

# St. Andrew the Apostle Catholic Primary School



## Feedback & Presentation Policy

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### Introduction

Feedback for pupils about their work is fundamental to learning and for learners to be able to improve their performance. Research has proven that verbal feedback at the point of learning, has high impact in terms of pupil progress, for low cost (EEF toolkit).

For many pupils, their teacher may be the only audience for their work. Positive feedback is essential, not only to the pupils' progress and ability to aim for their potential, but also to raising their self-esteem and confidence. Stamps and stickers will reward and inform pupils. At St. Andrew the Apostle Catholic Primary School we, through our marking and positive feedback, are "giving everyone the chance to experience success".

Responses can play a vital part in helping this linguistic growth by setting up a dialogue and not merely concentrating on surface features of the writing and correcting technical errors. Feedback to written work should help develop pupils' confidence in exploring ideas and how to present them. The teacher should encourage pupils to feel safe in experimenting with language. Teachers will respond primarily to the objective of the lesson and the meaning of what is produced. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

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 impart a sense of achievement
- be given sparingly so that it is meaningful
- to give guidance for the next step towards an agreed target

Our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### **Key Principles**

Our policy on feedback has at its core several principles based upon furthering children's learning:

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided to pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- 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.

All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Three star marking

In order to reduce marking and give instant effective feedback to pupils, a three-star system will be used. It is **essential**, at the start of the lesson to share the success criteria linked to the learning outcomes with pupils so they know what is expected of them and how to achieve a 3 star award.

1 star	Working towards the success criteria
2 star	Expected - meeting agreed success criteria
2+ star	Close to Exceeding
3 star	Exceeding agreed success criteria

If work warrants a 1 star then the footprint stamp explaining the next step (footprint) will be used or showing verbal feedback has been given.

However, as much as possible during a lesson, if teachers and (HL) teaching assistants can mark giving verbal feedback then this is the most effective in terms of supporting learning and reducing marking. When verbal feedback has been given the use of 'TT' (teacher talk) on the page is sufficient.

EYFS

Pupils in the EYFS will be given verbal feedback and stickers or stamps as rewards to be used with discretion. Praise and celebration is the primary feedback.


Floor Books


As floor books capture non-written work they will not be subject to marking.

Pupil responses to marking

At the start of each lesson, pupils will be given the opportunity to revisit their previous work to recap on ways forward.

**Marking code**

	3 star award. Number agreed with success criteria. Positive comments written at teacher's discretion.
Footprint stamp	Advice on the next step towards the target.
TT	Teacher talk
.	Incorrect (Maths work)

MARKING CODE for Extended Writing		
Annotation	Meaning	
	Against the learning objective	Within a piece of writing
^	Something is missing	
G	There is a grammatical error on this line that needs addressing	
SP	Spelling error ** In KS1 this will usually be accompanied by the corrected spelling or spelling pattern. In KS2, depending on age/ability, correct spellings will be given or a dictionary used to correct and then practise the word. Correction in the margin.	
h	Handwriting needs practising (a specific letter or join will be modelled)	
//	New paragraph needed.	
	Next step – can be used if whole class feedback is not addressing the issue. This is not necessary for every piece of work.	
P	Punctuation	
PR	Presentation	
V	Vocabulary	
ST	Supply / Student teacher	
**	Edit the sentence	

Presentation

Pupils are taught to take pride in the presentation of their work. Handwriting is an obvious contributor to this and correct formation of letters and joins should be constantly reinforced through teaching and by example. However other aspects can also be taught and should be expected from each pupil in all work.

All Subjects

	Writing	Date	Title	Handwriting	Underlining /Drawings /diagrams etc
Reception	Pencil	All work must be dated but short or long date at the teacher's discretion.	Titles for work written at the teacher's discretion and ability of each pupil.	Print with lead in and flicks.	All diagrams in all subjects to be in pencil. Ruler to be used for labelling. Labels to be written in print.
Year 1	Pencil			Print with lead in and flicks.	
Year 2	Pencil until pen licence achieved. Ink			Some use lead in and flicks with joins.	
Year 3				Most use lead in and flicks with joins	

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Year 4				Most use joined style.	
Year 5				All use joined style.	
Year 6				All use joined style.	

**Please note:** All mathematics and most science work (diagrams and tables) **must** be in pencil. Date and title must be underlined in pencil.

Before beginning a new piece of work a line should be drawn under the previous work to minimise waste and improve the overall presentation of books.

In mathematics a margin should be drawn, using pencil, if pupils are recording work and not necessary for worksheets.

In all work the highest standard of presentation should be expected and a sense of pride in the appearance of a piece of work fostered.