

Feedback, Marking and Presentation Policy

Policy Statement January 2020

Governors Curriculum Committee: Review Autumn 2022

At Little Aston Primary Academy we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in the progress and outcomes they achieve.

The Education Endowment Foundation (EEF) and The Sutton Trust have identified that one of the most effective strategies that has a high impact on pupil progress is feedback. The strategies that teachers use in the classroom are vital to school improvement. Feedback is the information given to the learner that aims towards improvement. It can be written, verbal, through tests and covers a wide range of aspects of the learning process.

At Little Aston we also believe that all pupils should have effective, challenging feedback to inform them of their achievements as well as providing targets to facilitate their future progress.

We aim to;

- Always make children aware of the focus aspect of each piece of work, ensuring that feedback relates to this focus, which will be derived from the key objectives / differentiated success criteria of the lesson /unit of work. (Bronze, Silver and Gold)
- Set and maintain high standards of expectation from pupils in the presentation and completion of their work.(Refer to non-negotiables in books)
- Instil a sense of pride in pupils by encouraging metacognition, motivation and self-regulation. (Learning to learn and being ready to learn)
- Teach strategies that help pupils to plan, monitor and evaluate using feedback from peers, self-assessment and staff to improve.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be provided with specific guidance on how to improve.
- Provide pupils with consistent, specific, accurate and clear written or verbal feedback, with accurate guidance on how to improve.
- Compare what a pupil is doing now with what they have done before.
- Encourage and support further effort, being given sparingly so that it is meaningful.
- Provide sustained professional development for staff in providing effective feedback.
- Embed the principles of Assessment for Learning throughout the curriculum.

Teaching essential skills

Team-work, leadership, listening, presenting, creativity, aiming high and staying positive. When pupils are building these skills we see transformation which manifest as confidence, resilience, effective communication and enhanced social skills. Skills that are critical to thrive in the classroom and to support happy childhoods. Roles and routines can be taught and practised with feedback to help pupils avoid making the same mistakes repeatedly.

Principles

"The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work."
Workload Review Group marking report, March 2016

All marking and feedback should be linked to assessment and be:

- **Manageable:** Assessment / feedback policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into

subsequent planning and teaching.

- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Purpose of marking: We should always start by asking ourselves, ‘why are we giving this feedback?’ We want our system to maintain the useful outcomes and eliminate the challenges of marking.

- Acknowledging and valuing children’s efforts.
- Identify what to do next to improve / move learning on by addressing misconceptions, reinforcing a skill or information and extending a pupil’s understanding or ability to do something. Making decisions about what they need to learn next - Informing your planning and future teaching
- Checking and assessing children’s responses to the learning tasks.

Challenges associated with marking

- Time
- Impossible to mark all books for all lessons
- Deciding which books to ‘focus’ on and which books to ‘scan’
- Finding time for children to ‘respond’ to marking
- Children can’t always read or understand the adults writing
- Thinking of things to say / write

Methods of feedback and marking might include:

- Teacher / Teaching Assistant written comments, corrections, grades, stickers, assessment grids
- Pupil self-assessment, response to teacher comment
- Peer feedback
- In the moment verbal feedback from teacher / teacher assistant during lessons
- Whole class or group feedback

Organising your children

- Adults must work with a guided group within the core subject lessons and target children or groups in foundation subjects .
- Other children work alone, in pairs or small groups, independently of an adult. The adults will need to check these groups within the lesson or provide support materials to enable the children to check their progress is on track with the intended learning outcome.
- All good assessment for learning practice remains in place, e.g. self and peer assessment, use of success criteria, mini plenaries etc.

Guided Groups/ Target Children:

- Adults working with guided groups/ children should signify this by initialling at the top of the page.
- During the guided session, adults may annotate children’s books to reflect their intervention where useful and/or relevant.
- Guided Group Feedback – Pupils working in guided groups/ individually with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.
- Annotations may take the form of modelling, green highlighter to identify positive achievement, prompting (pink highlighter for think), correcting etc. Annotations should not be extensive or contrived – if it does not impact on learning, don’t write it.
- Adults should then initial at the bottom of the child’s finished piece of work or where they finished working with the child / group.
- Tick or green stamp the WALT/LO if achieved.
- All work to be given an effort grade A – D.

Children working independently of an adult

- Children working independently of an adult will have no adult initial on their work.
- These Children will have their work 'marked' after the lesson.

Checking the work of children who worked independently of an adult. Three potential outcomes.

1. **Acknowledge, effort grade A - D and green stamp / tick** if the child has met the learning objective and the outcome meets your expectations for the child.
2. **Minor corrections, effort grade A - D and green stamp / tick** if you reach the conclusion the child has met the learning objective and the outcome meets your expectations but there are some minor errors that require corrections. Make the correction and stamp the work. 'Pink for think' highlighter may be used.
3. **Feedback / action required, use red stamp, effort grade A - D and distance marking sheet to record. A pink dot by the WALT / LO would also show this hadn't quite been met.** Upon checking a child's book you see something you didn't expect and reach the conclusion that the child / group require additional feedback. Feedback will predominantly involve further teaching, guidance or support or it may involve setting further challenge or celebrating and sharing excellent achievement: Stamp the work with a RED stamp and make a note of the feedback / action required if needed, either by annotating planning, reorganising groups, updating teacher mark-sheet / evaluation notebook, post it note or other suitable way.

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces e.g. correct use of punctuation
- A transcription error e.g. a capital letter in the wrong place, number/letter reversals, incorrect formation etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability e.g. high frequency words, homophones etc.
- A child should see a minor correction and think, '*Oh yes, I missed that,*' rather than, '*Oh, I didn't know that!*'

Additional ways to praise children

- **Highlighter Pen:** Green highlighter used to highlight elements of pupil work that is particularly impressive when considering the child's capability and expectations.
- **Headteacher or Deputy Headteacher Stamp / Sticker:** Used to signify outstanding performance, progress or effort by a pupil. This is less frequent to maintain it's very special status.

Support for staff

SLT will have professional dialogues with you to understand why you have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, Subject Leader or member of SLT, any of whom will be more than happy to offer you advice and support.




Consistency of approach across a key stage or school is important and will be expected. Shared expectations of marking will help everybody to be clear about what is required.

The Teachers' Standards state that teachers should, 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to provide a written response to feedback: it could simply be that pupils should act on the feedback in subsequent work or have the chance to practice a particular skill to enable them to progress or catch up quickly.

This policy should be read in conjunction with our school assessment policy alongside other practices that inform teachers, create positive pupil outcomes and drive future planning.

Self-Assessment - All children will have opportunities to assess their own attainment and achievement through a variety of methods including;

The Triangle system

-  being a secure understanding
-  being some understanding but still some support/input required
-  being a concept/idea not understood.

This means that we can use the 'language' at any point during a lesson or in fact the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group they wish to join (Bronze, Silver, Gold).

This will be introduced to children in the summer term in Y1.

Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills. Pupils use 'purple pen' to self assess, edit and improve their work.

Success Criteria – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include' Cold or Hot Task assessment criteria, or bronze, silver and gold learning challenges. The KS1 and KS2 Teacher Assessment Frameworks are also used to aid peer, self and teacher assessment.

Peer Assessment - As with self-assessment, peer assessment should be used in a variety of ways including:

- Children may use a coloured pencil / highlighter (not pink or green) to highlight evidence towards the WALT / LO
- In a similar way sometimes children use Stars and Wishes - Children may be asked to give a 'Star' (an aspect of the work that is good) and/or a 'Wish' (a possible improvement) to another child's work with regard to the learning objective and/or the agreed success criteria. The terms 'Star' and 'Wish' are also used in a more informal way, for example children may comment on the collaborative skills of their peers, behaviour, citizenship and many other aspects of day to day school life.
- Checking – Peer-assessment is also used for checking of work before handing in.
- Discussion about each other's work in a class or group.

Presentation Policy

In order to have progression and continuity in the presentation of work it is essential there is a consistent approach. Therefore the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

Dates and Titles EYFS and KS1

- During their reception year the children will be taught to write their full names with increasing independence.
- During Y1 the children will be taught to put the date, month and title on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides. It is expected that the vast majority of children will be able to do this successfully by the summer term in Y1.
- During Y2 the children will be taught to place the date, month, miss a line and title and underline work. Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.
- There is no requirement for a margin to be drawn.
- Non negotiables must be stuck inside the front cover of the books (updated termly)

General guidelines KS2

- All work is dated and titled.
- Date and title is underlined in pencil, with a straight line using a ruler.
- All work [except for work in books] should have the child's full name on it.
- Photocopied sheets are trimmed by the teacher before being stuck neatly into books.
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by year 4.
- An incorrect word has a small cross put after it.
- Children are not allowed to doodle on their book covers which will be labelled using school printed labels.
- Poorly presented work is done again at an appropriate time.
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.
- Incorrect work should have a straight line drawn through it.
- Non negotiables must be stuck inside the front cover of the books (updated termly)

Rulers

- Y1 and Y2 children are encouraged, where necessary, to underline dates and titles neatly
- Rulers are used by KS2 children to underline their work and draw margins

Names

- In all year groups the child's first name and surname will be written on work.

Pencils and Pens

- Pencils are to be used for all written work in all year groups until a child can join their writing in a well formed, cursive style as determined by the handwriting policy. Then children will progress to using a pen.
- In addition Reception and Sparkletots will use any mark making tools.

Rubbers


- All children can use rubbers with supervision or at the teacher's discretion

- Children are not to use tippex or eraser pens to correct their work.

Maths EYFS / KS1

- Learning in Mathematics in EYFS is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, teacher should write the date whilst pupils trace / copy their names.
- The 'Learning Book' is used to record and evidence learning and in addition children have a Maths log book which includes ideas and challenge work-sheets.
- By summer term, most pupils should be writing their own names and are encouraged to write numbers independently.
- Children write the short date when appropriate.
- If children are using cm squared paper – one numeral to be put in each square.

Maths KS2

- The date to be written in the short form
- A margin of two complete squares to be drawn on the left hand side
- Learning objectives evident
- The section and page number should be written at the top of the page if appropriate
- One numeral in each square
- Corrections are identified by a teacher  and children correct using purple pen
- Before a new piece of maths, the children should rule off the last piece of work

General guidelines

- Teachers should write pupils' names and subject title on the book cover or stick on a label.
- Doodling is not permitted in or on exercise books.
- Pupils should be discouraged from writing with a blunt pencil.
- School blue handwriting pens or the equivalent should be used by the pupils.
- Letter and number formation to be taught and expected consistently in-line with our handwriting policy.

Guidelines for the marking of children's work.

Children must be made aware of the purpose of each task and focus for marking (WALT or Learning Objective). All teachers have consistently high expectations of children's work in every subject and will check that children are using grammar and spelling in their writing across all subjects accurately. English teachers are responsible for providing a termly sample of 'best writing work', for each child, to foundation subject teachers to use as a benchmark for each child.

It's important to ensure that foundation subjects are still marked against the subject specific expected outcomes, however presentation, handwriting, subject specific spelling and appropriate grammar expectations will also be picked up. Refer to Appendix 2 (Expectations for cross-curricular writing)

All staff must provide time for children to respond to feedback, either in the lesson or subsequently and follow the guidance given to them through marking. Deliberate failure to respond to, or act on feedback, will be deemed as a behaviour issue and dealt with in line with the behaviour policy.

The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

Early Years

The Learning Book is used as a record of each child's 'learning journey' in Sparkletots and Reception. This is an online record enabling photographs and videos of evidence to be saved, annotated and collated for each child. Parents/carers can contribute.

Assessment is primarily via oral feedback. Stickers / merits and brag bracelets are awarded for good work. Children may be awarded a bronze, silver or gold star depending on the level of challenge achieved in their work. Adults in EYFS may conduct observations without providing feedback to a child. This is incorporated into next steps planning and future enhanced provision.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Good work is praised. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

A high emphasis is placed on securing basic skills in Early Years. Green and pink highlighter pens may be introduced in the summer term in Reception.

Feedback

Marking is only of value if comments are read and responded to/regarded.

Wherever possible, marking will take place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Allocation of effort grades

A – Very good

B – Good

C- Average

D – Poor

Weekly planning should indicate daily focus groups / target children working with the teacher or other adult.