



Millbrook Primary School Feedback & Presentation Policy



Date Agreed March 2024
To be reviewed March 2026

Feedback & Presentation Policy

Rationale

At Millbrook feedback and good presentation is an essential and integral part of the teaching and learning process. Feedback is given to either enable children to progress or to make them feel that their work is valued, or both. It should improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Whilst there should be consistency of purpose throughout the school the style of marking may change according to the age and development of the pupil and individual teacher.

Feedback

Aims and Objectives

- To ensure that pupils improve and make progress and have a clear understanding of this and what they must do to further develop their skills.
- Children know that their work is valued.
- To raise standards by ensuring that both teachers and children self-evaluate, so that teachers are fully aware of the ability of the pupils and of any misconceptions they may have as a means of assessment for planning.
- To increase pupils' level of motivation and standard of work.
- To record and produce evidence of the pupils' progress.
- To allow teachers to be aware of pupils' response to individual learning objectives.
- Consistently effective marking allows the school to track the progress of pupils over time.

Guidelines

- Some verbal feedback is given where appropriate and where there is no other evidence of children improving work 'VF'
- A ✓ may be used if work is correct and a dot (not a cross) is used to indicate a mistake or misconception.
- **GREEN** is used to highlight work that has met the target / LQ or which stands out as being a good example of progress. A highlighter pen or coloured pen may be used.
- **RED** pen is used to annotate work that has not met the criteria. **These comments are expected to move children on.**
- Most spellings will be corrected according to the frequency used and whether they are common usage words, also the age of the child. Not all spellings will be corrected unless deemed necessary by the Learning Question. The exception to this is age appropriate common exception words or high frequency words which will always be identified and corrected. **'SP'** in red will signify that a spelling correction is needed.
- Children are expected to self assess their work regularly and where appropriate. This includes the use of **RED** (R), **AMBER** (A) or **GREEN** (G) and comments when appropriate.
- **Purple polishing pens** are used to respond to the teacher's marking, edit and correct work when appropriate at the start, during and at the end of lessons.

Date Agreed March 2024
To be reviewed March 2026

Feedback & Presentation Policy

- Lesson time is dedicated to ensure this is done well and regularly.

When should feedback take place?

Ideally it takes place whilst the children are working. However, if this is not possible we aim for a minimum period between completion of the task and the teacher's response to it.

- During the lesson as the teacher works with the individual pupil or groups, giving feedback as they move around the class.
- During the lesson as part of a mini-plenary with the whole class and where the teacher/TA is working with a group or individuals.
- During the end of the lesson as part of the plenary.
- After the lesson but before the follow up lesson – constraints of time may limit this to a targeted group.

Who should give feedback?

Teacher/HLTA who planned and delivered lesson.

Teaching Assistants indicate that they have worked with/marked with **TA**

Peer / Pupil This can be used where the task is purely subjective, where there is an answer sheet, where calculators are available or where the inverse operation is being used.

Where peer-marking takes place there is an atmosphere of mutual respect. Purple pens will be used for this.

There is a need for teacher overview and acknowledgement of this type of marking.

Peer and pupil feedback does not replace teacher marking.

Types of feedback

Targeted Marking

This responds to the success criteria. It is a focused form of marking and will make it clear as to what the child needs to do to move them on. Children are encouraged to respond with a tick or a comment using a purple pen.

Written comments

These give the children a clear indication of how they have performed. It should comment on the positives but also make it clear what the child has to do next to improve. They need to match the children's reading ability if written as feedback for them or adult support must be provided and the comments read to them. It can also be for the purposes of formative assessment.

Stickers / Stamps / House Points

These are only used as a general feedback. They are good motivators and show that work is valued.

Ticks and Dots

Used to indicate right, wrong or correction. Crosses are not to be used.

Self Evaluation RAG

Children should be given the opportunity when appropriate to evaluate where they perceive their own knowledge, understanding and progress to be.

Millbrook children use RED, AMBER and GREEN as an indicator and possibly a comment.

Where appropriate children must be given time to reflect on marked work, either to make corrections or to edit and improve written work. This can take place at any time using purple polishing pens.

Presentation

At Millbrook we aim to encourage children to take pride in their achievements and this includes the presentation of their work in all forms. Children will have a clear understanding of what the expectations of the school are. These expectations will be challenging and consistent.

- Work should start with a date – this will be numerical in Numeracy and the written date for written work in literacy and topic books, depending on age and ability.
- A Learning Question (LQ) and success criteria will be displayed in the classroom and on work. Depending on the age and ability of the child, this may be placed in workbooks by an adult beforehand.
- All headings written by a child will be underlined using a ruler.
- Cursive handwriting (see handwriting scheme) will be used from Year 1 (SEN needs allowing)
- Children may be given a pen license as soon as they can consistently join letters or are consistently writing neatly.
- Children will write using a pencil or a **black** pen.
- Presentation may be celebrated alongside good work in celebration assemblies.

Assessment

See Assessment Policy

Role of Co-ordinator

These standards are maintained through regular monitoring by SLT.

Date Agreed March 2024
To be reviewed March 2026

Feedback & Presentation Policy

Related Policies

- SEN
- Assessment
- EAL
- Teaching and Learning
- All Curriculum Policies
- More Academically Able
- Equal Opportunities

Date Agreed March 2024
To be reviewed March 2026

Feedback & Presentation Policy

Marking Criteria

SP	red - spelling error	green – common exception words spelt correctly
//	new paragraph	
/	missing space or no space	
T	teacher assisted	
TA	teaching assistant assisted	
I	independent – only used if working in a guided group otherwise assumed	
VF	verbal feedback given	

RED - Target/LQ not met

GREEN - Target/LQ met

Self Evaluation

Understood

Not sure

Has not understood

Purple Polishing – completed by children

EYFS – Comments written in black

T	Adult Initiated
TA	Child Initiated
I	Independent – used when appropriate

Date Agreed March 2024
To be reviewed March 2026

Feedback & Presentation Policy