



St Margaret's Anfield CE Primary School

NAME OF POLICY: Feedback and Presentation Policy

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Introduction:

At St. Margaret's we ensure that learners get the maximum benefit from their education through regular, purposeful feedback from staff. This will enable children to understand their progress and achievement and inform them of what they need to do next to improve. The methods used for marking work will be applied consistently, throughout the school and will be linked to the policies on teaching and learning and assessment. Feedback is crucial for both teachers and pupils as it is integral to the entire learning process. This document sets out our aims and principles of feedback within our school.

As a school, we are mindful of workload implications of written marking and the research surrounding effective feedback. We concentrate on feedback that is meaningful, manageable and motivating.

Aims:

As Dylan Wiliam said: *"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student."*

Our aim at SMA is to ensure we work towards improving all of our students at all opportunities.

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback to pupils in order to maximise progress and support pupils in becoming affective learners. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed and accelerate learning.

Principles

1. To recognise, encourage, celebrate and reward children's effort and achievement and to celebrate success.
2. To identify next steps for children in order to further their learning.
3. To provide a dialogue between teacher and children and offer clear, appropriate feedback about strengths and areas for development in their own work.
4. To improve a child's confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning.
5. To promote a positive self-image for learners, in accordance with school aims and through this, encourage them to value and take pride in their work.
6. To standardise the feedback procedures used throughout the school.
7. To provide evidence for assessment, recording and reporting.
8. To assist future curriculum planning.
9. To help in reporting to parents.

This means:

- Feedback should be actionable – this means that children can take it into their next lesson or task.
- Marking and feedback expectations will be different for different age groups and different subjects.
- Evidence of feedback for external verification will not be provided, rather, evidence of appropriate feedback will be evident within pupils' work and progress.
- Written comments can be used if necessary, e.g. for a pupil who wouldn't be able to locate their errors even following guided modelling by the teacher.
- Ideally, children should receive feedback within the lesson, if not, it must be given in the next appropriate lesson.
- 'Next steps' usually refers to the next lesson.

- Feedback is part of SMA's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- As new learning is not always securely embedded in long term memory straight away, teachers must revisit and refresh learning. It is important to get feedback of children's knowledge, skills, understanding, retention and independence at some distance from the original learning.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity in order to impact upon future learning. All work should be acknowledged using NA/PA/A (see below).

Whole School Approach:

All children's work should have feedback in the form of self, peer or teacher assessment.

Feedback should be:

- Consistent across the whole school.
- Central to informing future planning.
- Sensitive and constructive.
- Consistently applied by all those working with children - support staff, supply teachers or student teachers.

If children are to develop as independent learners, with an awareness of their strengths and next steps, it is essential that:

- Children are made aware of the learning objective (LO) and the purpose of their task.
- The learning needs of individual children are catered for.

Learning Objectives (L.O.):

Any L.O. should be relevant to what the children are learning that day, not necessarily doing. Learning Objectives should relate to SRs, but where possible should be written and shared with pupils in as child-friendly language as possible. SRs alone are far too big to be a single objective. Ask yourself what the learning intention of the lesson is to help you write your objective – *what do you want the children to learn?*

Children do **NOT** need to write the LO in their books, they must however be made aware of it e.g. written on the board / shared at the start of the lesson.

The Feedback Process:

Teachers have a responsibility to feedback to the children on the quality of their work against agreed Learning Objectives. Feedback can be oral or written, when necessary. When written, all feedback is given in red ink in contrast with the children's work.

Teachers must evaluate the work that a child undertakes in lessons and use the information obtained to adjust their teaching. Feedback will usually occur in one of the following ways:

- Immediate feedback – at the point of teaching e.g. in the lesson, verbally, mini-plenary, use of a visualizer, group work etc.
- 'Summary' feedback – at the end of the lesson / task or the beginning of the next lesson (this can also be child-led feedback – peer /self)
- Review feedback – this may occur away from the point of teaching and may include brief written comments and / or marking codes if necessary.

As a school, we favour immediate feedback where possible as we value this as the form of feedback most likely to be effective in improving the pupil, their understanding and developing their learning.

Feedback / Teacher Assessment:

- If used, comments should be clear and precise, not overly wordy and for the purpose of furthering the children's learning.
- Once a piece of work has been marked, teachers should note NA/PA/A at the top of the page / in the margin. This should happen for every lesson in English and Mathematics.
 - **NA** – not achieved;
 - **PA** – partially achieved;
 - **A** – achieved.

NB – this is to be read in conjunction with our assessment policy which notes NA means revisit; PA means consolidation required and A means the child can move on.

- If the child has partially achieved or not achieved the learning objective, then this needs to be addressed. The teacher may provide this feedback and modeling during the lesson, or at the next available time. Children's understanding / progress within this area may be evident in their books via the following task, if related.

Oral / Verbal Feedback:

Oral feedback may be given individually, as a group or whole class. Ideally, feedback should be during the lessons, but if this is not possible, then it should be given at the next appropriate lesson. All feedback should help to further the child's learning.

Consistency of Codes:

The following codes may be used to inform children of the kind of errors they have made in their written work. Where possible, annotate in the margin rather than across the child's work. Whilst our aim is to get children to identify some of their own misconceptions, we recognise that some children will require prompts.

Code	Meaning
SP	Spelling error – remember to use a dictionary to find the correct spelling of the word. <i>NB – not all spellings need to be corrected. We employ teacher judgement and usually link this to the relevant spelling and vocabulary for that age and/or ability of that pupil.</i>
CL	Capital letter – at the beginning of a sentence or at the beginning of direct speech. This can also be used to address a proper noun – word needs to start with a capital letter.
FS	In the margin to highlight a missing full stop.
{	The words inside the bracket need to be omitted from your work. This may be because it does not make sense, or it could be in the wrong context.
//	New line – needs to be taken for a new speaker. New paragraph – take a new paragraph for: a new scene or place a new time a new character a change of speaker a change of subject.
√√	An excellent example – objective exceeded.

•	In Maths, a dot next to a question during lesson time means the child has made an error and the teacher would like them to look at the question again. Children should not erase the incorrect answer, but rather write their new answer next to the dot. They should also be encouraged to show their working out.
x	A cross is used when marking to show an incorrect answer. Not all questions need to be marked with a cross if they are wrong; the teacher may make the choice to discuss this in a follow up / 1:1 session with the pupil in the next lesson.

These common symbols for correcting independent writing ensure consistency in the communication of feedback from one class to another. Not all symbols are relevant to all children all of the time. They are used in relation to the ability of the child and the objectives of the lesson.

RWI:

Please note that marking may take a slightly different form in RWI sessions in order to ensure fidelity to the SSP programme. See Handbook for further information.

Self/Peer assessment:

- Self/peer assessment should be written in green pen or pencil crayon.
- Children will assess their work against the learning objective and find areas for development in their own and others' work in a constructive and helpful manner.
- No child will be allowed to write on any other pupils' work, instead, they will offer their feedback (pictorial or written) on a post-it-note or on a designated peer assessment grid.
- At the end of a lesson, pupils in Y1-6 will be asked to draw a small dot at the top of the page, in the margin in either a green, orange or red pencil crayon to indicate how they think they have done and how *difficult* they found the lesson to be. This can then be compared to the teacher's assessment. This strategy helps identify pupils who are not aware of their own misconceptions or those who are lacking in confidence.
- Children are encouraged to self-reflect and to consider how they learn best, how they can act upon feedback and develop as a learner.

Level of independence/support:

For the purposes of accurate teacher assessment and the monitoring of children's work, teachers/children note in class books the level of support given to complete a piece of work. The code can be found below:

G (TA's initials)	Guided with the support of TA
G	Guided with support of Class teacher

Other work is presumed to be independent.

In addition to this, where a supply teacher has led the lesson, the teacher notes '**Supply**' in the corner of the page. If the supply teacher / additional teacher does not record 'Supply', then the class teacher should do so. Supply teachers can mark in red pen.

If another member of our teaching staff covers the lesson, their initials should be recorded at the top of the page.

Practical Lessons:

There is no expectation to make a record of practical lessons in exercise books unless this reference serves a purpose in the learning sequence or furthers the individual pupil's learning and understanding.

Stickers in Books:

Good work and effort can be rewarded in the form of a gold star. Gold stars represent 5 dojos for the piece of work.

In exceptional cases, work can be sent to the Head Teacher and receive a Head Teacher sticker which carries the value of 10 dojos.

No other stickers are to be used as rewards in books.

Presentation of Work:

- All work must have a date and title: written work with the full date and in Maths, the numerical date. **These are underlined using a ruler and a sharp pencil.**
- A line is left between date and title, and the children's work.
- Children use a new page for each piece of new work.
- Where necessary, numbering is in the margin.
- In classes where pen is used, labelling of diagrams is in pen. Directional lines ruled in pencil with horizontal writing.
- In Maths books, children always use pencil and all calculations will be numbered with no more than one digit, symbol or decimal point per square.
- Pencils are always to be sharp and should be no smaller than half their original size before they are replaced.
- The use of worksheets is kept to a minimum. However, if they are used, they are stuck neatly in exercise books. They are to be pasted underneath the date and title.
- The use of photographs as evidence of outdoor/practical learning is optional, if used, these should be relevant to individuals/ groups and neatly stuck in the child's book.

Mistakes:

- When writing in pen, a pencil and ruler should be used to draw **one neat line** through the mistake. When writing in pencil, children may use a rubber at the teacher's discretion.

Resources:

- All pupils will be provided with pencils, rubbers, sharpeners and pens where appropriate.

Monitoring:

Sampling of children's work and pupil interviews will be carried out by the SLT and subject co-ordinators. The findings will be reviewed in relation to the feedback and assessment policy to assess:

- Consistency throughout the school.
- Effects of feedback upon children's learning and progress.

Equal opportunities:

The application of an agreed and consistent feedback and presentation policy at St. Margaret's Anfield CE Primary School will ensure all children regardless of race, creed, ability or gender are given equal entitlement to constructive and purposeful feedback about their performance and achievements in all areas of the curriculum.