



Feedback and Presentation Policy

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'It's the quality of the feedback rather than its existence or absence that determines its power,' Stiggins et al (2004)

Setting intentions are important

Expectations must:

- Ensure there is a clear understanding of the outcomes
- Identify the skills and knowledge needed to succeed
- Given in a timely manner
- Come with support and scaffolds where needed
- Adjusted to suit the needs of the learner

Why we have feedback

Feedback must be:

- Purposeful
- Promote self-reflection
- Promote action for the feedback recipient
- Ensures ownership
- Includes praise to impact self-confidence and motivation
- Challenges thinking for personal and academic growth
- Supports formative assessment and development, immediately and over time

Use of different colour pens

The following pens are used to support the feedback and development process:

- In EYFS children will use a variety writing tools to mark make
- Pencil and pen can be used for all written work in Year 1 and Year 2
- Blue pen is used for all written work from Year 3 to Year 6
- Purple pen is used for actioning verbal and written feedback, corrections, editing and peer-to-peer assessment
- Red pen is used to show certainty of learning and to prove understanding
- Green pen is used by the teacher to offer praise, highlight need for changes and offer challenge

We believe that high quality interactions offering feedback are crucial to ensuring rapid progress of our children. The best feedback, whether it is written or verbal, is owned by the pupil, giving a clear sense of how they can improve, with pupils responding and making progress as a result. Children respond to adult feedback with their '**purple polishing pens**'. Assessment of the children by staff is essential for quality feedback and learning adaption and is a continuous part of the learning process. Collaborative feedback is promoted with all staff and children encouraged to support and improve outcomes for others.

Verbal Feedback

**"Feedback in the moment is 100 times more powerful than feedback written in tasks!"
-Shirley Clarke, 2017-**

This is the most frequent form of feedback. Some examples include:

- Questioning
- Probing/Challenge
- Use of visualiser
- Pupil as the teacher

- Adult group feedback
- Adult individual feedback
- Whole class feedback through mini plenaries
- Peer to peer feedback
- Peer coaching
- Self-reflection

Peer to Peer Feedback

Training the children to peer assess and to self-assess is important and links well with our growth mindset ethos. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model. Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers. Children take on the role of 'critical friend' and are encouraged to use the following steps:

- Understand the outcomes for the learning and use them to inform the feedback
- Include praise and kindness
- Be specific to the expectations for the skill or knowledge
- Offer challenge for growth
- Support their own development

Responding to Feedback

Time to reflect and respond to feedback is crucial for pupil development and staff weave in time in all sessions to support this. The teachers and staff are available during these moments to support individual pupils or groups for maximum impact. Whenever verbal feedback has been provided, teachers will prompt children to edit, make amendments or corrections in their '**purple polishing pens**'. Once amendments have been made, children will revert back to their usual writing tool. This evidences where a child has responded to any form of feedback.

Foundation Stage

Feedback in the foundation stage is shared with parents/carers. Observations of the children are completed weekly and recorded on an online portal called Tapestry. Parents/carers are given a log in so that they can review the learning each week and can upload comments, pictures and videos as evidence of home learning. Staff also record detailed observations when a child is progressing on a skill taught, next steps are then put in place to help with progression.

All observations evidence learning, and staff will consider an open-ended question to identify the next step within learning as well as understanding how this experience can be extended. Observations are embedded in everyday practice to build up an accurate picture of the unique child and what they can do.

Self-Evaluation

The evaluation process is continual and happens at any point during the learning process. The main ways children will evaluate their learning is by:

- By RAG rating the circles on the sticker – In KS1 the children will circle R (red), A (amber), G (green). In KS2 the children will write R,A or G
- Using talk partners to clarify, understand and extend thinking
- Having protected space for reflection, thought, re-working or editing work

Written Feedback

Adult written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback as verbal feedback is more immediate, offering maximum impact for the learner. There is an expectation that the pupil will act upon all feedback and this will be evident in the use of their purple pen. Evidence of teacher intervention will be seen through some green pen, written by the staff but mostly through their purple pen.

Written feedback by staff will model all aspects of our presentation/handwriting expectations and must be:

- Purposeful for the individual or group
- Appropriate to the age group/developmental age of the child
- The individual pupil's ability and next steps
- Giving clear guidelines for improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Work has a high focus on good presentation

Teachers can use these agreed symbols to highlight any secretarial changes that may be needed:

- Tick where children have had success
 - ✓ - Good ✓✓ - Impressive ✓✓✓ - Wow!
- Identify misconceptions and ensure they are corrected
 - Sp – Spelling ○ - Highlights where a change is needed
 - P! - Poor presentation P✓ - Good presentation

Over time, the focus of written feedback shifts from secretarial to quality of composition (in writing) and the development of reasoning (in maths) so that children build independence in their care of presentation, handwriting and spelling. When children are involved in the development of feedback and the shift towards quality of composition is made, the children will make progress.

Writing across the curriculum		
Secretarial	Word and Sentence	Composition and Effect
Handwriting Spelling Punctuation Presentation <ul style="list-style-type: none"> • Margin • Finger spaces • Date on line Quantity Stickability Criteria	Appropriate and ambitious word choices Words from class teaching and learning environment Varied sentence types Varied sentence openers	Vocabulary reflects the intended impact on reader Well-crafted sentences Enjoyable for the reader Effect on the reader Creates desired effect Builds character Creates tension/suspense Encourages the reader to read on Well organised and interesting information Hooked the reader in Argued the case well
Maths across the curriculum		
Secretarial	Accuracy	Reasoning
Presentation: <ul style="list-style-type: none"> • Digits • Layout • 1 digit per square • Use of horizontal and vertical grid lines Spelling of mathematical and non-mathematical language	Correct and incorrect answers to calculations Varied mathematical language	Developing deeper understanding of skills and concepts Probing questions to challenge and expose misconceptions Destination and assessment questions Opportunities to reason Developing mathematical questions Prove/disprove it statements

Written feedback in maths must:

- Have feedback for each question
- Where necessary give indication of how to improve
- An incorrect calculation will be marked • not with a x

“The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time.” - DFE, 2016 –

“Marking should serve a single purpose – to advance pupil progress and outcomes...oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.” – DFE, 2016 –

APPENDIX 1 – PRESENTATION EXPECTATIONS – child Led

Each term, each child will produce their best example of their work and stick this in the front of their books. An example will be in all curriculum books. The expectation is that children will always strive to complete work to the best of their ability.

Expectations also include:

Three books (English, mathematics and curriculum) used for all subjects. Free choice about what books each piece of work goes in.

- Printed label on front indicating name, subject and class
- Plastic covers to protect books and stop graffiti
- Numbered neat working rules (NWR) are displayed in each classroom and referred to in marking e.g. – Please follow number 2 and 3 of NWR. (Appendix 3)
- Stickered labels with date, Learning Challenge (LC), stickability, support given and a RAG self-assessment. These should be stuck in the book on the top left of the page/in line with margin
- Children self-assess each piece of work. Rec, Yr1, Yr2, Yr3 – RAG label. Yr3, Yr4, Yr5, Yr6 –RAG label
- All sheets stuck in must be shrunk, trimmed and stuck neatly – Must not be folded
- KS1 children write in **pencil** and correct/respond to feedback with '**purple polishing pens**'
- KS2 children write in **blue pen** and correct/respond to feedback with '**purple polishing pens**'