



# Sticklepath Community Primary Academy

## **EEDBACK and PRESENTATION POLICY**

(2022 June update)  
(linked to Assessment Policy)

### **1. ETHOS**

- i) Feedback of pupils' work in all subjects, in the form of either written or verbal feedback, should be regarded as a regular means of communication with pupils about their individual progress.
- ii) This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil.
- iii) The feedback on progress that this represents should inform the next step in pupils' learning.
- iv) Standard English (grammar and spelling) should be addressed.
- v) Pupils should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English.'
- vi) We highly value teachers' professional judgements when giving feedback, oral and written. They will therefore use the feedback policy as a guide rather than a strict set of boundaries. What's right is what works!

### **2. PURPOSES OF FEEDBACK**

- i) to motivate pupils to further effort by highlighting current achievements, clearly indicating the most successful feature of the work
- ii) to assist pupils by the setting of areas to focus on aspects of work where further development is needed. This could include at least one prompt for immediate action on a piece of completed work (closing the gap prompt)
- iii) to provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning
- iv) to enable the teacher to make judgements about pupil attainment and progress

### **3. GUIDELINES FOR FEEDBACK**

In order to provide a degree of consistency the following guidelines should be adhered to:

- i) There is not an expectation that every piece of work will have written marking, as teachers may use other assessment techniques to gather information and move the children's learning on.
- ii) Feedback is best delivered 'in the moment' and, wherever possible, the 'bulk' of feedback should take place in the session. In KS2 the majority (if not all) of procedural marking should be done in the lesson, mostly by the child in order to see their errors and correct.
- iii) Work should be collected in regularly and returned as quickly as is practicable.

- iv) Children must be clear about the focus of the feedback. This could be:-
  - o Evidence of success against the learning objective and next step (for this to be effective, the learning objective must be very focused e.g. 'I can plan and write a story' is NOT a learning objective but 'I can write a story that uses a variety of sentences to create tension' would allow for effective marking)
  - o Evidence of success against personal targets (if a personal target is necessary)
  - o Evidence of success against success criteria
- v) Children should be encouraged to self assess. They should be *explicitly* taught to read through and check work before handing it in, sometimes with a partner. Children always peer and/or self assess when using success criteria.
- vi) Teachers are encouraged to get children to edit procedural work in class time to minimise distance marking.
- vii) The school uses 'tickled pink' to highlight successful features of the feedback focus (up to a **maximum** of 3 examples highlighted) and 'growing green' to highlight an area for development or improvement (one error which may be highlighted a number of times). **Growing green MUST lead to an action from the child.**
- viii) Spelling – Time will be given in KS2 for children to identify misspelt high frequency words and correct. Other spellings may be picked up by the teacher using the marking symbol below. Pupils must find the correct spelling independently. If the pupil needs more support, the correct spelling is written in the margin for the child to use to correct. **To amend after spelling progression created**
- ix) Teachers must indicate the level of support in writing tasks if not independent using the terms 'guided' (G)
- x) When indicating errors or correct features all staff should use a coloured pen and adopt the following standard symbols:

sp	KS1 KS2	Spelling error Underline the word or the part of the word and write sp in the margin.
¶	KS1 KS2	New Paragraph
P	KS1	Where punctuation is required, or used by mistake, write in margin. Children are required to find the mistake and amend.
C	KS1	Where capital letter is required, write in margin. Children required to find the mistake and amend  <i>*please note that whenever possible the child should have had an opportunity to self-correct and edit before teacher marking.</i>
√	KS1 KS2	Ticks used in maths.
■	KS1 KS2	Incorrect answer in maths
λ	KS1 KS2	Word or letter omitted
LO√	KS1 KS2	Learning Objective Achieved

<b>G</b>	KS1 KS2	Guided Work (level of support may also be indicated)
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#### 4. Pupils' Self Corrections

- i) Pupils need to be taught how to neatly self correct **but** it is important that the message they receive does not devalue mistakes – a key Growth Mindset message.
- ii) Small errors e.g. spelling mistake –put a neat line through
- iii) Closing the gap responses and more detailed editing e.g. where a child may need to rewrite a whole sentence or paragraph, will be done on the left hand page (which is left blank).
- iv) When child is ready – purple pen to be used by children when responding to teacher feedback. Self-correcting own work when appropriate is done in black pen.

#### 5. Feedback and Target Setting

##### i) English Books:-

- Elicitation task
  - reviewed against a success criteria generated by class during imitate stage of sequence, from which children (sometimes in discussion with teachers) will generate two targets.
  - Targets to be displayed on the flap in the front cover. New targets to be laid over the old, so the old can still be read.
  - Success criteria given with a space for child to write own target if appropriate.
- Teaching sequence
  - Ticked pink and growing green feedback linked closely to very focused learning objectives.
  - non-negotiables will be edited by the children.
- Innovate
  - Teacher gives feedback against personal targets and non-negotiables.
  - Update targets if appropriate.
- Invent
  - Teacher gives feedback against personal targets with an expected response to feedback.
  - Teachers and children to reflect on the impact of learning against the success criteria. This needs to be explicitly taught.

##### ii) Maths Books:-

- In KS2, time in sessions should be spent on children/peers marking practice procedural work and doing corrections in purple pens wherever possible to reduce teacher distance marking.
- From Y2 onwards, opportunities to self-correct after children have self-assessed or peer marked should be incorporated into lessons.
- Teachers will assess the learning in books and record judgements against the LO in their record book.
- Teachers should provide developmental feedback for enrichment tasks where they judge appropriate but as a rule this will be at least once a half term.

##### iii) Enquiry Books

- Where possible, in enquiry lessons as in core subjects, the pupils will be given ten minutes to self check and edit writing for non negotiables.
- Rather than weekly feedback, in enquiry books there is an expectation that all will have a final assessment based on the child's knowledge, skills, understanding and independence shown throughout their book. This will be marked by teacher. In KS2 this will also include the child.
- In addition (or within same assessment) the teacher will also mark explicitly against a key curriculum objective.
- Teachers will continue to give frequent verbal feedback and scan books during lessons in order to maintain standards and daily assess.

## Link to assessment of foundation subjects

### iv) **Other Books:-**

- Regular verbal feedback and general scanning for non negotiables.
- Non-negotiables to be marked once learnt.
- Presentation standards are adhered to (see section 7)

## 6. Feedback in the Early Years

- i) Where writing takes place as an adult led activity, verbal prompting and feedback happens simultaneously.
- ii) Writing that children do as part of their child initiated learning may be shared with the group or class with positive feedback and kept as evidence towards the Foundation Stage Profile.
- iii) Children are encouraged to practise particular letter formations, spelling of tricky words or punctuation in a follow up activity to 'close the gap'.

## 7. Expected Oral Feedback (Basic whole school)

### Teacher

- Make sure child/children track teacher – eyes watching, ears listening, brains thinking
- Be specific about what they have done well against the objective (do not blanket praise)
- Be specific about next steps – This should be clear and achievable
- Be clear about what success looks like

### Pupil

- Get children to feedback in full sentences
- Make sure other children track the speaker
- Make sure feedback is relevant and answers the question posed. Be clear to the child if it is not.

## 8. Presentation

- i) Dates – written on the second line down in left hand corner underlined with a ruler from Y2; long date for everything except maths where the number date will be used. Children must hand write the date from Year 1.
- ii) Objectives – recorded beneath the date leaving a line between. Recorded on left hand side and underlined with a ruler. A line will be left before the work starts.
- iii) English books – From Year 1 the left hand page will be left blank for respond to editing and feedback.
- iv) Maths – one number per square (where appropriate –e.g if work is clear and neat not needed). Presentation to be modelled to the children where appropriate. Square sized books to be changed as appropriate to the child e.g. where a child is recording neatly but not within the squares, change the book to smaller squares. There is an expectation that children will write into books rather than onto a printed sheet.
- v) Handwriting - To be reviewed with a whole school handwriting policy
  - Penpals writing scheme across Reception, KS1 and Year 3 and Year 4. Expectation of this in Y5/6 but the child may have adopted a more individual style.
  - Scheme needs to be modelled around the school.
  - Reception - letter formation will be secure for all pupils by the end of the year with phase 3 digraphs joined.
  - Start of Year 1 – pencil grip will be correct.

- End of Year 2 – all pupils will have a joined, fluent style. Practise will take place four times a week which will be taught by the teacher or a TA with appropriate training and marked, mainly during the session as part of daily phonics with additional provision for pupils in need.
- Year 3/4 – practise three times a week (review on an annual basis as handwriting becomes embedded at KS1).
- Pupils to move to biros at the discretion of the teachers in Years 3 and 4 and to biros in Year 5/6 in preparation for secondary school.
- Pupils who need additional support will be provided with Wave 2 intervention.

iv) **NON NEGOTIABLES (NN)** (recorded on the Response to Marking sheets in the front of English books)

i) Reception:

- Full name on each piece of work with capital letters.
- Letters formed correctly as taught.

ii) Year 1

- All taught tricky words
- Singular.
- Finger spaces.
- Capital I for first person.

iii) Year 2

- Year 1 plus
- Capital letters and full stops.
- Plural.
- Suffixes – ed ing er est ful
- All taught tricky words.
- Spellings and patterns taught in phonics.

In KS2 the expectations for non-negotiables are that the children do these corrections independently BEFORE work is handed in. This will mean a commitment of time by the class teacher for children to be able to do this at the end of sessions.

Persistent errors in NN editing will be picked up by the teacher who will determine whether this is because of a lack of understanding or motivation. This may then need to be addressed in a different way.

iv) Year 3/4

- All above (including joined handwriting) plus
- End of sentence punctuation.
- Capital letters including for names, headings and subheadings.
- Dates correct.
- Careful underlining with rulers.
- HF words.
- Spellings patterns learned.
- Taught homophones
- Apostrophes for contractions and possession

v) Year 5/6

- All above (including joined handwriting) plus
- Correct use of apostrophes for contractions and possession
- Correct use of commas throughout
- Use accurate speech punctuation
- Standard English verb form

Oracy non-negotiables for Year 3 and 4

- To speak with confidence in front of an audience
- To adapt the content of their speech for the audience
- To justify their opinions

#### Oracy non-negotiables for Year 5 and 6

- To speak fluently to an audience in a loud, clear voice
- To track the speaker
- To justify opinions with evidence/ experiences

#### Maths fluency for Year 3 and 4

- Number bonds to 10 and 20
- Doubles and halves
- Column addition and subtraction
- Time tables unto 12 x 12
- Corresponding division facts
- Grid method for multiplication

#### Maths fluency for Year 5 and 6

- Number bonds to 10, 20 and 100 and relate this to powers of ten
- Doubles and halves of larger numbers e.g 70, 90
- Multiply and divide by powers of 10
- Times tables up to 12 x 12
- Know the corresponding division facts for the above
- Column addition and subtraction with exchanges to be automatic
- Know basic measure conversions e.g 100cm = 1m etc
- Different types of angles- right, acute, obtuse, reflex etc

### RESPONSIBILITIES

- i) **It is the responsibility of the Assessment Leader:**
  - to monitor the consistent use of this policy across the school and to report back to staff on a regular basis.
- ii) **It is the responsibility of all classroom teachers:**
  - to ensure that all class work and homework is marked according to the school's marking policy **and that pupils have the opportunity to respond to closing the gap comments.**
  - to ensure that when marking takes place any unfinished pupil work is subsequently completed.
  - to ensure that assessment information informs further curriculum planning.
- iii) **It is the responsibility of the pupils to:-**
  - explain their learning journey and how teaching, assessment, feedback and targets have contributed to this. They are also responsible for correcting their own basic errors before handing any work in to be marked.

<i>As a matter of policy and practice Sticklepath Community School carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:</i>																
<i>Policy Name: Marking, Feedback and Presentation Policy</i>	<i>Review Date:</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">Reviewed January 2016</td> <td style="width: 33%;">July 2016</td> </tr> <tr> <td></td> <td>January 2017</td> <td>July 2017</td> </tr> <tr> <td></td> <td>June 2018</td> <td>June 2020</td> </tr> <tr> <td></td> <td></td> <td>January 2018</td> </tr> <tr> <td></td> <td></td> <td>February 2021</td> </tr> </table>		Reviewed January 2016	July 2016		January 2017	July 2017		June 2018	June 2020			January 2018			February 2021
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<i>Author: SWA/RBL</i>	<i>Monitoring &amp; Evaluation By: RBL</i>															