and editing, consistent within the academy – Pupils are given quality time to make corrections and edit their work within the lesson as a result of 'live' marking.
- Marking is 'live' during lessons as far as possible – e.g. during SDI maths sequence during a lesson and whilst pupils take SDI break.
- Marking whilst pupils are working and writing across all curriculum subjects.
- Distance marking away from pupils can effectively supplement live marking, e.g. marking of tests.

#### Feedforward Journals

##### The feedforward approach should allow teachers to identify:

- Successes against Learning Intention – individual and whole class
- Development points/areas to revisit – individual and whole class learning
- Same day interventions needed
- Future on-going support required
- Misconceptions
- Any work which is incomplete
- Any children needing presentation support
- Consideration of support resources – any equipment or adult/peer support needed.

## Marking in books

Marking in books will be minimal. No comments are required unless it serves to assist staff/pupils in making progress.

Marking of individual questions/sentences is for the purpose of highlighting successes and development areas.

## Guidelines

Marking of individual questions can take place based on the basis of:

- **Green** – indicating that the response is correct or the pupil has been successful in achieving something
- **Pink** – indicating that there is something that needs reviewing. These points are directly linked to feed forward assessment, so focus on helping children to make progress.
- Verbal feedback should be prompted in class to allow children to make progress immediately (marked as VF).
- Children may be given tasks to review in purple pen – so based on feedback children may edit their work.
- Time is given for children to respond to feedback and to improve their work.
- Children may also complete self-corrections in purple pen.

## Writing Marking.

- Every piece of writing is to be reviewed via feed forward
- Highlight in **green** good features.
- Highlight in **green** celebrate and **pink** to identify specific development areas.
- In Key Stage 1 - 3 x spelling corrections should focus on the common exception/HFW. These can be marked on the word.
- In Key Stage 2 - 3x spelling corrections should focus on those contained in the year group NC spelling programme. Example: sp x3 **before** before before before. They should not be marked directly on to the word, as the children need to identify incorrect spellings independently. The pink highlighting should sit in the margin.
- Comments are not compulsory but should always refer to the success criteria and/learning objective and should be directed by assessment/feed forward – so they are aimed at helping children achieve age related objectives.
- All LO and pupil responses that are successful must be highlighted **green** by the teacher.

## Maths Marking

- Calculations should be marked correct using a **green** pen colouring next to the calculation by the teacher.
- Calculations should be marked incorrect using a **pink** pen colouring next to the calculation by the teacher.
- All challenge tasks that are successful must be highlighted **green** by the teacher.
- SDI – indicates that pupils have taken part in an immediate intervention.

## Reading Marking

- Every piece of written work is to be reviewed in relation to the learning objective of the lesson.
- Highlight in **green** good features.
- Highlight in **green** correct answers and **pink** incorrect answers.

## Homework

- Homework should be marked with an acknowledgement comment in **green** to include an indication of effort, expectations, reflection of learning in class the previous week.