

At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E First School

Marking Policy

Effective Marking and Feedback should:

- Provide clear feedback to pupils
- Recognise, reward and encourage pupil effort and progress
- Encourage pupils to try to improve
- Include verbal feedback to move the learning forward
- Be shared or explained clearly to pupils so that they know what they need to do to improve their work
- Teachers working with children during each lesson to provide instant feedback that will motivate and inspire, addressing any conceptions.

What that looks like at Grange View:

- Highlighters will be used in all lessons - Green for 'Got it', Pink for 'think'
- A blue highlighter will be used to underline correct subject specific vocabulary.
- Yellow highlighter is used to outline good quality reasoning in Maths that earns a Dojo point.
- We use a 'live marking' approach, when possible, where the children are given instant feedback.
- Spellings (including common exception words) may be underlined or dotted in the margin for children to self-correct.
- Letter formation will be addressed and children will be encouraged to correctly form a letter 3 times.
- Comments are not necessary within the daily marking; verbal feedback is prioritised.
- In RE, comments may be added to further children's learning linked to the lesson outcomes.

Marking procedures:

- A blue pen should be used to mark children's work
- Teachers or adults will use feedback from marking to inform future targets and planning
- All work will be date marked
- Marking will be related to a clear learning objective. Therefore, incorrect spellings will not always be corrected, but common exception words will be corrected in English lessons.
- Marking will celebrate success in order to raise self-esteem and encourage children to work to their full potential.
- An exceptional piece of work will be rewarded using either their classes own or the schools rewards system.
- When possible or appropriate children will be able to reflect upon marking and edit or improve their work.
- Pen colours - Green for 'Got it', Pink for 'think'

- in English books. In KS1 RWI symbols used within English lesson accordingly and highlighted.



APPENDIX 1 – Maths Marking

APPENDIX 2 – RWI Marking

In each class there will be occasions where teachers may indicate where individual children have had added support.

Key Marking Information:

T – Teacher

TA – Teaching Assistant



APPENDIX 1: Maths

Aims of our marking and feedback policy (Maths)

At Grange View CE First School we understand that marking and feedback plays a pivotal role in moving children's learning forward. We also understand that learning in maths is quite different than learning in other subjects and that a distinct policy is needed as a result. We endeavour to provide a marking and feedback system that provides positive reinforcement, illustrates where children may have gone wrong and models correct use of strategies and also sets challenges for pupils that have securely understood objectives. We want our pupils to feel that their work, and progression in learning, is valued. Our marking and feedback policy ensures that:

- A consistent approach is adopted across the school;
- Staff have a clear understanding of expectations;
- All staff play a part in moving children's learning forward;
- A constructive dialogue takes place about learning between pupil and adult;
- Pupils will receive timely and appropriate verbal or written comments about their learning;
- Pupils can take responsibility for checking and correcting their learning
- Pupils take ownership of their learning and progress
- Pupil self-esteem is raised because they see that their learning is valued;
- Standards are raised and progress is made because staff expect nothing but the best from their children.

Effective feedback strategies used at Grange View CE First School

Verbal feedback

Sometimes a teacher may intervene within the Maths lesson if a child is not showing confidence with a particular concept. This may be through an explanation or more modelling from the teacher or TA that has assessed that pupil's understanding.

If verbal feedback is given to a child in a Maths lesson this should be recorded in the child's book to show that they have had this feedback through the use of the 'vf' symbol.

Green for success

If the child has been successful and achieved the learning objective then their objective title should be highlighted in green. If children have recorded their working out and tasks in their books then answers should also be highlighted or ticked in green.

Pink for think

Pink for think is used when a child has made a mistake or has not quite achieved the learning objective. This maybe, on occasion, where extra intervention is needed throughout the week to ensure the child is confident and ready for the next steps in the maths learning journey. If this is the case then the learning objective should also be highlighted pink. Once the child has shown that they have sufficiently grasped the concept then an adult will tick green next to the label with initials.

Think for pink can also be used to challenge the pupils' thinking. When providing a child with a next step comment or a higher level questioning strategy the teacher may indicate this with the use of pink pen.

Gold for greater depth

Children who show success within the lesson should be challenged with a deeper problem solving or reasoning tasks. These challenges should be highlighted or outlined in 'gold' to highlight where children have attempted and worked through a 'mastery with greater depth' problem.

A teacher may also highlight in gold if they wish to record a comment that shows a deeper level of thinking in the child's learning. (See attached appendix for examples)

Green for success

Title and learning objective highlighted in green when a child has been successful. Children commenting and reflecting on their own learning.

Johnny says he can represent the total number of vertices of his shapes like this:

$$4 \times 7 + 3 \times 3 = 37$$

Find the total number of vertices for these sets of shapes in the same way:

Handwritten work:

$$4 \times 4 + 5 \times 2 = 26$$

$$8 \times 5 + 3 \times 1 = 43$$

$$1 \times 3 + 4 \times 4 + 4 \times 3 = 31$$

I notice they were 7 side and 4 ~~over~~ them and 3 sides and 3 of them.

Master Math challenge

Calculate the missing digits in these calculations

Pink for think used to indicate mistakes.

Questioning used to allow the child to think and reflect on their mistake.

5 5 5

Ted says: I have one pizza cut into 10 equal pieces. I have eaten $\frac{5}{10}$ of the pizza.

Does Ted have any pizza left? Explain your answer.

no because you had 5 and ate 5 so now you have non left you have eaten the whole pizza

I am confident at fractions

1. $\frac{5}{10}$ five tenths ✓
 2. $\frac{4}{10}$ four tenths ✓
 3. $\frac{3}{10}$ three tenths ✓
 4. $\frac{2}{10}$ two tenths ✓
 5. $\frac{1}{10}$ one tenth ✓

Odd One Out

Which is the odd one out? Explain your answer.

I think the odd

Complete the statements to make them correct.

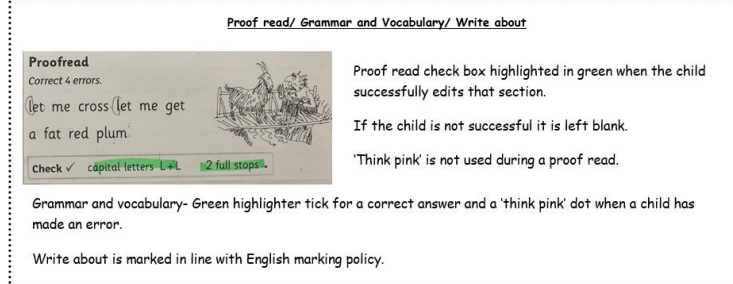
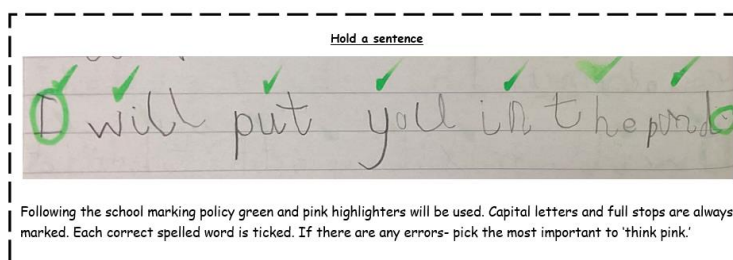
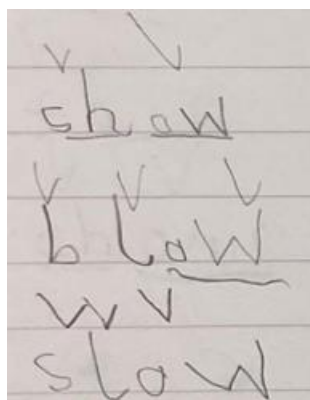
a) $487 + 368 < 487 + 468$ ✓
 b) $326 + 258 > 325 + 259$ ✓
 c) $391 + 600 = 401 + 600$ ✗

Explain why you did not have to work out the answers to compare them.

Remember when you exchange, you put the tens on top. Not on the bottom.

APPENDIX 2: Read Write Inc

A mix of **Green for success**, **Pink for think** and children's self marking will be evident within a RWI book. Children are encouraged to tick each correct sound in spelling practice and fix any mistakes themselves.



Staff will mark children's work (see above) and provide immediate feedback to the children.

Keeping up to date with RWI marking should be a priority for each group leader. Marking RWI books should be done throughout the sessions when possible.

When marking in the session is not possible it should be done at the end of the day. TA's are given time to prepare for the next book and to ensure all marking is up to date.

The phonics leader will keep up to date with any changes to the Read Write Inc programme and will make changes accordingly.

Date: February 2024

Signed: _____ *R. Griffin* _____

R. Griffin

Chair of Governors

Review: February 2026