



## Presentation and feedback policy

### Rationale

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

'Feedback plays a central role on securing pupil's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'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.' (Report of the Independent Teacher Workload Review Group)

We want each pupil to be able to meet their God given potential and by giving them effective feedback, they can progress towards this.

All forms of marking and feedback are crucial to the success of children. Its purpose is to close the gap between what pupils already know and what they need to learn, and between their current attainment and their learning goals. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

### Presentation of work at Emmanuel Christian School

In our Willow class, we are starting to lay the foundations for how work should be presented so that they are then ready for our PROUD in year 3.

At Emmanuel we believe that from Year 3, pupils should be using our PROUD system for how their work and books should look.

This will be displayed clearly in each classroom and pupils will be reminded by teachers about this. This should ensure that work is clearly presented and looks neat.

### In the moment marking

At Emmanuel, the 'In the moment' marking approach is adopted to enable all pupils to receive effective and instant feedback to feed forward. Teachers should give verbal feedback and engage pupils in learning dialogue during every session. It should be specific to the success criteria

**P-P-R-O-U-D**

**Pen**  
black or blue for class work and  
red for self assessment

**Ruler**  
for all lines and tables

**Oops**  
cross out mistakes with  
one neat line

**Underline**  
with a ruler

**Draw**  
in pencil



and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. All marking from teachers and additional adults should be in a green pen, and any pupil self-assessment or peer assessment should be in a red pen. This will clearly define who has been marking the work.

During the lesson, teachers and additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning and moving the learning forward. This should be quick and remain positive encouraging a growth mindset, resilience, striving for accuracy and pupils learning efforts. Teachers and additional adults will effectively intervene with groups across the class, giving immediate feedback on the pupils work. Teachers should tick correct answers and highlight mistakes during lessons. Misconceptions should be pointed out immediately so that pupils can correct them and take greater ownership of their learning. To support assessment, teachers should clearly mark whether work was completed with help ('CWH') or independently ('I'). This is to be done with the abbreviations, 'CWH' and 'I'

### Feedback sheet

|                                                                |          |          |          |            |                                                                     |  |  |  |  |
|----------------------------------------------------------------|----------|----------|----------|------------|---------------------------------------------------------------------|--|--|--|--|
| <b>Date:</b>                                                   |          |          |          |            | <b>Well done for ...</b>                                            |  |  |  |  |
| <b>Self</b>                                                    |          |          |          |            |                                                                     |  |  |  |  |
| <b>Peer</b>                                                    |          |          |          |            |                                                                     |  |  |  |  |
| <b>Teacher</b>                                                 |          |          |          |            |                                                                     |  |  |  |  |
| <b>Mark/Level/Grade:</b>                                       |          |          |          |            | <b>Next steps ... You need to do this now!</b>                      |  |  |  |  |
| <b>P</b>                                                       | <b>R</b> | <b>O</b> | <b>U</b> | <b>D</b>   |                                                                     |  |  |  |  |
| <b>,</b>                                                       | <b>.</b> | <b>?</b> | <b>!</b> | <b>" "</b> |                                                                     |  |  |  |  |
| <b>T</b><br><b>t</b>                                           | <b>£</b> | <b>%</b> | <b>'</b> | <b>()</b>  |                                                                     |  |  |  |  |
| <b>English/Maths/Communication</b><br>(Correct your work now!) |          |          |          |            | <b>Student Action!</b> What have you done to act on your next step? |  |  |  |  |

For every subject, from Year 3 upwards, a feedback sheet should be completed every 3 weeks (twice a half term). The teacher will need to look through the work since the last feedback sheet was completed.

Each section that is applicable should be completed.

### **Teacher**

If the teacher is completing the sheet, it should be completed in green pen.

If the teacher can give a grade for the work looked at, that should be filled in.

If pupils are showing evidence of PROUD, then the applicable letter can be circled. This same principle can be applied to the grammar items.

After looking at the work, the teacher should find things to praise the pupil for and find a next step for the pupil.

If the subject has applicable English, Maths or anything involving communication, this box can be subject-specific.

Once completed, these feedback sheets should be placed in the covers of the pupils' books. Pupils should be given time to read and reflect on these during the next available lesson time. Pupils should be aiming to action the next step written. Before the next feedback, pupils should complete the pupil action section in red pen to review the progress they have made.

### **Self and Peer**

The feedback sheets can be used by pupils as much as the teacher directs them, but they can help pupils take ownership of their learning. It can be used to peer assess or to look at their own work.

Pupils should complete them in red pen, using the PROUD and grammar boxes in the same way as teachers. They can look at what they think has been done well and what needs improvement. These sheets are to be stuck under the work that they have assessed.

### **Special Educational Needs and Disabilities**

When marking the work of children with special educational needs and disabilities, we take into account the wide range of abilities of our children. Children with learning passports will need extra support when receiving and responding to feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Examples of reasonable adjustments may include additional verbal feedback, use of visual symbols, shorter or scaffolded next steps, or supported reflection time.

**This policy was reviewed by the school's Governing Body on 06/04/2024 and will be reviewed every other year.**