



# Feedback and Presentation Policy

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## Introduction

Highlighting and addressing misconceptions through marking and feedback is vital for children's learning to progress. We value feedback in all of its forms and recognise that it should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. Feedback is seen as cooperative improvement and can therefore be given by teachers, support staff and other children. Feedback should have a positive tone, should be specific and clear, appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, is owned by the pupil, giving a clear sense of how they can improve, with pupils responding and making progress as a result. Children respond to all feedback with their '**purple polishing pens**'.

Feedback should relate to guidelines teachers use to scaffold learning, such as success criteria, steps to success and stickability. In this way, children become aware of the subject content, knowledge and skills they need to learn, in order to make progress.

In a typical lesson each child should know where they are going, where they are in relation to that goal and how to get there. Research shows that this is how children make great progress. The Inclusive Multi-Academy Trust fosters a positive formative assessment culture through:

- Creating engaging learning experiences and opportunities
- Using clear learning intentions/objectives that are shared with pupils (not always at the beginning of a lesson)
- Clear success criteria - which the pupils often help generate Stickability
- Effective classroom discussions
- Skilled questioning by the teacher using a range of questioning strategies to delve and to find out the children's misconceptions, understanding and prior knowledge. (See Clarke 2016)
- Use of cold tasks (pre teaching) and hot tasks (post teaching) as assessment opportunities – hot tasks in different curriculum areas are completed in **red pen**
- Wobble boards
- Pupils being a teaching and learning resource for each other
- Pupils involved at the planning stages
- Talk partners, no hands up culture
- Mixed-ability learning with choices of challenge
- The belief that all can succeed (Growth Mindset)
- Examples of excellence displayed (WAGOLL), annotated and discussed to help the children know what to do and what they are aiming for on Working Walls
- Verbal and written feedback that provides useful information for the child to do to improve

## Verbal Feedback

*"Feedback in the moment is 100 times more powerful than feedback written in tasks!"*  
-Shirley Clarke, 2017-

This is the most frequent form of feedback. 75% of feedback should be 'in the moment feedback' and may be through:

- Questioning
- Probing/Challenge
- Use of visualiser
- Pupil as the teacher
- Adult group feedback
- Adult individual feedback
- Whole class feedback through mini plenaries
- Peer to peer feedback
- Peer coaching

- Self-reflection

Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

## Peer to Peer Feedback

Training the children to peer assess and to self-assess is important and links well with our growth mindset ethos. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.

Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers. Children are encouraged to be constructive through the role as a 'critical friend' by following these simple steps when giving feedback:

- Be kind
- Be specific

## Responding to Feedback

Whenever verbal feedback has been provided, teachers will prompt children to edit, make amendments or corrections in their '**purple polishing pens**'. Once amendments have been made, children will revert back to their usual writing tool. This evidences where a child has responded to any form of feedback. Teachers in KS1 may wish to create a rotation chart for pupils to have one-to-one review time to discuss feedback on a deeper, more meaningful level.

## Early Years Foundation Stage

Observations are completed incidentally, for each child and recorded on Tapestry. Long detailed observations are completed; they reflect incidental core skills teaching and learning. All observations evidence learning and teachers will consider a 'what next' within the learning.

Observations are embedded in every day practice to build up an accurate picture of the unique child.

When writing an observation teachers ensure:

- The observation must have the name of the child, be dated and indicate whether it occurred during a child-initiated or adult led activity.
- Where is the child? (Inside? Outside? In the book corner? At the painting table?)
- Who is he / she with? (Alone? Around other children but not playing with them? With an adult? With other children?)
- What is he / she doing? (Describe exactly what the child is doing don't write what you 'think' they are doing)
- Did the child say anything? If so, what? (Use their words and not yours)
- Which characteristics of effective teaching and learning did you see demonstrated by the child?
- What learning does this show?
- Link all the areas of learning you have seen.
- What next? How could this experience be extended?

Tapestry reflects the path the children have made to discover and explore. Practitioners will use this information to inform planning and guide their work with the children. It is a celebration of a child's achievements and interests during the time within the Foundation Stage.

Verbal feedback in the Early Years is an integral part of extending and supporting children's learning during Child Initiated Learning (CIL) and Adult-directed Learning. All feedback to children in the Early Years will be verbal.

## Self-Evaluation

A simple way for children and teachers to improve communication is for children to look at and evaluate their own work. It is also useful for teachers to assess whether pupils understand the learning of the lesson. All pupils can self-evaluate by RAG rating their label. Teachers can use self-evaluation frames to support children in focussing on the aspects of their work they have done well or need further support in. Children in KS2 are expected to write a self-evaluation at the end of each piece of work, using the following phrase:

"My new learning is..."

"My better learning is..."

"I am confident with... and can now..."

"I would benefit from more learning on..."

"I would like to practise..."

"I found...difficult because..."

"To improve it further I need to..."

## Written Feedback

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts. However, it is recognised that teachers may need to provide written feedback for children when they, or a teaching assistant, have not been able to provide meaningful, verbal feedback in the lesson.

Written feedback will model all aspects of our presentation/handwriting expectations.

When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work. All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's ability and next steps
- Giving clear guidelines for improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Work has a high focus on good presentation (see appendix 2)

When giving written feedback, teachers will use the agreed symbols (see appendix 1).

- Tick where children have had success  
✓ - Good    ✓✓ - Impressive    ✓✓✓ - Wow!
- Identify misconceptions and ensure they are corrected  
→ - Next step    . - Check and change  
P! - Poor presentation    P✓ - Good presentation  
// - New paragraph    ^ - Something is missing  
Sp - Spelling    ○ - Highlights where a change is needed
- Assess whether the learning challenge has been met  
LC✓    LC Δ    LC ○
- Note the support given  
I = Independent  
G = Group  
LS = Language Support  
T = Teacher  
TA = Support staff

Over time, the focus of written feedback shifts from secretarial to quality of composition (in writing) and the development of reasoning (in maths) so that children build independence in their care of presentation, handwriting and spelling. When children are involved in the development of feedback and the shift towards quality of composition is made, the children will make progress.

Writing across the curriculum		
Secretarial	Word and Sentence	Composition and Effect
Handwriting Spelling Punctuation Presentation <ul style="list-style-type: none"> <li>• Margin</li> <li>• Finger spaces</li> <li>• Date on line</li> </ul> Quantity Stickability Criteria	Appropriate and ambitious word choices Words from class teaching and learning environment  Varied sentence types Varied sentence openers	Vocabulary reflects the intended impact on reader Well-crafted sentences Enjoyable for the reader Effect on the reader Creates desired effect Builds character Creates tension/suspense Encourages the reader to read on Well organised and interesting information Hooked the reader in Argued the case well
Maths across the curriculum		
Secretarial	Accuracy	Reasoning
Presentation: <ul style="list-style-type: none"> <li>• Digits</li> <li>• Layout</li> <li>• 1 digit per square</li> <li>• Use of horizontal and vertical grid lines</li> </ul> Spelling of mathematical and non-mathematical language	Correct and incorrect answers to calculations Varied mathematical language	Developing deeper understanding of skills and concepts Probing questions to challenge and expose misconceptions Destination and assessment questions Opportunities to reason Developing mathematical questions Prove/disprove it statements

*“The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time.”- DFE, 2016 –*

## Pupil Reflection Time

For maximum impact, written feedback should be returned to the children at the beginning of the next lesson, rather than at the end of it. This allows pupils to respond in a timely fashion and address any previous misconceptions before any new learning takes place within the subject. All children will respond by editing or making amendments and corrections in their **‘purple polishing pens’**. Teachers should always return to children’s responses to written feedback, ensuring that the children have moved on in their learning. Where misconceptions are still in place, amendments to planning will need to occur to ensure that gaps in learning are filled. In doing so, the children will be more likely to make progress.

## Effective Feedback

It is a teacher’s core responsibility to ensure that children’s books are monitored and responded to through all forms of feedback. This is essential to progress learning. However, it is recognised that written feedback are extremely time consuming. With this in mind, the volume of written feedback must be realistic, purposeful and appropriate to age.

In order to obtain good work/life balance, teachers should plan their written feedback schedule. Priority needs to be given to the subject/lesson/piece of work where the next day’s learning is dependent on high quality feedback from the lesson that has come before it. This strategy allows teachers to dedicate the necessary time to provide quality feedback.

Written comments should be neat, legible and written in the Laurance Haines handwriting style. All teacher responses must be written in **a green pen**.

HLTAs where possible will mark all books and provide feedback for the children/group that they have been working with. Teaching assistants will mark and initial the book or books of the children that they have been supporting.

***“Marking should serve a single purpose – to advance pupil progress and outcomes...oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.” – DFE, 2016 –***

## APPENDIX 1 – PRESENTATION EXPECTATIONS

Three books (English, mathematics and curriculum) used for all subjects. Free choice about what books each piece of work goes in.

- Printed label on front indicating name, subject and class
- Spots on front of books to identify groups - PP (red), SEN (green) and other (blue)
- Plastic covers to protect books and stop graffiti
- Numbered neat working rules (NWR) are displayed in each classroom and referred to in marking e.g. – Please follow number 2 and 3 of NWR. (Appendix 3)
- Stickered labels (with the date for lower year groups), Learning Challenge (LC), stickability, support given and a RAG self-assessment. These should be stuck in the book on the top left of the page/in line with margin
- Children self-assess each piece of work. Rec, Yr1, Yr2, Yr3 – RAG label. Yr3, Yr4, Yr5, Yr6 –RAG label & write comment at end of work
- All sheets stuck in must be shrunk, trimmed and stuck neatly – Must not be folded
- KS1 children write in **pencil** and correct/respond to feedback with 'purple polishing pens'
- KS2 children write in **blue pen** and correct/respond to feedback with 'purple polishing pens'
- Hot tasks/assessment tasks should be completed in **red pen** (or noted by a **red sticker** for longer written tasks) and will provide the children and teachers with an opportunity to assess progress in a particular skill

Books:

<b>ENGLISH</b>	
<i>RWI Phonics</i> Group A –C	Red sound book 15mm lined/plain
	<i>RWI Phonics</i> - Get Writing! Red Ditty Book
<i>RWI Phonics</i> Group D - I	Blue spelling book 10mm lined
	<i>RWI Phonics</i> - Get Writing Workbook
<i>RWI Literacy and Language</i>	Green A4 8mm lined with margin
<i>RWI Phonics</i> 1:1 intervention	<i>RWI Phonics</i> – Progress Book
<i>RWI Fresh Start</i> intervention	<i>RWI Fresh Start</i> – Module Workbook
<b>MATHEMATICS</b>	
Reception/Year 1	Yellow A4 plain
KS1	Yellow A4 10mm square
KS2	Yellow A4 7mm square
<b>CURRICULUM</b>	
KS1	Light Blue A4 15mm lined
KS2	Light Blue A4 8mm lined with margin

## Neat Working Rules

1. I have selected the next clean page in my book
2. I know what I am learning to do
3. I have started at the top of the page and have worked downwards
4. I have used a sharp pencil
5. I have tried to form my numbers correctly
6. I have tried my best.

## KS1 Neat Working Rules

1. I have stuck my learning challenge label in neatly and to the left of the page
2. I have written and drawn using a sharp pencil and edited/corrected my work using my blue teacher pen
3. I have used Laurance Haines School joined handwriting
4. I have used a sharp pencil and a ruler to draw straight lines
5. I have used one square for each digit that I have written
6. If I have made a mistake, I have crossed it out with one neat line or carefully rubbed it out if I have used a pencil
7. I have stuck any sheets I have used in neatly without folding them
8. I have coloured in the circle next to the learning challenge, Red, Amber or Green to show how well I think I have met it
9. I have indicated if I have had adult support by putting T (teacher), TA (teaching assistant), GW (Group Work) or I (independent)
10. I have responded to all feedback in my 'purple polishing pen'
11. I have used my red pen for hot tasks
12. I have rewritten three times any spelling my teacher has suggested
13. I have put my very best effort into my work and understand that any messy work may need to be rewritten.

## KS2 Neat Working Rules

1. I have stuck my learning challenge label in neatly along the margin
2. I have written in blue rollerball pen (not biro) and edited/corrected my work using a sharp pencil
3. I have used Laurance Haines School joined handwriting
4. I have used a sharp pencil to draw any pictures or diagrams
5. I have used a sharp pencil and a ruler to draw straight lines
6. I have used one square for each digit that I have written
7. If I have made a mistake, I have crossed it out with one neat line or carefully rubbed it out if I have used a pencil
8. I have neatly stuck in any sheets I have used without folding them
9. I have written a R (red), A (amber) or G (green) in the circle next to the learning challenge to show how well I think I have met it
10. I have written a self-assessment comment at the end of my work
11. I have indicated if I have had adult support by putting T (teacher), TA (teaching assistant), GW (Group Work) or I (independent)
12. I have responded to all feedback in my 'purple polishing pen'
13. I have used my red pen for hot tasks
14. I have rewritten three times any spelling my teacher has suggested
15. I have put my very best effort into my work and understand that any messy work may need to be rewritten.