

## **Feedback and Presentation Policy**

This policy is a whole school policy including EYFS (where relevant and appropriate)

### **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**

A success criteria should allow children to achieve the learning objective. It will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. The success criteria can be generated by the teacher or in consultation with the children. It is important to not change the success criteria in order for children to be extended or given next steps. If a child follows the success criteria, the objective will be met.

## 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 will identify achievement, misconceptions, mistakes and the next steps to learning, where appropriate. It has been recognised that 'in the moment' feedback will have a greater impact on children's learning and achievement, providing the learner the opportunity to redirect or refocus their actions to achieve the objective. 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:

### Verbal

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils make progress 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 a 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. Children should be encouraged to ask questions and check the success criteria with their peers. The Teacher must create an environment where pupils feel safe to make mistakes and work together to put them right.

It is important to 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.

We aim to ensure that all children are given feedback 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. Feedback 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.

**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 'In the moment' marking and feedback should be embedded into lessons to provide children with instant feedback to aid progression and learning opportunities.
- 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 Regular and frequent feedback will be given to children in an appropriate way for their age and ability.
- 6 Distance marking should be minimal but when required written in child friendly language.
- 7 All marking will be positive, informative and constructive and feedback must relate to the LO. It is only necessary to give feedback on what children were asked to pay attention to i.e. the given success criteria.
- 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, spellings, sentences etc that need to be corrected should be indicated by using the marking key.
- 11 Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be highlighted. The children should address the mistake in an age appropriate way. For example use of age appropriate dictionaries, have another go, think about your spellings pattern of the week etc.
- 12 Punctuation marks relevant to the child stage of learning will be marked and mistakes highlighted. The children should address the mistake in an age appropriate way. A maximum of 3 mistakes should be highlighted.
- 13 Time should be given to pupils to correct, redraft, edit, add and respond.

Feedback and 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.

**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.

**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:** 17/8/2022

See summary sheet attached

**Feedback and presentation policy – the summary page from policy**

**Learning objectives and success criteria**

- explicit
- opportunities to generate own success criteria

**Questioning**

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

**Assessment for learning**

- ‘In the moment’ feedback identified as most effective.
- Regular use of Peer assessment and Self-assessment

**Marking**

- display ground rules
- staff marking in purple
- pupils mark in green
- distance marking in child friendly language
- feedback relate to success criteria
- closed tasks marked with tick or dot for incorrect answers
- limit spelling and punctuation corrections to 3, with opportunity to address the mistakes
- 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?**