Broomhaugh C of E First School
Feedback and Presentation Policy

Rationale
Consistently high quality feedback from teachers and other adults ensures that pupils make significant and sustained gains in their learning.

At Broomhaugh First School feedback is challenging, clear and appropriate in its purpose. It is important that it offers positive messages to children and that the outcomes are used by staff and fed back into planning.

If children are to develop as independent learners, it is important that they have an awareness of their own strengths as well as areas for development. We feedback to the children with honesty and they learn to accept challenge and understand teachers are helping them reach their potential.

In short:
Feedback is used to help the children celebrate, understand and move forward in their learning by being courageous and taking risks.

Presentation in books

MATHEMATICS - All work in pencil
- Date in Numbers – left hand side
- Learning objective always present
- Title underlined with a ruler (written through squares) – included when appropriate
- Squares must be used for all number work (1 digit per square)
- Diagrams / tables to be drawn with rulers and using the squares as guidelines

ENGLISH - OTHER SUBJECTS

- Date in Words – left hand side
- Learning objective always present
- Title underlined with a ruler - included when appropriate
- Success Criteria (how to meet the objective) - included when appropriate
- Handwriting to be joined in line with policy – children move to pen when appropriate.
- A single line is ruled through any mistakes, eg: ~~sed~~ (rubber used at adult discretion)
- Diagrams and tables to be drawn in pencil

Specific Guidelines

- All adult writing in books must be a model of what is expected of the children
  (e.g. handwriting policy / writing on lines / correct spelling, grammar and punctuation)
- Marking should be completed using a green biro or fine-line writing pen.
- Maths and English books should show evidence of <u>daily learning</u>.

Code	Meaning	Guidance
✓✓✓+ ✓✓✓ ✓✓ ✓	Indicates evidence of GD LO achieved Progress made against LO No Progress made	Used on **every** piece of recorded work. • At the end of the LO - by the child. • At the start of the LO by the adult.
☺	Happy face	A smiling face shows a positive message from an adult **relating to effort** – children should know this is about how hard they have tried.
VF	Verbal Feed	This is a sign that an adult has given some advice / development points or general feedback. The child ✓ when they have received their messages.
Children will always be given time to receive feedback. The majority of feedback should be given during the lesson wherever possible.		

FSP	Finger Spaces	These abbreviations can be used to give messages in written feedback.
CL	Capital letters	
FS	Full stops	
AS	Adult Support	All work should be marked with AS where the work has been **guided or modelled**.
AS - Ι	Adult Support @ table but task completed independently	Some children will achieve or produce a level of work due to an adult being present. This can be written where a child has needed no academic support but the work is a result of an adult keeping the child on task.
ST	Supply Teacher	Supply teachers are expected to mark children's work using the school policy and codes.

Praise stickers, stampers individual comments may still be used, but this is <u>in addition to</u> the specific guidelines **not** instead of.

Marking Corrections

Code	Meaning	Guidance
^	insert	To be inserted between words to indicate words are missing or a word could be added. Teacher may choose to insert the words or just use the symbol to indicate the child should address this in the next step/ development feedback.
//	New paragraph	To be inserted to highlight where a new paragraph should have been used.
G	Grammar error	G should be placed in the margin to indicate an identified sentence/ section of writing with errors.
P	Punctuation error	P should be placed in the margin to indicate an identified sentence/ section of writing with errors.
Sp	Spelling	Spelling errors can be identified by underlining the word with a ruler or just Sp in the margin and the child must find the word to correct. Identified spellings must be high frequency, "tricky" or topic words. Teachers need to use professional judgement as to number or corrections to identify.
Mathematics Specific – All marking in green		
✓	Correct answer	Used to mark a basic calculation or steps within a calculation.
•	Incorrect answer	Incorrect answers dotted in green pen.
		Any next steps or additional questions to correct to be modelled or shared written with normal green marking pen.

Can you tick to show if you think you have you met your objective?

✓✓✓ – I have achieved this objective.

✓✓ – I have made good progress towards this objective.

✓ – I want more help to understand this objective.

How your teachers let you know how well you have done…

✓✓✓ – You have achieved this objective.

✓✓ – You have made good progress towards this objective.

✓ – I will help give you some more help to understand this objective.

What to look out for…

I know my teachers are proud and I've tried hard today.

I've got a reward for today's learning or effort.
(Great story / great indep work / great effort)

VF   My teachers want to tell me the good things and give advice about my work. – I can ✓ the VF sign when I have heard my message.