



Grasmere Academy

Learn • Flourish • Achieve

Presentation, Feedback and Critique Policy

Date adopted by governors: December 2020

Committee: Quality

Review date: December 2021

Aim

The purpose of this policy is to produce a consistent approach towards the presentation of work and feedback given throughout the Academy. Pupils should be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. Pupils will also expect that work will be marked and appropriate, effective feedback will be given and dedicated time will be allocated in lessons for changes/improvements to be made. This policy will ensure that expectations are raised by all staff and promote in all pupils a sense of pride in how their work should look. Feedback is an essential part of the supportive process to help build resilient and reflective learners. It should be purposeful and timely to ensure that next steps for progress are established whilst recognising achievements.

Presentation

Reasons for outstanding presentation

To recognise that pupils have a pride in the work that they complete. They are proud to let other people see their work and learning.

Presentation Guidelines

- **When children are capable of doing so, they will write their own date and objectives in their books.** In classrooms, as a model, the teacher will write the date on the board. Pupils will know how to spell the days of the week and months of the year.
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- A new page will only be used if there are less than 4 lines left on a previous page.
- Any mistakes will be crossed out neatly using one ruled line. The correct version will be written on the same line.
- Tippex is not allowed.
- Rubbers should be used sparingly as they make more mess by smudging the page.
- The use of pen or pencil, in Key Stage 2, is determined by consistent outstanding handwriting.
- A child will not write or draw ANYTHING on the covers of any exercise books.
- A child will not ‘doodle’ or in any other way mark any of the pages in their exercise books.
- Drawings or diagrams must be drawn in pencil and straight lines drawn with a ruler
- Any worksheets will fit correctly into books.

Effective Feedback

Rationale for Feedback

- To recognise, encourage and reward pupils's efforts and achievement.
- To provide support, advice and constructive comments regarding attainment, achievement and progress (either generally or task specific).
- To provide a framework for improvement, against assessment criteria.
- To establish a dialogue between teacher and student.
- To improve confidence in reviewing own work and setting future targets.

System Guidelines

At Grasmere Academy we are mindful of balancing the impact that marking can have on workload, alongside the effectiveness of immediate verbal feedback. With this in mind we have adopted an approach that meets this criteria, alongside self improvement opportunities.

Each class teacher holds a marking book for the class, and uses this during and at the end of lessons to identify areas to praise and areas to develop. This is then used in the next lesson, where children self improve under the direction of the teacher with a purple polishing pen, prior to moving onto the next lesson.

Subject specific guidelines

Literacy

- Complete a whole class feedback sheet for every lesson (work should be initialled to show that it has been looked at).
- Every lesson should begin with the whole class feedback discussion with time for children to proof-read work using a purple pen (10mins). Please use PPT slide as a basis for this.
- The whole class feedback form should inform the dictation sentences that are used with the class after the proof reading time (e.g Capital letters for proper nouns were not being used - proper nouns are therefore used in the dictation sentences).
- We will still quality mark our innovated and invented pieces of work.
- Year 1/2 and ARP will use stickers with date and context of learning, Year 3/4 will use stickers with date and context of learning but will hand write date and LO when ready. Year 5/6 will write date and LO in all lessons, underlined with a ruler.

Maths

- All questions should be individually marked (by a tick if correct, or a dot if incorrect - no crosses) by either the teacher or the child/peer during the maths lesson where appropriate. If a teacher chooses to and it is appropriate to, then a class feedback sheet can be filled in.
- Teachers should use assessment data gathered in the lesson to support/challenge children within the lesson, either by scaffolding further examples, or using deeper learning stickers.
- Marking challenges no longer need to be put in books for the beginning of the next lesson, look at a challenging question together or used to activate prior knowledge that will be needed for the new piece of learning.
- Work should be initialled by the teacher and the following codes used.
- Year 1/2 and ARP will use stickers with date and context of learning, Year 3/4 will use stickers with date and context of learning but will hand write date and LO when ready. Year 5/6 will write date and LO in all lessons, underlined with a ruler.

Code	Meaning
V	Verbal feedback
AS	Adult support was needed to complete the work
I	Work was completed independently
Int	Interventions
A child's name	If a child has peer marked a piece of work they will write their name at the end of the work.

Science and Foundation Subjects

- Complete a whole class feedback sheet for every lesson (work should be initialled to show that it has been looked at)
- If practical work has been completed this can be evidenced on Seesaw.
- Every lesson should begin with the whole class feedback discussion with time to address misconceptions /highlight good work and time for the children to proof read work using a purple pen (We are expected the same standard of presentation, spelling and use of basic skills in these lessons)
- Objectives no longer need to be highlighted or next lesson challenges stuck in books.
- Year 1/2 and ARP will use stickers with date and context of learning, Year 3/4 will use stickers with date and context of learning but will hand write date and LO when ready. Year 5/6 will write date and LO in all lessons, underlined with a ruler.
- Marking guide: Teachers will mark in green, then add challenge/mark correction in pink, TA's will mark in red, Students/Supply will mark in blue.

Whole Class Feedback Sheet Date: Lesson:

Work to Praise and Share

Presentation

Praise

Improve

Basic Skills Errors

Spelling Errors

Misconceptions/ Need further support

Next Lesson (s) Notes

Example Feedback Page

Critique

Rationale for critique

Getting into the habit of creating drafts of work has a huge impact on how pupils regard their work, their learning, and themselves. It is especially effective when pupils are critiquing each other's drafts, rather than just handing in drafts to a teacher.

Formal critique sessions give pupils the opportunity to learn from each other's work and from each other's feedback in a structured, safe context – this can include critique of the process ('how I made this thing') as well as product ('the thing I made'). Equally importantly, they bring pupils' misconceptions about the project to the surface, so that the group can respond to them.

Multiple Drafting and Critique.

In some lessons, pupils will be given opportunities to create multiple drafts of a piece of work in order to develop towards a 'beautiful outcome' which is the **very best it can be**.

All students work will be marked regularly, however, quality marking will be completed on pieces of work that will support the progress towards these outcomes. Quality marking of every piece of work is not required.

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The three ground rules of critique:

The basic rules that pupils follow when they are holding critique sessions as developed by Ron Berger:

1. Be kind

Presenting your work for critique puts you in an incredibly vulnerable position. For the critic, on the other hand, it's easy to get carried away when you're critiquing work, especially when you feel like you know exactly what a piece of work would benefit from, and inadvertently say very hurtful things. Thus, this ground rule cannot be stressed enough.

2. Be specific

Even if you are being kind, you are not doing anybody any favours if you are vague. 'I think John's writing is really good' is not effective or helpful in a critique. 'I like the way John uses lots of different verbs in his writing so that you feel like you're a part of the action' is more effective and helpful to the writer.

3. Be helpful

Critique is not just about naming what is strong and needs improvement in a piece of work, it is also about working out how to go about improving that work. Whatever pupils are making or doing for a project, they are likely to be doing it for the first time, so it will be difficult for them to know what they are aiming for.

Pupils should be shown 'examples of excellence' – high-quality work made by previous pupils or modelled by the teacher. The whole class can then discuss the attributes that make the 'model or work' so good. This way, pupils not only know what they are aiming for, they understand its characteristics.

It's important to stress to pupils that their task is not to replicate this model, but to use what they learn from their discussion of its attributes in order to make something unique of their own. This is when a rubric may be developed – identifying the key elements or successful features of a model.

Critique sessions should occur whenever it is deemed necessary to revise, edit and improve a draft piece of work. There is no prerequisite as to how many drafts may be necessary before a

final outcome is achieved. A critique session may form part of a session, or may in fact be the duration of a full session in itself.

This policy should be followed by any adult working in the classroom and providing feedback

Monitoring and Evaluation

Monitoring of feedback and critique will take place through a variety of ways:

- Learning walks -which includes a 'book look' and pupil voice,
- Subject leader monitoring and support,
- SLT monitoring,
- Governor support through, for example, the participation of learning walks.

Conclusion

At Grasmere Academy we believe that feedback and critique play a vital role in the progress, resilience and achievement of our students. Therefore, it is essential that students are able to respond to feedback, talk about their next steps and receive and deliver critique to each other. Through this process, accelerated progress can be achieved by all students of all abilities