

# 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. We will use the following words: 'We Are Learning To...'
- 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**' (pink 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 pink stamper. Challenges set that are Captain Challenges or Greater Depth will be famed in pink highlighter pen.
- 5) When children respond to adult written feedback, they will write in pencil. Any of their own, unsupported editing / re-drafting will be written in the 'purple polishing pen'.
- 6) 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 (pink stamp)

**Self-assessment strategies**

Formal, recorded self-assessment strategies will start to be introduced in the summer term of Year 1 when deemed appropriate. Prior to this, pupils will be asked to self-assess informally e.g. using thumbs up/middle/down.

The following 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.



= I need some more help or practice.

In other lessons, such as PE, other self-assessment strategies may be necessary. These will be noted in the relevant subject policy.

**Summative assessment**

See assessment policy

Formulated : 26th April 2023

Adopted: 2nd May 2023

Next Review date: Spring 2025

Chair of governors:

Date:

# Our Year Three and Four Literacy Marking Policy

Think  
Pink



- = Improve, uplevel or insert
- V = Uplevel your vocabulary to a different word
- C = Uplevel your conjunction or add
- O = Uplevel your opener e.g. fronted adverbial
- P = Uplevel or add in any missing punctuation

(a) = Missing capital letter

(A) = Capital letter in the wrong place

sp = Have another look and think about spelling

— = Have another look at this part

// = Use a new paragraph

 = Use a finger space

— = Learning objective has been met

Green  
for  
Growth



## Our Year Two Literacy Marking Policy

Think  
Pink



- = Improve, uplevel or insert
- V = Uplevel your vocabulary to a different word
- C = Uplevel your conjunction or add
- O = Uplevel your opener
- P = Uplevel or add in any missing punctuation


a = Missing capital letter

A = Capital letter in the wrong place

sp = Have another look and think about spelling

— = Have another look at this part

// = Use a new paragraph

 = Use a finger space

— = Learning objective has been met

Green  
for  
Growth



# Our Year One Literacy Marking Policy

       = Add something missing

V = Uplevel your vocabulary

(a) = Missing capital letter

sp = Look again

 = Use a finger space

       = Learning objective has been met

word = Good vocabulary used

Think  
Pink



Green  
for  
Growth



# Our Reception Class Literacy Marking Policy

 = Missing capital letter

 = Check my spelling

 = Use a finger space

 = An adult has checked  work

 word = Good vocabulary used

Think  
Pink



Green  
for  
Growth



# Our Numeracy Marking Policy

 = Think again about your answer


Think  
Pink

 = Think again about this part



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

Green  
for  
Growth

 = My answer is correct



## Challenge and Assessment



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

### 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

### In lesson assessment:



= I have met my objective or target / I am happy to attempt my learning task



= I have found this difficult/ I am not sure about my learning task



= I need some more help or practice