

Feedback and Presentation Policy

September 2022

1. Introduction

At Lutley, we believe that effective feedback provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve and make progress. We believe that feedback should be meaningful, motivating and manageable.

At Lutley, we believe that all adults and pupils should aim high with their presentation. When pupils are writing, they should ensure that they follow the school handwriting policy, which is Kinetic Letters. Staff should model the Kinetic letters when writing on working walls and when giving written feedback.

When a child is identified as not making sufficient progress or needs their progress accelerating, then a pupil progress document will identify them. Teachers will then ensure marking is tailored to meet the child's individual needs and may exceed the expectations for other children.

In order to further support the manageability of written feedback, a feedback code is used to make this process more efficient. *See Appendix 4.*

2. Aims and Objectives

Feedback varies by age group, subject, and in accordance with the nature of the piece of work. Teachers adjust their approach in line with these factors and incorporate the outcomes into subsequent planning and teaching.

3. Principles

Effective feedback should:

- Redirect or refocus either the teacher's or the pupil'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 pupils 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;
- Take place at the earliest opportunity to have the greatest impact on learning: feedback delivered in lessons is more effective than comments provided at a later date;
- Be given where there is time and opportunity for pupils to respond to the feedback they have received;
- Look different in different year groups across the school and be 'age-appropriate';
- Written feedback should be meaningful, manageable and motivating.

4. Types of Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. It is vital that teachers evaluate the work that pupils undertake in lessons and use information obtained from this to adjust their teaching. The timing of feedback can be categorised into the following three stages:

- **Immediate feedback:** takes place during a lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.

- **Summary feedback:** which may take place at the end of a lesson or shortly after, often as part of a plenary, for example. It may involve some form of self or peer assessment.
- **Review feedback:** takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This, in turn, informs planning for future learning opportunities, which may include written comments or the use of annotations to focus on the next steps for individuals or groups.

Feedback can focus on task, subject and/ or self-regulation.

- **Task:** feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning
- **Subject:** feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.
- **Self-Regulation:** feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?gclid=EAIaIQobChMI4_m4cWi-AIVE-ztCh2m7QHdEAAYASAAEgLbBvD_BwE

5. Written Feedback

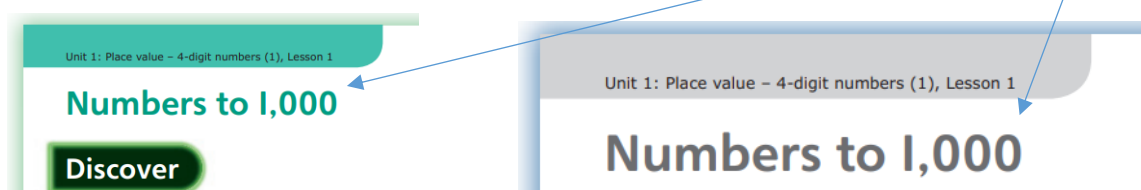
Where written feedback or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. Written feedback by adults should take the following forms, as appropriate to the learning:

- Marking is related directly to the learning objective/success criteria;
- Teachers and support staff are expected to use green coloured pen and model Kinetic Letter handwriting when marking pupil work.
- Teaching Assistants, working with groups, can mark work under direction of the class teacher;
- Pupils are expected to edit and correct using an orange coloured 'Polishing Pen';
- **Careless mistakes** should be marked differently to **errors** resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- At the end of written feedback, a next step can be given. This could be:
 - An open question, specifically related to the LO, enabling pupils to think about next steps;
 - A correct example given by teacher, followed by an example(s) that the pupil completes;
 - A request to do some corrections (with evidence that the pupil has attempted these).

6. Learning Objectives and Success Criteria

Learning objectives are skill-based.

- **Non-core subjects:** they are taken from threshold concepts, which are underpinned by the National Curriculum. See subject leadership booklet for each subject for more guidance on threshold concepts. Each learning objective is presented as a question: "Can I...?"
- **Mathematics:** Learning objectives are not used in mathematics in line with a mastery approach, however a learning focus will be shared. This can be seen at the top of the pupil's textbook and their pupil book



- **Reading:** Learning objectives link to the content domain for the key stage. Contexts for the learning objective are linked to the text used and the stage of VIPERS. For example, in Key Stage 2, a learning objective would be:
LO: "Can I explain the meaning of words? Context: (Text title) VIPER - Vocabulary.

- **Writing:** In sentence stacking lessons in writing, the following learning objective is used: LO: Can I write effective sentences for a (insert genre)?

In independent writing, the following learning objective is used: LO: Can I write a (insert genre)?

Steps of Success

Steps of success are used to formulate the success criteria.

- **Non-core subjects:** Steps of success may be generated using milestones. See subject leadership booklet for each subject for more guidance on milestones.
- **Mathematics:** No steps of success are used in mathematics, in line with a mastery approach.
- **Reading and Spelling:** reading and spelling steps of success are not used.
- **Writing:** In sentence stacking lessons in writing, steps of success are used to detail the sentence drivers, which are of equal weighting, linked to the Writing Rainbow Lenses from 'The Write Stuff' approach. See *appendix 1*.

In independent pieces of writing, the steps of success will incorporate features that the pupils have been working on in lessons preceding the independent writing piece. See *appendix 2*.

- Children are provided with a sheet displaying the learning objective and steps of success. This allows children to self-assess against the steps of success and for teachers to mark efficiently against the step using the language of WWW (What Went Well), NS (Next Step in learning), GT (Gap Task). This sheet is not used in mathematics in line with a mastery approach, reading or spelling.

Forms of feedback (subject specific)

7. English

In English, feedback may be in the form of a verbal or written response provided by teachers. Feedback must be responsive and maximise impact to move learning forward.

The guidance in this policy on feedback in English is supported by Jane Considine's 'The Write Stuff' approach. *'It is important that pupils get a sense of quality and learn which constructions are working and why. In the moment, it is important that teachers reject pupils' ideas that hold the incorrect intent for writing and provide them with clear feedback to ensure their writing is appropriate for the purpose and audience.'*

The Write Stuff, Jane Considine 2016.

When providing feedback in books, attention to detail must be given, addressing misconceptions on any of the following areas:

- Year group grammar expectations (see writing progression document)
- Year group common exception and high frequency words, including those taught in previous year groups
- Handwriting on the practice patch and in work that does not meet year group expectations in line with the year group writing assessment grid

Opportunities for the above must be facilitated by the teacher and can be done in the following ways:

- Verbal feedback
- Polishing
- Gap tasks
- Editing

Sentence Stacking

In years 1-6, feedback in sentence stacking lessons is both verbal and written. Every child works in a guided group with the class teacher once a week, receiving a VF code in their book. Teachers mark efficiently against the steps of success using the language of WWW (What Went Well), NS (Next Step in learning), GT (Gap Task). Every child will receive developmental marking in the form of a gap task once a week with reference to the sentence drivers in the steps of success.

Extended independent writing

In years 1 – 6, every child receives feedback based on the sentence drivers in the steps of success. Teachers mark efficiently against the steps using the language of WWW (What Went Well). Feedback is then in the form of editing challenges. This is detailed in the table below and differs based on the age and ability of the children. *See expectation of progression in phases.* The writing sequence means that children will write an extended independent piece of writing at least independently every 2 – 3 weeks. Every child will receive feedback linked to three distinct areas of editing.

Teachers must model how to edit a piece of writing in each area at the start of an editing lesson.

Edit 1 Revise	Edit 2 Rewrite	Edit 3 Reimagined
KS1		
LKS2	LKS2	LKS2
UKS2	UKS2	UKS2
Little – Word Level	Big – Sentence Level	More – Paragraph Level
Children polish using a polishing pen.	Children rewrite a sentence underneath their work.	Children add detail over their writing using a flap.
<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> spelling punctuation grammar <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt) <i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters) <i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate) <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished in the margin. Where spelling errors reoccur, children are asked to use a No Nonsense Spelling strategy underneath their writing, in order to practise the spelling.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> coherency – sentences that do not make sense <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence) <i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate) <i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence) <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> paragraphs requiring more detail <p>The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write <i>one</i> of the following underneath independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <i>E3 sight sentence = 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences) <i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences) <i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences) <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p>

As the year progresses and only when the teacher feels that the child is ready, the teacher may begin to withdraw elements of the detail of the focus for the area of editing and just put the code and amount. *See appendix 3 for examples of marked independent pieces of writing.* In addition to this, in Key Stage One, teachers may feel that a child is ready for E2 (Edit 2 Rewrite) to be introduced to them.

Reading

Feedback in reading lessons is both verbal and written. In KS1 following a guided reading session in the week 2 part of the cycle, reading journals will include feedback stickers, which detail evidence of responses to VIPERS questions. They also detail evidence of word reading, accuracy and common exception words.

In KS2, every child works in a guided group with the class teacher, receiving immediate verbal feedback every week and a VF code will be given in their reading journals. Teachers will indicate on all children's work whether they have achieved or are working towards the learning objective. Feedback in the 'The Big Read' takes place during the lesson: children edit and redraft their reading responses.

A gap task may be set for a child if there is an error based on the specific skill detailed in the learning objective with a gap task related to the reading skill and content domain (VIPERS).

Spelling

Feedback in spelling is verbal and completed within the lesson, so that pupils can see the corrections they need to make immediately. Pupils respond to this verbal feedback, within the lesson, by using a polishing pen to correct errors and a No Nonsense Spelling strategy. Teachers will acknowledge in the child's spelling journal whether they have been successful or are working towards the stage they are working at within the 'Non-Nonsense Spelling' scheme: Revise/Teach/Learn/Practise/Apply/Assess.

8. Maths

At Lutley Primary School, feedback, in maths, is taken to mean the process whereby a teacher looks at pupils' written work, examines its errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

The guidance in this policy is supported by the NCETM (National Centre for Excellence in Teaching Mathematics) document 'Marking and Evidence Guidance for Primary Mathematics Teaching'.

Research shows that the most effective and beneficial forms of assessment are ones which support learning and are built-in to lesson design. In primary mathematics, they require:

- Well-structured classroom activities (involving conceptual and procedural variation and intelligent practice).
- Regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding.
- Interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

At Lutley Primary School, we believe that written feedback can be beneficial to individual pupils and will be conducted when deemed necessary and appropriate. The most important activity for maths teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that they do not detract from time that would be better spent on lesson preparation. Neither should they result in an excessive workload for teachers.

At Lutley, we follow a mastery curriculum, therefore a learning objective and success criteria is not shared at the beginning of a lesson to mark against, however the learning focus e.g. 'Numbers to 1000' is indicated at the top of the page in both the textbook and the practice book for each lesson, this is different to other subjects at Lutley.

Guidelines for efficient marking and evidence recording:

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For a slip, the mistakes are dotted in green pen and there is an expectation that the pupil makes a correction next to the error. When a teacher responds to this corrected answer they will write a © to indicate this answer has been corrected.
- For errors that indicate a lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while, for a larger number of pupils, the errors will be addressed as a whole class in the following lesson.
- Teachers may set a Gap Task linked to an error or misconception if it is purposeful to do so. Written modelling or scaffolding may be required to support the child to answer.
- We actively encourage pupils to regularly mark their own work in order to take responsibility for the facts and strategies they know well and those that they find harder and need to continue to work on. Pupils mark in pencil only, using ticks for correct answers and dots for errors.
- During lessons, assessment for learning is a key feature. Oral feedback regarding pupil progress and understanding is rich and effective. Evidence of this is demonstrated through pupil voice, IRIS coaching sessions, learning walks and lesson observations.

- If teachers feel that it is appropriate and necessary to provide a pupil with written feedback, and that this feedback will impact on their learning, this will be completed on the same day that the work was recorded. There is an expectation that pupils respond to this written feedback the following day.
- Where an individual pupil's progress is a concern, then more detailed monitoring and intervention is required. Children may require more frequent feedback in order to make progress.

9. Science

Steps of success are used. They detail progressively ascending stages of learning as in English and are never procedural. Children are given a range of feedback to acknowledge their progress. Gap tasks are given where purposeful.

Steps of success are used to identify WWW and a gap task may be set for a child if there is a scientific misconception from any specific teaching and learning points covered in the lesson.

When teaching, staff reiterate the importance of 'in the moment' polishing to edit errors, setting high expectations during lessons, in order for children to aim high and ensure attention to detail in their work. This will include a focus on the following:

- Spelling
- Punctuation
- Grammar
- Handwriting

When teachers focus on these points, their feedback and workload will reduce, due to the fact that children's outcomes are well-presented and of a high standard.

10. Non-Core Subjects

Steps of success are used. They detail progressively ascending stages of learning as in English and are never procedural. Children are given a range of feedback to acknowledge their progress. Gap tasks are given where purposeful.

Steps of success are used to identify WWW and a gap task may be set for a child if there is a topic-based misconception from any specific teaching and learning points covered in the lesson.

When teaching, staff reiterate the importance of 'in the moment' polishing to edit errors, setting high expectations during lessons, in order for children to aim high and ensure attention to detail in their work. This will include a focus on the following:

- Spelling
- Punctuation
- Grammar
- Handwriting

When teachers focus on these points, their feedback and workload will reduce, due to the fact that children's outcomes are well-presented and of a high standard.

11. Self-Assessment/Peer-Assessment/Improvement

In line with developing growth mind-sets, we need to embed a culture of review and improving work, frequently. Self-assessment/improvement happens when pupils are asked to reflect on their own work, reviewing their successes against the agreed success criteria. Pupils, where able, are asked to complete 😊 😐 😞 at the top of every piece of work in the margin next to the Learning Objective. This indicates how the pupil would assess themselves against their learning.

Planned time should be given to self and peer-assess e.g. after a mini-plenary, before a plenary or at the beginning of a lesson or after some detailed marking has taken place. There will also be evidence of pupils improving their work after verbal feedback has been given. To help evidence where this has taken place, pupils should use their orange 'Polishing Pen'.

Pupils need to be trained in how to peer and self-assess meaningfully, in order that this time spent in lessons is beneficial to learning. Teachers must be conscious of 'checking' the quality of peer and self-improvements made by pupils.

Self-assessment at the top of a piece of work informs the feedback that staff provide to pupils. For example:

- A child completes 😞 but they have been successful with the learning objective – a conversation is had to reassure and encourage the child.
- A child completes 😊 and they are working on the learning objective – a gap task may be purposeful.
- A child completes 😊 and they have met the learning objective – written feedback in the form of a gap task is not required.
- In maths, this should be recorded next to the Reflect heading, as it is at this point of the lesson children will be considering how successful they have been against the learning focus.

Reflect

e.g.



12. Feedback in Early Years Foundation Stage (EYFS)

In the EYFS, marking and feedback strategies include:

- Verbal feedback;
- Pupil's voice;
- Praise, stickers and stamps;
- Learning Journeys and observations;
- Parental engagement.

Verbal Feedback

Staff provide constant verbal feedback to all pupils. Adults talk to pupils about their learning and their next steps. Through verbal feedback, teachers praise, correct misunderstandings and extend learning by providing next steps. In Reception, all marking and feedback is shared with pupils verbally.

Written Feedback

EYFS staff follow the whole school policy for written feedback for English and Maths. Next Steps are shared with pupils, verbally and pupils respond to this feedback, immediately.

Pupil Voice

EYFS staff use effective questioning and discussion to encourage pupil voice. Staff record pupil reflections on learning, opinions, likes, dislikes, feelings and emotions. Staff listen carefully to the information that pupil's share. During adult-led activities, pupil voice is recorded in green pen in Learning Journeys and Power Maths books. During child-initiated play, pupil voice is recorded on Tapestry.

Praise, Stickers and Stamps

Praise, stickers and stamps are given for positive reinforcement of a pupil's learning and achievements.

Learning Journeys and Observations

Observations underpin all aspects of Early Years practice. EYFS staff observe and listen to pupils to find out about how they are developing, what they like doing and what they are learning through their play and next steps. Staff observe pupil choices, interests, likes, dislikes, who and what resources they enjoy playing with. Observations take place as part of daily routines. Observations during child-initiated learning and adult-led learning are recorded on Tapestry.

Parental Engagement

It is essential that parents/carers have knowledge about their child's learning and development. Tapestry allows parents to view their child's attainment and progress day to day. They can also add observations to their child's Tapestry account, showcasing extra-curricular activities as well as work towards their child's next steps. Parents can view their child's Learning Journey at any point during the school year. Learning Journeys are also shared during Parents' Evenings and Learning Journey Drop-In Sessions. Parents/carers are regularly encouraged to fill in 'Parent Shout Out' slips. These slips provide an opportunity for parents/carers to share something they are proud of regarding their child's learning.

Appendix 1




Sentence Stacking Steps of Success

LO - Can I write effective sentences for an adventure story?

Context: The Firework-Maker's Daughter- Plot Point 10

WWW/EBI/GT/NS

Steps of Success

	S	P	T
I can create an effective simile that incorporates the noticing lense 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> GT
I can select precise verbs to describe action 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WW
I can incorporate a feeling within brackets in a sentence 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> WW

Sentence Stacking Lesson 10




DAY 13
S
Lila reunited with father





Learning Objective:










To write effective sentences for our adventure story.

Steps to Success:

Feeling (brackets) 

Precise verbs 

Noticing/metaphor 

	Initiate	Model	Enable
Learning chunk 1	<p>Feeling (brackets) </p> <ul style="list-style-type: none"> Discuss how Lila realizes her mission was dangerous but doesn't want to worry her father. Ask pupils how she might behave (humorously when she sees him - stand still, smile her fingers nervously, smile bravely, rub the blood and charcoal stains from her face and hands). Explore her true inner feelings - feeling like crying, wanting a hug, in pain, feeling scared/nervous. 	<p>Feeling (brackets) </p> <p>Provided sentence: "You must go home, your father is worried, Lila," said Chulak.</p> <p>Teacher model: Returning home, Lila saw her father sat there (she knew how much she'd hurt him). She smiled bravely (trying not to cry).</p>	<p>Feeling (brackets) </p> <p>Write a sentence using brackets for Lila's hidden inner feelings. HA: Deepen the moment.</p>
Learning chunk 2	<p>Precise verbs </p> <ul style="list-style-type: none"> Collect verbs for Lalchand greeting Lila (showing his relief and joy) and organise on a shade-a-meter. 	<p>Precise verbs </p> <p>Teacher model: Lalchand ran towards her and clutched her tightly, tears streaming down both their cheeks.</p>	<p>Precise verbs </p> <p>Include a precise verb for Lalchand greeting Lila. HA: Deepen the moment.</p>
Learning chunk 3	<p>Noticing/metaphor </p> <ul style="list-style-type: none"> Explain to the children that Lila had three gifts all along; they weren't objects but attributes/qualities. Gather suggestions for her positive qualities - determination, courage, bravery, talent, creativity, friendliness, caring, compassion. 	<p>Noticing/metaphor </p> <p>Teacher model: Lalchand explained that Lila already had the three gifts: talent at making fireworks, determination to walk in the flames and luck to have such a good friend as Chulak.</p>	<p>Noticing/metaphor </p> <p>Use a colon to introduce your list of Lila's three gifts. HA: Deepen the moment.</p>

*HA = Higher Attainers

Appendix 2

Independent Writing Steps of Success


LO - Can I write an alternative ending to an adventure story?

Context: The Firework-Maker's Daughter


WWW/E1/E2/E3

Steps of Success

S P T

I can use personification 

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

I can use a range of complex sentences 

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

I can use repetition (Power of 3) 




<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

I can use sight sentences 

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

I can use a feeling sentence 

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	-------------------------------------

Appendix 3

Example of KS1 marked independent writing

Dear diary,
This morning, I sluggishly
tried to get refreshing cold
water and I tried to make
dinner.

What a heavy bucket!-

When I made dinner I carefully
chopped the scrumptious, yummy
food.

What a sharp knife!-

Next, I went to wash the filthy,
messy dishes because it was
my job.

What a hard job!-

Then I went to plant some big,
juicy crops I also tried to pull
the old ones out.

After that, I went to recycle
the old plastic so I had the

E | comma, = 1

E | full stop. = 1

Example of KS2 marked independent writing

Dear Diary,

As fast as I could, I tried to keep up with my pack ~~because~~ I was falling behind. Bagheera, the Black Panther, was teaching us how to run from other predators. While I was ^{running} ~~running~~ I ^{picked} ~~picked~~ a dead tree and the branch broke I bruised my leg but Bagheera caught me.

* Before sun down, I was feeling like I was ^{on the} ~~on the~~ odd one out the fact that ^{they're} ~~there~~ walves and I'm a human, my brother wanted me to play ^{with} ~~with~~ him but I said no I was ^{to} ~~to~~ left out.*

In the morning, I found out that ~~sp~~ water trust (peace rock). All animals went there and drank the water I immediately yoused one of my common tricks ^{with} ~~with~~ I frequently used but Akela told me. ^

E1 spelling - because with too used
* E2 missing clause = 2 - (consider punctuation)
^ E3 noticing tense = 1

Appendix 4

Guidelines for the Presentation of Work

The school has a policy for the presentation of written work. It details a limited number of guidelines for good practice which all pupils should be aware of and encouraged to adopt.

A variety of methods need to be offered to pupils to suit different types of work and to enable the children to become familiar with different formats.

This policy is intended to complement, not dominate, other criteria for a successful piece of work. More detailed subject-specific guidelines may be available within each curriculum policy.


	Foundation Stage/Year 1	Years 2-6
Naming Work	Name to appear on top left and on loose leaf papers only - this may be written by an adult.	Name to appear at the top left, next to margin (loose leaf papers only). Use both sides of the paper.
Date	Short date sufficient written by an adult – introduce writing the date in the summer term	Full date on English/Geography/History/Science work, short date on other pieces (underlined with a ruler in pencil). The top line should not be used to record the date. The children will use the first line which has a ground and sky, so that they can correctly size their letters. Children should write the date on the left hand side of the page next to the margin. In maths, the short date should be recorded in both the child's Lutley maths book and next to the session title in the Power Maths practice book.
Titles/Learning Objective	Date – top right-hand side of page. Title central on next line – phrased as a 'Can I?' question.	Learning Objective – phrased as a 'Can I?' question and the context (both underlined with a ruler in pencil) recorded on the left hand side of the page. Where appropriate the context should be recorded, this should also be underlined. <u>LO – Can I _____ ?</u> <u>Context - _____</u>
Errors	Crossed through or erased by an adult.	<u>One neat</u> horizontal line through error in pencil, correction written above using an orange polishing pen.
Erasers	Rubbers should be discouraged. No Tippex or ink erasers.	Rubbers should be discouraged, unless an error has been made when drawing in geometry or when completing a graph in statistics in maths. No Tippex or ink erasers.
Paragraphs	N/A	Miss a line between paragraphs.
Writing Instruments	Pencil. Effective pencil grip in line with Kinetic Letters guidance.	Children will be awarded a handwriting pen from the summer term in year 4 if their handwriting meets the expected standard and is joined fluently – please use the Year 4/5/6 writing assessment criteria when making this judgement. Pencil for maths. Berol Handwriting pens with blue ink only. Drawing and diagrams always in pencil. Pencil crayons used to add colour Felts, wax crayons etc at teacher's discretion. No felt tips in exercise books.
Maths	One digit one box - Like one child on one chair. Numbers do not like to share boxes. Letters do share boxes (The date and learning objective) Question numbers always in a circle	One digit one box - Like one child on one chair. Numbers do not like to share boxes. Letters do share boxes. Question numbers always in a circle so it doesn't get confused with the calculation. ①②③ Children should leave NO MORE than one line of squares between a row of calculations. Between each

		<p>row of houses (row of calculations) leave a road (a line) because if you didn't have a road between a row of houses people couldn't get out of their houses.</p> <p>Straight lines to be drawn with a ruler, including lines in calculations.</p> <p>All work should be dated, even if it is a continuation of previous work. The short date should be used. In KS2 the date may be recorded in Roman numerals to reinforce knowledge of this number system.</p> <p>Children should work across the page (where possible) and <u>rule off their work</u> so they continue in the space available on the following day.</p> <p>Where tables and charts need to be drawn, model this with children so that they are aware of the layout and amount of space needed.</p> <p>Work recorded in Power Maths practice book should be at the same standard of other schoolbooks, handwriting should be consistent with English books.</p>
<p>General Presentation</p>		<p>Writing frames and work sheets need to fit the page and not overlap. When children are gluing work, it should be straight. Writing frames and worksheets to be used only when purposeful. If a child's handwriting/presentation is not up to their usual standards, then you may ask them to rewrite a section again to practise their handwriting skills. Teachers and teaching assistants must model effective kinetic letters handwriting giving feedback in children's books.</p>

Appendix 5

Feedback Codes

The following symbols must be used when annotating children's work:

VF	Verbal Feedback Given
I	Same day intervention
1:1	Pupil supported with the task
1:5	Pupil supported with the group (ratio depends on number in group)
©	Capital letter
//	New paragraph
✓	Correct answer
○	Incorrect answer
○ ✓	Corrected answer
LO 😊	Learning objective achieved
WWW	What Went Well
sp	Spelling mistake above the word – correction written where necessary in the margin. This will not be indicated in this way in independent writing. See below for English feedback codes.
	Finger spaces. Kinetic letters deem two letters, for example 'ae' as an appropriate spacing between words.
NS	Next Step
GT	Gap Task
Stampers	A variety of stamps used appropriately.

English:

E1	Edit 1 Revise Children polish using a polishing pen. This area of feedback links to the following: spelling, punctuation, grammar.
E2 *	Edit 2 Rewrite Children rewrite a sentence underneath their work. This area of feedback links to the coherency – sentences that do not make sense.
E3 ^	Edit 3 Reimagined Children add detail over their writing using a flap. This area of editing links to paragraphs requiring more detail.
Highlighters	If you are to use highlighters, then the following colours are used for the following Yellow – Vocabulary Green – Conjunctions Blue – Openers Pink – Punctuation

Notes

- ✓ If a member of staff other than the class or set teacher marks the work, then they should initial it.
- ✓ Comments to the child need to be developmental and indicate **specifically** what the child has done well and what they need **to do next** to move the learning on – giving examples whenever possible.