

## Coldfair Green Marking Policy September 2017

### Marking Expectations

**Pink for 'THINK?'**

**Green for 'GO!'**



**Work will be recorded under the Learning Objective. This is a statement which reflects what the children will be learning in the lesson, not what they will be doing. It is a statement of intent not a task.**

**Work is marked for the following reasons:**

\*To inform the teacher regarding who has understood or not understood the learning and enable them to make a decision about how to move the learning forward.

\*To signal to the child that their efforts have been recognised and to direct them towards correcting any errors or ask them a question which extends their thinking and enables them to make further progress.

\*To praise achievement and address misconceptions.

**Work will be marked in the following ways:**

\* The learning objective will be highlighted to indicate if the child's work shows clear evidence of having met the learning objective. (Highlight in green if LO met. Highlight in pink if LO not met. Highlight in diagonal lines if partially met.)

\*A highlighter pen should be used, where appropriate, to identify sections of work which demonstrate clearly that the learning objective or success criteria have been met. This evidence can be highlighted. (One green and one or two pink areas per piece of work maximum) This demonstrates clearly to the child where they have been successful and areas where they need to correct mistakes and make improvements.

\*Work will be marked in, purple pen, against identified success criteria. Pupils should be given the opportunity to assess for themselves if they have met the learning objective, at an age appropriate level, and success criteria and record this. They should also be afforded the chance to discuss their work with peers and assess each other's work. This allows reflection time and discussion which can deepen understanding of what has been learnt as it is explained to others.

\*A final marking comment will be used to extend thinking and progress learning. This may take the form of a marking stamper in Key Stage One, a question, a calculation, corrections to be completed or a comment requiring thought and response from the child in green pen. Time will be allocated at the beginning of the next lesson in each subject to respond to marking and answer questions asked.

**A range of age appropriate symbols will be used to enable children to quickly respond to marking independently, regardless of their age.**

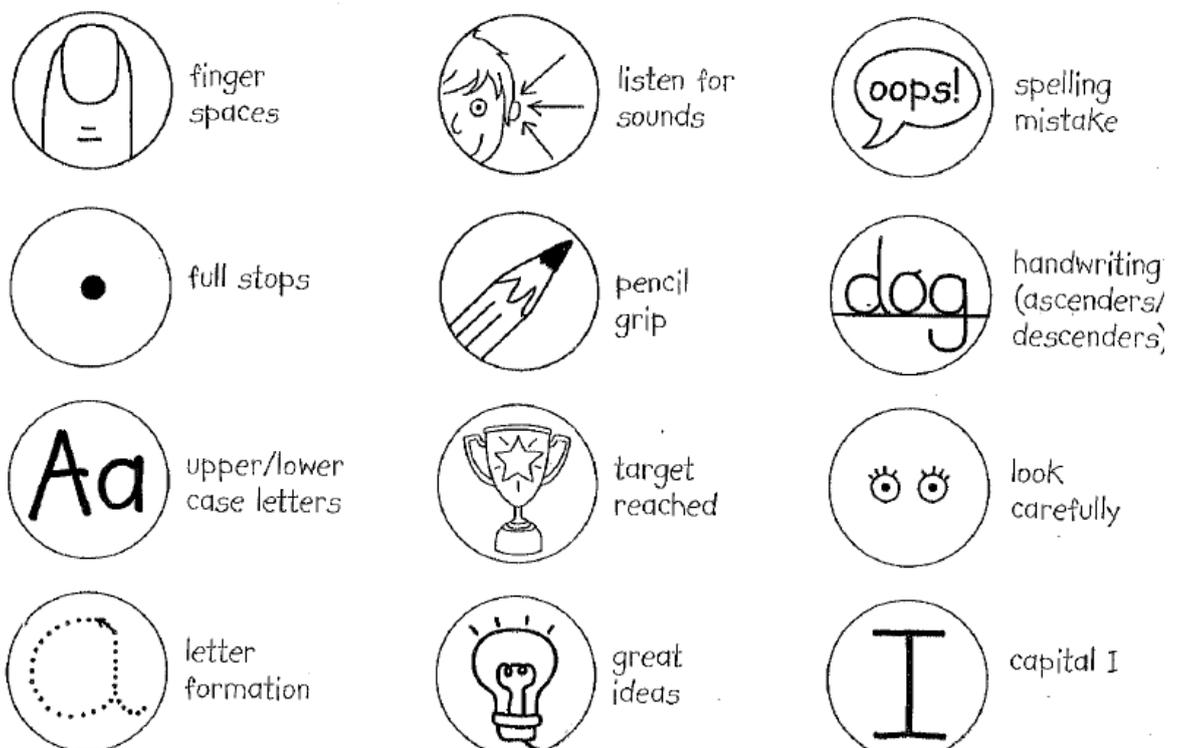
Early Years Foundation Stage:

## EYFS Stampers

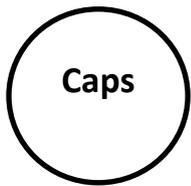


Key Stage One :

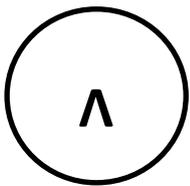
## Target Stamps for Key Stage 1



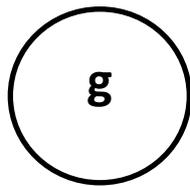
Key Stage Two :



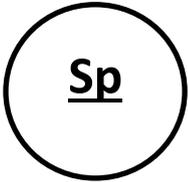
capitals



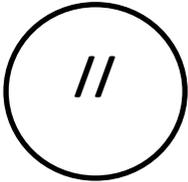
omission



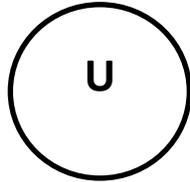
grammar



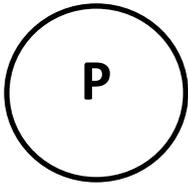
Spelling  
error



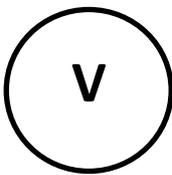
New  
paragraph



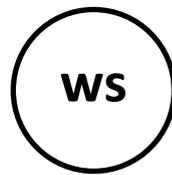
underline



punctuation

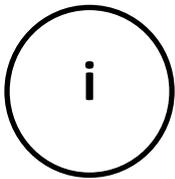


Verbal feedback



Work  
completed  
with support

All children:



Independent  
work



Guided work