

Hindley J and I School



Presentation and Feedback Policy

Written: December 2016

Mrs Nash Signed on behalf of school leadership 17.01.17 date

Miss Smith Signed on behalf of the school 17.01.17 date

Original signed copies in school

Document Purpose

This policy reflects our values and philosophy in relation to providing feedback to pupils. It gives guidance to all members of staff and other adults.

Audience

This policy document having been presented to and agreed upon by teaching staff has been distributed to all relevant members of the school team. Further copies of the policy are available from the Head teacher's Office or via the school website. Such distribution ensures the accessibility of the document to visiting teachers, students and parents/carers.

Aim of the Policy

The aim of this policy is to ensure feedback is given to pupils in a consistent, age appropriate manner.

Purpose of Feedback

At Hindley Junior and Infant School we believe the purpose of feedback is to:

- ✓ Assess a pupil's understanding
- ✓ Identify misconceptions
- ✓ Enable Teachers and Learning Support Assistants (LSAs) to plan next steps in learning
- ✓ Inform pupils, when appropriate, about their next steps for improvement
- ✓ Celebrate pupil success and achievement

Effective Feedback

At Hindley Junior and Infant School we believe effective feedback will:

- ✓ Take place at the earliest opportunity, which may be during the lesson
- ✓ Be balanced between adult, peer and self-assessment (including the use of formative assessment trays in Year 5 and 6)
- ✓ Indicate where pupils need to respond (in KS2 through the use of the green post it note which is moved from the side of the book to the top after a response)

- ✓ On occasion, celebrate significant achievement in pupils work (comment, sticker or stamp)

Housekeeping

At Hindley Junior and Infant School we have a simple but consistent approach to basic housekeeping:

- ✓ Marking will be in **green** pen
- ✓ All work is to have a Learning Objective
- ✓ For both Key Stages the shorter date is used in Maths
- ✓ For other subjects in EY/KS1 the day is written followed by the date and year (e.g. Monday 12.2016)
- ✓ For other subjects in KS2 the longer date is used
- ✓ For extended pieces of work the shorter date may be used
- ✓ In EY and KS1 all work will be in pencil
- ✓ In KS2 teachers decide when a pupil is awarded their '**Pen Licence**'
- ✓ All Maths work is done in pencil
- ✓ KS2 pupils acknowledge they have read their feedback by recording their initials adjacent to the teachers/LSA feedback

Polishing Pens

At Hindley J and I we use 'Polishing Pens' to edit and improve our work:

Year 2

- ✓ Pink is used for secretarial changes e.g. handwriting, punctuation and spelling

Year 3 and Year 4

- ✓ Pink is used for secretarial changes e.g. handwriting, punctuation and spelling
- ✓ Purple is used for re-drafting purposes e.g. improving word choices

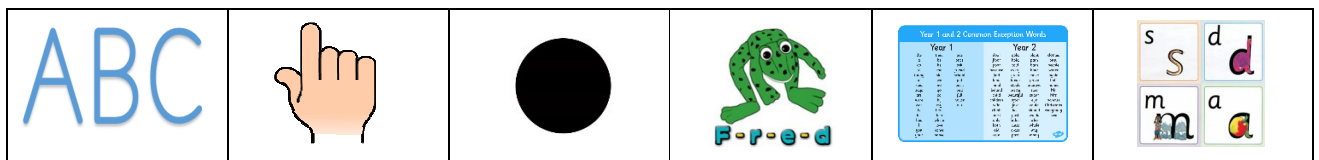
Year 5 and Year 6

- ✓ Pink is used for secretarial changes e.g. handwriting, punctuation and spelling
- ✓ Purple is used for re-drafting purposes e.g. improving word choices
- ✓ Sky Blue is used for meaning and text based changes e.g. changing whole sentences and paragraphs

Approaches and Strategies

At Hindley Junior and Infant School a range of feedback approaches are utilised as and when appropriate these include:

- ✓ 'Polished Pink and Green for Grow' highlighting to identify positives and next steps for learning
- ✓ Written feedback indicating strengths and next steps
- ✓ Modelled examples to support learning
- ✓ Symbols from the agreed code
- ✓ In Maths, example questions using the 'twist a day document' may form the next steps for pupil's learning
- ✓ Individual and/or Group Learning Receipts for pupils to feedback about their learning
- ✓ Use of progressive 'Steps to Success'. These may be used as a teaching tool, a scaffold for learning and a tool for self/teacher assessment with tick and arrow symbols used to indicate success and next steps. The steps also indicate the level of independence (H, M, L) and opportunity to feedback about pupil presentation (1-10)
- ✓ Use of visual, child friendly steps in Early Years (EY) and KS1



Agreed format for 'Steps to Success'

Early Years and Year One

Year 2 to Year 6

B1/2 -								OA WT H M L				
Steps to Success								Me		Resources		
Presentation	Low	1	2	3	4	5	6	7	8	9	10	High

Agreed Code

At Hindley Junior and Infant School we have an agreed code to be used where appropriate. These can be found on display.

English Codes


Year 2

The abbreviation will be put close to the error as possible. The same system should be used when self/peer marking.

Objective achieved	OA	Spelling	SP
Working towards objective	WT	Misuse or Missing Capital Letter	C
Supported work	S		
Verbal feedback	VF		

Year 3 and Year 4

The abbreviation will be put close to the error as possible. The same system should be used when self/peer marking.

Objective achieved	OA	Spelling	SP	gentle underline quick fix 	
Working towards objective	WT	Punctuation	P	Something Missing	^
Supported work	S	Misuse or Missing Capital Letter	C		
Verbal feedback	VF	New Paragraph	//		



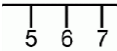
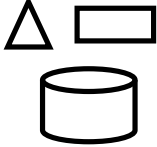

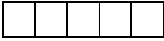


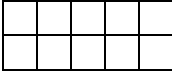











Year 5 and Year 6

The abbreviation will be placed in the margin. The same system should be used when self/peer marking.

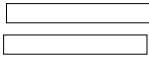
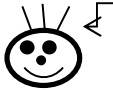

Objective achieved	OA	Spelling	SP	Not Clear	??
Working towards objective	WT	Punctuation	P	Something Missing	^
Supported work	S	Misuse or Missing Capital Letter	C	Misuse of Grammar	G
Verbal feedback	VF	New Paragraph	//		

Maths Code

Early Years, Key Stage 1 and Key Stage 2

Objective achieved	OA	number track		dice					
Working towards objective	WT	number line		shapes					
Supported work	S	empty number line	<u>ENL</u>	fingers					
Verbal feedback	VF	five frame		calculator					
counters		ten frame		money	p £				
cubes		100 square		clock					
20 beads	20 	multiplication square		length equipment					
100 beads	100 	arrow cards		mass equipment					
Base 10		place value chart	<table border="1" data-bbox="823 1850 995 1917"> <tr> <td>10s</td> <td>1s</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	10s	1s			capacity equipment	
10s	1s								

Group learning receipt - Mathematics
Date
Can I?
How did we complete our work?

bar method		mentally		Numicon	
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✓ What have we learnt?
➤ What do we need to do next?
Additional comments