



Holly Hill
Church School

Marking and Feedback Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

May 2017

Introduction

At Holly Hill Infant and Nursery School we understand the vital importance of marking work and giving effective feedback. Feedback, whether verbal responses and questioning, or marking books should be constructive and fit for purpose, whilst also taking into account the age of the children. The process of marking and giving feedback should be a positive one. It should focus on success (HOW children have achieved against the learning objective) then move onto challenges and ways to improve in order to move the learning on for individual children.

So WHY do we mark?

- To move learning on further.
- To identify children's understanding and to provide future challenge - to provide the children with clear guidance on what has been done well in their work and what they need to do next to improve.
- To communicate gaps in learning to individual children by giving specific information on the extent to which they have met the lesson's objectives, and/or the individual targets set for them
- To inform future planning to address the needs of the children
- To promote independence and self-assessment so that children can see how to up level their work from the teachers comments and through clear assessment structures in their books i.e. targets and up levelling
- To demonstrate that we value the children's work, and encourage them to do the same
- To boost children's confidence and self-esteem and aspirations, through the use of praise and encouragement

Expectations for the children's books— What our books should say?

- We fully understand where children are in their learning, where they need to get to and how we are going to help them to move on
- We are prepared and organised - books are set up in advance with Learning Objectives and there is a carefully thought out balance between children writing directly into their books and the use of writing frames, games, photographs and scaffolding sheets
- We take pride in our teaching and value the children's learning
- We have high expectations of ourselves and of the children and this is modelled in all we do
- We are consistent in the use of the school's handwriting policy and aim for all children to write in a clear, legible and neat style (Nelson). This handwriting style is modelled by all staff in the setting up of their books and when marking the books.
- That progress is clearly evident from unit to unit and from term to term in all books.

Early Years

1. Teachers must ensure that all work/books are well prepared

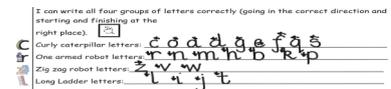
In advance of the days work.

2. All work **must** be dated (topic work dated for the month).

Observations are dated and clearly linked to characteristics of Learning and developmental bands. Staff initial observations.

3. All comments and modelling of writing in the books must clearly follow the school's handwriting policy.

4. The letter I or a class stamper will be sometimes be used if the work was completed independently.



5. Links to developmental bands will be highlighted when covered/achieved. Next steps will be clearly stated and linked to development bands. In the Summer term links for ELGs should be highlighted.

development bands. In the

6. Stickers and stamps will be used as rewards.

7. Written feedback will be given where

appropriate but in Reception this will usually be alongside verbal feedback.

9. If anyone other than the class teacher marks the work they **must initial it**. If the work is marked by a supply teacher then they must initial it and write **ST**.



10. The ratio/level of support should be clearly indicated, especially for writing. This will look like this: **1:1 1:4 1:6**

11. Visual 'Target' stamps for EYFS will be used and ticked when achieved.



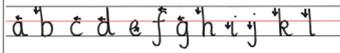
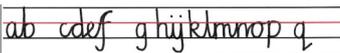
Year 1

1. Teachers must ensure that all work/**books are well prepared in advance of the days work.** (date/L.O / borders/targets/photographs stuck in)
2. All work must be dated by the teacher - written date in English books and numerical date in the maths books.
3. The Learning Objective must be stuck into books in advance (see step 1) and highlighted as achieved

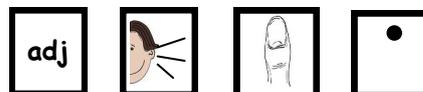
LO: I know the doubles up to 10 +
10 =

LO: I can write a descriptive sentence

4. All comments and modelling of writing in the books must clearly follow the school's handwriting policy. Expectations for both Year 1 and Year 2 children to achieve the 'perfect pencil' must be consistent and repeated misconceptions addressed through the marking of books and in handwriting/phonics sessions.

5. The ratio/ clearly indicated   level of support must be unless independent.

This will look like this: **1:1** **1:4** **1:6** and **I** for **Independent work. S is used to show where work has been supported.**



6. Visual 'Target' stamps will be used, where appropriate, and highlighted when achieved
7. **The wish** is used to indicate what the pupils needs to do in order to progress further next time. This can be used alongside a key target at the top of the page (as a key SC) or to show what needs to be done next time at the bottom of the page. This can be in the form of an additional target or a closing the gap task or challenge. **TIME** will need to be given for a child to complete this.
8. The Learning objective will be highlighted in green if achieved and dashed green when partly/ or not achieved. Green highlighter used within the child's work indicates examples of the learning being met.



i.e. the child has used a good example of an adjective to describe a word when writing a character description.

9. Orange highlighter is used within the child's work to inform the child that a correction needs to take place, or it may be used at the end to indicate a challenge or gap task. Orange indicates 'action' to the child.
10. In Maths, if an example is correct then it will be ticked or highlighted green and if it is incorrect then it will be highlighted orange to indicate action is needed.
10. Observations made during practical sessions and during verbal feedback (**VF**) can be written on post-it notes and stuck into the book or in speech bubbles to show how children feel about their work.
11. **All adults working** with a group must **write their initials**. If the work is marked by a **Supply teacher** then they must **initial it and** write **ST**.

Year 2

1. Teachers must ensure that all work/**books are well prepared in advance of the days work.** (date/L.O / borders/targets/photographs stuck in)
2. All work must be dated by the teacher - written date in English books and numerical date in the maths books.
3. The Learning Objective must be stuck into books in advance (see step 1) and highlighted as achieved

LO: I know the doubles up to $10 + 10 =$

LO: I can write a descriptive sentence

4. All comments and modelling of writing in the books must clearly follow the school's handwriting policy. Expectations for both Year 1 and Year 2 children to achieve the 'perfect pencil' must be consistent and repeated misconceptions addressed through the marking of books and in handwriting/phonics sessions.

a b c d e f g h i j k l

ab cdef g h i j k l m n o p q

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1:4 **1:6** and **I** for **Independent work**. **S** is used to show where work has been supported.

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adj



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adj

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Holly Hill Infant and Nursery School

Marking and Feedback Policy

Target Symbols and Marking at Holly Hill



capital letters



full stops



listen to the sounds



letter size



letters on the line



finger spaces



correct pencil grip



use your word card or book



6 legs on the floor



correct formation



try to finish on time



check your spelling



hold paper steady



tell an adult what you want to write



capital letters for proper nouns

(Names People Places)



use conjunctions to join sentences



use adjectives 'wow' words



use adverbs 'wow' words



use a dictionary or thesaurus



use a noun phrase in a sentence (adj + noun)



I got this right.

L.O. Learning Objective

(What are we learning today?)

S.C. Success Criteria

(How will I know my work is good?)



A reason my work is good.



My work needs action



A way to make my work even better.



paragraphs



similes



new line for dialogue

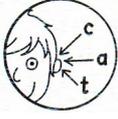
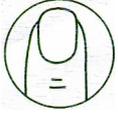
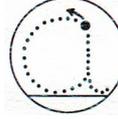


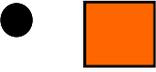
range of punctuation



handwriting

Reception Specific Targets

Target Stamp	Meaning
	Hold my pencil correctly
	Listen out for the correct sounds as I write
	Start using capital letters
	Use a finger space " To keep my words in place!"
	Write my name correctly on my work
	Write my letters on the line and keep the tall letters tall, the long letters under the line and the 'same sizers' the same size
	Form my letters correctly Start my letters in the correct place
	Use a full stop to end a sentence

Symbol	Meaning
VF	Verbal Feedback - This is used when you have gave verbal feedback for improvement .
ST	Supply Teacher has taught the lesson and/or marked the work.
1:1 1:4 1:6	Ratio of adult to child to show the level of support needed to complete the work. In RECEPTION the letter I will be used if a child has completed a piece of work completely independently. In Year 1 and Year 2 the assumption is that if no ratio is written then a child has completed the work independently.
Sp	<p>Spelling Correction - Where a child has misspelt a word that is a commonly used HF word for their year group i.e. was, the, went etc in Year 1 and Reception then they should correct the spelling 3 times at the bottom of their work. If a word continues to be misspelt over a few pieces of work then some 1:1 support will need to be given to find a way of remembering the correct spelling.</p> <p>For a word containing a recently taught digraph, trigraph or other phoneme correspondence which is age appropriate then the child should be given the time to practice the spelling at the bottom of their work.</p> <p>If a word is commonly misspelt by a few children in the class then the word needs to be incorporated into the weekly phonics sessions with a strategy to learn the spelling i.e. mnemonic, breaking down the word etc.</p>
	A dot is to be used to show if an answer is wrong. Crosses are not to be used. Orange highlighter may be used as well as/ instead of at times.
	A tick is used for a correct answer.
	A wish is used to model a key expectation for the SC at the beginning of the work or at the end of the work to highlight a gap task where a child needs to improve their work further or address a misconception.
	Green is used to highlight where a child has successfully achieved against the LO and/or an individual success criteria.