Feedback to Learners and Presentation Policy

Approved by: Headteacher & SLT

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Our Vision

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

We recognise that effective marking is a spectrum which encompasses a variety of different types of feedback and most 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 children's progress further and 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 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 it looks 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" 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 and if they have met their targets, and any aspects they may need to add or edit. This is a student-led aspect of feedback.
	Self-marking	Children are to be given the answers to their work and mark it themselves in order to gain independence over their work and take responsibility for their mistakes.
	Peer marking	Similar to self-marking, children should read and check their partners work and mark accordingly.
Feedforward	Visualizer	The visualizer should be used to display strengths, and weaknesses, in any pieces of work completed. It should be used as a tool to help guide 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 and make sure these children are working with an adult before the next lesson, in order to combat any misconceptions.
	Next Steps	Next steps is an umbrella term for moving on a child's learning, which is personalised to that child. This may mean providing an appropriate challenge to deepen understanding, or as a reminder for a child to incorporate a step if something is missing from the work.

Online Feedback

At Gaskell we pride ourselves on our approach to technology and its integration within day to day learning. Online feedback should be treated no differently to feedback within books and should follow the same 3 *In Action* stages. Below are platforms used commonly within daily learning, and a guide to giving feedback through them.

Online Feedback: **Seesaw**

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

- 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.

- Comments left must be **meaningful** and **motivating,** and approapriate to the work set.

Online Feedback: **LBQ**

- LBQ tasks set 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, the question 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 the LBQ task was completed on the day.
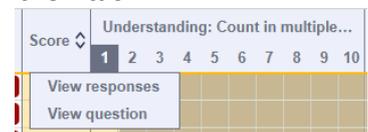
Guidance for Teachers: Marking and Feedback in Core Subjects

What the Process looks like in **Maths**:

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

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

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

- Children should use blue pens to mark their work.

- Children should use blue pens to edit their work.

- If children find their work is correct, they may tick their work in blue pen.

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

- If 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 children should be becoming increasingly independent.	By Key Stage 2, children should be used to the self-marking process and follow it independently.

Examples
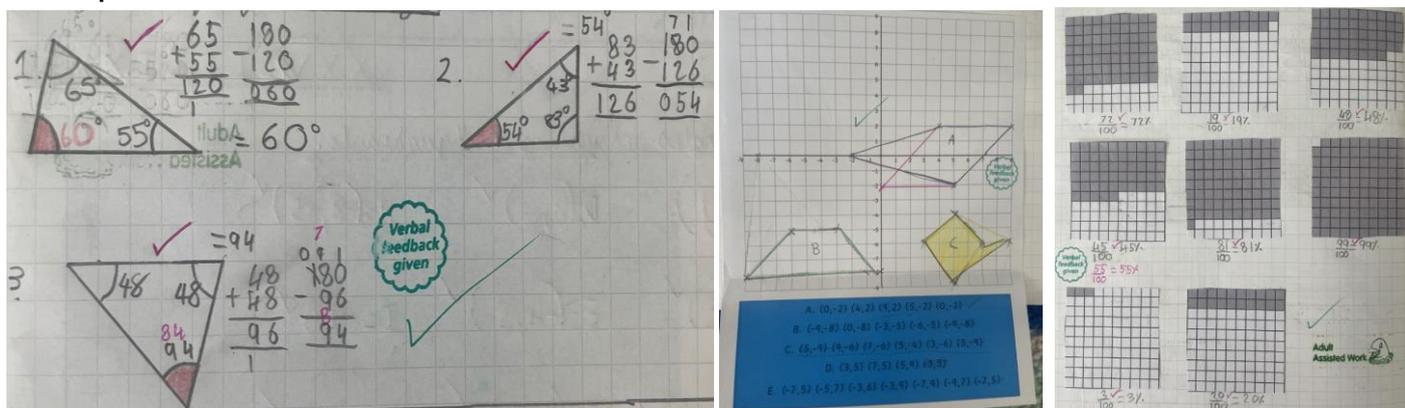
What the Process looks like in **Writing**:

All 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 Autumn and Spring Terms. By Summer term, children should have a clear understanding of how to edit and redraft, and as such complete their editing independently of teacher instruction. Teachers should have looked at children's work after the last lesson, and identified strengths and

weaknesses including spelling errors, punctuation omissions, transcription mishaps and the flow of the writing. Teachers should make a note of these ready for the start of the editing lesson. These lessons should begin with strengths and areas to develop spotlighted on the visualizer, which is integral to the editing process.

The process should be divided into two sections:

Editing	Redrafting
Changing 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 extracts from the children's work on the visualizer, and collaboratively ask other members of the class for feedback. Beginning with positive feedback, the teacher may display someone who has used a colon correctly in the proof reading 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. Children should then be expected to editing this aspect of their work using a **blue** pen. (Note: any work shared on the visualizer should be anonymous)

Within the Improving section of the editing lesson, the teacher may for example share a piece of work who has described a character well, and then 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**, 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 visualizer and children should be guided through the process by their teacher.

In **Key Stage Two**, 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:

- Spelling mistakes should be underlined in 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. Spellings must be identified as letter strings and sounds, and noted down for an adult intervention the next day.

- Children should write in black and edit their work in blue pen.

- Final writing pieces within the Writing Books should be marked with green pen by the teacher. The teacher should address any spelling/grammatical/punctuation mistakes by correcting and

editing. This should be done over the week and then children should be given their books back to read their work and check their feedback. (**Note**: It is important to note that by this point, children should have edited and redrafted their work, so 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 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.

Guidance for Teachers: Marking and Feedback in EYFS

In Early Years, children will be introduced to the Feedback for Learner's policy through verbal feedback stamps and adult assisted work stamps where necessary. Early years will also incorporate a praise stamp as part of their feedback to the children.

Presentation

At Gaskell we have high expectations for our pupils and this reflects in the work they produce on a daily basis. Pupils 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 its best form.

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

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

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 other subjects.

- The handwriting policy should be used in all work.

- All children are to be given a black handwriting pen, and edit their work in 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 beneath if there is still room on the page.