



HOLLICKWOOD
school

Marking and Feedback Policy

Date Ratified	tbc Policy created September 2022	Next Review	September 2023
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(1) Introduction

We are mindful that marking is primarily for the children. This policy has been written after discussions with our teachers and children about how we can use marking to make the maximum possible impact on children's progress and engagement in the learning process. It has been informed by research into the most impactful forms of feedback and the government's workload review guidelines. Marking should be manageable, motivational and meaningful.

(2) Aims and Rationale

- (2.1) We give children written and verbal feedback in order to:
- Value the effort put in by the child and celebrate successes
 - Assess the depth of learning that has taken place
 - Identify misconceptions or gaps in learning that the child has
 - Reinforce a skill or key piece of information
 - Extend a child's understanding or ability to do something
 - Inform future planning for individual children, groups or the whole class.
- (2.2) We encourage staff to use their professional judgment to decide what type and depth of feedback is appropriate in any given situation. This judgment needs to be based on what will most positively impact that child's progress.
- (2.3) We recognise that it can sometimes be difficult to decide which type of feedback is most appropriate and that it takes time to build up an understanding of how to make these judgements, and so senior leaders will have professional dialogues with members of staff to offer further guidance and support where necessary. Regular training will also be provided. Senior leaders will look for the impact of the teacher's feedback on a child's progress rather than for a particular quantity or style of written marking. Senior leaders will only be more prescriptive about the type of feedback and marking required if there are concerns about pupils' progress. For pupils making slow progress, the senior leadership team may direct teachers to use the 'target tabs' system.
- (2.4) We are mindful of the pressures that extensive written marking can place on teacher's workload and are committed to ensuring that we give pupils feedback that is highly impactful but does not create unnecessary work for teachers. Where possible, we encourage teachers to mark and give feedback during lessons so that most marking is done within the school day.

(3) Reviewing Books

Teachers are expected to review every child's book before the next lesson in that subject for core subjects and should review non-core books in a timely manner. Teachers should then use this assessment to inform their planning in order to secure pupils' progress. Reviewing books means to look at them to check understanding, either 'over the shoulder' during lessons, or after the lesson, not necessarily that the work is all marked in writing before the next lesson. This is vital so that teachers know how to adapt their next lesson for individuals/groups/the whole class in light of their understanding in the previous lesson. All work must be acknowledged and checked, but it is not expected that all work is marked in detail.

(4) Types of Feedback

(4.1) Whole class and group feedback

It is often appropriate to give a whole class feedback when there are common misconceptions or next steps. This can be done in the form of mini-plenaries during the lesson, or at the beginning of the next lesson. Examples of children's work or WAGOLs can be used to help illustrate what success looks like as well as to provide a starting point for discussing next steps.

(4.2) Verbal Feedback

Timely, verbal feedback is one of the most effective ways to support pupils to move their learning and understanding forward. Feedback delivered in lessons is more effective than comments provided at a later date. Our children have told us that what helps them most is when a teacher talks something through with them in the lesson. Therefore, verbal feedback will be given to children during lessons wherever possible. For example, teachers and LSAs may 'helicopter' around the class checking in with individual pupils and intervening quickly if they need more support or additional challenge. Teachers may also 'conference' with pupils, giving them more in-depth feedback on their work. This helps to ensure that pupils' progress remains swift and is particularly effective during the drafting process of writing. In order to make conferencing manageable teachers may use their professional judgement to decide which pupils need more light touch conferencing and which pupils would benefit from a longer conferencing session. It is not always necessary to look at a whole piece of writing when conferencing, and teachers should focus on a key point to improve showing the child how to edit their work. Conferencing does not mean that the final piece of writing produced needs to be completely free of errors. The purpose of conferencing is to ensure that pupils have the opportunity for rich dialogue with their teacher about what they have done well, and where their writing might be improved. Verbal feedback does not need to be evidenced in written form, unless teachers feel it helps them or the child. If teachers are giving feedback part way through a piece of work they may wish to do so on a post-it note so that the child's written work is not interrupted by the teacher's comment.

(4.3) Self-assessment

Sometimes it is appropriate and beneficial for children to mark their own work. Children should be given the tools to self-assess, so that they are empowered to identify how well they have met the learning objective, and what they need to do in order to move their learning forward. Tool-kits/Self-assessment checklists can be used to show children what they need to include and consider in their work. For younger children, the marking symbols included in this policy can be used as a visual toolkit. For longer written pieces, a success criteria used as a self-assessment checklist should be stuck at the bottom of the piece of writing. The Hollickwood self-assessment sentence stems should be used to support pupils to structure their thoughts and responses. These can be used to support the children to articulate their next steps and what they have done well verbally and/or in writing. Self-assessment does not always need to be written. These self-assessment strategies help children to build their independence and to take responsibility for their learning. They can also help children to quickly identify if they need more support or challenge with a task if children mark their work or self-assess part way through a lesson. If pupils are self-marking, teachers must still make sure that they check the books after the lesson to ensure that the marking has been done correctly and to inform future planning.

(4.4) Peer-Feedback

Sometimes it is appropriate and beneficial for children to mark or assess the work of other children in their class or an anonymous 'pupil'. WAGOLs (What a Good One Looks Like) are a good tool

to use to generate discussion. Plenaries, including mini plenaries, can also be used as an opportunity for peer feedback. 'Book on Book' is another effective tool which may be used. Children should be explicitly taught how to give constructive feedback to their peers and to engage in dialogue about their learning. Peer feedback may be verbal or written. The Hollickwood peer-assessment sentence stems should be used to support pupils to structure their thoughts and responses. Children do not always need to write down or record the peer feedback. The sentence stems can be used to structure verbal feedback so that the children learn to articulate themselves clearly and comment respectfully on each other's work.

(4.5) Written Feedback

Written feedback may be light touch marking or may be more in-depth marking. In-depth marking is most likely to be appropriate when a child has done an extended piece of writing, when they have produced the final outcome that draws together learning from across the unit, or when the work is being used for in depth assessment. Deep marking provides more detailed feedback to the child, and gives them a clear next step target. Targets must be specific, manageable and written in language that the child can understand. Where children are not able to read a written comment, teachers may use one of the marking symbols to indicate the child's next step target. For example, they might use the finger symbol to prompt the child to remember finger spaces next time.

Where written marking is used, it must be neat, spelt correctly and grammatically accurate so that high expectations are modelled for children.

If a child is set a target after a piece of extended writing, this target must then be written into the child's self-assessment checklist for the next piece of writing with the symbol **T** next to it. This is so that the children are able to focus on meeting the target set for them in the last piece of writing. Target setting is only useful if the children are actively encouraged to focus on their targets and understand what their target is.

(4.6) Highlighting

Children should always have the learning objective and date stuck in or written at the top of their work. Highlighting should then be used to indicate how well the child has met the learning objective. A green highlighter dot shows that the child has met the LO. An orange highlighter dot shows that the child has partially met the LO. Teachers may then wish to highlight sections of the child's work which show that they have met the learning objective in green. Highlighting in green can also be used to indicate to a child parts of their work that are especially good.

(5) Response to feedback

Teachers should build in sufficient time into lessons for children to read and respond to their written feedback. Children may show that they have responded to feedback either by correcting their work or by demonstrating that they have met the target given in subsequent pieces of work. Pupils will respond to marking and do any corrections in green pen. If pupils have misconceptions or have made errors it is expected that these are addressed in the next lesson, or through additional intervention.

(6) Spelling

Not all spelling errors will be corrected in every piece of work as this can be unmanageable for teachers and over-whelming for children. Teachers will exercise their professional judgement as to the most appropriate spelling errors to highlight or correct. In English, teachers should give

particular notice to spelling errors that show that a child has not understood a spelling rule or pattern that has already been taught, to the spelling of common exception words and to those words that are commonly misspelled. In other subjects, teachers may choose to focus on key subject/topic specific vocabulary, instead of correcting more general spelling errors.

Emergent spellers may only be given part of a word to correct. For example, the teacher might use the marking symbols to prompt the child to correct the initial or final sound in a word. Younger/less confident spellers will have the spelling that needs correcting underlined and 'sp' put next to it. However, for older/more confident spellers, teachers will indicate that a spelling needs to be corrected by putting 'sp' at the end of the line that the word is on so that the child has to self-identify the word that needs correcting. For the most confident spellers, the teacher may write at the bottom of the work a comment such as 'you have made two spelling errors in paragraph 2/the whole piece of writing'. Find and correct them.' This will help to build independence.

(7) Giving feedback to pupils with SEND




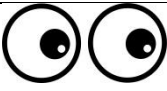


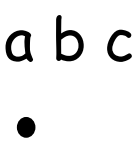

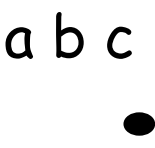

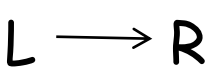







Teachers must differentiate the way feedback is given to suit children with SEND's particular needs so that is meaningful to the child and supports their progress. The Inclusion Lead will provide support and guidance to teachers where needed.

(8) Marking symbols and guidelines

Teachers can mark in any colour pen so long as it contrasts with the colour used by the children.





We have agreed marking symbols that are used for children who are unable to read written comments. This helps pupils to understand teachers' marking. Children must be actively taught the meaning of these symbols and they should be placed prominently around the classroom as a reminder. The tables below show when each symbol is introduced so that there is progression across the school. Teachers in KS1 may use symbols from EYFS and teachers in KS2 may use symbols from KS1 and EYFS.

(9.1) Agreed marking symbols introduced in the EYFS

Symbol	Meaning	Symbol	Meaning
	Talk about what you have written. Orally rehearse your sentence before writing.		Think about your handwriting and correct letter formation.
	Use your name card.		Read back your work.
	Use the grapheme sheet/word mat		Write on the line.
	Write the sound you can hear at the beginning of words.		Make sure descender letters go below the line.
	Write the sound you can hear at the end of words.		Make sure ascender letters are taller than other letters
	Write from left to right.		Use finger spaces in between words.
	Only use lower case letters unless it is a proper noun, the pronoun 'I' or at the start of a sentence.		Use a full stop at the end of your sentence.
	Take your time.		Use a capital letter at the start of your sentence.
	Incorrect spelling		Think again/incorrect (maths)

Teachers will highlight any particularly successful parts of the child's work. T will be used to denote a next step target.

(9.2) Agreed marking symbols introduced in KS1 (EYFS symbols may also be used)

Symbol	Meaning	Symbol	Meaning
Green highlighter dot	Learning objective fully and securely met	Orange highlighter dot	Learning objective partially met
Pink highlighter dot	Learning objective not met.	A	Use a capital letter at the start of your sentence.
sp	Incorrect spelling		Check for sense/improve this part
●	Think again/incorrect		Write on the line.
y	Make sure descender letters go below the line.		Make sure ascender letters are taller than other letters
●	Use a full stop at the end of your sentence.		Use finger spaces in between words.

Teachers will highlight any particularly successful parts of the child's work.

T will be used to denote a next step target.

(9.3) Agreed marking symbols introduced in KS2 (EYFS and KS1 symbols may also be used)

Symbol	Meaning	Symbol	Meaning
Green highlighter dot	Learning objective fully and securely met	Orange highlighter dot	Learning objective partially met
Pink highlighter dot	Learning objective not met.	//	New paragraph
^	Missing word	p	Punctuation
Teachers will highlight any particularly successful parts of the child's work.			
T will be used to denote a next step target.			

(9.4) Letters to denote the level of support given

Please use these letter codes to indicate how much support has been given.

I	Independent	GG	Guided Group
VF	Verbal Feedback	WS	With support

(10) Marking by supporting adults

Teachers may sometimes ask supporting adults to mark the work of the children they have supported during the lesson. It can be a useful way of additional adults communicating how well the child has met the learning objective to the teacher. Supporting adults should follow the same marking guidelines as teachers. Where teachers ask supporting adults to mark work they should give them sufficient time to do this within the school day. Additional adults should also initial their marking. Supporting adults are also expected to play a key role in giving children timely verbal feedback throughout the lesson.

(11) External agencies

In some year groups, particularly those that may be subject to external moderation such as Y2 and Y6, some teachers have found it useful to mark in a way that supports them to evidence the teacher assessment judgements that they have made for the child. For example, they may wish to highlight where children have met particular statements on the assessment frameworks. Teachers may also wish to highlight in orange any of the core spellings for the year group e.g. words from the National Curriculum statutory Y3/4 and Y5/6 list. However this is not a requirement and teachers should be mindful that the main audience for the marking is the child.

(12) Policy Review

This policy will be reviewed on an annual basis.