

Feedback and Presentation Policy

This policy is a whole school policy including EYFS (where relevant and appropriate)
Please read alongside Remote Learning Policy in light of restrictions due to Covid-19

A detailed and ongoing risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid-19. With this in mind changes to procedures may occur due to identified risks.

Introduction

At Springmead School we want all children to make the best possible progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential. Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Springmead School achieve high standards and have ownership over the learning and teaching that takes place within the school. It sits alongside our assessment policy and overlaps in several areas.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning are:

- 1. Explicit Learning Objectives**
- 2. Success Criteria**
- 3. Questioning**
- 4. Feedback**
- 5. Adjusting teaching to take account of results**

Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modeling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning objectives focus on learning, not activities. Helpful learning objective stems include 'to know', 'to be able to', 'to understand'.

Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise

that on occasions there is no need for more than 1 or 2 success criteria to be most effective.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.

Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions

Key questions, including *prompting, promoting and probing* questions, are used in teaching. **Wait or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively.

The use of '**talk partners**' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child are more constructive for both learning and motivation.

The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self and peer assessment

We will encourage pupils where possible to self assess and peer assess their work. This can be by simple thumbs up, against success criteria, and to avoid peer pressure this can be carried out with eyes closed. It can also be done in books.

On occasions children can be involved in shared peer marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

Find one word you are really proud of and underline it. Tell the person next to you.

Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.

You have three minutes to identify two places where you think you have done this well and read them to your partner.

You have five minutes to note down one thing you could do to improve this piece of work next time.

Give feedback: a positive and constructive comment to presentations.

Minimum requirements to be identifiable on weekly planning:

- 1 Peer assessment – at least one opportunity a week
- 2 Self assessment – at least one opportunity a week
- 3 Marking with opportunity for a response from the child – at least one opportunity a week, with follow up comment

Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

Key principles and guidance for marking:

- 1 Establish ground rules on presentation and setting out and display these. See section at the end of policy.
- 2 Marking is only of value if comments are read and responded to and initialed by children (from year 2).
- 3 All work marked by a member of staff should be in purple.
- 4 Work marked by the children should be in green pen or pencil. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- 5 In depth marking will be completed at least 1 x a week in maths and in literacy or theme. Marking must be manageable and not all pieces can be quality marked with written feedback. Regular and frequent feedback will be given to children in an appropriate way for their age and ability.
- 6 Any work that is distance marked should be written in child friendly language.
- 7 All marking will be positive, informative and constructive and comments must relate to the LO. It is only necessary to give feedback on what children were asked to pay attention to.

- 8 Maths and other closed tasks should be marked with a tick and a dot put next to incorrect answers.
- 9 Children should be encouraged to leave incorrect answers and not rub them out.
- 10 Any calculations, sentences etc that need to be corrected should be indicated by a comment, where appropriate.
- 11 Marking in literacy/ theme could include highlighter where the child has written best aspects against LO and indicate an area where some improvement can be made.
- 12 Information needs to be given as to how the child can close the gap.
Useful 'close the gap' are:

Reminders - What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he.....!

Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.

- 1 Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. Where possible the child will then write the word 3 times when responding to marking.
- 2 Punctuation marks relevant to the child stage of learning will be marked. Punctuation mistakes will be inserted where omitted and circled where wrong.
- 3 Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.

Marking will inform teachers' judgments on how a child is progressing in relation to the whole class, national expectations and the child's individual ability and will be used to inform teachers' records and reports to parents and ongoing assessments.

The whole purpose being that where possible marking does the following;

Highlights success – e.g. use of a highlighter, stars, ticks etc., where the pupil has achieved positively against the success criteria e.g. maths strategy met LO

Provides a 'closing the gap' prompt (and a wish) to help children make improvements. These can occur in different ways e.g.

- a reminder prompt
- a scaffold prompt
- an example prompt

Marking Key:

I	independent work
C	has been corrected
D	discussion took place between teacher and child
G	group / pair work
S	support

Adjusting teaching to take account of results

Pupil feedback will be used to inform future planning and assessments.

Response to marking

All pupils to be taught to respond to marking and initial.

Presentation of work

Children should be taught to lay their work out in a common way:

Short dates to be used in subjects other than literacy (age appropriate)

Exercise sheets need to be dated

Titles should be underlined with a ruler (age appropriate)

Errors should be crossed out with one neat line

Use pencil in maths, although encourage older children not to rub out mistakes

There should be no doodling on any part of books

Monitoring and review

This policy is the Headteacher's ongoing responsibility along with reviewing its effectiveness annually in consultation with the staff, this is done through weekly staff meetings where marked work is regularly scrutinized.

Signed Headteacher: *Sally Cox*

Date: 4.8.21

See summary sheet attached

Feedback and presentation policy – the summary page from policy

Learning objectives

- explicit
- opportunities to generate own success criteria

Questioning

- key questions on lesson plan
- opportunity for ‘talk partners’

Assessment for learning – once a week each

- self- assessment
- peer assessment
- teacher assessment with pupil response

Marking

- display ground rules
- children initial comments (from Y2)
- staff marking in purple (can be supported by highlighter in literacy/theme)
- pupils mark in green or pencil
- in depth marking at least once a week in maths and literacy or theme
- distance marking in child friendly language
- comments relate to learning objective wherever possible
- maths and other closed tasks marked with tick or dot for incorrect answers
- comments should indicate what needs to be corrected
- use comments to support ‘close the gap’
- limit spelling corrections to 3, with opportunity to write out 3 times
- appropriate punctuation errors inserted where omitted or circled where wrong
- allow time to correct, redraft, edit, add and respond

Marking key....if used, not a prerequisite

- I independent work
- C has been corrected
- D discussion took place between teacher and child
- G group / pair work
- S support

Presentation

- short dates in subjects other than literacy (age appropriate)
- exercise sheets need to be dated
- underline titles (age appropriate)
- cross out errors with one neat line
- use pencil in maths
- no doodling

Is your feedback and marking informing your planning?