



# Glusburn Community Primary School

*Respecting Rights, Recognising Responsibilities*

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Reg Charity No 1060322  
Headteacher Mr. R.Hunt



North Yorkshire's First

## Feedback, presentation and working walls policy 2016-2017

### **Aim**

At Glusburn School we want our children to show an awareness and understanding of themselves as learners, to be able to understand their own strengths and weaknesses and recognise what they need to do to improve.

We want **children** to be able to:

- identify which processes and skills they need to use to complete a task
- make links between key aspects of their learning
- be clear about what they already know and what they need to learn next
- find the information they need to take the next step
- know where to find help if they are stuck e.g. resources
- review and reflect on their learning and create their own next steps, setting and monitoring their own targets

### Feedback will...

- Be **personalised** to the individual pupil
- Be **prompt** and built into a sequence of lessons, to set challenging work building on prior knowledge, understanding and skills.
- Support pupils in improving their work
- **Celebrate learning qualities:** process, effort and strategy.
- Show evidence of **self-assessment** (in Yr1 and Yr2 using the purple polishing pen).
- Show evidence of **peer marking** (from Yr2 – Yr6 and from the Summer term of Yr1 using the purple polishing pen)
- Show evidence in children's subsequent work, that they have **responded to feedback**
- Be **consistent** across school
- Use language that is consistent with the pupils' own language skills.
- Be Marked in **BLUE**
- Include an instruction for an immediate improvement
- Include verbal and immediate feedback

### KS1 specifics

- Verbal feedback where possible
- Literacy WALT must have a GPS focus
- Self/peer assessment to take place at least twice in a term during cold tasks.
- Children to use traffic lights (metacognition) to show how successful they feel about the task.
- Staff to use "Green is Great" highlighter to identify evidence of age related expectations.
- Use of "Think for Pink" highlighters to identify missing opportunities.
- Stamp to show WALT achieved, partly achieved or working towards.

### Presentation

- Children in KS1 will write the short date in all exercise books leading to writing the longer date for literacy.
- Children in KS2 will write the short date in numeracy exercise books but the long date in literacy and topic exercise books.
- Children in KS2 will underline all titles, including the date and WALT and leave a line between.
- All lessons will display WALT and success criteria
- Marking will be presented neatly by staff adhering to the school's handwriting policy
- Ensure that children present their work to a high standard
- Pupils should 'rule off' if they are less than half a page down before starting the next piece of work.
- Where errors are made, a line should be drawn through a word with using a ruler.
- Writing on each line must start next to the margin
- A line will be left between paragraphs.

### Working walls in all classroom will include:

- English, Maths, Science, Topic and SPAG/Phonics.
- English and Maths planning document displayed on noticeboard
- Foundation subject overview, displayed on noticeboard.

### Response to feedback time for pupils:

- Pupils should be allowed sufficient time to reflect on their work and make improvements; where appropriate in a different colour.
- Teacher to review pupils' improvements.



Please recycle this paper.



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## Marking symbols

I independent work  
s supported  
p partner, paired work  
VF Verbal feedback given

. correction needed  
C ✓ correction answered  
PA peer-assessed  
SA self-assessed  
/ missing finger space  
HP Housepoint awarded

## Mathematics guidance

- Every digit must be in a separate square "one number, one box"
- Each calculation must be numbered using a bracket not preceded by a dot as this looks like a decimal eg 1) 2) 3)

## Early Years guidance

Marking is carried out mainly in the form of ongoing and informal observations.

Ongoing written observations are carried out daily by all members of staff. They are written narratively to the child / children. There are a number of ways to record these observations including: stickers for 'wow moments', 'Fantastic Learning' forms for short observations and long observations forms; 'Learning Stories' for extended observations. All written observations are then transferred into individual learning journeys, as well as English and Maths portfolios, along with photographs of the learning when appropriate. Photographs ensure that children can then reflect on their own learning independently. Opportunities are sought to complete observations with children, this allows for the modelling of writing.

Feedback is given verbally to pupils and to parents daily when and where appropriate.

School Home Reading records are used as a fluid communication between home, school and child.

**Fantastic Learning** time is a session where we celebrate the learning that we have seen within the unit. It allows staff to share verbal praise and comment on the dispositions and attitudes seen in the learning. This time ensures children become proud of their learning and, when confident enough, allows them to explain their learning to their peers. The children's name is then written and displayed on our 'Fantastic Learning' board for the parents to see. This allows parents to then discuss learning at home.

Through verbal feedback children are encouraged to evaluate their own and each other's work verbally, recognising what they have done well and the parts that they would try to improve if the learning was to be repeated.

Learning journey is to include:-

- Fantastic Learning short observations /Stickers – wow moments / Learning Stories for extended and exceptional learning
- Fantastic work annotated by adults.
- All above written narratively to the child.
- Child voice recorded as response within the learning journey.
- Parents encouraged to comment and annotate learning with their child.
- Home learning to be annotated by adults with the child so that writing can be modelled and children understand the importance of their home learning.



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## \*Self-assessment and Peer-assessment

*(\*Will only be effective if the children know the success criteria)*

- Pupils are encouraged to take an active part in their learning and self and peer marking is an important part of this.
- Pupils will use displayed success criteria, in order to develop their skills in assessing their own and their peers work. The success criteria will remind the children of what a good piece of work should contain. During the lesson the success criteria should be constantly reinforced including a visual list so each child has a clear understanding of the 'success' that they are aiming for.
- Pupils will self-assess and peer-assess in a different coloured pen/pencil (NOT BLUE)
- Pupils will be given the opportunity to self and peer-assess within a sequence of lessons.

### Self-assessment / Peer assessment ideas include

- CFSS checklist: capital letters, full-stops, spellings, sense
- Smiley faces
- Writing a "What I learnt today postcard or text message to a friend or family member
- Using green highlighters, drawing bubbles around words to pick out good examples using the success criteria
- Stars and a wishes: Children can assess work by giving 'stars' for good work and 'wishes' for improvements.
- Use of peer/self-assessment grid linked to success criteria
- Include a performance tag

### Self-assessment: teacher prompts

- 'Find one example you are really proud of and circle/highlight it. Tell the person next to you why you are pleased with it.'
- 'Decide with your partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.'
- 'You have five minutes to find one place where you could improve. Write your improvement at the bottom of your work.'
- 'Look back at the problems you have solved today. Where were you successful? What approach did you take?'

### Self-assessment: reflecting on problems

Use these plenary questions as celebrations of new learning, linked to the learning objective (WALT) and success criteria. These questions may also be used in mini-plenaries throughout the lesson. These questions will be useful if displayed and therefore referred to regularly.

- *What did you find easy?*
- *What made you think about the learning objective?*
- *What did you find difficult/where did you get stuck?*
- *What helped you get out of the difficulty? (Was it something a friend said or did, something the teacher did, something to do with equipment, something you did yourself?)*
- *What do you need more help with?*
- *What are you pleased with?*
- *Have you learnt anything new?*
- *How would you change this activity for another group/class?*
- *Do you have any questions?*

### Peer-assessment: sentence starters linked to success criteria

- I like your use of...
- Can you add...
- This would be even better if...

Dialogue between pupils could be generated by using the questions above to respond to.