



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.*

Dated Issues: September 2021

Review Date: September 2024

Signed: .....(Headteacher)

## Introduction

At Holly Hill Church School we understand the vital importance of marking work and giving effective feedback. Feedback is proven to be most effective when given verbally, 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 provide feedback and 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

### **Principles for setting up effective feedback**

- Before providing feedback, teachers should provide high quality instruction that includes the use of formative assessment strategies; High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

### **Methods for providing effective feedback**

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (EEF Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback are followed.

### **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 dates. 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.

# 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.
3. All comments and modelling of writing in the books must clearly follow the school's handwriting policy.
4. The letters Ind will be used if the work was completed independently.
5. Learning Objectives will be Highlighted green is achieved and dashed is partly achieved.
6. Next steps will be clearly stated and linked to Development Matters/ELG
7. In the Summer term links for ELGs should be highlighted.
8. Stickers and stamps will be used as rewards.
9. Written feedback will be given where appropriate but in Nursery and Reception this will usually be live verbal feedback.
10. 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 **Supply**.
11. The ratio/level of support should be clearly indicated, especially for writing. This will look like this:     **1:1**           **1:4**           **1:6**
12. Visual 'Target' stamps for EYFS will be used and ticked when achieved.
13. Intervention work will be have the **INV** written at the top of the page








## Key Stage 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)
- All work must be dated by the teacher - written date in all books and numerical date in the Maths books.
- The Learning Objective must be stuck into books in advance (see step 1) and highlighted as achieved. The Learning objective will be highlighted in green if achieved and dashed green when partly/ achieved. Green highlighter used within the child's work indicates examples of the learning being met.

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

LO: I can write a descriptive sentence

- 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.   
- The ratio/level of support must be clearly indicated unless independent. This will look like this:  
**1:1      1:4      1:6      S is used to show where work has been supported.**
- Visual 'Target' stamps will be used, where appropriate and highlighted when achieved
- The wish is used to indicate what the pupils needs to do in order to progress further next time. This can be used 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.
- In Maths, if an example is correct then it will be ticked or highlighted green.  
- Observations made during practical sessions and during verbal feedback (VF) should be recorded in the children's book.
- Teaching Assistants supporting** a group must write their initials. If the work is marked by a **Supply teacher** then they must **initial it and** write **Supply**.

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Target Symbols and Marking  
at Holly Hill



capital letters



full stops



listen to the sounds



letter size



letters on the line



finger spaces



correct formation



try to finish on time



check your spelling



use conjunctions to join sentences



use adjectives 'wow' words



use adverbs 'wow' words



handwriting



I got this right.

L.O. Learning Objective  
(What are we learning today?)


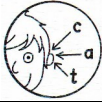



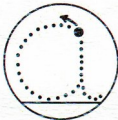






A reason my work is good.



A way to make my work  
even better.

## 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 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
<b>VF</b>	Verbal Feedback - This is used when you have gave verbal feedback for improvement .
<b>Supply</b>	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 EYFS the letter <b>Ind</b> 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.
<b>Sp</b>	<p><b>Spelling Correction</b> - 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 tick is used for a correct answer.
	A <b>wish</b> 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.
	<b>Green</b> is used to highlight where a child has successfully achieved against the LO and/or an individual success criteria.