

Unlocking the Potential of Every Child

# Feedback Policy (Marking and Presentation) 2021 -2022

Revised: August 2021  
Review Date: September 2022

### **Definition of Feedback:**

“Powerful, passionate and accomplished teachers focus on providing feedback in an appropriate and timely manner to help students to attain the worthwhile goals of the lesson.”

**John Hattie**

### **Rationale**

To encourage all children to take pride in their work, present it neatly and adhere to the simple rules for presentation.

To ensure that all children receive feedback to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self- assessment.

As a result of this policy, there will be a greater consistency in the way that children’s work is presented and marked across the National Curriculum Key Stages.

### **Aims for Presentation**

To achieve high standards of presentation across the school.

To foster pride in all work so that there is continual improvement in presentation of work.

### **Aims for Feedback**

- To provide a coherent picture of good or better practice in feedback.
- To provide positive reinforcement of the learning and teaching process.
- To ensure that effective learning results from manageable feedback.
- To give teachers, teaching assistants and peers the skills for effective feedback.
- To give pupils an understanding of how they learn and what strategies help them to be successful - ‘meta cognition’.
- To meet the needs of all pupils by adapting the learning and teaching programme in the light of feedback (within the same lesson i.e. the plenary; in the next lesson; as part of the ongoing programme of learning).
- To ensure that progress is evident in pupil work over a period of time.

*Marking practices and procedures should be kept in line with the school’s overall policy on assessment, recording and reporting achievement and in keeping with a wide range of ways in which the school recognizes and celebrates children’s achievements.*

### **Why do we give feedback?**

- To enable a dialogue between the teacher and child (both verbal and written).
- To give a clear picture of what the child has achieved.
- To give recognition and praise for achievement.
- To provide suggestions for the next learning steps.
- To identify common individual and group needs to inform future planning of learning and teaching.
- To empower children to self-assess.

***For feedback to be worthwhile, it is essential that children can both understand and respond to it in a meaningful way. This requires pupils to be able to understand and use the Language of Learning!***

### **Presentation**

<b>Aspect of Presentation</b>	<b>Year Groups</b>
Continuous Cursive handwriting	Year 3-6
Dated work	ALL (short date for Mathematics and long date for English)
Learning Objective for all work	This will be outlined on Seesaw and within Seesaw activities
Underlined headings	Y3 to Y6
Use of every page	ALL
One number per square for Mathematics books	ALL
Use of rulers	Y3 to Y6
Use of pen (fountain or rollerball only, black ink)	Only after pen licenses have been issued
Labelling of books should be standard school label	ALL, as applicable
Digital presentation using apps as required by teacher	Year 1-6
Responses to teachers' activities on Seesaw.	FS-Year 6

The following procedures for correcting children's work should be implemented by all staff:

- Instant feedback has been proven to be the most effective form of feedback for children. Work must be marked prior to the next lesson in a given subject.
- Work should be corrected according to the curriculum focus, i.e. in a piece of Science work, correct the science misconceptions. You may highlight three key scientific words which are spelt incorrectly.
- Marking needs to be a positive tool for encouragement – think pinks should be used to move learning forward through challenging and extending questions.
- When marked work is returned to children there should be some sort of verbal feedback either individually or as a class (please refer to feedback codes).
- Where appropriate a brief written comment, positive and constructive should be made on work. This comment should also be informative (i.e. not just good or excellent, etc) and linked to the learning objective.
- Children's work should be marked in GREEN and PINK.

*Following the return to school and the end of Distance Learning most feedback will now be in verbal in lessons or in their learning books.*

### **Spelling**

Write correct spelling above word and or add missing letters.

Select a maximum of 3 words, have these written for the child to practice either on the page in pink pen. Child to correct own misspelled words.

### **Monitoring and Evaluation**

Learning Views will be conducted each half term (please refer to the MER). Heads of Department, Head of Years and Learning and Teaching Team will review a sample of work from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Effective feedback to challenge children and move them forward in their learning
- Consistency in teacher's marking across the two key stages and between the year groups.
- Clear expectations for children and teachers.

### **KS1 and KS2 Feedback Guidelines**

Each year group completed agreed actions as regards Feedback Guidelines in October 2020. This is reviewed and updated monthly.

[Please click here for agreed actions and review](#)

### **In School COVID19 Feedback Guidelines**

#### **Learning Books/Seesaw**

- Children will record learning in their SBS learning books or Seesaw portfolio.
- Instant verbal feedback should still be given to the children throughout lessons. This can be evidenced through using the Feedback codes
- Questioning during in class sessions will extend and challenge the children's understanding.
- Teachers will be required to give feedback (verbal/written) to children via Seesaw.

#### **Digital Tools**

- Teachers will utilise online platforms such as Seesaw Blog to further encourage peer assessment and collaboration.
- Digital tools such as century, SPaG.com, Doodle will be used to provide the children with instant summative feedback within lessons.

#### **Planning for Feedback**

- Each year group plans how to give feedback to the children in a timely and effective manner. [Click Here](#)
- Lessons are organised so that children can receive an appropriate variety of feedback based on the task, inclusive of teacher led feedback, self-assessment, peer assessment and use of teacher assistant feedback.

Meaning and Reasoning	Symbol
Every piece of English work will contain a <b>positive, concise</b> comment directly linked to the learning objective.	GREEN PEN / HIGHLIGHTER Green for growth
Mathematics books <b>do not</b> require a green comment, however LO should be highlighted if achieved.	Green for Growth
Think Pink questioning should be measureable and <u>require a response/reflection</u> . They will be used as appropriate, however minimum weekly expectations will be as follows: <ul style="list-style-type: none"> <li>• <i>Every second piece</i></li> </ul> <p><b>Think Pink questions must be used to move learning forward (challenging and extending)</b></p>	PINK PEN Think Pink
Children will respond to ‘think pink’ questions on the same day, if possible, or at the beginning of the next lesson.	Coloured pencil
Mastery Tasks/questions	Purple
Spelling will be corrected as and when appropriate to each year group. <i>(No more than 3 in one piece)</i>	sp
Verbal Feedback	VF
Child completed their work independently	I
With support	WS
With Full Support (required high level prompting and guidance throughout the entire task)	W.F.S
With Partial Support (required guidance	W.P.S*

with specific aspects)	
With Initial Support (required support to get started on the task and completed independently)	W.I.S*
If students of determination are provided with personalised resources to support them within the lesson	PR
Self Assessment	SA
Peer Assessment	PA
Team Work	TW
Steps to Success will be used per objective as an ongoing assessment tool. They will be displayed in books after the objective has been completed.	See Below
<p><i>*Where written by a TA or LSA, elaborate to the class teacher verbally or with an additional Post it added to page</i></p> <p><i>To acknowledge TA LSA feedback, teachers should tick through the letters</i></p>	
<b>Subject Specific</b>	
<b>Language (English, Arabic, MFL)</b>	Feedback should always relate to the learning outcome. In regard to spelling/handwriting and grammar, this should be given feedback when it is the specific outcome or target of the child. It can be corrected (SP - no more than 3 spelling errors at a time).
<b>Maths and Science</b> <b>Islamic</b> <b>Moral, Social and Cultural Studies</b>	Correcting misconceptions and guiding their learning forward through questioning, modelling, prompts and reminders.
<b>Seesaw Feedback Guidelines</b>	See agreed actions for each year group

## Rewards

Children are given 1 house point for work which shows improvement or effort. Head Teacher Awards will be given for work that demonstrates exceptional standards or progress. Comments on children's work are positive.

### **Moderation**

Each year group will moderate on a regular basis to ensure the feedback policy is consistent across the year. Once a term each milestone will come together to moderate level of challenge of pink questioning and quality of feedback provided for children.

### **Students of Determination**

The work of Students of Determination may be marked with an appropriate version of the marking scheme. See SOD Policy.

### **Evidence**

Evidence of children's achievements are tracked using Learning Ladders.

### **Steps to Success**

Steps to Success are a list of clear 'steps to success' for a particular objective used as an ongoing assessment tool. Steps to Success will include the weekly SPaG objective (if applicable) and all the key features that children should be demonstrating in their work to achieve the identified curriculum objective. Further 'steps to success' can be added by the child and/or teacher following ongoing assessment.

Steps to Success are used across both Key Stages, taking the form of simple icons or images in Early Years and early Key Stage 1 and progressing to longer and more in-depth statements at upper Key Stage 2. Children are given the opportunity to self-assess their own work against these 'steps' before the teacher using the blank space provided.

They are inclusive of Learning Gears (KS1, KS2, KS3) which are used to promote reflective learning conversations

### **Guidance for Peer / Self-Assessment:**

*"Our aim is ... to involve students as far as possible in the analysis and presentation of their own work. If the teacher is the only person giving feedback, the balance is wrong and the students become powerless, with no stake in their learning."*

**Shirley Clarke**

**Peer and Self-Assessment – This should always be explicitly taught.**

- All students should be involved in their learning.
- The learning outcomes should always be written to allow the students to understand them.
- Students should assess themselves and others against the specific learning outcome/steps to success
- Students make use of TAG (Tell Ask Give) to support giving feedback to their peers.

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

### **Roles and Responsibilities**

The Primary Leadership Team will decide on targets for the School Development Plan, to co-ordinate and work in line with Curriculum Action Plans. This will be used to develop and build on the school's provision for all students. The Feedback policy will be constantly reviewed throughout the year due to the changes in Learning and Teaching in line with the Covid19 restrictions

This policy will be formally reviewed by the Senior Leadership team at the end of the academic year, June 2021. It will be informally reviewed each term by HOY.

This Policy should be read along with:

- [SOD Policy](#)
- [Assessment Policy](#)
- [Learning and Teaching Policy](#)
- [Year Group Feedback Action Review](#)

## **Appendices**

### **Evidence Guidelines**

#### **Books and Seesaw**

Curriculum Area	Year 1	Year 2	Year 3 and 4	Years 5 and 6
-----------------	--------	--------	--------------	---------------

<b>English Per Week Learning books or Seesaw</b>	3 pieces of work	3 pieces of work	3 - 5 pieces of learning.	3 - 5 pieces of learning.
<b>Maths Per Week Learning books or Seesaw</b>	3 pieces of work (at least 1 reasoning exercise)	3 pieces of work	3 - 5 pieces of learning.	3 - 5 pieces of learning. Seesaw - Maths strategy shared on Seesaw every 2 weeks.
<b>Science - Individual books Per Week Learning books or Seesaw</b>	1 piece of learning.	1 piece of learning.	2 pieces of learning	2 pieces of learning
<b>Working Scientifically Seesaw</b>	Evidence every fortnight 1 or 2 pieces.	Evidence every fortnight 1 or 2 pieces.	Evidence every fortnight 1 or 2 pieces.	Evidence every fortnight 1 or 2 pieces.
<b>Moral, Social and Cultural Studies Learning Books or Seesaw</b>	Evidence 1 piece of work per week	Evidence 1 piece of work per week	Evidence 1 piece of work per week	Evidence 1 piece of work per week

### Steps to Success Template

Success Criteria Year [subject] I can...	Teacher
L.O.L	
Which Learning Gears have you used this week to be successful?	
	

Success Criteria Year [subject] I can...	Teacher
L.O.L	
Which Learning Gears have you used this week to be successful?	
	

**Key Stage 1 Example Key Stage 2 Example**

 <b>Steps to Success</b>	
Year 1 Week beginning 17 <sup>th</sup> November 2019	
I can...	Teacher
<i>Write</i> a set of instructions for the things we need including bullet points.	
<i>Sequence</i> events independently in the correct chronological order.	
<i>Use</i> time adverbials to begin my sentences.	
<i>Show</i> consistent use of capital letters and full stops.	
	

Steps to Success	
Year 3 3rd November - 21st November Warning Stories - TWW - 'The Coal'	
P	I can... T
Imitation	
explain what a warning tale is	
write an unfamiliar warning tale	
retell a familiar warning tale using actions and expression	
create a story map for a warning tale	
design a story mountain for a warning tale	
invent a spine poem	
rewrite a familiar warning tale	
box up a familiar warning tale	
Innovation	
innovate a story map with my own ideas	
box up an innovated warning tale	
create and describe an innovated character	
Independent application	
write an innovated warning tale	
include in my writing:	
neat, cursive handwriting	
ambitious adjectives to describe	
adverbs to describe movement	
paragraphs	
sentence openers	
full stops and capital letters	
inverted commas " "	
? ! , ' " " "	
	

### Levels of Learning

Cognitive Challenge	Nature of Progress	Typically, pupils will	Predominant teaching style	Type of success criteria	Role of Teaching Assistant
Low level cognitive demand, involves following instructions.	Acquiring	Name, describe, follow, instructions or methods, complete tasks, recall information, ask basic questions, use, match,	Modelling, explaining	Instructional (e.g. steps to success)	Supporting

		report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.			
Higher level of cognitive demand, involves mental processing beyond recall. Requires some degree of decision making.	Practising	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make, observations, estimate, compare.	Reminding, guiding	Guidance (e.g. Remember to include)	Reminding
Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching, creative mentoring.	Learner Generated	Challenging

