



THE LIMES

PRIMARY ACADEMY

“Growing Learners for Life”

Feedback, Response and Presentation Policy

Author:	Kate Cracknell (Headteacher)
Date:	June 2018
Review Date:	June 2019
Ratified by:	Date:
On behalf of:	Local Governing Body

Collaboration Curiosity
Resilience Reflectiveness



Responsibility Resourcefulness

Background

This policy has been formulated in-line with the report of the Independent Teacher Workload Review Group, March 2016, '*Eliminating unnecessary workload around marking*'. It recognises that effective marking and feedback is an essential part of the education process. At the heart of this is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

The primary purpose of marking written work is to advance pupil progress and outcomes by assessing the depth of learning that has taken place and identifying misconceptions to inform future teaching. The audience for the marking is the children.

All leaders at The Limes Primary Academy are committed to ensuring that all marking should be **meaningful, manageable and motivating**.
(*Workload Review Group, March 2016*).

Aims

We use feedback in order to give children constructive feedback on the quality of their work and their next steps in learning, of which marking books is one strategy. All marking must have a clear purpose for the child and the teacher.

Principles

Marking should:

- Provide **meaningful** feedback to the child;
- Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing **motivation** for learning;
- Inform future planning of lessons;
- Enable the teacher to record progress related to learning intentions;
- Be age-appropriate and consistent across the school/key stage, as appropriate;
- Be **manageable** for both the child and the teacher;
- Be relevant – sometimes marking is not necessary; and
- Recognise the value of presentation and pride taken in learning.

Marking Guidelines

- All work must at least be acknowledged with a ✓ which demonstrates that a teacher/adult has oversight of pupil outcomes for that lesson, to inform planning and assessment;
- Marking must refer to the learning intention for the lesson or learner's next steps;
- Detailed marking (where required) must give clear steps to help the learner improve the standard of the work;

- Marking may take the form of verbal feedback; this will be indicated on learner's work using the appropriate marking symbol; however, verbal feedback does not need to be recorded in written form.
- All adults who work with a child or group are expected to mark the work using the policy guidance;
- Teachers/adult feedback and marking must be completed in purple pen;
- Children are expected to peer mark and evaluate their own and others work, where possible;
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher; however, there is no requirement for pupils to provide a written response to feedback: it could simply be that pupils act on the feedback in subsequent work;
- Where appropriate, teachers encourage children to respond to comments made on their work if they wish to do so; and
- Teachers use a child's responses/comments they have given as necessary to inform future planning and assessment.

Learning Intentions

Learning intentions are used in lessons to make the purpose of learning clear for the children. Most lessons will have a learning intention (which will be shared with the children at an appropriate point in the learning), although there are times when learning intentions are not required or appropriate; teachers use their professional judgement to this end.

In children's written work, where learning intentions are used, these should be evident at the start of a piece of work. This should not be a time-consuming exercise requiring the children to copy the learning intention, losing valuable independent work time. Therefore, teachers must use their discretion to:

- Allow the children to write their own date and learning intention in their books/sheets; or
- Prepare a printed strip of paper to stick on sheets or in books with the date and learning intention on for the child to stick on; or
- Prepare a printed strip of paper to stick on sheets or in books with the date and learning intention on for the teacher/TA to stick in prior to the lesson.

The use of Success Criteria

Success Criteria come in varying forms with their ultimate aim of supporting children to be independent learners and enabling them to check their own work. The most common type of success criteria are often the 'ingredients' needed within the work to be successful in the learning intention (e.g. what does the child need to include in their piece of narrative writing to be successful), or a 'process' to follow to produce a successful outcome (e.g. the steps to take to ensure the correct method for long multiplication is applied).

Success criteria are not necessary in every lesson, and should be used where appropriate to support learning outcomes. Where they are used, they should support children in becoming independent learners and be used by them as an aid in learning. Success criteria should always be generated with/by the children; they should not be 'given' to learners, or else learners remain passive and not part of the learning process.

To encourage children to become greater independent learners, teachers should give copies of the generated success criteria to children to accompany their written outcomes in their books. However, it is not expected that children have success criteria written or stuck in books for every lesson as this can be ineffective and lose the sense of purpose behind it. It should be used with discretion by the teacher on learning activities which lend themselves most to the children being able to use it effectively, e.g. column addition, or features of descriptive writing, features or journalistic writing or drawing bar graphs. Any success criteria used must clearly focus on supporting the child to achieve the learning intention, and be

something children can use independently to support them in the learning process. It may be that a set of success criteria may be used for a series of lessons.

Teachers may prepare printed success criteria which has been generated with the children. Blank lines should be included on the success criteria so that children can add their own personalised criteria or additional features that arise. It should have a column for child to self-assess against each element of the success criteria; there may also be a column for a learning partner/peer to assess them (when appropriate).

For example, the following type of S.C might have been generated for adding numbers in a column method:

Success Criteria	Adult	Child	Peer
Lay numbers out in vertical format			
Label columns – HTU			
Draw equals line			
Add O			
Add T			
Add H			
Draw equals line			
Calculate answer			

The empty points might be added to later on, e.g.

- Write the numbers you are adding in brackets next to each part of the answer
- Check your work with the inverse.

In Year One, teachers may use printed stamps to act as a visual reference and reminder of Success Criteria for the children.

Where success criteria are in children’s books, children should be using this to self-assess or peer-assess against, in addition to the adult’s assessment.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils’ accepting responsibility for their own learning, particularly in editing and drafting skills. Therefore, in all subject areas, pupils should be taught and encouraged to check their own work by understanding and using the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

‘Always’ Success Criteria

In Key Stage One and Key Stage Two, classrooms display an ‘Always’ Success Criteria poster in a prominent place. These encompass no more than six age-appropriate literacy expectations, such as using Capital Letters or Full-Stops in Year One, or using paragraphs in Year Five. It is expected that children will use the ‘always’ success criteria as a continual aid in all pieces of written work.

Types of feedback

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch' marking will refer to the learning intention by a tick and an assessment triangle. Written feedback may be given when necessary and should be short and challenging.

'Detailed marking' may occur at any point during a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking (where this is needed), in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Corrections

When marking a piece of work, it may feel logical and efficient to provide pupils with the right answer, in addition to indicating that their answer was incorrect. By contrast, it may seem that pupils should have to do some work to correct their own work, for example by working out which word is spelling incorrectly on a line, or re-checking a sum.

As a school, we make clear distinctions between a 'mistake' – something a child can do, and does normally do correctly, but has not on this occasion – and an 'error', which occurs when answering a question about something that a child has not mastered or has misunderstood.

If a child is judged to have made a 'mistake' it should be marked as incorrect (using the marking codes with the policy). Simply providing the correct answer to the child means that they will not be required to think about their mistakes they have made, or recall their existing knowledge, and as a result are no less likely to repeat them in the future.

Where errors result from an underlying misunderstanding or lack of knowledge, it is most effective either to remind pupils of the related rule or concept, or provide them with a hint or question that leads them towards a correction of the underlying misunderstanding. Simply marking the error incorrect (as if it were a mistake) is ineffective, as pupils do not have the knowledge to work out what they have done wrong.

Errors often lead towards 'next steps' for a child to move their learning forward.

Read and Respond (RAR) time

Although feedback is given throughout every lesson in many different forms, the specified first 10-15 minutes of each English and mathematics lesson are set-aside in order to provide feedback to the pupils on their previous learning.

In order to do this, the teacher will have first had to:

- Look at each child's work/evidence of their learning in the last lesson
- Acknowledge the work with at least a ✓
- Make any corrections if needed (as noted above) where necessary

- Acknowledge on their lesson plan those children that:
 - a) Overall achieved the learning intention, and can be extended further (although there may be one or two mistakes to be corrected)
 - b) Made some mistakes and errors in their learning, and so would benefit from some additional time to consolidate
 - c) Made a number of errors and did not show a clear grasp of the learning intention and need personalised feedback in the next lesson.

Once the teacher has taken the time to gather the evidence from the previous lesson on the impact on pupils' learning and categorised them into the relevant groups, they will then set about planning how to deliver this feedback in the next lesson. For example, with reference to the same groups of learners as above:

- a) The teacher may plan an additional couple of questions to develop a greater depth approach to the learning intention (for example, posing a question for them to answer and explain, or providing a mathematical reasoning question)
- b) The teacher may plan additional questions following on from the same learning intention as the previous lesson, so that pupils have the opportunity to consolidate and rehearse their skills
- c) The teacher may plan to re-teach a concept/skill to ensure that pupils fully understand the learning, and give them additional support to achieve the learning intention.

It should be noted that the amount and quantity of feedback will vary each lesson, and sometimes more children will require personalised feedback, and some may require further extension tasks.

Where pupils act on feedback or complete further learning during the feedback time, they use a green pen (KS2) or green pencil (KS1) to show this is as a result of feedback and the impact it has had.

Whilst teachers will spend less time physically 'marking' books each lesson, they will develop a greater understanding of those children who require differentiated feedback in order to move their learning forwards. Time will also be spent on creating additional questions/extension tasks which will move learning on during the next session.

Governors and school leaders are aware that ineffective marking can be a result of a disjointed learning process, which fails to help pupils improve their understanding. This can be because work is set and marked to a false timetable, and based on a policy of following a mechanic timetable, rather than responding to pupils' needs. Therefore, the following approaches to feedback and marking for different subject areas are for a guide only, and teachers may choose to adapt this as necessary to respond to pupil needs:

Giving feedback during the course of a lesson

Teachers use themselves flexibly in each lesson, and use their professional judgement to where they need to be and who they need to support. After giving feedback at the start of the lesson (as discussed above) and when the children have had an opportunity to act on that feedback, the teacher may then start the new learning for that session as appropriate.

The teacher may then purposefully work with a group of children in that lesson in order to accelerate their progress and provide incisive feedback to them, or in fact monitor the progress of the whole-class and taken the opportunity to speak with each child during the lesson once or twice to give them instant feedback on how they can improve and praise them for what is going well. Teachers will make decisions which have the most impact on pupil outcomes and progress.

Marking Abbreviations

Teachers may use the following abbreviations when marking work:

VF – Verbal feedback

S – Supported

I – Independent

These should be written at the top of the child's work, e.g.



All work should be indicated as either supported or independent.

Where another teacher has taught a class (who is not the designated class teacher, including those in-school teachers), they will be required to put their initials at the end of each piece of work to indicate who has marked and given feedback.

Self-Assessment

Sometimes children will mark their own work in green pen, e.g. either to edit or improve their own work independently, or to mark answers to a set of questions – for example in Maths or Reading.

Children are encouraged to self-assess their learning against the learning intention in green pen (KS2) or green pencil (KS1). This should be completed at the end of the learning intention, using the following marking code:

/ = The learning intention is not securely understood.

∟ = The learning intention has been partially met.

△ = The learning intention has been met and understood.

Where appropriate and if the child wishes, they may make a brief comment to give the teacher feedback on their learning at the end of their written work.

When the teacher completes the marking for a piece of work, they will then follow the same marking code as the children have used to assess to what extent the learning intention has been met (as above). This directly links to the feedback they will need to receive in the following lesson. This should be completed next to the child's self-assessment, for example:

L.I – To add numbers.



Peer Assessment

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments, and all comments should be in green pen/pencil.

Marking of Spelling

- Teachers should consider spellings which are ‘mistakes’ and those that are ‘errors’.
- See Appendix 2 for further detail of how to correct spellings and the frequency.
- Where spellings are corrected, children may then use the words in their handwriting sessions to practise.
- Any significant high-frequency words that need to be corrected should be addressed by the child during editing time in lessons.
- When marking work in a subject such as Science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Feedback on Home-learning

Where possible, home learning (either weekly tasks or half-termly projects) will be discussed with children and therefore it may not always be ‘marked’ formally; however, this is to be determined by each class teacher depending on the children’s age and how practical written or oral feedback is. For maths tasks, they may be marked together in class at the beginning or end of a lesson. There is an expectation that writing will be marked for content rather than accuracy although key errors in spelling or grammar may be highlighted.

Feedback on Handwriting

Handwriting will be acknowledged with a tick by the teacher. Teachers should give children the opportunity to improve their work based on their feedback.

Summative Feedback

Teachers are able to make comments on pupils work however they feel most suits the needs of the child and will have the greatest impact. However, comments should *avoid* feedback that implies innate ability e.g. ‘You are really good at this!’ Feedback should offer comments on effort and engagement with the process e.g. ‘I can see that Challenge 3 has really helped you to think today’. It is helpful to record if a child shows ‘secure’ understanding.

Assessment Information

Feedback can be used to contribute towards summative assessment and accountability data; however, teachers should remember that the audience for the marking is the child.

Early Years Foundation Stage

The EYFS follows whole school policy, appropriately adapted. All evidence/work is marked weekly and feedback given promptly.

All observations of attainment made during Child Initiated Learning and Adult Directed Learning will be entered and uploaded directly onto the Tapestry programme.

Key for Referencing EYFS Observations

Area of the Curriculum:

PSED – Personal Social and Emotional Development

CL – Communication and Language

PD – Physical development

L – Literacy

M - Mathematics

TW - The World

EAD – Expressive Art and Design

Monitoring

The SLT ensures that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by all subject leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

Other Adults

- Visiting supply teachers (including those in-school cover teachers) will follow this feedback policy and initial at the end of a piece of work to signify a change in teacher.
- Support staff are also expected to follow this policy, and initial any work they have marked.
- Student teachers also follow this policy.
- Work experience students are not expected to mark work.

Perfect Presentation Guide

<p>1</p>	<p>Remember 'D U M T U M S'</p> <p>Date (short for Maths, long for all other lessons) Underline - using a ruler Miss a line Title/Learning Intention - spelt correctly Underline - using a ruler Miss a line Start!</p> <p>If you choose to ignore 'DUMTUMS' you will lose time later in the day repeating or correcting your work.</p> 
<p>2</p>	<p>English: Write the LONG DATE Write in PENCIL (KS1) or BLACK pen (KS2) (<u>not black biro</u>) Edit/Up-level in GREEN</p>
<p>3</p>	<p>Maths: Write the SHORT DATE Write in PENCIL – make sure it is sharp. ONE DIGIT per square <u>only</u>. Write which challenge you have chosen.</p> 
<p>4</p>	<p>No rubbers: mistakes are crossed out with a single line.</p>
<p>5</p>	<p>No folding over of books.</p>
<p>6</p>	<p>Are you sitting correctly? Sit up straight, with all four chair legs on the floor.</p>
<p>7</p>	<p>Remember that you can ask your Presentation Partner for help if you are feeling stuck.</p>

Appendix 2



THE LIMES
PRIMARY ACADEMY

Feedback and Marking Key

Code	Where	Meaning	Example
Sp	In the margin	You've made a spelling mistake – the spelling error is underlined in the work. Correct the spelling above the word or in the margin in your book. KS1 – Up to three spellings corrected per piece of written work, age/level appropriate. Teacher corrects at the bottom of the page. KS2 – Up to five spellings corrected per piece of work, including up to two spellings which have been used correctly but incorrectly spelt (adventurous words) Teacher corrects in the margin.	<u>whith</u>
CL	Next to a letter in the writing	This letter needs a capital letter. Go back and edit it to correct.	CL london is a big town.
F	Next to a missing full stop in writing	This space needs a full stop for the end of a sentence. Go back and edit to correct.	I am going to the park F
	Over a piece of missing punctuation	There is a mistake with the punctuation you have used. Go back and edit to correct.	Im going to London.
▲ ▼	In the text	Word or phrase is missing. For child to go back and add the missing word/s above the insertion point.	the ▼ In garden.
//	In the margin or in the text	Start a new paragraph	
{ }	Around a section of text	This section does not make sense. Go back and re-read and edit to check it makes sense.	
<u> </u>	In the margin	Something should be underlined in this line. Go back and underline it.	
•	Next to question	This question has been answered incorrectly and you are able to correct it. Go back, check and correct.	

**N.B – It is at the discretion of the class teacher as to whether other additional punctuation is addressed and corrected as necessary, as well as the decision to the amount of punctuation corrected in total, based on the individual child. Where punctuation has led to errors in the work, this can lead into the child's next step marking prompt and/or incorporated into a teaching point for subsequent lessons, either for the whole-class or the individual.*