



## Montpelier Marking Policy- ‘What will have an impact on moving their learning forwards?’

Marking at Montpelier is a way of communicating with the children ‘where they are at and where they need to go next’. Verbal or written feedback is equally valued. We believe that marking will be effective if we emphasise achievement and give guidance on how improvements can be made. By creating a ‘response dialogue’ between teacher and pupil, we intend to encourage children to be more reflective and critical learners

Quicker feedback= Higher impact

Colour	Children’s Understanding and Language		What it looks like			Comment Bank
	What does it mean to the pupil?	What you (the pupil) needs to do now?	Code or Comment used by the teacher?	When does the teacher give feedback	When children respond	
<b>Tickled Pink</b>	<p>The part identified shows the teacher/ teaching assistant that you (the pupil) know how to apply the learning objective in this lesson or that you can reapply previous learning.</p> <p><b>OR</b></p> <p>‘WOW’ - You have shown a great effort in....</p>	<p>Do more of it in your writing.</p> <p>Apply it again in new places.</p> <p>Keep showing a great effort in...or apply this attitude to new learning.</p>	<p><b>Code mark:</b></p> <p>-Underlined, circled, ticked or D</p> <p>-Tick LO or Tick success criteria</p> <p><b>Comment:</b></p> <p>DO NOT comment if above is sufficient</p>	<p><b>Teacher/TA:</b></p> <p>Throughout lesson to instantly move learning forwards.</p> <p>Further marking to be done as soon as possible</p> <p><b>Child/Buddy:</b></p> <p>Throughout lesson</p>	<p><b>Response Time–N/A</b></p>	 <p><b>D</b></p> <p>Rich vocabulary</p> <p>discussed with pupil</p>
<b>Lazy Green</b>	<p>The part double underlined is something you have learnt before, shown you can apply and now you are consistently expected to ‘show you know it’.</p> <p>Go back and correct....</p> <p>(Check your class’s Banish List*)</p>	<p>Purple Polish</p> <p>When you ‘Beat It’* (Correct it) next time make sure you stop and check for this particular mistake.</p>	<p><b>Code mark:</b></p> <p>Underline, circle or use of D for repeated mistakes</p>	<p><b>Teacher/TA:</b></p> <p>Throughout lesson to instantly move learning forwards.</p> <p>Further marking to be done as soon as possible</p> <p><b>Child/Buddy:</b></p> <p>Throughout lesson</p>	<p>Children to purple polish in lessons there and then where possible.</p> <p>If not possible children to purple polish in next available slot- early morning work/ scoop sessions on start of lessons</p>	
<b>Learning Green</b>	<p>The mistakes in green relates to the learning objective in the lesson or learning not yet covered.</p> <p>The part identified shows me you are ‘stuck’/ in the Learning Pit* and need some more support with your learning- this is brilliant, we come to school to learn.</p> <p>MOVES LEARNING FORWARDS.</p> <p>(relates to THAT piece of work)</p> <p>Go back and...</p>	<p>Purple Polish- ask questions, get help or have another go.</p> <p>Keep going! ‘Learning Greens’ show you are challenging yourself and trying new learning.</p>	<p><b>Code mark:</b></p> <p>Underlined, circled or D</p> <p><b>Comment</b></p> <p>DO NOT comment if above is sufficient</p>	<p><b>Teacher/TA:</b></p> <p>Throughout lesson to instantly move learning forwards.</p> <p>Further marking to be done as soon as possible</p> <p><b>Child/Buddy:</b></p> <p>Throughout lesson</p> 	<p>Children to purple polish in lessons there and then where possible.</p> <p>If not possible children to purple polish in next available slot- early morning work/ scoop sessions on start of lessons</p>	

**Banish List** = A list created by the class basic errors that children should not be making

**Beat It** = The children are encouraged to ensure they correct and make no lazy green errors so beating the green pen

**The Learning Pit** = A phrase to describe when children have become stuck with a learning challenge and are trying to solve this

**Purple Polish** = children improve and correct errors with a purple pen so polishing/ improving their work

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Blue for Build	This is your <u>challenge/target</u> and what you need to show next.	Focus on this skill the next time you have the opportunity to show it.	Comment -Use of comment or question Or -Underlining success criteria in blue			- although  - Tell me 3 lazy green errors you will spot next time?  - top three rules for inverted commas?  -Tell me why you use because?  -tenses
	This is a chance to deepen your learning or apply it differently.					
	Next time...					
Examples of ‘High Impact’ marking						
You will see...				You will not see...		
Give feedback that will have an impact on learning.				Allow children to initial or ‘write back’ to feedback.		
Always give feedback relating to the LO as a minimum				Use more than 5 words for pink/green comments		
Use a D whenever you work with children				Give more than 2 spellings to write out in one 1 piece of work		
Only mark what is appropriate for that child				Give an unrealistic amount to purple polish. <i>(If it takes more than 5 minutes, it is too much).</i>		
Allow the children to purple polish straight away.				Giving spellings children do not know without corrections or time to use dictionary		
Use colours correctly				Ever write in full sentences if feedback can be given in a more concise and still effective way.		
Equip children with understanding of marking colours (see above)						

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