



Feedback, Marking & Presentation Policy

The status of the policy: approved

Purpose: The purpose of this policy is to clarify our procedures and support all staff in how we give children effective feedback, mark their work and ensure the highest possible presentation of their work; all of which enables them achieve the highest possible academic standard.

Consultation: Staff & Governors

Links with other policies:

- Whole school vision statement
- Assessment, Recording and Reporting Policy
- Marking & Presentation Policy
- Home Learning Policy
- Equality of Opportunity Policy
- Inclusion Policy

Monitoring and evaluation: Monitored by Senior Leadership Team 'Learning Walk' and Book Scrutiny and in Key Stage Meetings

Date established by governing body: 16th September 2019

Date for full implementation: 17th September 2019

Date for review: September 2022

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Aims

At Birch Hill Primary School, we believe it is important that children's' learning, in all curriculum areas is acknowledged and children are given feedback either orally or in writing. Feedback supports Teaching, Learning & Assessments as it helps; assess where children are, celebrates their achievement and helps improve their learning.

Objectives

At Birch Hill we believe feedback should be **meaningful, manageable** and **motivating**¹.

Feedback, either verbal or written should redirect or refocus either the teacher's or the learner's actions to achieve a goal. It should;

- specific, accurate and clear
- celebrate pupil efforts and achievements
- written feedback should be given sparingly so that it is meaningful
- provide specific guidance on how to improve their learning
- inform teacher's planning

Key Principles

- Immediate feedback has the greatest impact on children's learning
- Feedback is both verbal and written

¹ Department for Education's research expert group 2016

- The sole focus of feedback (and marking) should be to further children's learning;
- Written comments should only be used where they are accessible to children according to age and ability;
- Feedback is provided by both teachers /Teachers Assistants (TAs)
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All children's work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- When work is reviewed, it should be recorded in Distance Marking Sheets (and where appropriate in books).

Feedback in Practice

Feedback is linked to classroom practice and classroom management. In most classes at Birch Hill, teachers will set their class into three groups; those working with an adult (**Guided Group**), those working with a peer (**Peer Group**) and those children working alone (**Independent Group**). However, we are aware that in practise, teachers (and TAs) will be flexible to manage the learning within their class.

Groupings	Who	What it looks like	Evidence
Guided Group	<ul style="list-style-type: none"> • Teacher or TAs / LSA 	<ul style="list-style-type: none"> • Takes place in the lesson with individuals or small groups • Often given verbally to pupils for immediate action • May re-direct the focus of teaching or the task • May include highlighting/annotations/markings codes according to the marking code. <p>Adults should initial at the end of the child's work. This will help indicate what work was completed you're the 'guided session'.</p>	<ul style="list-style-type: none"> • Lesson observations/learning walks • Annotations in pupil books • Mini-whiteboards, book work
Peer Group	<ul style="list-style-type: none"> • Self or peers 	<ul style="list-style-type: none"> • Self-editing • Peers annotations 	<ul style="list-style-type: none"> • Lesson observations • Books
Independent Group	<ul style="list-style-type: none"> • Children working alone, independent from the 	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve marking 'misconceptions' for pupils to respond to • Will be recorded in Distance Marking Sheet 	<ul style="list-style-type: none"> • Recorded on Distance Marking Sheet • Evidence of lesson plans being adapted

	teacher/T As	<ul style="list-style-type: none"> Leads to adaptation of future lessons through planning, grouping or adaptation of tasks 	
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Guided Group Feedback – Children working in the guided group will be working with either the teacher or Teaching Assistant (TAs) and will receive immediate verbal feedback linked to their current learning. They will engage in a dialogue that ensures learning is understood, misconceptions and/or errors are addressed and ‘next steps’ discussed.

When working with the Guided Group teachers/TAs will mark the pupils there and then. Teachers are not expected to provide any more marking or feedback to this group. **Teachers will simply stamp the pupil’s book to indicate they were in the Guided Group.**

Peer Group - When working in a Peer Group, children may be asked to give feedback on each other’s work. This may be in the form of markings some misconceptions, including spelling or punctuation, or offering a more in depth comment as directed by the teacher.

Independent Group

When reviewing the ‘Independent’ groups’ learning from a particular lesson, the teacher will make evaluation comments on their **Distance Marking Sheet** for the **whole** group as a collective (not independent comments for all children). These comments should identify the gaps in pupil’s learning and their next steps. It should also be recorded in their planning any adaptations their need to mark in their planning. This should happened **daily**.

Marking Poster

Please see the Marking Poster to indicate how pupils should interrupt the teacher’s comments.

Other general Assessment for Learning strategies

The children will be asked to reflect upon their learning. They will be asked to contribute and refer to the learning intentions and the success criteria.

In Key Stage One, children will begin to develop an understanding of peer and self-assessment through group or class shared discussion, making particular use of teacher modelling. This will develop the language of praise and constructive criticism. As they progress through the Key Stage, children will start to experience working with a partner.

In Key Stage Two, pupils will be encouraged to reflect on their own learning and to assess their peers’ learning. As appropriate, pupils will work with partners and may be supported in this process as necessary.

At Birch Hill we believe feedback is most effective when it is used in the following ways:

- Pupil to Teacher/LSA
- Pupil to Pupil
- Teacher/LSA to Pupil

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

- **Traffic Lights** or the 'language of traffic lights' - Green being a secure understanding, Amber being some understanding but still some support/input required and Red being 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.
- **Success Criteria** – Children can use agreed and are encouraged to 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'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)

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

- **Stars and Wishes** - Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons, they are 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.

Discussion/Questioning – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.

Written Feedback & Marking

Specific Marking Requirements - Key Stage EYFS

- Written work should be marked using a system of smiley faces to indicate success and achievement in terms of individual ability. It may include a “thinking bubble” to highlight suggested improvements.
- Identify a maximum of three key corrections
- In mathematics, crosses will not be used to indicate incorrect answers. Teachers might also draw a box in which corrections can be made.

Specific Marking Requirements - Key Stage 1

- Written work should be marked using a system of smiley faces to indicate success and achievement in terms of individual ability.
- Identify a maximum of three key / high frequency words spelled incorrectly and encourage children to find the correct spelling and put these in their spelling book to practise.
- Learning intention and success criteria ‘templates’ should be used and marked against – by the different audiences and include next steps suggesting ways in which a child can move forward.
- In mathematics, crosses will not be used to indicate incorrect answers. Teachers might also draw a box in which corrections can be made.

EYFS/KS1 Marking Code

Spelling	=	Sp and/or word underlined
Punctuation	=	P and/or error circled
Grammar/word usage	=	G and/or error circled
Doesn't make sense	=	?
New Paragraph	=	//
Omission	=	Λ

Specific Marking Requirements - Key Stage 2

- Identify a maximum of three key / high frequency words spelled incorrectly and encourage the children to find the correct spelling and write these in their spelling book to practise.
- Learning intention or success criteria ‘template’ used to focus marking – can included “Top Tip” to highlight the next stage for improvement.
- Teachers use pink highlighting to indicate what is good and green for aspects for improvement
- Marking could also end with a question for the child to consider.

KS2 Marking Code

Spelling	=	Sp and/or word underlined
Punctuation	=	P and/or error circled
Grammar/word usage	=	G and/or error circled
Doesn't make sense	=	?
New Paragraph	=	//

Omission = Λ

Pupils' Self Assessment, Peer Assessment & Cooperative Marking.

Children will be asked to reflect upon their learning. They will be asked to contribute and refer to the learning intentions and the success criteria.

In Key Stage One, children will begin to develop an understanding of peer and self-assessment through group or class shared discussion, making particular use of teacher modelling. This will develop the language of praise and constructive criticism. As they progress through the Key Stage, children will start to experience working with a partner.

In Key Stage Two, pupils will be encouraged to reflect on their own learning or to assess their peers' learning. As appropriate, pupils will work with partners and may be supported in this process as necessary.

Presentation of Work

A high standard of presentation ensures that the children's work is legible to the reader and encourages them to take pride in their work. To ensure a consistent approach to the presentation of all written and numerical work, the following strategies are in place:

KS1

- **Maths**: the short date will be used at the top of the page to indicate the start of the day's activities.
- **English**: in notebooks, the day of the week will be written on the first line; in handwriting and extended writing books, the full date will be written on the first line (12th September).
- **Class books**: the day of the week will be written on the first line.
- Children will be encouraged at all times to form their letters correctly according to the school handwriting scheme, paying attention to size and orientation, and sitting letters on the writing line. In Year 2, children will be taught a cursive style. Pencils will be used.
- Children will be encouraged to begin to self edit and to look for the shared success criteria in their own work.

KS2

- **Maths**: the short date will be used at the top of the page. The title will reflect the learning intention.
- **Writing Books**: the long date will be used at the top of the page. The title will reflect the learning intention.
- Children will be encouraged at all times to form their letters correctly according to the school handwriting scheme, paying attention to size and orientation. Children will be expected to write in a cursive style and in pencil until they are issued with a pen license (Usually by Y5)
- All maths work will be done in pencil.
- Children will be encouraged to self edit.

Awards for Achievement

EYFS & KS1:

- Golden Rule certificate
- Stickers
- Celebration Assembly stickers and certificates
- Reader of the Week
- BLP certificates linked to Writer of the week / Mathematician of the week (Y2)
- Motivational end of term certificates and awards.
- Star Reader trophy
- House Points





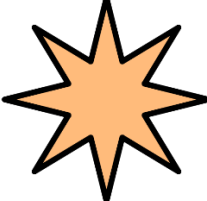
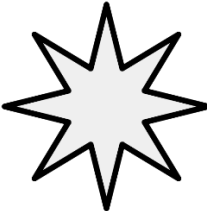


KS2:


- Golden Rule certificate
- Stickers
- BLP certificates linked to Writer of the week / Mathematician of the week (Y2)
- Motivational end of term certificates and awards.
- Home learning certificates and awards.
- House points

Feedback, Marking and Presentation Monitoring

The Headteacher and the Senior Leadership Team will monitor the implementation of this policy through scrutiny of pupils' work. The Team Leaders will also scrutinise the marking and presentation of pupils' work in both literacy and numeracy books each term. Feedback will be given to the teaching staff whenever any scrutiny of work takes place.

Appendix – Feedback Poster

	<ul style="list-style-type: none"> • I draw 2 purple stick men at the top of my work when I work with my teacher. • I get feedback during the lesson. • The adult I am working with will put their initial at the end of my work – this will show what learning we have completed together.
	<ul style="list-style-type: none"> • I draw 2 green stick men at the top of my work when I work with a Teaching Assistant (TA). • I get feedback during the lesson. • The adult I am working with will put their initial at the end of my work – this will show what learning we have completed together.
	<ul style="list-style-type: none"> • I draw small 2 red stick men at the top of my work when I work in a group or a pair. • I will get feedback after the lesson
	<ul style="list-style-type: none"> • I draw small 1 red stick men at the top of my work when I work independently. • I will get feedback after the lesson
	<ul style="list-style-type: none"> • My teacher puts a gold stamp at the end of work when I work without an adult and my teacher is pleased with my work.
	<ul style="list-style-type: none"> • My teacher puts a Silver stamp at the end of my work when I work without an adult and my teacher is pleased with my work, but wants to talk to me more about it.
	<ul style="list-style-type: none"> • My teacher will highlight my work to show where they are pleased with my work
	<ul style="list-style-type: none"> • My teacher will give me a Headteacher Award sticker, if they are really pleased and want me to show Mr Dillon.

Week beginning: Class:	Distance Marking Sheet 		
Day	English / AM Session Genre:	Maths / PM Session Unit of Work:	Other Topic/Area of Study:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

