



BEECHFIELD SCHOOL

Feedback and presentation policy

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Why do we need marking and feedback? Reflective teaching and feedback ensures lessons are correctly pitched for our children. Misconceptions are addressed and timely support is put in place for those that need it. 'Our children know what they need to do to improve. This accelerates learning and progress.

Who should provide feedback?

- Children
- Teachers
- Support staff
- Parents

Teachers are responsible for monitoring and responding to work in their books. HLTAs mark all books and provide feedback for those they work with. TAs will mark and initial the books for those they are supporting.

How often do children need feedback?

'Feedback in the moment is 100 times more powerful than feedback in written tasks' (Shirley Clarke, 2017)

- Every lesson children will be given feedback,
- All books should be marked daily and a **green** tick/ticks will indicate staff have looked at/marked the work.
- **At least** once a week there will be written feedback in English, Maths and Curriculum books. For staff to maintain a good work life balance priority needs to be given to the subject/lesson/piece of work where the next day's learning is dependent on high quality feedback.

What strategies do we use to provide feedback?

- Questioning probing/challenging
- Use of visualiser to model and demonstrate excellence or to address misconceptions
- Pupil as the teacher
- Individual feedback
- Group/class feedback
- Mini plenaries
- Class discussion
- Cold and hot tasks
- Use of talk partners
- Mixed ability groupings
- Growth Mindset – mistakes are part of the learning process

Learning Questions and Show Me:

In each lesson the children know what they are learning, where they are in relation to that goal and how they are going to get there. The learning question and show me is shared with pupils in lessons. Feedback is given against these.

Responding to Feedback with Purple Polishing Pens

Children use their purple pens to edit their work in response to all verbal feedback.

Children respond to written feedback with their purple pens at the start of the next lesson so they can address misconceptions/consolidate understanding before new learning takes place.

What should feedback look like?

- It should be related to the success criteria/show me
- Specific, clear and focused
- Positive – value effort and strategies not just success
- Move the learning on
- Address misconceptions
- Make links between ideas/prior/future learning
- Model how to make it better
- Modelling strategies, e.g. what can we use when we don't know something?
- It should always be responded to
- One tick – good two ticks – wow
- // new paragraph sp__ spelling
- circle when change is needed
- In the EYFS Children's learning is recorded on Tapestry through observations. Next steps are identified

Research shows peer to peer feedback is effective.

Children are trained to do this. It is modelled by the teachers. Children will give feedback to each other that is kind, specific and helpful.

Feedback in English will focus on:

- presentation, use of finger spaces,
- handwriting, letter formation, correct joins
- spelling mistakes/patterns, e.g. copy this spelling
- punctuation, e.g. rewrite using a !
- paragraphing
- use and choice of vocabulary
- composition and effect on the reader, e.g. use of long/short sentences, creating tension, characterisation, encouraging the reader to read on.
- a balance of positive reinforcement of mastered skills

Self-assessment/self- reflection -teachers use self- evaluation sentence starters to support children to focus on key aspects of their learning. Children in KS2 are expected to self-evaluate at the end of each piece of work:

- I made progress in...
- I can now ..
- I am confident with ..
- I still don't understand
- I found. .difficult because...
- To improve further I need to
- I need more help with...

Feedback in Maths will focus on:

- Presentation, correct orientation of digits, layout – 1 digit per square
- Spelling of mathematical and non- mathematical language
- Accuracy and addressing any inaccurate calculations or misconceptions, e.g. do this sum again
- provide an opportunity to develop reasoning and a deeper understanding of skills and concepts
- use of destination questions
- prove it/disprove it statements