



# Effective Feedback, Marking and Presentation Policy

## A Whole-School Approach

## **INTENT**

This policy acts as a guide to feedback, progression and presentation to ensure a commonality of expectation and consistency of approach throughout school. The Policy aims to reflect the “Eliminating unnecessary workload around marking” Document March 2016.

*“Effective feedback is an essential part of the Education process. At its heart is an interaction between teacher and pupil: a way of acknowledging pupil’s work, checking the outcomes and making decisions about what teachers and pupils need to do next.”*

“**Feedback**” is arguably the most critical and powerful aspect of teaching and learning (Hattie & Clarke, 2019; Newman et al, 2021).

Effective feedback could be defined as feedback in which information about previous performance is used to promote positive and desirable development. **It is a vital mechanism to stitch together the gaps in learning pupils may have.**

“The **quantity** of feedback given, will be seen in how a pupil is able to tackle subsequent work.” Quality feedback provides constructive feedback to children, focusing on success and improvement needs against the learning intent.

The key aim is to enable children to become **reflective learners**, supporting them to close the gap between what they can currently do and what they are expected to be able to do. Please reference: **Hattie and Timperley’s Model of Feedback**

Senior Leaders ensure that the feedback policy balances workload with good practice.

### **Feedback that moves learning forwards:**

**What is it?** It is never enough for teachers to simply tell children what they need to improve, this must be coupled with how they can improve their work. Feedback that moves learning forwards is just that: when teachers tell children where they are in their learning and where they need to go next – turning the feedback into an action of some kind.

### **How does it work? When is it used?**

During a lesson, teachers can support students to see where they are in their learning in relation to the learning objective and then explain what their next steps are.

Sometimes this can be done one-on-one, in small groups, or to the whole class.

The important element is being responsive to the pupils need. It is important that the feedback is matched to the pupil but if tasks are designed well, if there is lots of formative assessment embedded into lessons, and if teachers have set a culture in their classrooms that normalises and accepts mistakes, then there should be ample opportunity to do this.

### **Feedback as actions. What is it?**

An extension of feedback that moves learning forward. The important difference is the way that the feedback is given and the structure that it takes.

### **Feedback through curriculum planning**

Provide the space to review curriculum planning to enhance the quality of feedback. **Feedback should never be something that is done ad hoc – lots of it can be planned for in advance.** That is why, for example, looking at units of work and considering where whole-class feedback could be given and planning for this is key.

It provides the space and time in teacher thinking to pre-empt how and when they will give this feedback. The more collaboratively this can be done the better.

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The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term

## Implementation

### EYFS

- Tapestry is used to gather evidence of learning of all pupils including pupil led/adult led/continuous provision etc
- Tapestry will catalogue (date and time) of all evidence logged.
- Date and Learning Objective needs to be displayed on all pieces of maths and English work. This may include labels/stickers
- The curriculum links for other areas of learning are highlighted by the teachers in floor books
- Constant and immediate verbal feedback should be the primary way of delivering improvement prompts. Comments, whether verbal or written, should relate to the learning objective of the task or target.
- Areas of development are highlighted in teachers' green pen and pupils respond in pencil. This is the same for any challenge that is set too.
- Pupils work is indicated as independent, supported or guided by the teacher marking the work

### Key Stage 1

- All lessons will begin with a 10-minute feedback reflection point where children will have the opportunity to make adjustment in purple pen. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback (crack it) ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective ready for the next stages in any learning.
- Knowledge organisers used in science, geography, history, art and DT show key vocabulary and the disciplinary skills in each unit and is stuck in pupils books. Key features from these knowledge organisers such as key vocabulary is highlighted and taught explicitly.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials and short date in green pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and book review will be made in the class feedback book for teaching points the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens children will attempt this in purple pen too.
- Feedback code sheets should be displayed in Year 1 and Year 2 classrooms and be understood by the pupils.
- Date and Learning Objective needs to be displayed on all pieces of work. This may include labels/stickers.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books
- Verbal/written comments should be positive, give suggestions on ways the child can improve or deepen their understanding the specific learning skills.
- Not all spellings will be marked however, in Year 1 and 2, spelling correction will focus on High Frequency Words and Common Exception Words and correct one main spelling throughout children's writing.
- Marking should be done in green pens.
- Improvements and corrections by pupils should be done in purple pen
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of writing leading to their hot write.
- In Maths, if a child has got a maths problem wrong this will be indicated with a green dot next to the problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected however it is expected that teachers will work on the correction of the process.

### Key Stage 2

- All lessons will begin with a 10-minute feedback reflection point where children will have the opportunity to make adjustment in purple pen. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback (crack it) ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective ready for the next stages in any learning.

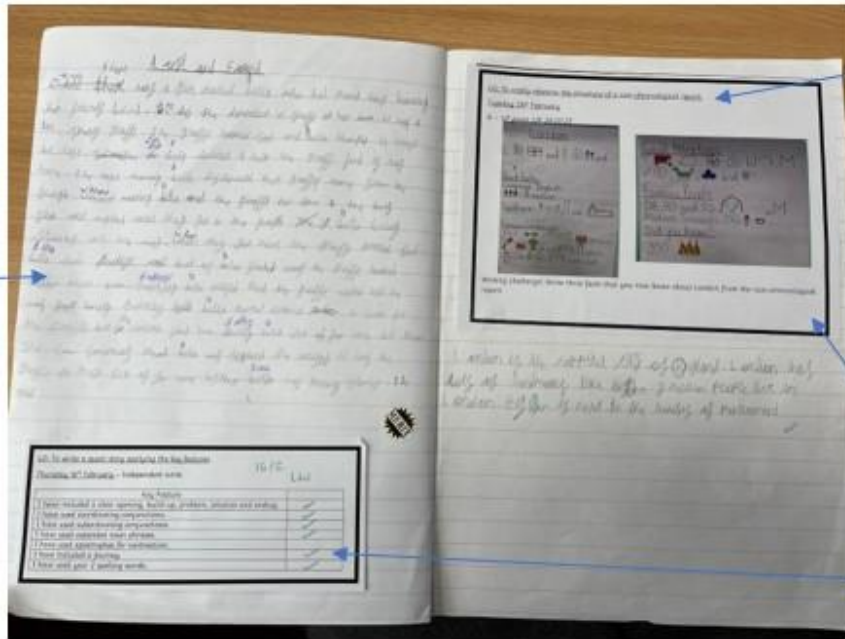
- Knowledge organisers used in science, geography, history, art and DT (more subjects on the way) need to be completed, reviewed and updated in purple pen to show pupil understanding of their learning in those areas with evidence that misconceptions and gaps in prior understanding have been addressed.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials and short date in green pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and book review will be made in the class feedback book for teaching points the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens children will attempt this in purple pen too.
- Date and learning objectives in all Year 3-6 books must be written by children themselves and underlined in accordance with the expectations documented later in this policy. Teacher discretion for pupils with particular significant need will be used to determine if this can not be completed by the child independently and an alternative way of documenting the date and learning objective will be used.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books
- Not all spellings will be marked however, in Year 3,4,5 and 6, spelling correction will focus on Common Exception Words and the age appropriate National Curriculum word lists, correcting 3 main spellings throughout children's writing.
- Marking should be done in green pens.
- Improvements and corrections by pupils should be done in purple pen
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of writing leading to their hot write.
- In Maths, if a child has got a maths problem wrong this will be indicated with a green dot next to the problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected however it is expected that teachers will work on the correction of the process.

Rewards such as Dojo points will be used at the teacher's discretion. Learners should be rewarded for excellent work by showing other teachers and members of the Senior Leadership Team.

**Presentation examples:**

Written work Key Stage 1 presentation expectation

All corrections are corrected in purple pen, not rubbers to show "on the spot" feedback

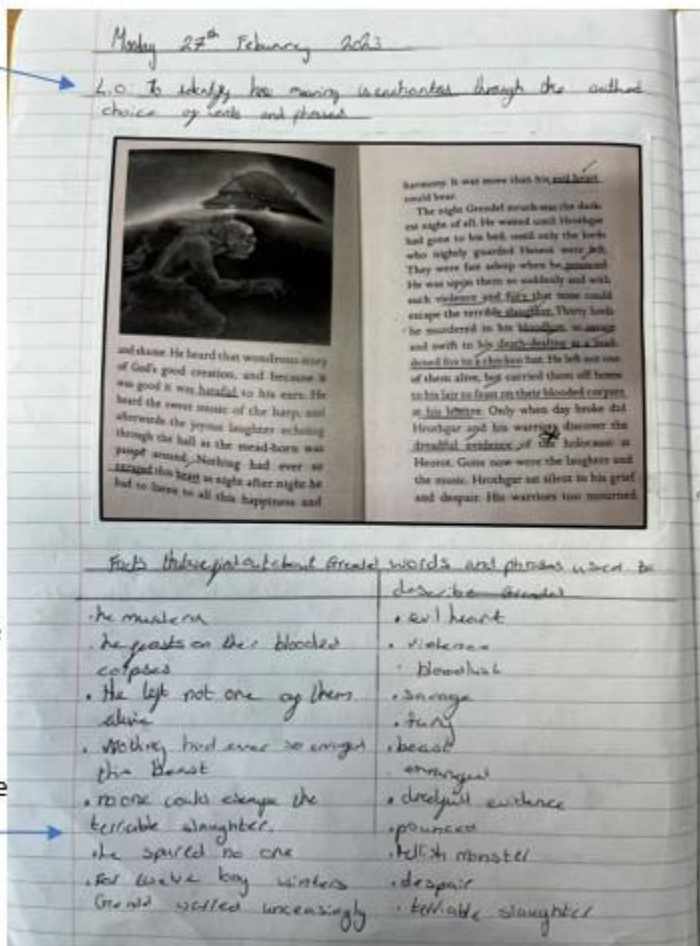


Date and LO can be stuck in

Scaffolded help to be stuck in (worksheets to be used as a last resort)

Written Work Key Stage 2 presentation expectation

Pupils write date and LO independently



Pupils shouldn't have worksheets stuck in when they can write freehand such as completing tables like these

Pupils write the date and LO independently

Thursday 16th February 2023

LO: To write a narrative with flashback

Pupils are expected to write in a consistent, legible and cursive (joined up) script

The old man sits there rocking on his rocking chair, gently playing his old ~~melancholy~~ <sup>melancholy</sup> lutes, that tune is familiar from being played time and time again. He is joined by his ~~dearly~~ <sup>dearly</sup> family, the one who he loves and his heart set on there. ~~Finally~~ <sup>Finally</sup> he gets a browser come past him soaring it is a beloved gently his heart ~~most~~ <sup>most</sup> & sunset glow of love.

The coldhearted man sits there remembering his memory with the icy breathing, his shoulder slumped and red and watery eyes remembering when he was a little boy. He was that young when his and his mother had to emigrate. The young boy was only young and was going through ~~leaving~~ <sup>leaving</sup> everything behind behind, not wanting to leave his father behind for the memory they had together.

Pupils can write in pen When they achieve their pen license.

His ~~mind~~ <sup>mind</sup> comes back to him rocking on his chair with the melancholy lutes. A while later the young grandson just his grandpa letters to his father and when the grandpa was in one getting letters the young boy joins his grandpa's songs. ~~While~~ <sup>While</sup> writing the letter he reads them out to his grandfather. ~~Some~~ <sup>Some</sup> talk you alright are you ~~if~~ <sup>if</sup> we have nothing can draw him in the village from your story alright hope to see you soon got to go bye bye your ~~happy~~ <sup>happy</sup> grandfather sits there ~~stare~~ <sup>stare</sup> rubbing his wrinkly face ~~and~~ <sup>and</sup> not wanting to talk. His grandson bows up and hugs him with love.

Pupils to make all edits and/or corrections in purple pen and not Rubbers if writing in pencil

The grandson read more and more of the letters wanting to play with with his grandfather wanting to be like him. His eyes are full of ~~water~~ <sup>water</sup> and happy. He bows at his grandson and writes in say. ~~While~~ <sup>While</sup> after ~~they~~ <sup>they</sup> got up start dancing and playing with the talk ~~length~~ <sup>length</sup> of say ~~looking~~ <sup>looking</sup> up at his grandson eyes he sees faith in him.

Maths Key Stage 1 presentation expectation

Maths Presentation Expectations Key Stage One

Questions stuck in straight towards the left hand side of the column

One digit in each square

Neat drawings of drawn representations

$2 \times 4 = 8$   
 $A 4 + 4 = 8$   
 $4 \times 2 = 8$   
 $B 3 + 3 = 6$   
 $3 \times 2 = 6$   
 $C 4 + 3 = 7$

$A 2 \times 4 = 8$   
 $A 4 \times 2 = 8$   
 $B 3 \times 2 = 6$   
 $C 4 \times 2 = 8$   
 $C 2 \times 4 = 8$

1000  
 To make arrays  
 1 100  
 Draw an array for each question and write the calculation below.  
 1.  $2 \times 2 =$       2.  $2 \times 3 =$   
 3.  $3 \times 3 =$       4.  $3 \times 2 =$   
 5.  $4 \times 3 =$       6.  $3 \times 4 =$   
 7.  $10 \times 2 =$       8.  $2 \times 10 =$

$12 \times 2 = 6$        $63 \times 6 = 18$   
 $12 \times 2 = 6$        $2 \times 2 = 4$   
 $12 \times 5 = 10$        $000000$   
 $15 \times 2 = 10$        $000000$   
 $36 \times 3 = 9$        $2 \times 10 = 16$   
 $1000$        $000000$   
 $000$        $000000$   
 $666666$        $333333$

Pupil responses to verbal feedback

Number formation addressed

not to draw the array

Maths Key Stage 2 presentation expectation

Maths Presentation Expectations  
Key Stage Two

One digit in each square: handwriting size within the squares: neat underlining

Calculations on the left hand side of the column

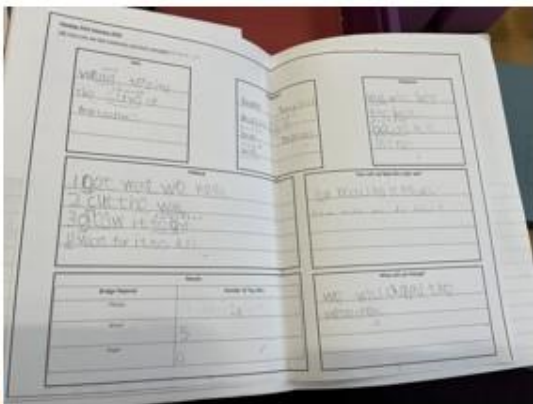
DAB Reasoning to demonstrate understanding of key concepts

Neat drawing with a ruler of bar models

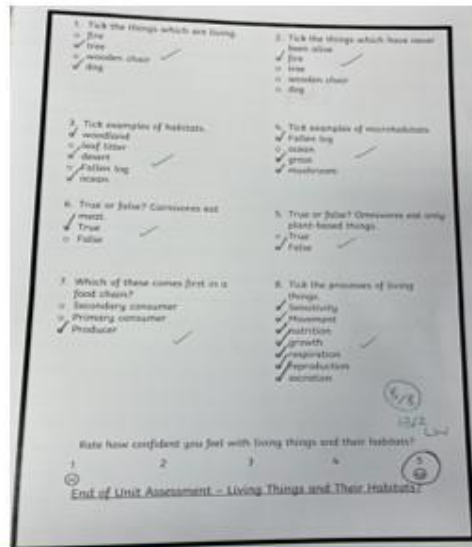
Self assessment carried out

Purple pen challenge given and completed

Science Key Stage 1 Expectation



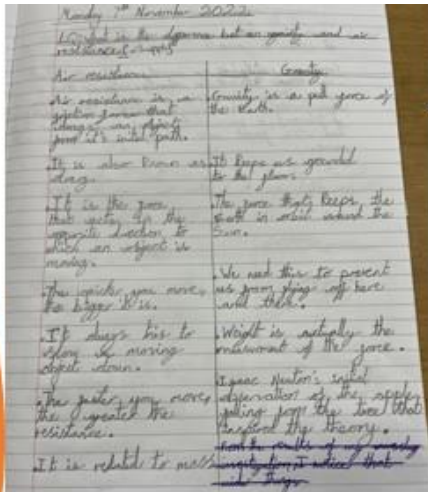
Appropriate scaffolds are provided where necessary to support scientific thinking.



End of unit assessments  
At the end of each block of teaching; multiple choice in KS1 and a combination of multiple choice and extended answers at KS2.



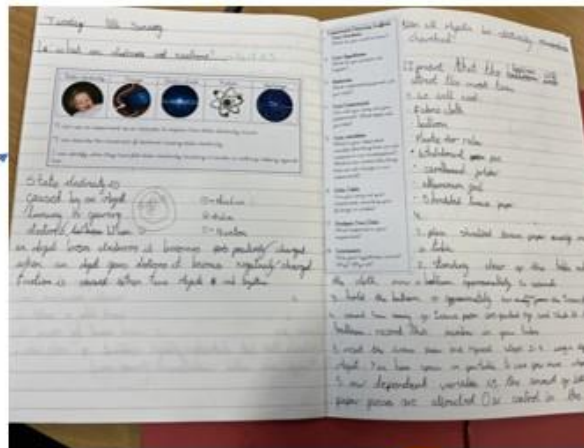
Science Key Stage 2 Expectation



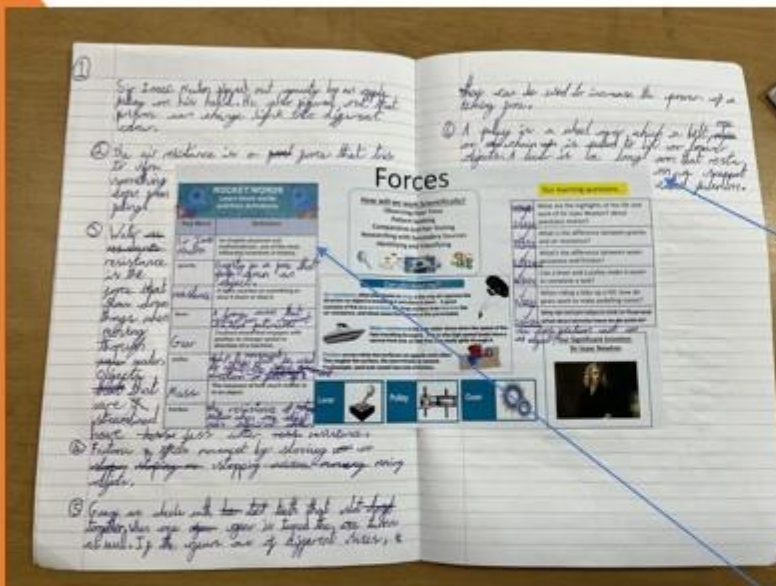
Long date and learning question presented as a what/who/why/how as opposed to "can"

Neat, joined handwriting

"Stick-ins" rather than worksheets which scaffold a task rather than make it too closed. Expectation of opportunities for extended writing.



Key Stage 2 Knowledge organiser expectation



Knowledge Organisers are annotated in KS2. These are driven by the children but need to be modelled and supported by the teacher to ensure quality

Vocabulary is explicitly taught and recalled on the KO.

All annotations on knowledge organisers are made in purple

## **Impact**

- By beginning all lessons with feedback sessions/crack-its, teachers are enabling pupils to stitch together any previous misconceptions/gaps in learning.
- Pupils will become reflective learners who can explain their learning in any given lesson.
- Teachers will use accurate and immediate feedback of pupils learning to inform swift and decisive adaptations to teaching and learning to ensure no time is lost in terms of pupils making progress.
- Pupils take pride in their work including treating their exercise books and other lesson resources with respect.
- Evidence in books shows most pupils are making progress through the curriculum in line with their age-related expectations
- Evidence in pupils books/app trackers of Pupils with SEND show these pupils are making progress towards their targets.
- Pupils use of “voice” will continually develop when they are describing their learning, their prior learning, the skills they have used to complete their learning and when discussing subject specific vocabulary associated with their learning.