



Westbrook Old Hall Primary School Feedback and Intervention Marking Policy

Spring 2022

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focussed on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our children matter, as does their achievement and so too does their future.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

Whole School Feedback and Intervention Marking Policy

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’.” *Professor John Hattie*

Aims

At Westbrook Old Hall Primary School, we believe that each child is an individual with specific needs that we seek to meet appropriately through planning, assessment, motivation and encouragement. We believe that when marking and giving feedback about the work of our pupils, comments will be made that are meaningful, effective, age-appropriate and enable the pupils to move forward in their learning. Therefore, these are our aims:

- **To prioritise focused feedback through oral dialogue with children**
- To seek to refocus children’s thinking when giving feedback or marking to help them make significant and sustained gains in their learning through constructive comments and questions.
- To set out standards of presentation for pupils’ work.
- To ensure a consistent approach to feedback and marking and presentation of work throughout the school.
- To understand the individual and group needs of children through ongoing assessment.
- To identify strengths and areas for improvement to inform future work and encourage and motivate children to achieve their best.
- To help children to improve their performance through constructive comments.
- To use assessment for learning strategies, including self and peer assessment.
- To help children value work and promote self-esteem.
- To help children to take pride in their work.

Feedback & Marking

- Children should receive feedback – either verbally or in writing – for all pieces of work.
- Marking and feedback should primarily be linked to the learning objective or children’s individual targets in writing.
- Priority should be given to verbal feedback and teachers should seek to give as many children as possible focused verbal feedback during the lesson or as soon after the lesson as practicable.
- Where verbal feedback is given, the letters VF may be written in the appropriate place in a child’s book. A brief bullet point may be used alongside the VF to indicate the subject of the conversation (eg. VF – direct speech).
- In writing, green highlighters will be used to draw children’s attention to elements of children’s work that have been done well. These will usually relate to lesson objectives or children’s individual targets.
- In writing, amber highlighters will be used to draw children’s attention to mistakes or areas for improvement, particularly when related to children’s personal targets. A brief bullet point may be used alongside the highlighted section to indicate the nature of the improvement needed (e.g. full stops).

- Children will be given opportunities to reflect upon these parts of their work either during the lesson or as soon after the lesson as practicable. Purple pen will be used by the children to make corrections.
- Incorrect spelling of age and ability-related words and subject-specific vocabulary, will be highlighted (no more than three). Pupils should be given opportunities to reflect upon and practise these spellings.
- In other subjects, incorrectly spelt words will be written at the end of the work and the child will be expected to practise writing the word three times.
- Initials of the teacher/learning assistant should be used if not marked by the usual class teacher. A stamper can also be used.
- The level of support given to a child will be indicated next to the LO with the following initials: I (independent), A (adult-led), S (adult support given).
- When the LO has been achieved, it will be ticked.
- Oral feedback will be given to children who are unable to read the teacher's comments.
- Opportunities should be created for children to assess and evaluate their own work and that of their peers.
- Pupils will be guided in how to mark their own work and that of others. However, such reflection should focus on either focus skills or children's individual targets.
- Green pens will be used by teachers for marking.
- Additional codes may be used by a teacher – see appendices

Monitoring the Policy

The policy will be reviewed at in April 2025.

The policy will be monitored through work scrutiny and reports by the Senior Leadership Team.

EARLY YEARS MARKING SYMBOLS

- ✓ You've achieved the learning objective
- ~~~~ Doesn't make sense
- ⊕ What you did well
- △ What I have supported you to do
- Do this to take your learning forward (English only)

KEY STAGE 1 and 2 MARKING SYMBOLS

✓ You've achieved the learning objective

VF Verbal Feedback

→ Do this to take your learning forward

(maths and English only)

GREEN highlighter shows what you

have done well.

AMBER highlighter shows what you

need to improve.