Feedback to Learners and Presentation Policy

Our Vision

At Gaskell Primary School, we recognise the importance of feedback as an essential part of the teaching and learning process. At its heart, it is an interaction between the teacher and child: a way of acknowledging work, checking outcomes and making the decisions for the future. A way of making future decisions that ultimately drives the children's progress forwards.

We recognise that effective marking is a spectrum, which encompasses a variety of different types of feedback and more importantly the implications that written marking can have on a teacher's motivation and workload. Our policy is underpinned by current research undertaken by the Department for Education, and grounded by three main principles, that marking should be **Meaningful**, **Manageable** and **Motivating**.

Key Principles

- The sole purpose of marking should be to drive the children's progress further and to provide them with the tools for deeper, independent thinking.

- Marking should be in the moment where possible and within the lesson itself.

- Feedback should empower the children to take responsibility over their learning.

- Written comments should be used only as a last resort.

- New learning should be revisited as a way of ensuring sticky knowledge and therefore feedback should be visited away from the point of learning to assess that learning is secure.

Types of Marking and Feedback

In Action

Marking and feedback within a lesson will follow 3 stages within the learning process:

1. **First Feedback** – in the moment.

2. **Final Feedback** – at the end of the lesson.

3. **Feedforward** – further teaching in preparation for the next lesson.

Type of Marking & Feedback	What is it?	What does it look like?
First	Verbal feedback	Verbal feedback should be given in the moment and is a chance to give a gentle reminder to the child about how to complete their task. If verbal feedback is given, a stamp will be placed next to the question/sentence/work they have been given feedback on.
	Instant marking	The teacher will walk around the classroom, giving them a helicopter view of how their class is finding their work. As the teacher walks around, they may "tick" the correct work with a green pen. If the teacher has to sit with a child or group of children, a "supported work" stamp will be given.
Final	Self-assessment	Using a success criterion, children should be able to assess pieces of work to see if they have met their targets and review any aspects they may need to add or edit. This is a student-led aspect of feedback.
	Self-marking	The children are to be given the answers to their work and mark it themselves in order to gain independence over their work and to take responsibility for their mistakes.
	Peer marking	Similar to self-marking, children should read and check their partners work and mark accordingly.
Feedforward	Visualiser	The visualiser should be used to display the strengths and weaknesses in any piece of work completed. It should be used as a tool to help guide the children to spot good aspects of their work and to edit or identify any mistakes.
	Intervention	After the teacher has gained a general viewpoint of the work completed, they will note down any children who have struggled with a similar aspect. They will make sure that these children are working with an adult before the next lesson, in order to combat any misconceptions.
	Next Steps	Mostly used in writing. If a teacher has looked through the work and identified any next steps that require a gentle reminder but not an intervention, a stamp will be used and a simple comment written next to it. For example: "figurative language" ,"-ough string", "capital letters".

Online Feedback

At Gaskell Primary School, we pride ourselves on our approach to technology and it's integration within day to day learning. Online feedback should be treated no differently to feedback within books and should follow the same three **In Action** stages. Below are platforms used commonly within the daily learning and a guide to giving feedback through them.

Seesaw

- The children should be given feedback as they would in their books.

- The work should be "liked" in acknowledgement.

- A comment should be left via the "comment" button on one piece of work per child, per week.

- The comment may be typed or dictated, using the microphone button .

- The comments left must be **meaningful** and **motivating** and approapriate to the work set.

LBQ

- LBQ tasks have an instant-mark algorithm in which you can see the children completing their work and the questions they have gotten incorrect, in real time.

- This should be used to give instant feedback as the class work through their task.

- If a large majority of the class are getting a specific question wrong, it will light up red. By clicking the question number and then "view question", you are able to work through the question with the children.

- In books, a title should be added to state that the LBQ task was completed on the day.

Guidance for Teachers

Marking and Feedback in Core Subjects

What the Process looks like in Maths:

- The **In Action** stages should be followed as above.

- Self-marking should be practised where appropriate. Answers must be placed in an easily accessible area where the children can easily use them to check their work.

- The children should check their work after the **first 5 questions** (or before the next level of challenge).

- The children should use blue pens to mark their work.

- If the children find their work is correct, they may tick their work.

- If children find their work is incorrect, they may edit their work in blue pen, or redo the question in a new space.

- If the children redo a question, they may use peer assessment to check their newly corrected work.

Key Stage 1	Key Stage 2
At the beginning of Key stage one, children should be introduced to the self-marking process with adult support. Children should be taken in groups to mark their work. By the end of Key stage one the children should be becoming increasingly independent.	By Key Stage 2, the children should be used to the self-marking process and follow it independently.

Examples
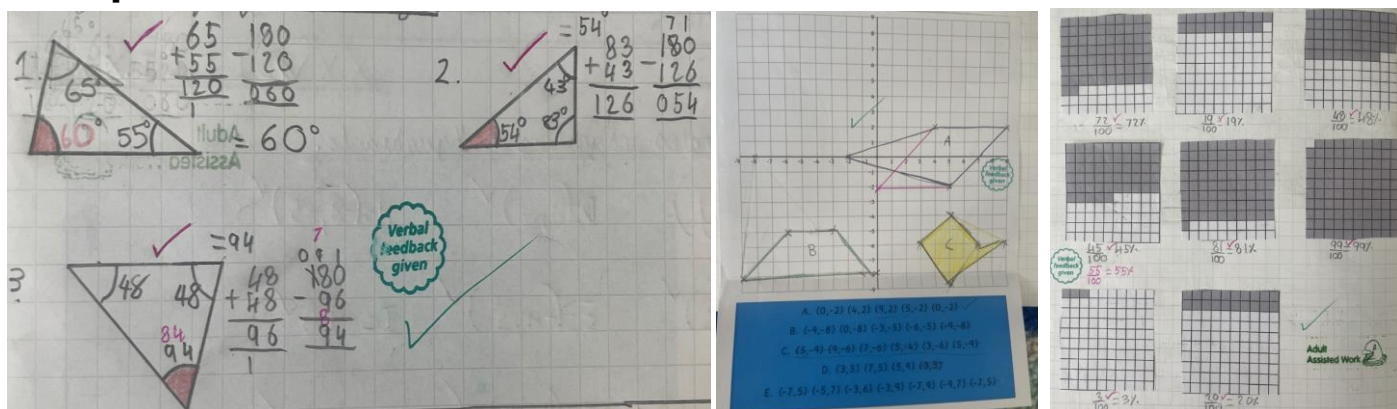
What the Process looks like in Writing

All of the writing lessons should be followed up with an **editing** and **redrafting** lesson. This should be a standalone, taught lesson and not an expectation for the children to edit independently within the Autumn and Spring Terms. By the Summer term, the children should have a clear understanding of how to edit and redraft and as such complete their editing independently of teacher instruction. The teachers should have looked at the children's work after the last lesson and identified the strengths and weaknesses including spelling errors, punctuation omissions, transcription mishaps and the flow of the writing. The teachers should make a note of these ready for the start of the editing lesson. These lessons should begin with the strengths and areas to develop spotlighted on the visualiser, which is integral to the editing process.

The process should be divided into two sections:

Editing	Redrafting
Changing the punctuation, spelling, handwriting and grammar.	Improving the composition and flow of the writing.

Depending on the needs of the children and the strengths/weaknesses identified, these may take differing amounts of time.

The teacher will share the extracts from the children's work on the visualiser and collaboratively ask the other members of the class for feedback. Beginning with positive feedback, the teacher may display someone who has used a colon correctly in the proofreading section of the editing process. Then, the teacher may share someone who has not used punctuation as successfully and ask for help on how to improve, reteaching any gaps in knowledge at this point. The children should then be expected to edit this aspect of their work using a **blue** pen. Any work shared on the visualiser should be anonymous.

Within the improving section of the editing lesson, the teacher may share a piece of work from a child who has described a character well and then follow with a piece of work from someone who may have not used as many adjectives to describe. Following a similar process, the class will collaboratively suggest edits before editing their own work.

Editing Is Difficult for My Child – What Now?

In **Key Stage One**, the children may need more help with their editing and one aspect of grammar, spelling, punctuation or composition should be chosen to work on per lesson. This should be modelled on the visualiser and the children should be guided through the process by their teacher.

In **Key Stage Two**, the teachers should always seek to use the minimal level of support possible so that the child becomes independent in their work. A gentle prompt may be needed to scaffold and support. This may be written in their English book in the margin, for example, "figurative language". Common mistakes made by a large majority of the class should be revisited as a lesson to ensure sticky knowledge and added to the working wall.

Other Guidance

- The spelling mistakes should be underlined using a green pen. These must be mistakes that are tricky words below the current year group of the child. A maximum of three are to be underlined within any one piece of work. The spellings must be identified as letter strings and sounds and noted down for an adult intervention the next day.

- The children should write using a black pen and edit their work using a blue pen.

- The final writing pieces within the Writing Books should be marked using a green pen by the teacher. The teacher should address any spelling/grammar/punctuation mistakes by correcting and editing. This should be done over the week and then the children should be given their books back to read their work and to check their feedback.

It is important to note that by this point, the children should have edited and redrafted their work. There should be little errors that arise that have already failed to have been addressed, in regards to these areas.

Guidance for Teachers

Marking and Feedback in the Foundation Subjects

In foundation subjects, the above In Action and Online processes should be followed in regards to marking and feedback. Foundation subjects that are recorded on Seesaw, should be monitored as above. Foundation subjects that are recorded in books, should follow the marking and feedback process as above.

Presentation

At Gaskell Primary School, we have high expectations for our children and this reflects in the work that they produce on a daily basis. The children should be encouraged to follow the **4 P's** in order to be the best they can be. The **4P's** include:

Pride – We take pride in our work.

Presentation – We take care to present our work in the best form.

Progress – We show clear progress from our start to our end point.

Product – The work that we produce mirrors the high standards that we expect from our children.

Further Guidance

- DUMTUMS should be used as a strategy to ensure consistency in presentation across all classes.

- Titles should be displayed at the top of the page in place of L.O.s.

- The date should be written on the left next to the margin, including a short date for Maths and a long date for the other subjects.

- The handwriting policy should be used in all of the work.

- All of the children are to be given a black handwriting pen and they are to edit their work using a blue pen.

- Any work that needs to be crossed out should be done so with a ruler.

- Work from the previous day should be underlined and continued underneath, if there is still room on the page.