



Feedback & Presentation Policy

Aims of this policy

To:

- ✓ Help pupils know what they have achieved.
- ✓ To help pupils understand how to improve.
- ✓ Promote further mastery and deepen pupil understanding.
- ✓ Promote high expectations in all work.
- ✓ To ensure staff use 'smart' marking.

High standards of presentation are expected in all books, at all times. These expectations are reinforced throughout the academic year.

- ✓ No doodling or drawing on the covers, or pages.
- ✓ Worksheets are named, dated and annotated. If these are to be stuck into exercise books – they are trimmed appropriately and then stuck into the books. Sheets should be stuck in by children only if they have the skills to do this neatly.

In all books -

Date underlined: on the left hand side of the first line – (written date in all subjects except Maths).

Learning Objective: written on the next line and underlined. (or LO/SC sheet to be used.)

Work begins underneath.

(In Yr1, and when appropriate for SEND pupils, staff can write or print/stick in the above information – the expectation is that children will develop this skill by the end of Yr1).

Handwriting to be neat and legible, and appropriate for the age group.

Handwriting is a developmental process which tends to move through five stages;

1. Readiness for handwriting
2. Beginning to join
3. Securing joins
4. Practising speed and fluency
5. Presentation skills

All children work towards writing in blue pen and will receive provisional pen licences at the discretion of the class teacher. Once a trial period has been successfully completed, the child will upgrade their licence.

Presentation and handwriting will be commented on in marking – children must evidence that they should maintain their pen licence.

All work in Maths books must be done in pencil.

All underlining and line drawing to be done with a ruler.

Principles for marking:

- Every piece of work will receive an indication of feedback from an adult, including homework.
- Comments should be linked to the Learning Objective of the lesson and indicate how the child can improve/move their learning on through a 'next step'.
- If the Learning Objective has been achieved, the teacher should tick it or use the acceptable stamper.
- All marking is to be done in green.
- TAs and Supply Teachers to initial the work they mark.
- If a child is absent for a piece of work this should be indicated in their book by the teacher.
- Exceptional work for an individual can be rewarded with a house point, a teacher's note home or the child can share their work with the headteacher to receive a Headteacher's postcard home.

Next Steps may take the form of one of the following:-

- ✓ Challenge – e.g. 'Can you now think of a quick way to solve $126 \div 6$? Explain how you did this.'
- ✓ Reminder – e.g. 'Make sure that you always do the same to the numerator as you have to the denominator to create equivalent fractions.'
- ✓ Scaffolded – 'Finish this sentence: He was as _____ as _____.'

Marking should include:

- ✓ Spelling mistakes to be indicated in the margin. Chn given time to correct own spellings.
- ✓ Basic GPS errors highlighted (e.g. was/were, incorrect punctuation, incorrect tense use).
- ✓ When the work has been supported by an adult, it should be indicated with an 'S' for supported.
- ✓ 'VF' to be used when a pupil has been given in depth verbal feedback about their work. Bullet points to be used to summarise feedback where appropriate.

Pupils should be encouraged to respond to marking, using a purple pen/pencil to complete their next step. Teachers should initial responses and corrections.

Marking Expectations

EYFS and KS1

All written work produced in books will include feedback which adheres to the following guidelines:

Every piece of work will receive an indication of feedback from an adult. When detailed feedback has been given, it will take the following format:

- There will be a positive comment which refers specifically to the learning in that lesson and is meaningful for the child. This positive comment may also refer back to a target given in the previous lesson.
- There will be a constructive and meaningful prompt/next step given which encourages children to think about their learning and how they can improve.
- Staff can use the acceptable school stampers when marker.
- The first 5 minutes of lessons should be devoted to children checking their marking, either independently or in a group.
- All children will have a purple response pencil that they should use so that it is clear to see where they have responded.

All children will receive timely and meaningful feedback to their work.

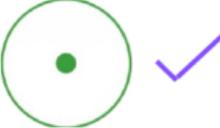
Example: L.O. To write a sentence to describe The Hungry Caterpillar ✓



= Well done for using finger spaces

= Target: Careful with your full stops.
Child tries to add full stops.

L.O. To write a sentence to describe the fruit the caterpillar eats ✓



bbbbbb

= Well done. You remembered your full stops

= Target. Letter formation. Practice 'b'
Child practices 'b' along the line.

KS2

All written work produced in books will include feedback which adheres to the following guidelines:

- When detailed feedback has been given, it will take the following format:
- There will be a positive comment which refers specifically to the learning in that lesson and is meaningful for the child. This positive comment will refer to specific examples of success. This positive comment may also refer back to a target given in the previous lesson.
- There will be a constructive and meaningful prompt/next step given which encourages children to think about their learning and how they can improve their work. Therefore it may take the form of a question, ask children to practice doing something, or ask them to fix spelling errors.
- Teachers can use the acceptable school stampers when marking.
- The first 5 minutes of lessons should be devoted to children responding to their marking in this way.
- Children have a purple pen that they should use so that it is clear to see where they have responded.

I really liked the way your adverbs added information and matched your verbs - e.g. 'sauntered woozily'

Could you improve your synonyms for 'said'? Can you think of 3 alternatives?

Well done! You are remembering to including your unit of measurement - £

Careful when multiplying by 10 and 100. How many columns do you move digits along each time?
Provide an example below to show me.

Well done. You mastered this method today, including remembering your 0 for place value.

Can you write a question for someone else that they could solve using this strategy?

Reference to previous lesson's work -

Previous lesson's comment: Make sure proper nouns have capital letters.

This lesson: Well done, you remembered to use capital letters for Sally and Mr Farrington!

LO & Success Criteria Marking sheets

Staff are able to identify pieces of work to mark using a LO/SC grid sheet.

LO: To use adjectives and adverbial phrases.		
Success Criteria	Self-assessment	Teacher assessment
Use at least three adjectives		
Use at least 3 adverbs		
Correct use of punctuation including for speech in this piece.		

In this case the Marking sheet can be stuck into the pupils books. Children can self-assess using a tick or smiley face system. Staff can tick, recording a short comment if they wish.

The grid should be followed by a clear next step following the previous principles shown.

ie – Can you add the correct punctuation for speech to this sentence:

Don't run! You will hurt yourself, Mum shouted.

Stamper symbols

These are acceptable stampers to be used when marking:



Learning Objective achieved.



Finger spaces



Capital letters/lower case letter



Ascenders/Descenders



Use a dictionary



Punctuation



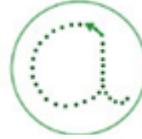
Paragraphs



Check for errors



Full stops



Letter formation



Capital 'I'



Good idea



Change the word/use a thesaurus



Joined writing



Connectives



Ready for final draft

Stampers can be used as previously indicated simply with a tick to indicate that the child has done this well, or with a comment as a next step indicator.

Examples KS2:



Make sure question marks are accurate. Next time aim for an exclamation mark.



Can you put in the missing commas please?



A super effort to join.