



## FEEDBACK AND PRESENTATION POLICY

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**Why do we need marking and feedback?** Reflective teaching and feedback ensures lessons are correctly pitched for our children. Misconceptions are addressed and timely support is put in place for those that need it. Our children know what they need to do to improve. This accelerates learning and progress.

**Who should provide feedback?**

- Children
- Teachers
- Support staff
- Parents

Teachers are responsible for monitoring and responding to work in pupil's books. HLTAs mark books and provide feedback for those they work with. TAs will mark, and initial, the books for those they are supporting.

**How often do children need feedback?**

**'Feedback in the moment is 100 times more powerful than feedback in written tasks' (Shirley Clarke, 2017)**

Every lesson children will be given feedback, All books should be marked daily and a **green** tick/ticks will indicate staff have looked at/marked the work. Purple pen will show where children have responded to verbal/written feedback.

**At least once a week** there will be written feedback in English and Maths. For staff to maintain a good work life balance priority needs to be given to the subject/lesson/piece of work where the next day's learning is dependent on high quality feedback. Feedback should be realistic, purposeful and appropriate to age.

**What strategies do we use to provide feedback?**

- Questioning probing and challenging
- Use of visualiser to model and demonstrate excellence or to address misconceptions
- Pupil as the teacher
- Individual feedback
- Group/class feedback
- Mini plenaries
- Class discussion
- Cold and hot tasks
- Use of talk partners
- Mixed ability groupings
- Growth Mindset – mistakes are part of the learning process

**Title/ Show Me**

In each lesson the children know what they are learning, where they are in relation to that goal and how they are going to get there. The show me is shared with pupils in lessons. Feedback is given against this.

**Responding to Feedback with Purple Polishing Pens**

Children use their purple pens to edit their work in response to all verbal feedback.

Children respond to written feedback with their purple pens at the start of the next lesson so they can address misconceptions/consolidate understanding before new learning takes place.

**What should feedback look like?**

- It should be related to the success criteria/show me
- Specific, clear and focused
- Positive – value effort and strategies not just success
- Move the learning on
- Address misconceptions
- Make links between ideas/prior/future learning
- Model how to make it better
- Modelling strategies, e.g. what can we use when we don't know something?
- It should always be responded to
- One tick – good two ticks – wow
- // new paragraph sp\_\_ spelling
- Circle when change is needed
- In the EYFS Children's learning is recorded on Tapestry through observations. Next steps are identified

**Research shows peer to peer feedback is effective.**

Children are trained to do this. It is modelled by the teachers. Children will give feedback to each other that is kind, specific and helpful.

**Feedback in English will focus on:**

- presentation, use of finger spaces,
- handwriting, letter formation, correct joins
- spelling mistakes/patterns, e.g. copy this spelling
- punctuation, e.g. rewrite using an exclamation mark
- paragraphing
- use and choice of vocabulary
- composition and effect on the reader, e.g. use of long/short sentences, creating tension, characterisation, encouraging the reader to read on.
- a balance of positive reinforcement of mastered skills

**Self-assessment/self- reflection**

Children in KS2 are expected to self-evaluate at the end of each piece of work. They can use the following sentence starters:

- This now
- This next

Staff will also use these in their marking feedback.

**Feedback in Maths will focus on:**

- Presentation, correct orientation of digits, layout – 1 digit per square
- Spelling of mathematical and non- mathematical language
- Accuracy and addressing any inaccurate calculations or misconceptions, e.g. do this sum again
- provide an opportunity to develop reasoning and a deeper understanding of skills and concepts
- use of destination questions
- prove it/disprove it statements. reasoning

## Presentation Expectations

### General Expectations in Books

- High expectations of presentation for all children
- Respect evident in all books – no books are bent back when they are written in, pages are not turned up
- If children know they will have to redo/each piece of work should be better than the last!
- Children taking pride in presentation in all books across the curriculum.
- No writing on the book covers.
- Plastic covers on English and Maths.
- Typed labels with Name, Subject, Class, DOE (date of entry) for new pupils.
- All sheets are neatly trimmed and stuck in flat, no folded sheets, no corners that are not stuck down

### Key Stage 1 books

- In KS1 Title instead of LO.
- Show me on the board during the lesson so children know what they are working towards.
- Evidence of children using phonics.
- Letters formed correctly – can see descenders, ascenders, correct capitals in all books.
- Use of capitals and full stops.
- Writing joined from Year 2.
- Evidence of use of purple pen from Year 1 upwards.
- In maths one digit in each square.
- Digits are orientated correctly.

### Key Stage 2 books

- In KS2 children underlining with a ruler.
- Long date in all subjects except maths.
- In KS2 title instead of LO.
- Show me on the board during the lesson so children know what they are working towards.
- Spelling of common words/key vocabulary picked up in marking.
- Handwriting should be joined.
- Very best presentation should be used for every piece of work and addressed if not.
- No doodling on any part of your books!