

# Feedback, Marking and Presentation Policy



**NANSTALLON SCHOOL**

**AD VITAM PARAMUS**

**NANSTALLON VISION: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.***

Date for Review	June 2021
Signed Headteacher	(Ben Stephenson)
Signed Chair of Governors	(Sheena Morton)

This policy complies with the Teachers' Standards. A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Adapt teaching to respond to the strengths and needs of all pupils
4. Plan and teach well structured lessons
5. Make active and productive use of assessment
6. Manage behaviour effectively to ensure a good and safe learning environment

## **Introduction**

This policy reflects the school's values and philosophy in relation to giving children feedback about their learning and reflects the school's ambition to build learning power through the 7 \*QI skills and akin with our motto, *Ad Vitam Paramus* 'preparing for life'.

### **\*QI skills**

In line with our school motto 'preparing for life', the following 7 \*QI skills form part of the learning language in our school.

ME – Self-management skills that include self-awareness, self-regulation, self-control, attention, focus. Also, decision-making skills which allow us to manage, regulate, and control our emotions and behaviour.

WE – These are the people skills that allow us to understand, share and "play well" with others, including the language, empathy, listening, and social-emotional skills necessary for effective communication, collaboration and teamwork.

WHY – Skills that include questioning, curiosity and inquisitiveness that allow us to always see the world as a question mark, and strive for a better understanding of how the world works.

WILL – Self-motivation and drive define these critically important skills, including a can-do attitude, conscientiousness, determination, gumption, persistence, perseverance, and focus put into action.

WIGGLE – Physical and intellectual restlessness make up the WIGGLE skills that play a key role in putting WHY and WILL into action. We recognise that children need to move and interact in order to learn well.

WOBBLE – Skills that allow for, build and foster agility, adaptability, resilience, and confer the ability to face, overcome, and learn from failure.

WHAT IF? – Encompassing curiosity, imagination, and creativity, these are the skills that ultimately allow us to understand not just how the world is, but envision how it could be.

*\*Dr Laura Jana - paediatrician, educator, author and health communicator*

We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. 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;
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

We have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: *meaningful, manageable* and *motivating*. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of learning.

*Marking is taken to mean the process whereby a teacher looks at a pupils' written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action. (NCETM, 2016)*

## **Key Principles**

- The focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil;
- Written comments may be used as a strategy for any children who otherwise are unable to locate their own errors, even after guided modelling by the teacher;
- Written comments are at the discretion of the teacher and used if they have a clear rationale to do so;
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson;
- 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;
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning; teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to acquire feedback at some distance from the original teaching input when assessing if learning is now secure.

## **In Practice**

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. 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 feedforward – 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
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

## What it looks like

1. Immediate	<ol style="list-style-type: none"><li>Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li><li>Takes place in lessons with individuals or small groups</li><li>Often given verbally to pupils for immediate action</li><li>May involve use of a teaching assistant to provide support or further challenge</li><li>May re-direct the focus of teaching or the task</li></ol>
2. Summary	<ol style="list-style-type: none"><li>Takes place at the end of a lesson or activity</li><li>Often involves whole groups or classes</li><li>Provides an opportunity for evaluation of learning in the lesson</li><li>May take the form of self or peer-assessment against an agreed set of criteria</li><li>May take the form of a quiz, test or score on a game</li><li>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li></ol>
3. Next lesson feedforward	<ol style="list-style-type: none"><li>For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work</li><li>Similarly in maths, feedback about strengths and areas of development or spotlighting on misconceptions or anticipated misconceptions giving time to examine mistakes or explore solutions</li></ol>
4. Summative	<ol style="list-style-type: none"><li>'Check it' activities</li><li>End of unit or term tests or quizzes</li></ol>

## Written Feedback and Presentation

- The teacher will use **green pen** for any written feedback
- Children edit work in **purple pen**
- Children edit each other's work in **blue pen**
- Guidance and instruction comments used in maths – pupils are encouraged to self / peer mark to gain an understanding of success and to identify errors
- Corrections must be completed as directed – *inspecting and respecting mistakes should be the norm*
- All diagrams must be drawn in pencil
- Decoration (diagrams, pictures or patterns) should be encouraged to be carried out carefully and appropriately
- Encourage one digit per square and operation i.e. +, -, x, ÷ in mathematics book
- Encourage children to leave an appropriate space between calculations
- Encourage children to show their working out

## Writing Books

- Always date work [this may be done by the teacher in Reception / Year 1]

- The title or learning intention should be underlined in pencil [this may be done by the teacher in Reception / Year 1] if the teacher instructs that writing a learning intention is necessary e.g. not linked to an activity on Seesaw. In most cases, the teacher should have included the learning intention on the Seesaw activity so that any external scrutiny can cross-reference this to the piece of book work by its date
- Miss a line before starting the piece of work (D.U.M.T.U.M)
- Writing assessment grids completed after unaided challenge pieces

D date

U underline

M miss a line

T title / L.O.

U underline

M miss a line

## **Presentation Expectations**

In KS1/2

- Pupils will use pencil for all Maths work in books
- Pupils will use pencil for all written work as fluency, cursive letter formation and joined style is developed over time
- The difficulties for left handed children will be considered
- Writing aids (slopes, pencil grips etc are designated where appropriate)
- Rulers **must** be used for any underlining or for a straight edge, as in a margin or border
- Teachers should set good examples of presentation as a role model for expectations and high standards
- Teachers and TAs **must** model any writing in a joined/cursive script
- Draft work, research and planning are expected to be of a high standard of presentation
- Pupils should be encouraged to put a neat line through a rejected word / phrase or a cross either side of a calculation, so that teachers and support staff can see the development and misconceptions at the point of learning
- Rubbers are a LAST RESORT!
- Presentation that is below the standard that is expected of each individual child will be followed up