



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Feedback and Presentation Policy

Agreed by: Curriculum and Standards Committee

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Review Cycle: 3 years

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Version 3

All the Queen's School policies should be read in conjunction with the Equality Policy

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The Queen's Church of England Primary School

FEEDBACK AND PRESENTATION POLICY

Rationale:

At The Queen's Church of England Primary School we hold high expectations of the quality and presentation of pupil's work. Providing high-quality feedback to pupils is integral to effective learning. Teaching staff regularly feedback to children precise information about how or what they need to do to improve (their next steps). Children are expected to engage in feedback through either written or verbal responses and feedback is closely linked to individual learning targets. Gathering feedback on how well pupils have understood a topic and remembered and applied their learning is important in enabling teachers to identify and address any misconceptions, inform future planning and ensure learning provides the right level of challenge. Assessment provides a deeper understanding of pupils' strengths, weaknesses and progress, which can be addressed through effective feedback.

Intent:

Through effective feedback we aim to:

- Inform on-going formative assessment - Assessment for Learning (AFL)
- Inform planning in order to address any gaps in understanding, knowledge and skills
- Inform individual target setting and pupil's next steps
- Provide consistency and continuity throughout the school, so that children have a clear understanding of expectations
- Improve outcomes by engaging children in understanding how to improve their work
- Develop children's self-esteem and confidence through valuing their achievements
- Develop children's understanding of 'what makes a good learner' and how they learn (metacognition)
- To praise the process of learning through reference to Our Learning Certainties
- Increase independence through children taking responsibility for their learning targets
- Promoting a growth mind-set, teaching children to embrace challenge, persist when learning is difficult and learn from feedback, promoting a classroom culture of:
 - You can improve with practise
 - Try a different way (a new strategy)
 - Take risks
 - Accept feedback and apply it
 - I can't do it yet..
 - Mistakes are learning opportunities
 - We learn from each other

Effective feedback:

- Is specific, accurate and clear and focuses on improvement (e.g. "It was good because you...")

- Compares what a learner is doing right now with what they were doing before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y...”)
- Provides specific guidance on how to improve (next steps)
- Focuses on the learning process, rather than whether something is correct or not
- Emphasises the importance of effort and perseverance
- Can come from peers as well as adults
- Links to learning objectives and/or targets/ non negotiables
- Is used consistently across the phase/school
- Is manageable for teachers and accessible for pupils (at the child’s level of comprehension)
- Is positive, motivational and constructive
- Informs future learning, planning and target setting
- Develops a dialogue which aids progression
- Is given at the earliest opportunity (especially when the learning builds on that knowledge and/or skill)
- Is responsive to individual learning needs

Types of feedback:

Verbal feedback (VF):

This is ‘in the moment’ or planned for individuals or a group and may be to correct a misunderstanding, extend learning and/or inform next steps and can have immediate impact. Where verbal feedback has been given, the sign VF **can** be written next to the piece of work and children **may** be asked to record their feedback, encouraging pupils to take responsibility for their learning e.g *my feedback is... my next step is.....*

Alternatively, verbal feedback may have the immediate result in a child re editing/improving their work at the time of the feedback.

- **Whole class verbal feedback**

This an effective way to address misunderstandings, common errors/misconceptions and offers opportunities for re-teaching and further identification of key gaps in learning. Feedback is captured from reviewing of learning in books (not marking) and or questions /class discussions. Children may be asked to summarise and record feedback as prompts for future learning.

- **Pupil conferencing**

1: 1 time with a teacher/teaching assistant to focus on a specific piece of work. This is a learning conversation and can support a pupil to identify corrections, edit their work, explain their understanding and focus on individual targets.

Written feedback:

Time is given to children to read and reflect on their learning and /or review any written feedback from marking or verbal feedback.

- **2 stars and a wish**

This is used for open tasks such as a writing task and can be completed by the teacher or child. The **2 stars** demonstrate where two examples of good learning has taken place and the **Wish** is the next step in order to improve. These steps are closely related to the WILF/success criteria (What I am looking for) and/or the child’s target. This feedback can be bullet pointed for speed of marking

and ease of reading (* * W). The wish can be written as a question to encourage pupil teacher dialogue and promote deeper thinking.

Towards the end of year 2 and throughout KS2, children are encouraged (when appropriate) to self-evaluate their learning using 2 stars and a wish. Identifying two successes aids self-esteem and looking for an improvement point encourages reflective learners. This may also be used for peer assessment.

Editing / Marking code

Marking is used sparingly and in order to be effective must be used:

- In conjunction with pupil conferencing
- When time can be allocated for reflection on the feedback/marking
- As part of the writing process prior or during re drafting, editing, improving

The code can be used by pupils when editing their own work or by teachers.

Spelling is marked as appropriate to age and ability of the child. Words are written in the margin or below the work.

Editing Code

Year 1,2

(EYFS may use some symbols as appropriate, when working with a child)

KS2

| | | | |
|-----------|---|-----|--|
| <u>C</u> | Capital letter | Sp | I need to check my spelling mistake |
| . | Full stop | C | I need to use a capital letter |
| ⦿ | Finger space here | LC | I need to use a lower case letter |
| <u>Sp</u> | I need to check my spelling mistake | P | I need to check my punctuation |
| | This is the correct spelling - look at the | G | I need to correct my grammar |
| • | sound buttons | M | I need to make my meaning clearer |
| ✓ | This work is good | ^ | I need to check if I have missed something out |
| ✓✓ | This work is really good | ∇ | I need to think of a better choice of word. |
| ? | I need to think about this | ↵ | I need to start a new paragraph by indenting |
| 😊 | I need to smile as this is a very good work | ↵✓✓ | I need to smile as this is very good work |

Self assessment

Self assessment supports pupils to take responsibility for their learning and start to identify what they have done well and where they need to improve. Assessment can be against:

- The learning objective (OL)
- Success Criteria (WILF)
- Non Negotiables (linked to National Curriculum expectations for previous years of study)
- Individual Learning Targets

Children are encouraged to reflect on their understanding during a lesson by assessing their understanding against the learning objective OL (Our Learning).

- **In Phase One** this is mostly completed through verbal feedback and smiley faces are used.
- **In Phase Two and Three** the children follow the teachers marking scheme ✓ ✓✓ or ?

The Learning Objective is indicated by the teacher or child through the use of this symbol - (L)

Assessment of learning should **always** be linked to the learning objective and or the WILF (What I am looking for). This gives a focus and highlights what the child is aiming for.

When assessing or reviewing a piece of work the learning objective or WILF should **always** be marked as shown:

- ✓✓ will be used where the learning objective or WILF has been confidently achieved
- ✓ will be used where the learning objective or WILF has been understood
- ? will be used where the learning objective or WILF is not yet secure

A WILF grid may be used for self, peer, and teacher assessment and used to identify next steps in learning as indicated by a W (wish).

| (L) | | |
|------|-------|---------|
| WILF | Pupil | Teacher |
| | | |
| | | |
| | | |
| | | |

Reflection

Pupils at The Queen’s school are taught and encouraged to engage in metacognitive reflection, asking questions of themselves as they learn. Reflection tasks are built into daily learning, creating good learning habits. Teachers model the process of reflective practice and encourage the use of reflection tools focusing on questions such as:

- What am I proud of and why?
- What have I learned today (knowledge or about myself)?
- What did I find difficult and what helped me in my learning?
- What would someone else say about my learning?
- What will I do differently next time?

Peer feedback

Peer feedback develops self-evaluation and deepens learning and is most effective when used with an established feedback partner (reviewed regularly). The skills to peer assess effectively are taught and peer feedback always has a focus. The learning dialogue between pupils focuses on the learning process through using Our Learning Certainties and can focus on either the learning objective, the WILF and /or the agreed ‘non negotiables’. **Children always keep their own book** and discuss, edit and record their feedback through discussion with their partner – it is a shared process.

Pedagogical practices/Metacognition learning strategies

To be a reflective learner children need to engage in meaningful feedback and develop an understanding and awareness of how they learn. Teaching of metacognition supports pupils to understand the learning process. Examples of how this might be used in the classroom are:

- Children generating their own success criteria (WILF) supports children to develop ownership of their learning and deepen understanding of what makes ‘good’ i.e. (What skills do I need to achieve in this learning?)

- Teachers modelling the writing process, demonstrating how they approach a piece of writing and their word/grammar choices.
- Modelling of skills such as observation, investigation, research etc.

Summative feedback

- This is used for closed tasks/exercises, assessment /tests. Ticks and dots are used to demonstrate if an answer is either correct or incorrect or scores and % as appropriate.

Feedback Procedures

These procedures must be followed by all staff, including teaching assistants, supply teachers and students:

- Written feedback/marking completed by anyone other than the class teacher(s) should be initialled
- Only green pen will be used to write comments/mark children's work
- When an answer is incorrect a . is used to indicate this rather than an X
- During peer or self-assessment children:
 - annotate/mark work in a pencil /coloured pencil
 - always assess their own learning and write their own feedback (never write in another child's book)
- Time is allocated for children to reflect on verbal/written feedback in order for them to make improvements and follow up comments as part of the overall learning process.

Celebration of success

Celebrating the learning process is essential to build self-esteem/confidence and encourage reflective learners.

- **Whole school** – Good learning book and bag
- Early Years, Year 1 and Year 2 use of stamps or smiley faces alongside personal comments
- Years 3 to 6 use house points, stamps, smiley faces alongside personal comments

The following stamps/ stickers may be used.

- Stars
- Smiley face
- Good thinking
- I read well in a group today
- Independent learning
- Teacher supported learning

Feedback expectations:

In all curriculum areas:

- A range of feedback strategies are used
- Pupils are engaged in regular feedback
- Feedback is part of the daily learning
- Feedback is used as a tool to improve/accelerate progress for a pupil

Writing

- All longer/extended pieces of writing are reviewed and individual feedback is given focusing on next steps and targets.

Maths

Misconceptions are identified and explored either individually or as a whole class

Science

Feedback is focused on scientific thinking, knowledge /skills

Religious Education (RE)

Feedback is against AT1 – Learning about Religion and AT2 Learning from Religion

Either 2 stars and a wish and/or a question to develop deeper thinking and reflection

Foundation Subjects

Feedback is:

- against the lesson OL/ WILF / individually or whole class and addresses knowledge/skills taught specific to the subject

Homework:

Teachers are not expected to feedback/mark individual homework but, in reviewing the homework, focus on common errors/misconceptions, strengths and key learning points to inform teaching and provide meaningful whole class or individual feedback.

English/ foundation subjects:

- Whole class/1:1 verbal feedback
- Peer review (feedback partners/ group review)
- Education City - completion and accuracy of completed tasks

Maths

- Completion and accuracy of *Mathletics* tasks is checked and whole class/individual feedback given, where appropriate

Reading

EYFS, Year 1 and 2

- The reading record is a dialogue between home and school - an individual reading comment is recorded once a week or when a child is heard read by a teacher/teaching assistant.

Spellings

- Feedback on spelling is reviewed during writing tasks and where additional support is needed envelope spelling may be given or specific words as a writing target

PRESENTATION

Rationale

At The Queen's Church of England Primary School we hold high expectations of the quality and presentation of all work. Staff continually monitor and give children feedback regarding the presentation of their learning, thus children take great pride in their work.

We use the handwriting scheme 'letter joins' to ensure clear progression of skills through our school. This scheme also provides targeted interventions and tools to use at home. Our aim is to teach the key skills to develop, fluent handwriting skills to enable children to write clearly with ease.

Handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting (cursive script) and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all writing activities. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met and children are supported accordingly.

Pens and pencils

Children will start handwriting using a soft pencil, which are provided in school. When fine motor skills have been established (around year 3) a handwriting pen can be used.

From year 3, pupils will be advised by their class teacher when they are ready to start writing in pen. Pupils have a choice of pens, but the ink must be free flowing and blue.

The following are recommended **ALL BLUE INK**:

- **Parker Vector** (children will need a supply of cartridges)
- **Staedtler Handwriting Pen** (long-lasting)
- **Berol handwriting pens** (2 /3 needed, as they don't last long)
- **Stabilo Easy Grip pens** – helpful if a child finds the grip difficult (left or right hand grip)

Children are expected to look after their own pens. Spare pens are held at school.

Felt tip pens should not be used in exercise books for underlining or illustrations although they can be used on loose paper at the teacher's discretion.

Page Layout

Every piece of work includes the date and learning objective as shown:

| | |
|-------------------------------------|----------------------------|
| <u>Date</u> | Date |
| | Miss a line |
| <u>Ⓛ Learning Objective / Title</u> | Ⓛ Learning objective/title |
| | Miss a line |
| <u>Begin task</u> | Start |

During maths tasks in Key Stage Two children are shown how to draw a margin and where appropriate divide the page in two using a ruler.

Children are expected to use one digit per square throughout the school.

For writing tasks that will be edited children can write on every other line.

Once a task has been complete a space must be left for marking and the work ruled off. New tasks must begin after the ruler line and not always on a new page.

Date

Phase 1 and Year 2 - The date is always placed on the top left hand corner of a page.

The short date is to be used other than in literacy where the date and month is written. E.g. 24th June. This will be completed by an adult if it is a barrier to learning.

Phase 2 and 3 - The date is always placed on the top left hand corner of a page. The short date is only used for maths tasks, otherwise the full date is written. This will be completed by an adult if it is a barrier to learning

Underlining

Both the date and title are underlined in pencil with a ruler. Children are taught how to use a ruler effectively before they begin to underline.

Use of rubbers

Rubbers may be used, to individual teacher's discretion. Children are taught the correct way to use a rubber. If a mistake has been made, children should put ~~one line~~ in pencil through the word and re-write it next to or above the incorrect word.

Margins

Margins are shown through the use of indenting. If a margin needs to be drawn a ruler must be used.

Worksheets

Presentation is equally important when using worksheets. All the above presentation rules and marking rules apply when worksheets are being used. They must be trimmed in order to fit neatly into children's books.

Children's Books

The agreed school colour and size of subject book should always be used. Examples are in the stock cupboard. Children take pride in their workbooks and they are always well presented, clean and tidy throughout the year. Each book is clearly labelled with the child's name, class and subject.

The learning objective should be written at the top of the page, where possible (depending on age and ability) by the child. Where this provides a barrier to learning this may be shortened to a simple title e.g. *+ to 10* or written by an adult.