



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

## FEEDBACK & EVIDENCE

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### Policy

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## Introduction

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The aim of this policy is to ensure that there is consistency in practice between all teachers in at MCPA when marking and evidencing children's work.

The key aim is to ensure that the feedback which is given is both purposeful and highly effective in leading the children to make good progress, whilst balancing with the demands placed on teachers' time.

Feedback/markings should have a direct impact on progress, it should never be conducted to please a scrutiny or provide evidence of feedback which has already taken place- this is not efficient use of teachers' time and does not have any impact on children's progress.

This policy review has been brought about following an academy review of the existing policy, which was designed by all staff.

## Student Voice

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A small, mixed panel of Y3 and 4 children were interviewed about marking and feedback, their comments have been used to help form this policy.

- Children like their work to be annotated sparingly, it's important that they can still read their own work through comments and corrections.
- Corrected spellings are useful, we always copy these.
- Teacher comments are always useful and help us to improve, we read them most of the time, sometimes we need to be reminded.
- Correcting own work in red pen is useful.
- When a teacher writes a comment, it should be limited to 2 lines.
- The colour of a teacher's pen is not important as long as we know it is the teacher's writing.
- Blue/green highlighting is not useful.

## Feedback

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All feedback must be age-appropriate, in many cases this will be verbal. There should not be any written feedback on the work of children who are unable to read it.

The most effective feedback is given closest to the to the time of activity/learning, this is likely to be verbal and does not need to be evidenced in writing or by a stamp

## Evidence

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We firmly believe that teacher's professional judgement is the key factor in an effective assessment strategy, this is underpinned by children's performance in tasks and some formal assessments. Evidence is not required in books of children meeting every assessment criteria, although this should be tracked on the assessment sheet.

However, due to the requirements of moderation in Y2, this is the case, therefore it is good practice to follow key principles across school:

- Achievement of criteria is tracked on sheets in the back of books and dated (although this may just be an observation of which there is no written evidence in the book for Y1/Y3+).
- A wide range of evidence can be used, including video, sound file, practical observed work and written.

## EYFS

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In the EYFS the majority of assessment is conducted through observations of children engaging with learning opportunities in lessons and continuous provision. These observations are recorded on 'Tapestry' (the online system) with an annotation to provide context and a tagged with the areas of learning and the characteristics of effective learning.

## Year 1

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As Year 1 forms a cross-over for KS1 and EYFS, the approach taken with children will change as the year progresses with more written comments used later in the year. At the start of the year visual cues and some corrections should be used (e.g. for writing- a high 5 hand with the elements covered ticked, this should be supported with a high 5 on display to remind children of its meaning). Traffic-light stamps are used to indicate achievement against the LO, children who do not achieve 'green' must be given verbal feedback in the following lesson in order to ensure that they understand their next steps.

## Key Stage 1 & 2

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Books should have assessment criteria stuck to the inside back cover, as children evidence a criterion (showing independent application more than once) it should be dated by the teacher. Once per year, 2 examples of writing and maths will be collected and added to each child's profile portfolio.

## Presentation of Work

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Children should complete diagrams and maths work in pencil throughout school, writing should be completed in pencil in year one, transitioning to pen between Y2/4 as deemed appropriate by the phase leader. Written work should be presented with the date underlined with a ruler (short numerical date for maths, longer date for written work e.g. Monday 2nd of February and an underlined title, although the teacher may choose to present this on the learning objective & success criteria slip.

## Learning Objectives & Success Criteria

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For every lesson teachers will provide a learning objective e.g. 'To be able to ..' or 'I can...'; they may also choose to add graduated success criteria. Children should be able to articulate what they are learning in a lesson.

## Annotation in Lesson

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When giving feedback in lessons, teachers may wish to annotate/correct work; this should be conducted in green pen. There is **no requirement to do this**, it should only be used if staff feel it will help the child learn, e.g. making corrections.

Where staff support children with their work, this should be noted in the margin with an S in a circle, this may also be conducted for individual questions. Where an (S) is not shown, it is assumed that work is independent. In the case of written work, it may be appropriate for the member of staff to give short details of the aspects which they supported e.g. (S) reminded how to use comma or (S) comma.

## High-5 hand:

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In lower school and EYFS the 'high 5 hand' is used as a visual prompt for basic features of writing, each finger representing a different element:

**1. Capital letters    2. Finger spaces    3. Full stops    4. Spelling    5. Sit words on the line**

This can also be used in marking as a check-list, using a hand stamp or symbol with the fingers ticked to show the child has used each element.