



Whitehead
Primary School
& Nursery Unit

'LEARNING AND GROWING TOGETHER'

Marking (Formative Feedback) Policy

Last Review	August 2020	Sarah Kidd
Next Review	June 2024	

AIM OF POLICY

At Whitehead Primary School, while we appreciate that all children are individuals, we encourage them to work to a very high standard and a great emphasis is placed on setting out work neatly and correctly. The aim of this policy is to ensure that Whitehead Primary School has a common, manageable policy on marking that is implemented by all of the teachers. This policy is a working document which generates and informs good practice throughout the whole school.

ETHOS

At Whitehead Primary School we feel it is vital that a child's work is responded to in a positive manner in order to help each child to develop to their full potential. Through this marking policy we aim to create a positive learning environment in which children are proud of their work. In order to achieve this:

- Children are seen as individuals and have their work valued by those around them (teaching and non-teaching staff, parents and other children).
- We will develop the child's self-esteem and confidence by acknowledging their success and helping them to recognise ways in which they can improve.
- Children are encouraged to respond positively to their own work.
- We aim to create common practices and attitudes when marking work. Any form of responses to work is seen as a partnership between an adult and a child.
- We will consider what a child will learn from a particular response to their work.
- All responses will take into account the ethos, aims and core values of Whitehead Primary School.

KEY ELEMENTS OF OUR MARKING (FORMATIVE FEEDBACK) POLICY

1. LEARNING INTENTIONS

Informing our pupils about what they are going to learn, and why they should learn it, gives them the tools they need to take more responsibility for their own learning and achieve learning independence. As a result, we hope they will be:

- More focused for longer periods of time
- More motivated
- More involved in their learning
- Better able to take responsibility for their own learning

Learning Intentions in the Classroom

- Separate the learning from the task/activity by focusing on what the children will learn, not what they will do.
- Tell the children why they are learning something and where possible give real life rationale for the learning.
- Use appropriate language, for example, we will use the words "we are learning" rather than "we are doing".
- Display the Learning Intention using a flipchart/wallboard/ interactive whiteboard, which we can then refer back to during the lesson.
- Discuss the Learning Intention with the pupils.

2. SUCCESS CRITERIA

While Learning Intentions describe what pupils will learn during an activity, success criteria are the statements that help pupils recognise if they have been successful in the learning.

In Whitehead Primary School success criteria:

- Are linked to the learning intention
- Are specific to an activity
- Are discussed and agreed with the pupils prior to beginning the learning activity
- Scaffold and focus pupils while they are engaged in the activity
- Are used as the basis for feedback and peer and self-assessment

Success Criteria in the Classroom

- We will model the process of creating and sharing success criteria. We will set the success criteria allowing the children to discuss them.
- Success criteria will be in child friendly language or in pictorial form.
- As children adjust to using success criteria, they will become more involved in the planning and negotiating process, providing them with a clear understanding of what is required to undertake an activity.

In Foundation Stage, the learning intention (WALT) will be delivered to the children verbally. The children will be provided with a visual stimulus linked to their success criteria through WILF.

In Year 1, the children will use a stamp to show they feel they have achieved the success criteria.

In Year 2, this will be progressed into a traffic light system. The green stamp means success criteria achieved, amber almost there, red had a go but still unsure or not achieved.

In KS1 & KS2 the children will use a traffic light system to self-assess, however, as the children progress through the school they will also be encouraged to further develop their skills of self and peer assessment as we believe that this can be used to develop a deeper understanding for the child.

3. FORMATIVE FEEDBACK

In Whitehead Primary School formative feedback will comment on the quality of a pupil's work and offer advice on how to improve. It will contain three elements:

- Evidence on where the pupil is now (this is their success as it relates to the agreed criteria)
- A definition of the desired goal
- Practical strategies to close the gap

Formative feedback will take the form of both oral and written.

Oral Feedback

Oral feedback is usually given during the lesson. It is a very powerful and effective tool with all children, but even more so with those of a younger age as it:

- Is personal and specific to the pupil
- Is immediate and so allows for quick remediation and improvement
- Reinforces the relationship between teacher and pupil and allows for the pupil to respond and participate

Written Feedback

Written responses may be to praise, advise, inform or to mark the child's work as correct.

- Teachers can respond in written form both with and without the child being present. Where possible, as the teacher moves around the room, they will mark a piece of work and write a comment with the child. This allows reflection by the child, stimulation of ideas and the teacher the opportunity to suggest the child's next task or action.
- All written comments should be made in clear, legible, neat handwriting and in a style consistent to that being taught to the children.
- Written comments should be positive and constructive.

Our written feedback will take the form of 'Tickled Pink and green for Growth' where we will:

- Identify successes (in pink), showing the pupils where they are now
- Identify realistic and achievable areas of their work that they can improve (in green) and where appropriate providing them with a practical strategy to help them improve.

Written formative feedback can be considered effective when it is:

- Simple, positive and child friendly. This is helped by the use of stickers, smiley faces, stamped symbols and stars.
- Clear and relevant, while suggesting strategies for improvement and setting goals to be achieved.
- Undertaken as a child completes their work or as soon as possible after the child has completed it.
- Completed regularly and consistently with written comments made in clear, legible, neat handwriting and in a style consistent to that being taught to the children.
- Clearly based on the learning intentions and success criteria of the lesson.

When marking work (particularly literacy) teaching staff will use the following key:

Spelling error	'SP' written to identify a miss-spelt word
Punctuation mark missing	Punctuation mark inserted and circled
Capital letter missing	Capital letter inserted and circled
Word or phrase missing	Up arrow ^ inserted and word(s) written above
A new paragraph is needed	/ inserted and 'NP' written in the margin

When marking work (particularly numeracy) teaching staff will identify an incorrect calculation using a green 'c', prompting the child to self-correct. The teacher will subsequently mark the child's correction. Should the child continue to get the correction wrong the teacher will arrange a time to explain how the child could get the calculation correct.