



Dundale Primary School & Nursery

‘Belonging, Achieving, Flourishing’

Feedback & Presentation Policy

Policy Review	
Review schedule	Every 2 years
Reviewing Committee	Local Governing Board
Date of Last Review	September 2026
Date of Next Review	September 2028

At Dundale Primary School, we recognise the importance of feedback to enhance pupil progress and further our pupils' learning. We believe that quality first teaching, alongside strong pastoral relationships, is the best way to achieve good academic progress. We believe giving feedback at the time of impact is crucial throughout the learning process and should cause thinking to take place on the part of the learner.

Key principles

At Dundale, we believe that feedback should have the **sole focus of furthering children's learning**, both as a group and as individuals, and should:

- be **meaningful, manageable and motivating**
- be **specific, accurate and clear**
- be linked to intended learning
- **redirect or refocus** the teacher's or the learner's actions to **achieve a specific goal**
- Give recognition and praise for achievement and clear strategies for improvement
- **provide opportunities for pupils to edit and improve their own work**
- **promote independence** and enable pupils to take an **increasing responsibility for their own learning**
- Foster self-esteem and confidence
- provide **specific guidance** on how to improve
- give an **appropriate level of challenge** to all pupils in lessons
- Be seen by children and parents as a positive approach to improving their learning
- Promote consistency across the school
- include peer marking in KS2, using green editing pens
- Feedback is **most effective** when it can be delivered **closest to the point of action**. This could include verbal feedback, scaffolding, modelling, written symbols (from our marking and assessment code) or written comments.
- **Written comments** should be accessible to pupils' according to age and ability and further their learning.

What does this look like at Dundale?

<u>Before the lesson</u>	• A range of AFL techniques are used to underpin all learning e.g., mini plenaries, a range of questioning, low stakes testing, mini whiteboards. • Where needed, small groups or individual children may be pre-taught information, where needed, or set questions that will enable them to access the next sequence of learning. This is particularly important for children with SEND and pupils working below curriculum expectations and may be completed by a class teacher, teaching assistant or SENCO. Information gathered is used to inform future lessons/activities. • Assessment information from previous year groups or previous lessons is used to establish the pitch and pace of the next sequence of lessons • Curriculum Subject Progression documents are used by teachers to plan lessons so that they are appropriate to the curriculum expectations of the year group and also take into account the previous and next year group's learning intentions
<u>During the lesson</u>	• Lessons start with a recap of what we have done so far and where we are heading. Lessons are introduced with an appropriate title, learning intention or question dependent on the learning outcome. - o Maths lessons are generally introduced with an appropriate title and will include steps to success where appropriate - o At the beginning of Talk for Writing English units, expanded success criteria is generated linked to toolkits and the class cold write which are referred to throughout the unit to ensure children have access to retrieval strategies for what they need to do to improve • Other lessons will normally have a learning question, title or intention that directly links to the outcome of what we want the children to achieve by the end of the lesson. AFL during 'live' teaching informs the teacher of skills and knowledge of the class as a whole as well as individually and lessons are adapted as a result • Use of mini whiteboards, jotters, class votes, quizzes etc to establish what children do and do not know and to encourage critical thinking skills • Mini plenaries and hinge questions at key points and throughout lessons to assess learning and address misconceptions • Pitch and pace is adapted to the needs of the class • Adaptation of tasks is flexible and responds to the particular topic being taught

	• Roles of other adults, such as TA's and 1-2-1's, provide effective, proactive support and challenge • After the main teaching time, the class teacher and TA may work with a small focus group of pupils, whilst others work independently, with a focus on quality first teaching and driving the learning forward. Table arrangements in line with the Dundale Way enable access to support • Verbal feedback is part of Quality First teaching and where appropriate may be evidenced in books using 'VF'. The impact of this will be seen in the child's work. • Verbal feedback is used to model, extend, address misconceptions, scaffold etc • Teachers and TA's also support learning by using red pen marking (over the shoulder marking) • Modelling (KS1) or written feedback (KS2) enables pupils to further their learning, where needed • Use of the class visualiser to model process, share good work and to address misconceptions (which can also be used at the summary)
<u>End of the lesson</u>	• End of lesson plenary is used to summarise what we have learnt today and to give context to our learning journey and where we are heading next • Pupil assessment using a triangle system for pupils to signal how well they think they have achieved the learning at pertinent points in the learning journey. • Peer/self marking used to identify what a pupil has done well and what they could do to further improve using agreed success criteria / steps to success or directly linked back to the title / learning question or learning intention • Next steps can be given for the child to complete independently to move their learning forward
<u>After the lesson and before the next</u>	• All books looked at by the class teacher and all books are 'tick' marked to acknowledge where success criteria has been met and/or the marking code is used to address errors. All calculations in maths are self/peer or teacher marked. • Adaptation of plans for the whole class or individual support actioned, where needed from what the class teacher has seen in books • Learning scaffolds created and given to pupils to support learning, such as sentence starters, word banks, picture prompts etc • Groupings are adjusted to support learners or future tasks adapted • Advice sought from SLT/SENCO, where needed • Regular conversations between all adults in the class to provide feedback • Feedback conversations take place between the teacher and individual children where appropriate

What does feedback look like in Early Years at Dundale?

<u>Before the lesson</u>	• AFL in Early years includes continually assessing the children's prior knowledge, what they have learnt so far and what they have yet to learn, including their next steps. • Where needed, small groups or individual children may be pre-taught information and identify misconceptions. • The Dundale EYFS Curriculum Skills Progression document is used by teachers to plan lessons so that they are appropriate to the EYFS curriculum expectations. This is informed by the EYFS Statutory and Non-Statutory documents, as well as showing progression through the Year 1 National Curriculum relevant to each of the 7 areas of learning.
<u>During the lesson</u>	• Lessons start with a recap of what we have done so far and where we are heading. • Learning intentions are shared verbally with the children as well as being written on the class flipchart or Interactive white board. • Use of open questions to gauge children's understanding and strategies used for questioning including 'think, pair, share,' and 'named lolly sticks' • Pitch and pace is adapted to the needs of the class. • Adaptation of tasks is flexible and responds to the particular curriculum area being taught. • After the main teaching, the class teacher and TA may work with a small focus group of children, whilst others work independently, with a focus on quality first teaching and driving the learning forward. • Verbal feedback is given immediately and signalled by 'VF' in children's books, when appropriate. • Teachers and TAs also support learning by using red pen marking (over the shoulder marking) • Modelling enables pupils to further their learning, where needed. • Use of the class visualiser to share good work and to address misconceptions.
<u>End of the lesson</u>	• End of the lesson plenary is used to summarise what we have learnt today and to give context to our learning journey and where we are heading next. • Next steps can be given verbally for the child to complete and an appropriate level of support is given to the child to be successful and build on becoming a confident learner.
<u>After the lesson and before the next</u>	• Feedback conversations take place between the teacher and individual children to gain understanding and to move their learning on. • All books looked at by the class teacher and marked in accordance with the marking code. • Adaptation of plans for the whole class or individual support actioned, where needed from what the class teacher has found out through group and individual discussions, questioning, and where appropriate, in books. • Learning tools created and given to children to support learning, such as objects, manipulatives, picture and phonic or number prompts. • Resources used during continuous provision to consolidate learning and give open ended opportunities to explore further. • Regular conversations and meetings between all adults in the class to provide feedback.

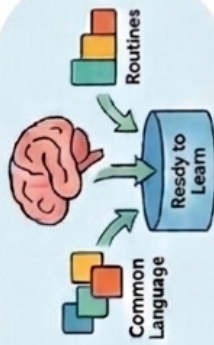
The Dundale Way: Our Teaching and Learning Framework

An evidence-based framework for students to Learn, Explore, and Reach for Success, guided by cognitive science, expert delivery, and responsive assessment.

THE FOUNDATIONS OF EXPERT INSTRUCTION

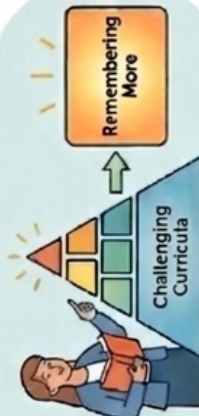
Manage Cognitive Load for a 'Ready to Learn' Environment

Use manageable chunks to support limited working memory.



Build Deep Subject Expertise and Sequences

Expert teachers sequence curricula to help students focus on long-term retention.



Secure Knowledge through Retrieval and Practice

Use ambitious retrieval strategies and deliberate practice to build resilient foundations.



DEVELOPING DEEP AND RESPONSIVE LEARNERS

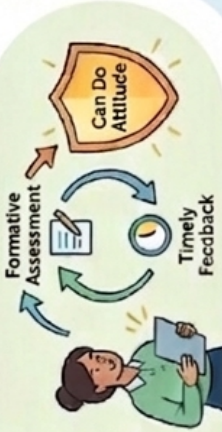
Cultivate Understanding through Oracy and Questioning

Use probing questions and generative tasks to spark fascination and high cognitive expectations.



Adapt Teaching through Responsive Feedback

Use real-time assessment and feedback to nurture positive attitudes.



CORE VALUES EMBEDDED WITHIN THE FRAMEWORK

INCLUSIVE

Creating an environment where all feel welcome, valued, and empowered to participate.

RESILIENT

Developing perseverance, adapting to challenges, and persisting with courage in adversity.

AMBITIOUS

Setting high expectations, aspiring to great achievements, and striving for personal and academic excellence.

ACTIVE LEARNER

Taking initiative, engaging fully, and driving the learning process forward.

NotebookLM

Presentation

At Dundale Primary School we believe that neat, careful and thoughtful presentation of work raises standards as pupils take pride in and have a sense of ownership of their work. The presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work, themselves and their environment. How work is presented will depend on the age of the child, the learning purpose and the audience.

We are a happy, inclusive school where everyone is valued and supported. When planning and teaching, staff will make reasonable adjustments to the presentation of work to promote equality of opportunity and to enable all children to access the work. Additional resources will be available for those who require support with presenting their work independently. Support might be given through different style books/lines, coloured pages, pencil grips, support board, seating, scaffolding or *electronics*. These suggestions are examples and the specific needs of a child will be considered before deciding upon the best possible level of support provided.

To ensure consistency towards the presentation of work across the school, staff should focus on the following guidelines.

Early Years and Key Stage 1 Expectations

All recorded work:

- A date must be included.
- In Reception teachers date children's work.
- From the beginning of Year 1, children write the short date work and work towards writing the long date independently by the end of the year depending on needs.
- Children will start to underline dates and titles in Year 1 to support the development of fine motor skills
- When modelling writing on the flipchart or whiteboard, teachers and teaching assistants model writing the date and LI, underlining this with a ruler

English and Wider Curriculum

- KS1 children work towards writing the long date in exercise books by the end of Year 2.
- Pencils to be used by the children.
- Errors will be crossed out with a single line in pencil.
- No felt tip pens are to be used in exercise books.
- Lessons are introduced with an appropriate title, learning intention or question dependent on the learning outcome.
 - o At the beginning of Talk for Writing English units, expanded success criteria is generated linked to toolkits which are referred to throughout the unit to ensure children have access to retrieval strategies for what they need to do to improve
 - o Other lessons will normally have a learning question, title or intention that directly links to the outcome of what we want the children to achieve by the end of the lesson.
 - o These can be stuck in books at the teacher's discretion

Mathematics

- From Year 1, children will write the short date in books dependent on needs
- Only pencils to be used by the children in exercise books.
- One digit per square when working on squared paper.
- Errors will be crossed out with a single line in pencil.
- Maths lessons are generally introduced with an appropriate title and will include steps to success where appropriate
- These can be stuck in books at the teacher's discretion

Key Stage 2 Expectations

All recorded work:

- A date must be included and underlined with a ruler.
- Learning Intention / Title / Learning question to be written or stuck in, also underlined.

English and Wider Curriculum

- The long date will be written on the left side of the page, on the top line, in continuous cursive (or neat print if the child cannot yet use cursive) handwriting and underlined with a pencil and ruler.
- Lessons are introduced with an appropriate title, learning intention or question dependent on the learning outcome.
 - o At the beginning of Talk for Writing English units, expanded success criteria is generated linked to toolkits which are referred to throughout the unit to ensure children have access to retrieval strategies for what they need to do to improve
 - o Other lessons will normally have a learning question or intention that directly links to the outcome of what we want the children to achieve by the end of the lesson.
 - o These can be stuck in books at the teacher's discretion
- Children write the short date in the margin when continuing with a piece of work on another day.
- Errors will be crossed out with a single line.
- Green pens will be used for self-editing, corrections and responding to feedback
- Diagrams are to be drawn in pencil and labelled with ruled lines.
- No felt tip pens are to be used in exercise books.

Mathematics

- The short date will be written on the left side of the page, on the top line, underlined with a pencil and ruler.
- Margins to be drawn in pencil (from end of Y2 onwards), with a ruler and should be between 2 and 4 squares wide.
- Lessons are introduced with an appropriate title, learning intention or question dependent on the learning outcome. Maths lessons are generally introduced with an appropriate title and will include steps to success where appropriate
- Pencils to be used within their books
- One digit per square when working on squared paper.
- Errors will be crossed out with a single line in pencil.
- All straight lines will be drawn with a ruler and pencil.
- Green editing pens will be used for corrections and responding to feedback
- No felt tip pens are to be used in exercise books.

Whole School Expectations

Books

- Children are expected to look after their books and keep them well presented. • Work completed on separate sheets will be trimmed and glued in. This will ensure that the edges of the books are neat.
- Children are not to doodle on the front of their exercise books or anywhere in their books.
- Every exercise book will clearly state the child's name, year group and subject using the school stickers. Where a book continues into the next academic year the year group is altered with a forward slash (e.g., Year 5/6).
- Books should have plastic covers on for protection.
- Teachers will ensure that they follow the book guidelines, available via the Office, to ensure that children receive the correct book/size.

Pencils and Pens

- Children from Year 3 onwards will use a pen for handwriting practice. As children become more confident using pen then they can use these when appropriate across other subjects.
- Pencil will always be used for maths
- Felt tip pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Use of P+, P=, P- to encourage improving presentation

Children will receive a P assessment from the teacher at least once a week in maths and English books in Key Stage 1 and Key Stage 2.

Work in other subjects should also be assessed for presentation regularly. This will be dependent on task and focus.

- Children will receive a P= for maintaining presentation standards between previous pieces and the piece being assessed.
- Children will receive a P+ for making improvements to their presentation between previous pieces and the piece being assessed. This will look different for different children. A child's starting points and barriers will always be taken into account.
- Children will receive a P- for work which shows reduced standards between previous pieces and the piece being assessed. If a child receives 3 P- in close succession, then a section of work will be repeated on lined / squared paper and glued, as a flap, over the original piece to reset the standard.
- All children who receive a P+ assessment will be awarded a Values token
- Children who receive a P+ during the week should be considered for the Handwriting Hero award in Celebration Assembly.

Assessment Code

Marking code

Where written feedback is needed, Teachers may use the following marking code.

Sp	Spelling mistake - Spelling either given by the teacher or for the pupil to re-look at and to correct
	Circle letter - Incorrect use of upper or lowercase letter
P	Missing punctuation - Find out what the missing punctuation is and correct
/	Space needed - Remember to leave a finger space in between each word
//	New paragraph / new line needed
VF	Verbal Feedback - my teacher / other adult has spoken to me about my work
S+initial	Supported by adult
G	Guided Group Work
I	Independent work (where applicable)
NS	Next step

Developing independence in editing written English tasks

As children move through KS2 children will start to develop more independence in editing their own work. This is appropriate to the needs of the children and is initially scaffolded and as confidence and independence grows, the scaffolding is reduced.

E1	E2	E3
Revise - spelling, punctuation	Re-write	Re-imagined

E1	Have a look at the end of your work. If you see E1 x 4 - this means that there are 4 either spelling errors or punctuation errors (misplaced capitals or full stops missing) Please check and correct with a green pen. Remember you might need to check with a partner or in a dictionary for spelling errors
Revise - spelling, punctuation	

E2	Have a look at the end of your work. If you can see E2 you should also see a pair or stars (*sentence*) in your work. This means we would like you to have a look at this section / sentence again. Perhaps there are words missing or something does not make sense. Please check and think about how this can be re-written. Please re-write this section at the end of your piece of work using ** and green pen to show that it is a new addition
Re-write	

E3	Have a look at the end of your work. If you can see E3 you need to look for the ^ sign in your work. This means that we would like you to have a look at this part again and to add more detail to this. Perhaps it needs more description or another sentence adding to it. Please check and think about how this can be added to. Please write this new part at the bottom of the piece of work.
Re-imagined	