



TEALBY SCHOOL

Aspire | Believe | Achieve

Feedback, Marking & Presentation Policy

Reviewed and agreed by staff: September 2023

To be reviewed September 2024

INTENT

This policy acts as a guide to feedback, progression and presentation to ensure a commonality of expectation and consistency of approach throughout school. The Policy aims to reflect the “Eliminating unnecessary workload around marking” Document March 2016.

“Effective feedback is an essential part of the Education process. At its heart is an interaction between teacher and pupil: a way of acknowledging pupil’s work, checking the outcomes and making decisions about what teachers and pupils need to do next.”

“**Feedback**” is arguably the most critical and powerful aspect of teaching and learning (Hattie & Clarke, 2019; Newman et al, 2021).

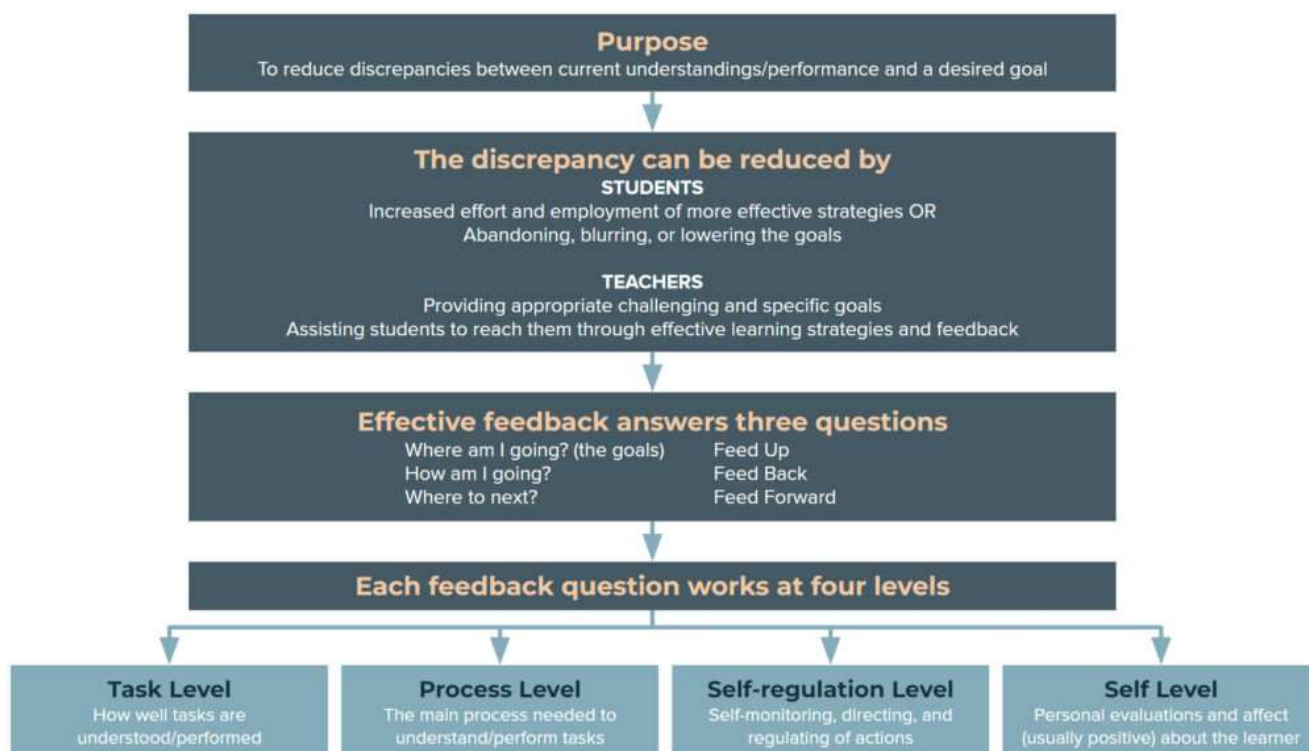
Effective feedback could be defined as feedback in which information about previous performance is used to promote positive and desirable development. *It is a vital mechanism to stitch together the gaps in learning pupils may have.*

“The **quantity** of feedback given, will be seen in how a pupil is able to tackle subsequent work.”

Quality feedback provides constructive feedback to children, focusing on success and improvement needs against the learning intent.

The key aim is to enable children to become **reflective learners**, supporting them to close the gap between what they can currently do and what they are expected to be able to do.

Hattie and Timperley’s Model of Feedback



Senior Leaders ensure that the feedback policy balances workload with good practice.

Feedback that moves learning forwards:

What is it? It is never enough for teachers to simply tell children what they need to improve, this must be coupled with how they can improve their work. Feedback that moves learning forwards is just that: when teachers tell children where they are in their learning and where they need to go next – turning the feedback into an action of some kind.

How does it work? When is it used?

During a lesson, teachers can support students to see where they are in their learning in relation to the Learning Intention/Learning question and then explain what their next steps are.

Sometimes this can be done one-on-one, in small groups, or to the whole class.

The important element is being responsive to the pupils need. It is important that the feedback is matched to the pupil but if tasks are designed well, if there is lots of formative assessment embedded into lessons, and if teachers have set a culture in their classrooms that normalises and accepts mistakes, then there should be ample opportunity to do this.

Feedback as actions. What is it?

An extension of feedback that moves learning forward. The important difference is the way that the feedback is given and the structure that it takes.

Feedback through curriculum planning

Provide the space to review curriculum planning to enhance the quality of feedback. **Feedback should never be something that is done ad hoc – lots of it can be planned for in advance.** That is why, for example, looking at units of work and considering where whole-class feedback could be given and planning for this is key.

It provides the space and time in teacher thinking to pre-empt how and when they will give this feedback. The more collaboratively this can be done the better.

Effective feedback could be defined as feedback in which information about previous performance is used to promote positive and desirable development.

“The **quantity** of feedback given, will be seen in how a pupil is able to tackle subsequent work.” Quality feedback provides constructive feedback to children, focusing on success and improvement needs against the Learning Intention/Learning question.

The key aim is to enable children to become **reflective learners**, supporting them to close the gap between what they can currently do and what they are expected to be able to do. Please reference: **Hattie and Timperley's Model of Feedback**

Principles of feedback:

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term

Feedback aims for pupils:

- To help pupils make progress and to provide strategies for pupils to improve.
- To empower children to take an increasing level of responsibility for improving their own work. Pupils should be given time to reflect upon their learning and put effort in to make improvements. They should be encouraged to do the hard thinking.

‘The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.’ Dylan Wiliam, Embedded Formative Assessment.

- To encourage pupils to have a sense of pride in their work and reward effort and achievement whilst raising self-esteem and aspirations.
- To promote self-assessment, expecting pupils to recognise their difficulties and accept guidance.
- To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Feedback aims for the Teacher:

- To diagnose problems and difficulties.
- To help the teacher keep track of pupils' progress and standards of attainment and to provide feedback in the effectiveness of teaching and learning.
- To inform planning and structure the next phase of learning. Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- To ensure feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- To ensure feedback is proportionate to the task/learning and does not become over-burdensome for recipient or donor.

Implementation

Feedback in Action

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback - at the end of a lesson / task.
3. Next lesson feed forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished ('RESPONSIVE' TEACHING).
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

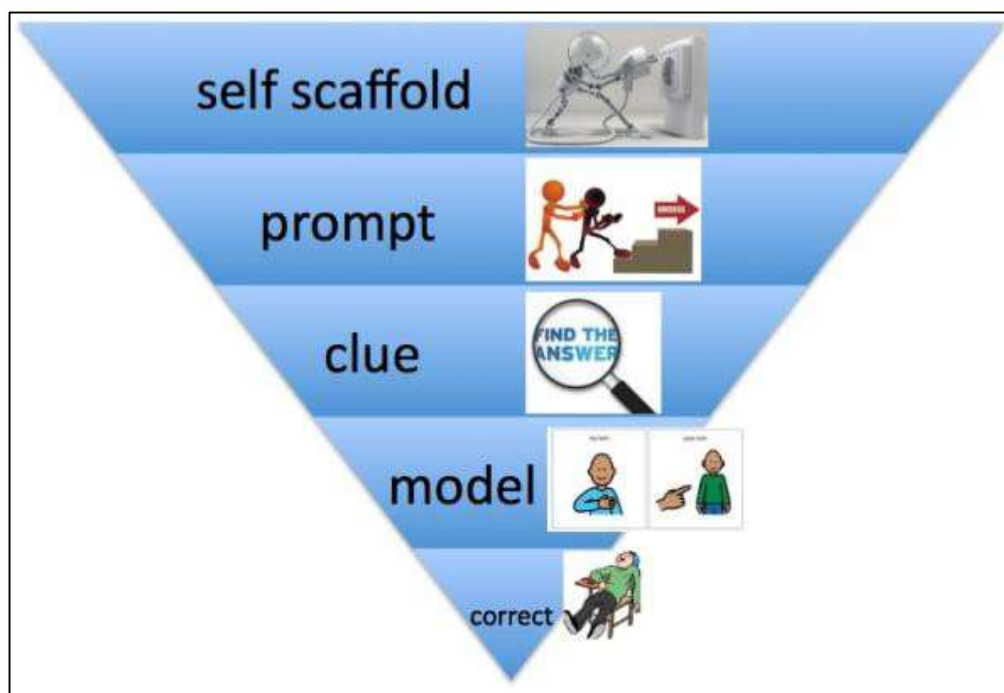
NB. The type, level and depth of feedback and/or marking will be dependent on the pupil's age and ability.

From year 2, time will be dedicated to editing or improving work. Teachers will develop the children's ability to become independent learners, self scaffold and given them autonomy in developing and improving their work.

This lesson can be used in a variety of ways:

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.
- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes – such as words omitted or mis- spellings.

Teachers and Teaching Assistants at Tealby school aim to adopt the proportionate approach outlined in the Feedback Pyramid below each time they work with children:



The table below exemplifies each section of the Feedback Pyramid. These are examples of strategies our teachers and teaching assistants might employ.

	Pupil's responsiveness to feedback	Methods / Examples of feedback
Self Scaffold	Can work independently after teacher input	- Whole class verbal feedback using whole class feedback formats, either on the board or using teacher's notes for the lesson. - Self-assessment after teacher input. - Use the success criteria to self-assess after teacher input. - Teacher stops mid-lesson to give verbal feedback.
Prompt	Needs a prompt – brief hint about what needs work	- Work with partner to support them / have conversations about improvements. - Teacher stops mid-lesson to put examples on the board / iPad (mini-plenaries). - Verbal feedback within the lesson in a group or individually.
Clue	Needs some clues- narrow down where problems lie without being too specific	- Use symbols to direct them to particular aspects of whole class feedback on the board. - Using board challenges to give examples of improvements and child chooses from these examples. - Cooperatively improved with some teacher input.
Model	Needs modelling- showing how to correct errors before working independently	Teacher models improvements to a group of children with similar errors, then children work independently.
Correct	Tell them exactly what to correct and where	- Teacher includes written comment, telling them what to improve. - Teacher working with individuals to support them to make improvements. - Highlight the work exactly in 'Green for Growth' where the improvements need to be made.

We know that new learning is fragile and can be forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers will not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will plan in opportunities to get feedback at some distance from the original teaching input when assessing if learning is now secure.

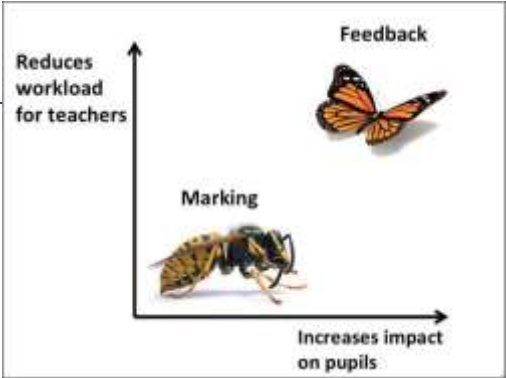
It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching (RESPONSIVE TEACHING).

Marking is not the same as feedback.

There is no proven research that shows that long ‘deep’ or ‘focused’ marking has a positive impact on pupil outcomes. Often, for younger children, marking can be confusing or too hard for them to read.

Sean Harford (OFSTED) in one of his myth busting articles noted that,

‘...both the [Department for Education Workload Review group on marking \(March 2016\)](#) and the [Education Endowment Foundation \(April 2016\)](#) reported, there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils’ learning.
<https://educationinspection.blog.gov.uk/2016/11/28/markings-and-other-myths/> 28/11/16)



The **quantity** of marking should not be confused with the **quality** of marking.

The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid- lesson adjustments or written feedback where misconceptions are remodeled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson using the ‘Yippee Yellow’ highlight. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly
Gap Tasks	Gap task should be provided to securing student’s learning, supporting them how to deepen their knowledge and to enable them to improve their performance. These should be provided across the week for English and Maths and across a half term for all foundation subjects

At Tealby Primary School the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment re-modelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts.

Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work.

Marking in the moment in the forms of ticks to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

The sole purpose of feedback and marking is to further children's learning.

EYFS

- Journals/photographs/pupils work and observations are used to gather evidence of learning of all pupils including pupil led/adult led/continuous provision etc
- Date and Learning Intention/Learning question needs to be displayed on all pieces of maths and English work. This may include labels/stickers
- The curriculum links for other areas of learning are highlighted by the teachers in journals/floor books
- Constant and immediate verbal feedback should be the primary way of delivering improvement prompts. Comments, whether verbal or written, should relate to the Learning Intention/Learning question of the task or target.
- Areas of development are highlighted in teachers' green pen and pupils respond in pencil. This is the same for any challenge that is set too.
- Pupils work is indicated as independent, supported or guided by the teacher marking the work

Key Stage 1

- All lessons will begin with a 10-minute feedback reflection point where children will have the opportunity to make adjustment in purple pen. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback (crack it) ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective ready for the next stages in any learning.
- Knowledge organisers used in science, geography, history, art and DT show key vocabulary and the disciplinary skills in each unit and is stuck in pupils' books. Key features from these knowledge organisers such as key vocabulary is highlighted and taught explicitly.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials and short date in green pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and book review will be made in the class feedback book for teaching points the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens children will attempt this in purple pen too.
- Date and Learning Intention/Learning question needs to be displayed on all pieces of work. This may include labels/stickers.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books
- Verbal/written comments should be positive, give suggestions on ways the child can improve or deepen their understanding the specific learning skills.

- Not all spellings will be marked however, in Year 1 and 2, spelling correction will focus on High Frequency

Words and Common Exception Words and correct one main spelling throughout children's writing.

- Marking should be done in green pens.
- Improvements and corrections by pupils should be done in purple pen
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of extended writing
- In Maths, if a child has got a maths problem wrong this will be indicated with a green dot next to the problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected however it is expected that teachers will work on the correction of the process.

Key Stage 2

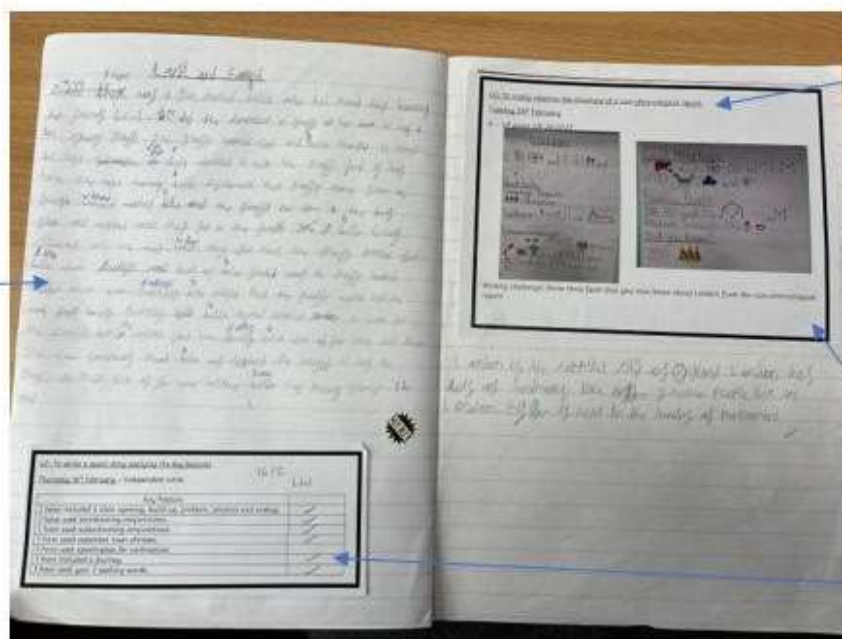
- All lessons will begin with a 10-minute feedback reflection point where children will have the opportunity to make adjustment in purple pen. This will also be an opportunity for the class teacher or TA to work with a group of children for focused feedback (crack it) ensuring any pre-teaching to remedy misconceptions or gaps in understanding for all pupils is effective ready for the next stages in any learning.
- Knowledge organisers used in science, geography, history, art and DT (more subjects on the way) need to be completed, reviewed and updated in purple pen to show pupil understanding of their learning in those areas with evidence that misconceptions and gaps in prior understanding have been addressed.
- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible upon completion of the lesson with the adult initials and short date in green pen at the end of the piece of work.
- There is no expectation that staff will write a written comment. Notes from the lesson and book review will be made in the class feedback book for teaching points the following day. Teachers will use the agreed formats.
- Where an extension or challenge happens children will attempt this in purple pen too.
- Date and Learning Intention/Learning questions in all Year 3-6 books must be written by children themselves and underlined in accordance with the expectations documented later in this policy. Teacher discretion for pupils with particular significant need will be used to determine if this cannot be completed by the child independently and an alternative way of documenting the date and Learning Intention/Learning question will be used.
- High expectations of presentation are expected reflected by the learners' coordination and skill. Pupils are not allowed to write on the front cover of their exercise books
- Not all spellings will be marked however, in Year 3,4,5 and 6, spelling correction will focus on Common Exception Words and the age appropriate National Curriculum word lists, correcting 3 main spellings throughout children's writing.
- Marking should be done in green pens.
- Improvements and corrections by pupils should be done in purple pen
- Full editing lessons may be planned in the weekly overview to enable children to edit a piece of writing leading to their hot write.
- In Maths, if a child has got a maths problem wrong this will be indicated with a green dot next to the problem. This then indicates where children need to refocus their learning. Not all wrong answers will be corrected however it is expected that teachers will work on the correction of the process.

Rewards such as House-points/Purple Award Slip will be used at the teacher's discretion. Learners should be rewarded for excellent work/effort by showing other teachers and members of the Senior Leadership Team what they have learned.

Presentation examples:

Written work Key Stage 1 presentation expectation

All corrections are corrected in purple pen, not rubbers to show "on the spot" feedback

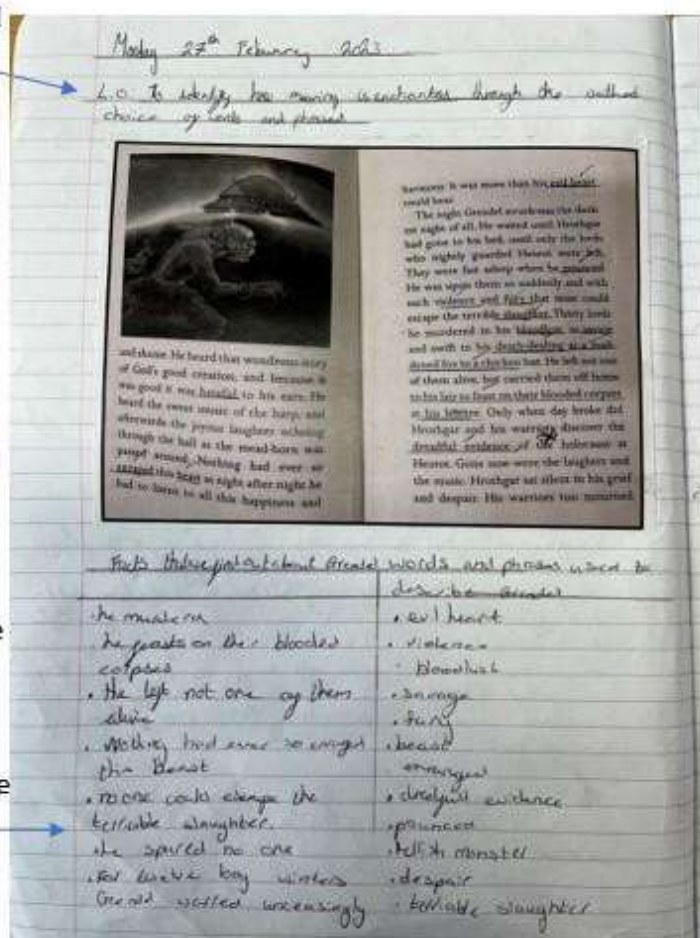


Date and LO can be stuck in

Scaffolded help to be stuck in (worksheets to be used as a last resort)

Written Work Key Stage 2 presentation expectation

Pupils write date and LO independently



Pupils shouldn't have worksheets stuck in when they can write freehand such as completing tables like these

[illegible]

Pupils can write in pen
When they achieve their
pen license. _____

Pupils to make all edits
and/or corrections in
purple pen and not _____
Rubbers if writing in pencil

Maths Presentation Expectations
Key Stage One

Questions stuck in straight towards the left hand side of the column

One digit in each square

Neat drawings of drawn representations

Pupil responses to verbal feedback

Number formation addressed

Handwritten work in the notebook:

Maths Presentation Expectations Key Stage One

Questions stuck in straight towards the left hand side of the column

One digit in each square

Neat drawings of drawn representations

Pupil responses to verbal feedback

Number formation addressed

Handwritten work in the notebook:

$2 \times 4 = 8$
 $A 2 \times 4 = 8$
 $4 \times 2 = 8$
 $B 4 \times 2 = 8$
 $3 \times 3 = 9$
 $C 3 \times 3 = 9$
 $3 \times 4 = 12$
 $D 3 \times 4 = 12$

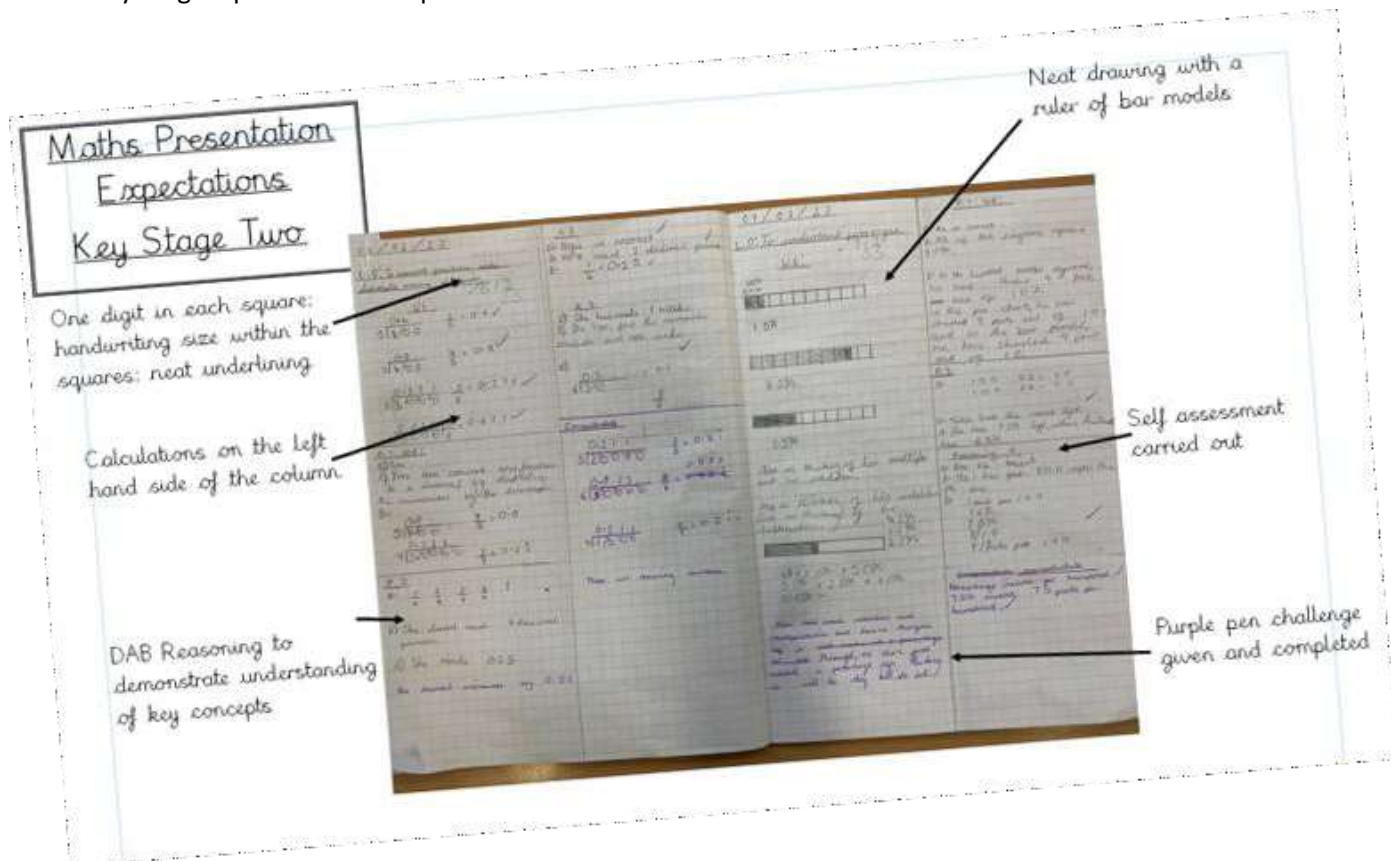
Grid-in
 To make a guess
 1. () () ()
 Draw an arrow for each question and write the solutions below.

1. $3 \times 2 =$ 2. $2 \times 3 =$
 3. $3 \times 3 =$ 4. $3 \times 2 =$
 5. $4 \times 2 =$ 6. $3 \times 3 =$
 7. $3 \times 3 =$ 8. $3 \times 3 =$

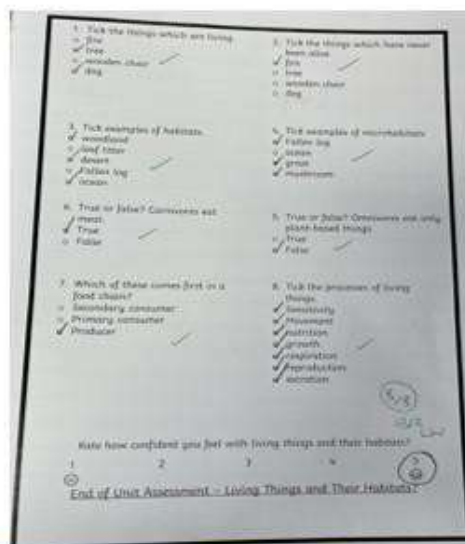
Handwritten answers in the grid-in section:

1. 6
 2. 6
 3. 9
 4. 6
 5. 6
 6. 9
 7. 9
 8. 9

Maths Key Stage 2 presentation expectation



Science Key Stage 1 Expectation



Appropriate scaffolds are provided where necessary to support scientific thinking.

End of unit assessments
At the end of each block of teaching; multiple choice in KS1 and a combination of multiple choice and extended answers at KS2.

Science Key Stage 2 Expectation



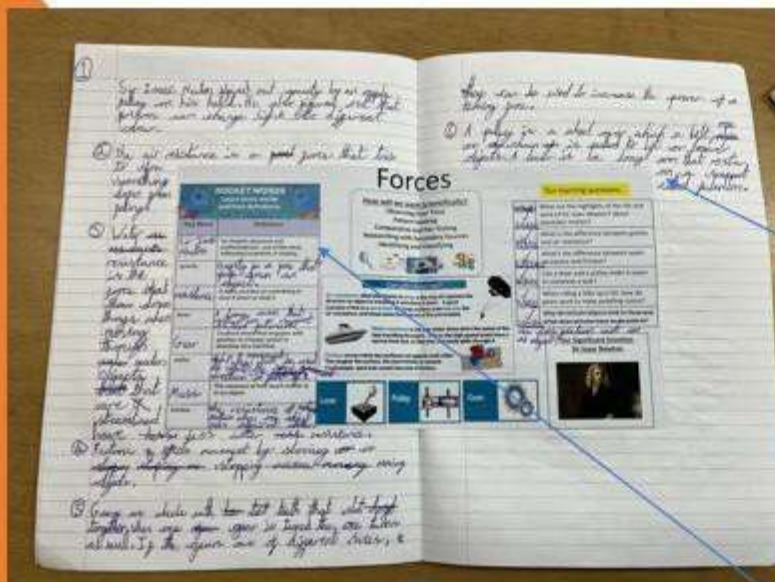
Long date and learning question presented as a what/who/why/how as opposed to "can"

Neat, joined handwriting

"Stick-ins" rather than worksheets which scaffold a task rather than make it too closed. Expectation of opportunities for extended writing.



Key Stage 2 Knowledge organiser expectation



Knowledge Organisers are annotated in KS2. These are driven by the children but need to be modelled and supported by the teacher to ensure quality

Vocabulary is explicitly taught and recalled on the KO.

All annotations on knowledge organisers are made in purple

Impact

- By beginning all lessons with feedback sessions teachers are enabling pupils to stitch together any previous misconceptions/gaps in learning.
- Pupils will become reflective learners who can explain their learning in any given lesson.
- Teachers will use accurate and immediate feedback of pupils learning to inform swift and decisive adaptations to teaching and learning to ensure no time is lost in terms of pupils making progress.
- Pupils take pride in their work including treating their exercise books and other lesson resources with respect.
- Evidence in books shows most pupils are making progress through the curriculum in line with their age-related expectations
- Evidence in pupils' books/app trackers of Pupils with SEND show these pupils are making progress towards their targets.
- Pupils use of "voice" will continually develop when they are describing their learning, their prior learning, the skills they have used to complete their learning and when discussing subject specific vocabulary associated with their learning.

Tealby School Staff agree that:

- Feedback will be linked to learning objectives and help children to improve their understanding.
- Feedback given to children will be spoken, written, peer or self-assessment.
- Peer and self-assessment techniques will be modelled and taught at a developmentally appropriate level so that children can complete work to the highest standard.
- The majority of children's work will be physically checked / marked by a class teacher or teaching assistant. The expectation is that work will be marked if the feedback can support the child's progress. (there may be independent or incidental books / pieces of work which do not require teachers to physically check or mark).
- The depth of feedback / marking will differ depending on the task, age-group and context.
- Children will use feedback to make improvements in their work in a purple pen (Y2 and above). The aspiration is for children to be able to talk about how and why they have improved their work.
- Teacher's marking in books should be made in green other than black in order to stand out to the children.
- Feedback will be motivating: it should help children to make progress. We will value a child's efforts and achievement and celebrate success.
- Feedback must be acted upon and its impact can only be measured by the response to it.
- High expectations are evident for presentation of work in books (proportionate to the task).

Monitoring and Review

The Headteacher and subject leaders will monitor the impact of this policy during lesson visits, learning walks, pupil interviews and work scrutinies.

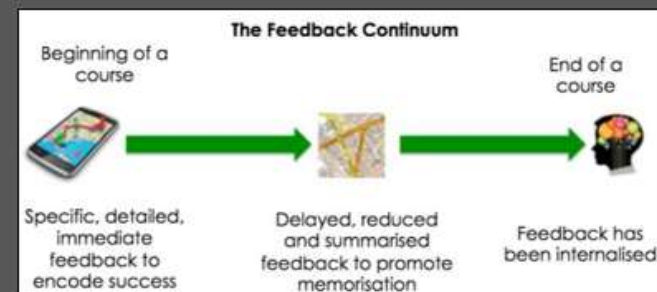
The most effective feedback is just feedback that our students actually use in improving their learning.

William & Leahy 2015

Quality improvements on the spot are more meaningful rather than revisiting later.

Shirley Clarke

Structuring & adapting feedback:



Purpose of feedback:

- Why has the work been marked?
- Who is it for?
- Can the child access the feedback given?
- Is this marking necessary?
- How does it promote learning?
- Has it been effective?
- Have children responded appropriately?

Different types of Feedback:

Do less, but better.

Type	What it looks like	Possible strategies
Immediate	• Includes teacher gathering feedback from teaching within the course of the lesson, including whiteboards, books etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a TA to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to marking codes	• Progress Sweep: teacher aims to check in with every child. • Dot Marking: teacher draws a dot where they would like a child to revisit success criteria and improve • Responsive teaching: verbal feedback throughout. Learning is moved on earlier or groups revisit • Hot marking: comments in books during lesson • Reminder, scaffold, example: structure for effective verbal feedback • Teacher Modelling: use a visualiser/iPad to highlight misconceptions/good examples • Self-checking: pupils use prompt /answer sheets to mark their own work and get immediate feedback during the lesson • Give Answers: teacher shares answers with whole class/group and could also model strategies • 1:1 workshops/conferences: teacher and pupil discuss learning together to edit and improve
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self- or peer-assessment against an agreed set of criteria • May take the form of a quiz, test or score in a game • In some cases, may guide a teacher's further use of review feedback, focussing on areas of need	• Plenary: group/class evaluation against success criteria • Green box marking (Burning Questions): pupil draws a green box around the section of work they would like to discuss with teacher • Exit Cards: pupils request feedback through use of colour coded RAG trays • Gallery critique: children use post its to give feedback to their peers as they walk around the classroom. Children decide which feedback to use to improve their work • Checklist Self-assessment: children use success criteria to reflect on and improve their work • Self-review: pupils use sentence starters to reflect upon their learning (NB: skills for this to be effective need explicit teaching) • Peer-marking: the criteria for peer-marking is kind, specific and helpful (NB: skills for this to be effective need explicit teaching) • Self-checking: pupils proofread and error check their own learning
Review FEED FORWARD The next step is the next lesson	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read and respond to • Provides teachers with opportunities for assessment for learning • Leads to adaptation of future lessons • May lead to targets being set for pupils' future attention or immediate attention WRITTEN FEEDBACK SHOULD ONLY TAKE PLACE IF IT CLEARLY IMPROVES STUDENT ACHIEVEMENT AND SHOULD FOCUS ON SUCCESS AND SPECIFIC IMPROVEMENT SUGGESTIONS FOR THAT PIECE OF WORK (Hattie & Clarke)	• Corrective Review (Whole Class Feedback Sheet): notes are made on strengths, common issues and teaching points. This informs planning/next steps. Follow-up feedback lesson. • Pre-teaching: a small group or individual access some learning prior to the lesson to ensure they can access new concepts • Corrective teaching: a small group or individual have an additional session after the lesson where they need additional support to achieve the learning intention • Whole class or group editing sessions: focus on editing and improving work. Teachers model this using visualiser/iPad to share good examples and identify common misconceptions • Yellow box marking: teacher draws a yellow box around the section they would like the child to review • Flap marking: children re-draft a section of work on a flap of paper over the original draft • Workwatch: SLT and teacher evaluate a small group of pupils work daily/weekly. Feedback is given individually. • Editing Stations: pupils work on a specific and focussed question that allows them to edit/improve work • Marking Codes: Pupils correct mistakes highlighted by teacher using a set of agreed/shared codes • A Grade Marking: Teacher only looks at work when it is of the agreed/expected standard
Summative		• 'Check It' activities • Online quizzes • End of unit or term tests/

