



Eastbury Community School

(Primary)



Marking Policy

At Eastbury Community School (Primary), we use “green pen marking” to identify next steps. Teachers write a comment in green. The comment may move the child to the next step, it may unpick a misconception and ask the child to practice again or to apply the concept in a new context. Children respond in purple pen. Responses are acknowledged and responded to where appropriate. In Maths in Key Stage 2 children self-mark once a week and write an explanation of where they have made an error.

All work at Eastbury Community School (Primary) either has a “Green Pen Question” or are acknowledged.

Maths: Next Steps for Marking

Green pen marking should be done once a week in Maths. Here are some green pen suggestions for marking children’s Maths work and giving them next steps to respond to.

- ✓ Define key vocabulary in Maths: e.g. Explain in words what product means or Define symmetry.
- ✓ Prove it: $13 \times 5 = 60$. What do you think? Prove it.
- ✓ Consolidate: Question based on work done in Maths lessons.
- ✓ Extension: Up levelling question – use APP and Pitch and Expectations for support.
- ✓ Tell me: Tell me the steps to success when using a protractor.
- ✓ Time me!: Write out your number bonds to 10. How many seconds did it take you? What do you need to do next time to be quicker?
- ✓ List: List 5 words to do with 3D shapes. Extension - Define them.
- ✓ Show me: Show me the hardest addition calculation you can do.
- ✓ Can you: Can you calculate the missing number and explain how you would solve it.
- ✓ Where have I gone wrong? : Children to spot the mistake in a method.
- ✓ If we know that...then we know that...: Encouraging children to make links between concepts e.g. If we know that $3 \times 7 = 21$ then what else do we know?
- ✓ Write your own problem: Based on application of knowledge taught that week.
- ✓ Resources: Which Maths resources would help you to add numbers to 100?
- ✓ How would you use this Maths in real life? E.g. $0.25 + 1.34$ (money, litres, measure)
- ✓ Prior learning: Give children a question to determine their under-standing prior to starting a new unit. Next week we are going to be looking at co-ordinates. Tell me what you already know.
- ✓ Ask me: Reviewing a unit. Is there anything that we have just learnt about that you would like to check with me?

When marking please remember not to put a X for a mistake, instead please use a . (dot).



Literacy: Next Steps for Marking

Green pen marking should be done once a week in Literacy.

Green pen marking lends itself to pieces of writing as opposed to discrete grammar or word level activities. Remember if the child has not met their target in their piece of work and there were opportunities to do so, this is always their **green pen comment** which they respond to **in purple pen**.

Key features of effective feedback

- ✓ Effective feedback consists of information about the learning intention of the task, pointing out success and improvement needs against the learning intention.
- ✓ Limit the task demands and subsequent feedback: give feedback only about what children were asked to pay attention to – do not give feedback on what they were not.
- ✓ Ask children to focus on one factor at a time rather than all at once.
- ✓ Focus on spelling in other contexts releasing children from spelling as a constant criterion children spell correctly when they know how to spell the word, not when they don't.
- ✓ Use a 'closing the gap' prompt to structure improvement points: e.g. the context to show 2 points to view

1. A reminder prompt (suitable for more able):

a) What do you think the dog was thinking here?

2. A scaffolded prompt:

a) What do you think the dog's tail was doing?

3. An example prompt (suitable for lower ability) :

a) Choose one of these or your own: The dog was very angry/He couldn't believe his eyes/ He was so annoyed he ran round in circles



Topic and Foundation: Next Steps Marking

Topic and science books need to be “Green pen questioned” at least 6 times each over the space of a term. If foundation subjects are blocked then once piece is marked a week. All other work needs to be acknowledged. You can decide how you best manage this; some of the options are:

Use the “I can” statements in the Curriculum Medium Term Plans to help you think of the next steps.

Acknowledging Work

All work must be acknowledged as follows:

Initials. LO met. (I)

Initials. LO not met. (I)

Initials. LO met. (WS)

Initials. LO not met. (WS)