Feedback and Presentation Policy

Updated: November 2024
To be reviewed: November 2025
Author: Andy Walker / Sarah Wakefield

Farndon Primary School

EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR FEEDBACK POLICY	
Staff / Committee involved in development:	Teaching And Learning Committee; Headteacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	OFSTED Handbook Teaching Standards
Key related Farndon Policies:	Presentation Policy Handwriting Policy Monitoring Policy Teaching and Learning Policy Curriculum policies

Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

Reviewed by	Teaching and Learning
Agreed by	Full Governors
Next Policy review date	November 2025

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

Aims of the Policy

Marking should serve a single purpose – to advance pupil progress and outcomes.

We believe the process of marking should provide constructive feedback to every child, focusing on success and improvement needs against the learning target and the success criteria. Feedback in the presence of the child is the best form of feedback and it is preferable to mark in the presence of the child as often as possible. Where this is not possible, effective feedback in language the child can understand is to be given and the pupil then given time to read and act upon it. Marking should be **meaningful, manageable** and **motivating.**

Feedback at Farndon Primary will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop through oral or written feedback.

- Give recognition and praise for achievement.

- Allow time for children to read, reflect and respond to comments.

- Relate to the learning targets and not attempt to assess everything.

- Help children to understand the success criteria and how their work will be assessed.

- Use symbols that are consistent, unambiguous and appropriate to the child's maturity which is consistent across the school.

- Be clear, readable and support our teaching of handwriting.

- Feedback is seen as positive in improving their learning, either within a session or in subsequent sessions.

- Equip children with skills and encourage them to peer and self-assess

- Inform future planning and individual, group or class target setting.

General Principles

- Feedback must be given regularly, either in the session at the point of need or before the next session.

- All marking is completed in blue pen.

- Children follow up on their feedback with a red "polish" pen in KS2 after the session; in writing only once proof reading and editing has taken place. Independent editing must be done in pencil.

- We recognise not all work needs quality feedback. At times, it is appropriate to mark against the Learning Target to acknowledge if achieved. Quality feedback will be judged on the impact it has on children's learning.

Types of Feedback

- ◎ **Point of need:** Mark with an individual / group in class looking at success criteria in the session.
- ◎ **Acknowledge marking**: feedback in line with learning target/s
- ◎ **Oral feedback**: acknowledged with VF
- ◎ **Written feedback**: takes place after the session including praise, codes and green for growth to highlight areas for improvement.
- ◎ **Editing:** Pupils given the opportunity to proof read, edit and improve own work.
- ◎ **Peer assessment:** Pupils give feedback on other pupil's work with the focus being on the success criteria.

When marking a piece of work, particularly maths or literacy, teachers are asked to distinguish between a "**mistake**" or an "**error**".

A mistake is something that the pupil can normally do, but has not on this occasion. An error is when it is clear that the pupil has not mastered this aspect of learning or has misunderstood.

If a pupil is judged to have made a mistake, it should be addressed using the school's marking codes (see appendix 1) or perhaps a stamp asking to check the work. The correct answer should not be provided and the pupil should be encouraged to correct **independently**.

When addressing errors in pupils work, the type of feedback given is dependent on the type of error and it is up to teacher's professionalism on what is the most effective approach to positively impact on future learning. Where a proportion of pupils or group have made errors and not met the success criteria, teachers will acknowledge this on the learning label (by highlighting the criteria or objective not achieved) and adapt future planning to impact on learning for that group / cohort. This can be evidenced through annotation in their whole class feedback book.

Teachers may feel it is beneficial to give an individual written feedback where the pupil is reminded of a certain rule or the teacher provides a scaffold or a hint. The error is highlighted and below the work certain prompts might be given (see examples below). The teacher may also decide to highlight an error and quote VF meaning verbal feedback or support will be given in the following session.

Example Prompts:

- ➥ *Reminder Prompt (Point of Need):*
  Usually a direct question: "What should you do when punctuating direct speech?"
- ➥ *Scaffold Prompt:(Point of Need):*
  Generally a closed task to complete: "Use an interesting adjective to finish this sentence: Suddenly, a _____ rider galloped out of the forest."
- ➥ *Extending prompt: (Verbal feedback)*
  "Great so far – but could you tell me more about the approaching army in the second paragraph; how did they feel? How did they show this?
- ➥ *Add/Complete prompt: (Verbal feedback)*
  "Add a paragraph show how the soldiers reacted."
- ➥ *Change/Improve prompt: (Verbal feedback)*
  "Look at the green for growth highlighted sentence: can you improve it with better chosen verbs and some description?

➡ ***Justify prompt*** *(Verbal feedback)*
    "Why did you partition the larger number?"

Feedback in relation to writing

Farndon Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development at the point of need, and evaluating how well the learning task has been understood.

We aim to:

- ❖ Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations.
- ❖ Use the feedback system as a tool for formative ongoing assessment that addresses areas for improvement at the point of need.
- ❖ Improve standards by encouraging children to give their best and improve on their last piece of work.
- ❖ Develop children's self-esteem through praise and valuing their achievements.
- ❖ Create a dialogue which will aid progression and have impact on the standards of writing in school.

All teachers will adhere to the following principles:

- ❖ Ensure that all work is provided with timely feedback; either at the point of need or before the next session
- ❖ All work will be marked with a blue pen and a green highlighter
- ❖ Give regular written and oral feedback
- ❖ Adjust planning in the light of feedback (where appropriate)
- ❖ Ensure that all pieces (where appropriate as there is no expectation to have a daily learning label; it could last 2 – 3 days) have a Success Criteria label that include the date, Learning Objective and Success Criteria for that session
- ❖ Make learning objectives explicit ***and in child speak***
- ❖ Have clear success criteria that relate to the learning objective; these are referred to in any feedback

Types of feedback:

Verbal feedback
It is important for all children to have verbal feedback from the adult working with them or as the teacher moves around the room, giving individual feedback. We call this **at the point of need**. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work with the stamper **VF**

Spelling corrections

- ❖ Spelling corrections should be limited so as not to overwhelm.
- ❖ For a word they are expected to spell, sp is written in the margin and pupil expected to find error and correct.
- ❖ The '**Hotspot**' of the spelling error will be highlighted with the 'Green for Growth' highlighter and 'sp' put in the margin for a word the pupil is not expected to spell.
  - • The '**Hotspot**' is the area that is incorrect in the spelling. For example the child may have written the word 'informasion'. In this case, only the 'sion' would be highlighted as this is the '**Hotspot**' that is wrong - informasion

- ❖ **Corrections should be completed before starting the next session. The correction should be written three times in either the margin or beneath the finished piece.**
- ❖ In Key Stage 1, incorrect spellings of phonemes or red words studied in discrete phonics sessions (words you would expect them to be able to spell) should be highlighted in Green for Growth and the children should be encouraged to correct.

<u>Written feedback and comments</u>

- ❖ When giving feedback to a piece of writing, staff are to acknowledge good elements (Success Criteria) within the piece of writing using a discrete double tick.
- ❖ Feedback will always be clear in meaning, legible and an **example of good handwriting.**
- ❖ Mistakes will be identified with correction codes.
- ❖ For lengthier pieces of writing, pupils will be given time to improve work through the editing process before it is marked by the teacher.
- ❖ Errors will be highlighted in a 'Green for Growth' highlighter and will be addressed through either a change in planning, a written prompt or verbal feedback. Response may take the form of a warm up activity prior to the start of the next writing opportunity, or adult intervention.
- ❖ When responding to marking, Infants will use a pencil and Juniors will use a red 'Polishing Pen' to make any recommended improvements or corrections (once editing has taken place).

Self assessment:

Key Stage 1:
- ❖ Each piece of written work will be accompanied by a self- assessment label.
- ❖ Children will be given the opportunity at the end of a session to self assess using the '3 face' system.
- ❖ Teachers will assess the work against the success criteria, tick one of the faces on the label and make a comment where appropriate

Key Stage 2:
- ❖ Each piece of written work will be accompanied by a Success Criteria label.
- ❖ Children will be given the opportunity at the end of a session to self-assess against the Success Criteria. If they feel they have met the Criteria, they will tick alongside it.
- ❖ Teachers will assess the work against the Success Criteria and tick the ones which have been included in the piece; where it has not been met it can be highlighted with the green for growth pen.
- ❖ There will be a box where pupils / teachers can assess achievement and standards of presentation.
- ❖ Success Criteria labels will be differentiated through the use of a red- coloured criteria. This enables all children, regardless of ability, to be given the opportunity to enhance their writing by including a higher level criteria. However, those children that are more able will be expected to use the red criteria in every session

Peer Assessment:

All children from Year One upwards will be trained in the process of Peer Assessment. This will be done in the following way:
- ❖ Modelling from the teacher in how to assess a piece of writing during pacey warm up sessions.

❖ Look for evidence of the Success Criteria within the writing e.g. *Have they used adjectives? Children may tick or highlight where success criteria met.*
❖ Be positive about your peer's work at all times to allow for growth in self esteem

Feedback writing in other curriculum areas

At Farndon School we think it is important that the writing skills learnt in the Literacy session are transferable to other curriculum areas. It is important therefore that a consistent approach to writing is used at all times.

Feedback in relation to Maths

If an answer is correct a tick will be used to indicate this, if it is incorrect a dot will be used to indicate the mistake.

When a child has made an **error**, this should be highlighted green. When it is as part of a calculation, the first part of the error will be **highlighted with the Green for Growth pen** to enable children to see where they have gone wrong. Teachers will use their professionalism as to how to address the error.

A prompt may well be needed to help the child complete the corrections themselves before starting the next session or it may be appropriate to give verbal feedback. Teachers may also decide to alter their planning to use a certain warm up to address an error or address it through a change in activity or the level of support.

Where a child has achieved the learning target of the session but made **mistakes**, the teacher may well use the stamp and ask the pupil to find the mistakes and correct.

Children must not rub out or remove the original calculation but must do it under their work or in the margin. Where numbers are reversed this should be brought to the child's attention and additional time allocated for supported practice, recorded under their work.

Afl in Maths:

A label is used with a learning objective which pupils and teachers can assess against.

Teachers tick against the learning objective if it has been achieved. When achieved, teachers consider future planning to ensure they move the pupil on as part of a mastery curriculum.

Where the learning objective has been achieved but *mistakes* have been made, the objective can still be ticked. Teachers then use **green for growth pen** to prompt where the mistake/s has been made (or ask pupils to find themselves) and pupils are then asked to correct the work. It is up to the Teacher's professional judgement as to whether a written prompt is necessary. A positive comment may also be given which acknowledges areas where confident or aspects of learning objective achieved.

Where the learning objective is not achieved and *errors* have been made, the teacher simply highlights it with their **green for growth pen** . A positive comment / stamp can recognise any area of success achieved in that session. Teachers may choose to give VF and / or annotate their whole class feedback book and reshape future tasks in order to the secure the learning before moving on. Warm up tasks to consolidate and correct a misconception is put on the learning label.

Written feedback in other subjects

In Key Stage 1, labels are still be used with teacher and pupil assessment codes. Titles relate to the skills being taught. In Key Stage 2, (in science and religious education) the title is written as a Learning Target relating to the skill being taught. Teachers mark against this target when giving feedback using the 1 tick if achieved or dot if not.

Positive comments, praise stamps and praise may well be added. Where appropriate (although it is not an expectation for every lesson) teachers may record errors or misconceptions in their whole class feedback books and address it in the next session.

In science books, each unit starts with a knowledge organiser. Pupils then brainstorm what they already know underneath. At the end of each unit, the pupils complete a "Fluent in Five" assessment and then add to their original brainstorm what they have learnt and now know (in a different colour).

In religious education books, a knowledge organiser is stuck in at the start of each topic. This is referred to in the teaching. The title of the work is the learning target (LT) and this is marked against. At the end of the unit, a "Fluent in Five" assessment is completed.

In study books, the first page of each new topic is an overview of the knowledge and vocab being taught in the humanity subjects. Teachers mark against this knowledge and throughout the session question the pupils to assess if they know more and remember more. Marking is predominantly at the point of need and verbal feedback given. Where appropriate, teachers may comment in their Whole Class Feedback book and address any misconceptions in the next lesson. When the unit of work is finished, a "Fluent in Five" assessment is completed and marked as a class.

Presentation Policy

- In Key Stage 2 all work where learning label not used is dated and titled: **DUMTUMS;** SEN pupils supported where appropriate. (Date, Underline, Miss a line, Title, Underline, Miss a line, Start) Key Stage 1 continue to use the labels for learning target and pupil / self assessment.

- Use a ruler for **ALL** straight lines and a **pencil**

- Miss a line and rule off after each piece of learning.

- Only start a new page if there is no space on previous page.

- Year 3 pupils encouraged to "earn" a pen license if joining and writing neatly. Year 3-6 Black pen, except in Maths – pencil.

- Pupils respond to the feedback in their red "polish" pen. In Key Stage 1 they use pencil.

- Pupils in Key Stage 2 "buddy" mark and self assess in pencil.

MATHS

- In Key Stage 1, a similar label to the Literacy is used. Success criteria are shared on the board and/or Learning Wall. In Key Stage 2, pupils have a label. The label makes clear the date and learning target that builds up in difficulty with Must / Could / Should.

- Divide page in half (when appropriate) in Upper Juniors

- Number each question and separate with a dot.

- **One** digit per square

- Pencil to be used; rubbers may be used to self correct, but **only** for small errors (when appropriate). However, rubbers **must not be used** once the work has been marked. This is so corrections can be evidenced. Teachers highlight mistake with green pen and pupils correct.

ENGLISH

- In EYFS, have the line guide strips for writing on to encourage appropriate letter formation and size. In Yr 1 – 6, literacy books have the line guides printed onto them to support neat handwriting.

- Handwriting: Use the agreed syllabus which shows appropriate joins and formation. User the agreed line guides. When teaching, use the warm up techniques and stress the appropriate seating posture. Handwriting sessions of 3 x 10 mins a week. During handwriting sessions, actually write onto the photocopied line guides and keep in a card wallet.

- In both Key Stages, have a label going across the top of the page. The label makes clear the date, learning target and self-assessment codes. For Key Stage 2, codes for achievement and presentation.

- Reception and Year 1 & 2 – Mis-spellings that pupils are expected to know (phases and red words covered) are highlighted and recorded at the bottom of the page. Also, areas for improvement in respect of word choice, grammar or punctuation are highlighted in the text and appropriate code used next to it. Pupils respond in pencil.

- After work has been edited by the pupils and marked Year 3 – 6 may do the following: mis-spellings that pupils expected to know are highlighted. Corrections are recorded in their red polish pens. Also, areas for improvement in respect of word choice, grammar or punctuation are highlighted in the text and appropriate code used next to it. Pupils make the improvements using their red polish pens at the base of the work before the next piece of work.

Appendix 1 Feedback Codes

Key Stage One leading into Key Stage Two –

VF   your teacher has talked to you about your work.

 Double tick   excellent idea (etc) well done!

 Sp   spelling mistake: highlight the mispelt word, write Sp in the margin for a
                 word the pupil should know.
                 Where it is a challenging word, teacher records Sp next to the work and
                 highlights part of work spelt wrong.

 P   punctuation: write P in the margin.

 T   tense (underline the word and write T below / margin)

 //   new paragraph needed somewhere.

TS   This piece of work was supported by the teacher or adult.