# Holywell Village First School
## Marking and Feedback Policy

Rationale

All pupils should be aware of the learning objectives for all recorded work. They will be aware that their work has been acknowledged by the teacher and will understand if it has not met the objectives how to improve the quality. They need to be given time to read and act on feedback.

Purposes

1) To improve work against specific criteria or targets in order to improve learning and inform future planning.
2) To inform and involve pupils in target setting and evaluation of progress.
3) To use a standardised marking code throughout the whole school to promote assessment for learning in a time efficient way.
4) To reduce teacher workload by encouraging greater pupil self evaluation and involvement in the assessment process.

Guidelines

1) The learning objective should be clearly understood by pupils and recorded work should be marked based on that criteria or individual pupil targets. WALT 'We Are Learning To…' and WILF 'We Are Looking For…' will be used to share learning objectives (WALT) and
2) All pupils should be aware of the learning objectives of the recorded work and their own class, group or individual targets.
   a) Pupils should be encouraged to evaluate their own work and the work of others as part of the assessment process.
   b) Teachers should regularly model the marking process.
   *c)* Teachers are not required to offer challenges after every piece of work. These comments can be presented as a '**challenge' (purple stamp) or 'super-challenge' (red stamp).** These comments or prompts should encourage pupils or set new targets. i.e.
      *A reminder prompt – what could be improved*
      *A scaffold – ask a question or direct by writing an unfinished sentence.*
      *An example prompt (particularly useful for younger children or those with SEN)*
3) A marking code will be shared with pupils and their parents. Fewer long comments on secretarial skills, e.g. handwriting and spelling, will be necessary.

**Green for Growth, Think for Pink**

We want promote a 'growth mindset' so that children to see mistakes as learning opportunities. From Nursery, we will promote 'Think for Pink' as a positive message and that 'Green for Growth' is the ambition that underpins all we do. To promote this philosophy in lessons we will ensure:

1) Work will be titled 'I am learning to…'. This may be written by the child or printed and stuck in as a title.
2) Teachers will highlight the title in green and/or pink to indicate if the pupil has achieved the objective(s) for that lesson. This can be revisited if subsequent intervention has resulted in the pupil attaining the objective(s) at a later date.
3) The marking code in Appendix 1 sets out the expectation for the types of feedback that should be provided to pupils.
4) Improving comments, next steps and challenges should be written in pink. Challenges will be stamped with the purple stamper. Challenges set that are Captain Challenges or Greater Depth will be famed in pink highlighter pen.
5) Nursery will note their on-going assessments and annotate their planning using this approach.

**See Appendix 1 for Year Group marking Codes**

**Target setting**

Targets will be set for children using the challenge approach.

**Challenge** = teachers should set challenges for children based upon information gathered from marking, assessments and observations (purple stamp)

**Super Challenge =** these will be set verbally and in Learning Journals for pupils in receipt of Pupil premium. This indicates the additional support and challenge that this group of pupils require in order to make accelerated progress (red stamp).

**Self-assessment strategies**

Symbols should be used by children and / or teacher to evaluate progress or achievement of the objective e.g.-

☺ = I have met the objectives or achieved a personal target.
😐 = I have found this difficult or I am not sure of the concept.
☹ = Need some more help or practice.

**Summative assessment**
See assessment policy

Formulated :July 2017
Adopted: 5th October 2017
Next Review date: Autumn 2019

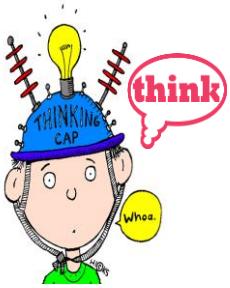
Chair of governors:

Date:

# Appendix 1

## Our Year Two, Three and Four Literacy Marking Policy

**Think Pink**




↑ = Improve, uplevel or insert.

↑ V = Uplevel your vocabulary to a different word

↑ C = Uplevel your connective or add one in

↑ O = Uplevel your opener

↑ P = Uplevel or add in any missing punctuation

(a) = Missing capital letter

(A) = Capital letter in the wrong place

___ = Have another look and think

// = Use a new paragraph

 = Use a finger space

**Green for Growth**



✓ = Work has been checked by an adult.

✓V = A good example of vocabulary.

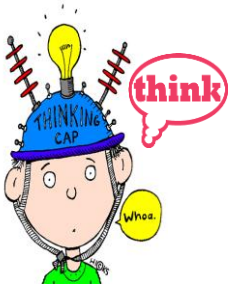
✓C = Good use of connectives.

✓O = A good opener.

✓P = Good or right use of punctuation.

# Our Year One Literacy Marking Policy

## Think Pink




↑ = Add something missing

a = Missing capital letter

____ = Think again

 = Use a finger space

## Green for Growth



✓ = Work has been checked by an adult

✓V = A good example of vocabulary

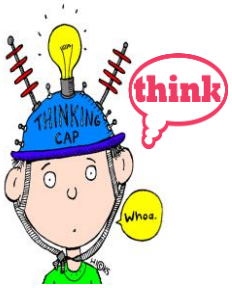
✓C = Good use of connectives

✓O = A good opener.

✓P = Good or correct use of punctuation

# Our Reception Class Literacy Marking Policy

## Think Pink




a = Missing capital letter

____ = Check my spelling

 = Use a finger space

## Green for Growth

✓ = An adult has checked my work



_____ = Wow word used

# Our Numeracy Marking Policy

Green for Growth



✓ = My answer is correct

Think Pink




— = Think again about your answer

○ = Think again about this part

✓ = I've corrected my answer and now it's correct

# Challenge and Assessment



= Can you complete your challenge? (This is your next step)

= Can you complete your super-challenge?

## My self assessment:

☺ = I have met my objective or target

😐 = I have found this difficult/ I am not sure

😐 = I need some more help or practice