



**Bloxwich Academy**

"Be The **Best** You Can Be"

THE **MOST IMPROVED**  
SCHOOL IN THE COUNTRY

# **Feedback & Presentation Policy**

**Bloxwich Academy Primary**

**July 2019**

**Review Date: July 2022**

At Bloxwich Academy Primary, the principle of our feedback policy is to ensure the following:

*“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”*

*“In summary, we recommend that all marking should be **meaningful, manageable and motivating**. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE).”*

*Report of the Independent Teacher Workload Review Group March 2016*

## 1. Purpose

1.1 The purpose of the feedback policy is to outline the key role feedback plays within teaching and learning across Bloxwich Academy Primary and what it looks like in practice for adults and children. All members of staff have contributed to this policy so they have a good understanding of the feedback principles outlined in the policy and can effectively embed these within their daily practice. Consistency in both expectation and practice will be demonstrated through our children’s outcomes, illustrating the belief that the quality of feedback should be judged not on what is received and applied. Through this, our children will be able to articulate the following:

1. What am I trying to achieve?
2. How much progress have I made so far?
3. What should I do next?

## 2. Feedback at Bloxwich Academy Primary

2.1 Feedback is information received which helps an individual to shape his/her next response; it can be formal or informal, verbal or written. Effective feedback enables our children to respond to and think about the task so they achieve a sense of ownership; children must not simply be presented feedback and then move on. Feedback should happen during lesson time so staff can provide support; the impact of feedback is most effective when it is part of a dialogue between a staff member and child as the child is engaged in the learning. It must be well timed and used constructively.

2.2 The purpose of feedback is to ensure that children address misconceptions and build upon their successes to make progress in their learning. A task involving the improvement or embellishment of a piece of work will only be effective if the feedback provides the child with achievable outcomes/intentions so the learning will have impact in their progress.

2.3 Feedback must help children:

- 1). Understand the learning outcome/intention;
- 2). Know what they have to do to achieve the outcome/intention;
- 3). Realise what they need to do to bridge the gap between their current position and the outcome/intention they are striving for.

## 3. Teaching and assessment

3.1 When reviewing children’s learning, staff will also receive feedback in terms of what children have understood, misconceptions identified in their work or responses and what aspects of the learning is not as secure as it needs to be. This information will be used to inform teaching both during the lesson and in future next steps.

**3.2 Formative assessment** is feedback that provides explanation, diagnosis, prompting and/or elaboration to children in response to their immediate learning. It enables them to make further progress and the main form of feedback for formative assessment is dialogue.

**3.3 Summative feedback** identifies only what the children have done right and what they have done wrong. It usually involves some form of mark, grade or exit rating.

Summative Assessment	
Confirmation	Your answer was right/ wrong.
Formative Assessment	
Corrective	Your answer was incorrect. The right answer is...
Explanatory	Your answer was incorrect because...
Diagnostic	Your answer suggests you forgot to... Next time, concentrate on the following before answering...
Elaborative	Your answer was spot on. A key to this was your decision to focus on... To improve even more next time, I suggest you...

## 4. Bloxwich Academy Primary Feedback

### 4.1 Principles

Feedback must:

- Be a consistent element of learning;
- Be personalised, well-timed and constructive;
- Involve all pupils and staff should give, receive and learn from the feedback they provide;
- Be more work for the child than the staff member;
- Be accessible to children and appropriate to their stage and level of understanding;
- Be integral part to the continuous learning process and not viewed as something separate taking place after activities are complete;
- Be a constructive conversation about the child's progress towards an agreed outcome/intention and include clear actions and criteria for meeting and/or exceeding the outcome/intention;
- Enable responsive teaching, minute-by-minute and day-by-day with practitioners adjusting planning, resources and delivery;
- Challenge, motivate and support children to reach and exceed their goals;
- Be learning orientated rather than performance orientated and seen by children as a positive part of the process.

### 4.2 Practice

**4.3 Transparency:** feedback must relate to clear learning outcomes. Children should know what the learning outcomes/intentions are for each session, before they begin the lesson, so feedback received is relevant and purposeful.

**4.4 Fairness:** All children will benefit from high quality, appropriately timed and productive feedback, irrespective of their starting points.

**4.5 Consistency:** Establish the learning outcomes/intentions beforehand then ensure feedback focuses on them. Inconsistencies may occur if referencing learning outcomes/intentions with some children whilst offering unrelated feedback to others.

## 5. Categories

**5.1 Corrective feedback** is generally focused on the mechanics or rules of something e.g., spelling, grammar and punctuation in a written piece of work.

**5.2 Component feedback** is related to specific items or aspects of the child's performance that do not break any 'rules' e.g. in a written piece of work the focus could be on the variety of adjectives used, the clarity of a sentence or the order in which things appear.

**5.3 Comprehensive feedback** refers to the overall effect of the pupil's performance e.g. a focus on pace, style and tone in writing and whether the child has met all the success criteria.

5.4 Knowing and understanding the difference between the types of feedback can bring clarity for both child and staff member. It can also help prevent an overemphasis on corrective feedback.

## 6. Examples in practice

**6.1 Verbal Feedback (VF)** – Children will respond to verbal feedback with a purple pen; this is in response to immediate feedback during the lesson.

**6.2 Formative Feedback** – Refers to the codes and symbols, detailed in the Marking Code table. These codes are used to support the children in progressing further with their learning.

### 6.3 Codes and Symbols to Support Learning

Marking Code – for all subjects Children to be given time to correct or address feedback at the start of each lesson (5mins)			Key Stage Adaptations
Success	Green highlighting	Children's work achieves the learning outcome/intention (objective, success criteria)	
	✓	Corrective feedback	
Improvement	VF verbal feedback - children to respond using purple pen	VF is reported to the child to address misconceptions or enhance/challenge outcomes. <b>Expect immediate/rapid response from children.</b>	Children to complete in own time if high standards are not maintained. From Year 1 onwards (Year 1 HA when appropriate).
	■	Corrective feedback - incorrect (staff - green pen). Children to correct in purple pen.	
	The ^ was walking to the shops.	Missing word	KS1/EYFS – staff will insert word depending on ability/needs of child.
	Spelling errors	Staff tick the correct letters and dot missing or incorrect letters. Children correct in purple pen. Straight line under word if no part of attempt is correct. Staff to model word. Spellings should be corrected, in all subject areas, above the incorrect spelling by pupil.	KS1/EYFS – for age-appropriate common exception words and high frequency words staff to correct 3 to 5 misspelt words.
	Punctuation errors including capitals	Circle errors only. Children respond in purple pen.	EYFS respond in pencil
	//	Start a new line or paragraph. Miss 2 lines for a new paragraph.	N/A to EYFS
Support	WS (to indicate with support)	During the lesson, if support is given, the teacher indicates this by writing WS in the margin of the child's last sentence or equation, so that the subsequent work is clearly identified as being supported.	
	Self and/or peer assessment	Verbal feedback using AFL strategies.	Staff to teach the language children should use to assess their work. EYFS to verbalise.
	Challenge	Staff to write challenge (in green) as a sub-heading on child's work. Child misses a line under sub-heading and completes the challenge set in pencil or pen where appropriate).	

### 6.4 Child-led Feedback

- **Self-marking** – completed within the lesson, enabling children to correct work, check methodology, seek advice or support and make improvements.
- **Self-review, assessment and evaluation** – children use a purple pen to reflect on their learning, their progress and make identified improvements.
- **Peer Feedback** – providing opportunities for verbal editing and assessment.

**6.5 Shared Marking** – staff member models appropriate marking strategies to support children's progress in writing and spelling using the agreed codes and symbols in the Marking Codes table.

Thursday 14<sup>th</sup> March 2019

Independent write

The flower posy

On Monday 25<sup>th</sup> February 2019 Mrs Watkins

showed (showed us our new topic the Scented

Garden. Mrs Watkins was 13 years old when she started <sup>being</sup> a florist.

First, she got a plastic posy bowl with oasis in it. It was a green oasis. Me and my friend sat and listened carefully.

Next, she cut some conifer and hebe leaves. She cut them diagonally so they didn't fall out <sup>of</sup> the oasis.

Challenge

50% is correct  $\frac{1}{4}$  of 16cm  
 54cm not 13cm  $\frac{1}{2}$  of  
 6cm is a ppm  $\frac{1}{4}$  20cm is  
 1cm  $\frac{1}{2}$  of 8cm is 4cm  
 10  $\frac{1}{4}$  of 10cm is 4cm ✓

1 3 0 3 2 0 1 9

Find a Half

(5b)  $\frac{1}{2}$  of 20 = 10 ✓

(6b)  $\frac{1}{2}$  of 18 = 9 ✓

(7b)  $\frac{1}{2}$  of 10 = 5 ✓

$\frac{1}{2}$  of 14 = 7 ✓

(8b)  $\frac{1}{2}$  of 24 = 12 ✓

challenge

$$10 \frac{1}{4} - 3 \frac{3}{4} = \frac{26}{4}$$

$$\frac{30}{4} - \frac{1}{4} - \frac{3}{4} = \frac{26}{4}$$


$$10 \frac{1}{4} - 3 \frac{3}{4} =$$

$$\frac{41}{4} - \frac{15}{4} = \frac{26}{4} \checkmark$$

13032019 (E)  
 XIIIIIIIIIIIMMXIX  
 Subtracting from whole amounts

$$1) \frac{9}{9} - \frac{4}{9} = \frac{5}{9}$$

$$2) \frac{9}{9} - \frac{7}{9} = \frac{2}{9}$$

$$3) \frac{13}{9} - \frac{9}{9} = \frac{4}{9}$$


$$3 - \frac{5}{9} = \frac{2}{4}$$

(VF)

$$3 - \frac{5}{9} = 2 \frac{4}{9} \checkmark$$

$$4) 2 - \frac{3}{4} = \frac{5}{4} \checkmark$$

$$5) \frac{8}{4} - \frac{3}{4} = \frac{5}{4}$$

(VF) It is vital that we prevent plastic waste in the ocean before the habitats and the inhabitants die.

In the sea On the beaches the turbulent tides in the waste on the beach and now crustacean animals are dwindling.

Plastic isn't biodegradable which means marine life animals will kill or die (Even animals in the abyss) and become all species will become extinct.

Waste is going into the ocean and causing pollution.

(VF) When we fish we catch fish which have consumed waste are going onto our plate so we eat marine life with waste inside of them.

## 9. Year 6 writing

Wednesday 13th March 2019

(I) Setting Description

(VF) 1) In a silent wood, among <sup>whispered</sup> wisps of those who <sup>had</sup> passed, Cambridge Falls orphanage stood deathly still surrounded by <sup>poisonous</sup> ~~poisons~~ foliage <sup>suffocating</sup> suffocating the building.

2) Growing like a snake, moss-coloured ivy covered the house like it was attacking it.

Friday 15th March 2019

Daily Spelling

1) likely

2) usually

3) actually

## 10. Year 6 Maths

12.03.2019

XI.I.I.I.I.MMXIX (I)

Multi-step problems

How much does one pineapple cost?

£1.35	£1.35
90p	90p

$$\begin{array}{r} 1.35 \\ + 1.35 \\ \hline \pounds 2.70 \end{array}$$

$$\begin{array}{r} 0.90 \\ \times 3 \\ \hline 2.70 \end{array}$$

One pineapple costs 90p.

What is the cost of 1 rubber?

£1.68
28p
28p
28p
28p
28p

$$\begin{array}{r} 28 \\ \times 3 \\ \hline 84 \end{array}$$

Each The cost of Of one rubber is 28p

£1.09	£1.09
84p	84p

(VF)

## 11. Feedback in EYFS

11.1 Feedback in Nursery and Reception is predominantly verbal. Through ongoing interactions, play support and pupil conferencing, children should be encouraged to talk about their learning so they can identify and communicate what they have done well and how they could improve. Staff should support the children in this process, modelling where appropriate particularly in the correct formation of letters and numbers.

11.2 Children's learning across all areas of learning is evidenced in their Journals, Maths and English books. Where observations and written comments are made, they should:

- Be in 'child friendly' form;
- Include learning conversations between staff and children;
- Include learning conversations between children;
- Identify where the child needs to go next in their learning.

11.3 In Reception half termly writing assessments should be marked and assessed against the age-related bands.

## 12. Presentation

### 12.1 English and Topic (Science, RE, Foundation Subjects)

#### **Date**

- Written on the second line down from the top of the page on the left hand side;
- Long date e.g. Wednesday 13<sup>th</sup> March 2019;
- Underlined;
- Miss a line then write title.

#### **Title**

- Next to the margin or by the left hand side if no margin is present;
- Underlined – must be drawn on the pre-drawn lines. Children who struggle with fine motor should draw the line first then write on top of it.

#### **Body of text**

- Miss a line so corrections to grammar, punctuation and spelling can be made (see examples of children's work);
- Writing on the pre-printed lines.

### 12.2 Maths

#### **Date**

- Short date 13.03.2019 written on the left hand side of page and underlined;
- Miss a line;
- Below short date, date written in Roman Numerals in KS2 only and underlined;
- Miss a line.

#### **Title**

- Next to the margin;
- Underlined – must be drawn on the pre-drawn lines. Children who struggle with fine motor should draw the line first then write on top of it;
- Miss a line.

#### **Body of work**

- 1 digit per square.

### 12.3 Photocopied sheets

All sheets must be trimmed, to fit exactly into books, and glued onto pages straight.

### 12.4 Handwriting

Bloxwich Academy Primary has adopted the Read Write Inc handwriting scheme but not the cursive option. All staff members should adopt this handwriting when modelling to children or providing written responses during school time.

### 12.5 Corrections

- Children should make purple pen corrections carefully; written responses should be neat and not rushed.
- Only staff members can use rubbers.
- Children to cross out errors using one straight ruler drawn line in pencil.



### **13. Development, training and review**

13.1 Development of the policy to achieve quality feedback and presentation is given regularly through continual professional development (weekly staff CPD, group development sessions and individual support where appropriate).

13.2 Leadership will monitor the quality and impact of feedback on pupil progress through book scrutinies, pupil voice (children discussing their work) and pupil attainment. Outcomes will be shared with staff and children.

13.3 This policy was written in July 2019 and will be reviewed annually or earlier in response to updated guidance or new developments.