

# Presentation, Feedback and Critique Policy

## May 2017



# Presentation, Feedback and Critique Policy

## Aim

The purpose of this policy is to produce a consistent approach towards the presentation of work and feedback given throughout the Academy. Students should be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. Students will 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 to ensure that next steps for progress are established whilst recognising achievements. Critique is a process that allows students and teachers to assess, reflect upon and improve work in order to achieve the best possible outcomes

## 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

- In classrooms, as a model, the teacher will write the date on the board. The short version of the date, with 'dots' i.e. 15.3.11 is to be used in Maths books, but the long version in all other subjects. Pupils will know how to spell the days of the week and months of the year.
- Pieces of work will have a target sticker on the work displaying the Date, Learning Objective and Success Criteria and this will be used to mark against.
- 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

## 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.

## Principles for Critique and Feedback

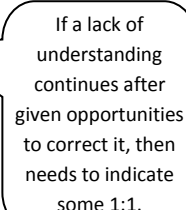
1. **Feedback is regular.** This will vary depending on the nature of the work covered. Feedback may be verbal and if so will be indicated in books. (See guidance)
2. **Feedback is timely.** Students work will be marked as quickly as possible to ensure that feedback is valued and accurate assessments will inform the next stages of learning.
3. **Written comments can include focus on effort and presentation but MUST be subject specific.** Comments should link directly into the criteria for the lesson (Success criteria or rubric).
4. **Feedback is focussed on the work that helps to build up to the final summative piece of work.** Feedback should help students to achieve their very best outcomes.
5. **Students are given time to act on the feedback given.** This will ensure that adults and students are able to 'close the gap.' This is essential to ensure effective and purposeful feedback. Students should be given specific time to respond to and act upon the feedback they receive. This should be a designated part of the day.
6. **Where feedback has been provided through a multi-media platform, eg Showbie, this will be clearly signposted in the students book with a sticker.** (Containing the date and the 'APP' used to record work and feedback)
7. Peer Critique and Multiple drafting from part of regular classroom practice. Students are taught how to critique each others work effectively. (See section on critique.)

## Marking Codes

These are displayed in each classroom. A guide for supply teachers and other staff teaching in the Academy is also available within the classroom. (See Appendix A). Work will be annotated with T for Teacher Support, TA for Teaching Assistant Support or I for Independent work. APP Opportunities should also be indicated with an orange dot.

## Marking Guidelines

- When marking work, **class teachers** will mark work in a **green pen**, **teaching assistants** will mark work in a **red pen** and **trainees and students** will mark in a **blue pen** and **pupils** will peer/self mark in a **pencil** – this will distinguish clearly who has marked the work. The staff will then re-mark in **pink** when corrections/improvements have been made. This is to show the layered marking is building up a learning dialogue between teacher and pupil.
- Students will be made aware of objectives to be marked and of the criteria against which success will be judged.
- Marking will be timely, incisive and objective specific.
- Marking will establish a dialogue with students. **Success** will be acknowledged through **green highlighting** and **improvement(s)** suggested where appropriate through **pink 'pink to think' highlighting**. Time should be allocated frequently to allow improvements to take place at an appropriate time.
- When an improvement has been made the teacher will acknowledge this, using a pink pen.
- For younger pupils feedback may be given verbally and this will be recognised with the use of a speech bubble.
- Marking methods should be consistent across the Academy and developmental across age ranges.
- Marking methods should be applied by all staff working in the classroom.
- In mathematics the purpose of marking is primarily diagnostic, but may also lead to 'next steps' in learning. It will inform day to day planning with comments that reflect the stage of mathematical thinking the child is at. Dedicated time must be planned for in order for work to be corrected.
- Where applicable, teachers will share a tiered success criteria with the pupils that supports challenge for all. **Rubrics** will be used to clearly identify the expectations of the final outcome. – where applicable this will be generated with the pupils using high quality exemplars or proformas. **Rubrics** are not typically used in isolation but support the development of a piece of work over time, often through the use of multiple drafting and peer critique. **Rubrics will allow pupils to achieve expected standards by going for green, or challenging themselves by Going for Gold.**
- When an improvement has been made by a student it will be acknowledged by the teacher.
- It is expected that students will, at times, receive verbal feedback.. Where possible, pupils should be encouraged to respond to this feedback in the same way they would written feedback.



If a lack of understanding continues after given opportunities to correct it, then needs to indicate some 1:1.

# Critique

## Rationale for critique

Getting into the habit of creating multiple 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.

Students 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 of 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.

## Quality Marking

All pupils's work will be marked regularly, however we will **quality mark 1 piece of literacy and 1 piece of numeracy a week**.

The definitions of a quality and a regular mark are...

- A Regular Mark = marking incorrect spellings, punctuation, against success criteria with green and pink highlighting and ending with a positive comment.
- A Quality Mark = This will be planned for and identified on a planning with **QM**. A Quality Mark consists of all the above plus addressing targets and identifying improvements and next steps in learning. Pupils will be expected to have time to respond and make corrections/additions to their work.

## For Literacy Quality Mark will also include:

A positive comment, an improvement step to address misconceptions (scaffolded by the teacher) or a next step in learning (this could be linked to targets)

## For Numeracy Quality Mark will also include:

A positive comment, if errors have been made a scaffolding example or an application of skill/ using and applying – in line with current CPD focus for mathematics.

## 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.
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### **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 throughout the entire curriculum.

The Policy has been consulted and ratified:

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

(Chair of Governors)

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

(Headteacher)

# Marking Codes at Grasmere

T = my teacher has worked with me

TA = my teaching assistant has worked with me

I = I have worked on my own



My teachers  
first mark



My teachers second mark  
after I have made  
improvements



My teacher has talked to me  
about my work

# Marking Codes at Grasmere

Green highlighting means I have met the  
lessons learning intention

Pink highlighting means I need to think  
'pink for think'  
I need to make improvements

We mark our work  
together using 2 stars  
and a wish



I know I've met my  
target when I see this  
sticker.  
My targets are in the  
front of my book.