



William Stockton Primary School

**Marking and Formative Assessment
Policy**

Marking and Formative Assessment

Purpose

Quality structured conversations around pupils' progress should happen during all lessons for all pupils, therefore marking will be minimal. We will continue to use the pink and green system, see point 9 below. However, teachers will be asked not to write comments on books after a lesson as a method of sharing points around an individual's progress.

Teachers may of course look through the books at the end of a session to:

- inform teachers of pupils' attainment, progress and future needs
- inform teachers of a pupils' strengths, weaknesses and areas for development

Pink and Green pens can be used to:

- recognise effort, attainment and progress
- provide positive praise and encouragement
- are easily understood by the pupils

THIS SHOULD PREFERABLY BE DONE DURING THE LESSON, DURING THE STRUCTURED CONVERSATION

Guidelines for Assessment

1. Teachers must ensure that pupils are clear about what they will be looking for when the work is assessed, so learning objectives and success criteria should be shared with the children at the start of a lesson. WHAT.....HOW.....WHY we are learning this.
2. Work must be dated with the long date for most subjects. The short date is used for Maths, Art, and the continuation of work will have the short date in the margin.
3. An indication should be present as to the level of support the child has received when completing the work (T: Teacher assisted work, TA: Teaching Assistant assisted work).
4. Verbal Feedback should be by a 'structured conversation' during the lesson; one to one or adult to a group.
5. Verbal Feedback (through structured conversation) must be focused on the learning objective, subject specific successes, areas to improve and individual targets. Verbal

comments to highlight successes / areas to improve throughout the lesson are essential for aiding individuals to progress

6. Effort should be recognised as well as quality when appropriate.

7. Appropriate prompts should be used to 'close the gap' and extend the child's progress and attainment.

8. Work must be marked by the teacher / teaching assistant taking the lesson and is expected to be daily in core subjects. If a TA is involved in the marking, feedback will be given to the class teacher if relevant.

9. Marking is completed in PINK and GREEN pens (to reflect the tickled pink system) which will contrast with the children's work.

10. Teachers use Pink and Green (TICKLED PINK AND GREEN FOR GROWTH) to show success in work and indicate where improvements can be made linked to the learning objective and success criteria.

11. Pupils experience opportunities for peer marking, worded around the tickled pink and green for growth philosophy.

13. Abbreviations to be used: Sp - spelling, CL - capital letter, FS - full stop, P - punctuation. A green P in a green triangle - improve presentation. Pink P in a pink triangle - impressive presentation.

14. For spellings, SP to be written in the margin - children to identify the spelling error. The specific spelling will not be identified to encourage independent writing, dictionaries and first 3 letters will be used when appropriate. In KS2 - 5 spellings max. In KS1 - 3 spellings max.

15. In Foundation subjects, key vocabulary and key knowledge are highlighted in pink. Where there are errors in subject specific skills or knowledge, these are to be highlighted in green and a structured conversation is had with the child to ensure misconceptions are identified and corrected. Aim to be ticked in pink if achieved the objective.

Conclusion

The feedback provided for pupils will be consistent and effective. It must be accessible to the pupils and contribute to pupil progression in that area of the curriculum.

In Consultation With

Date Agreed	Name	Position
July 2023	Mark Allen	Head Teacher