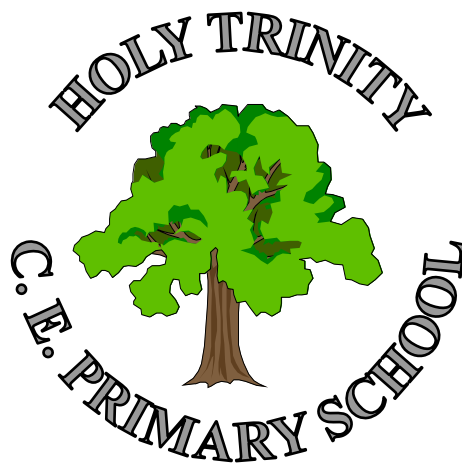


Feedback & Presentation Policy

Holy Trinity C.E. Primary School,
Eight Ash Green & Aldham



To Flourish & Grow

Feedback and Presentation Policy

Rationale

Feedback is an integral and important part of teaching and learning; we know this from studies and extensive research. Our aim is to create a culture of effective and impactful feedback between teachers and pupils which consistently supports learning. We do this by focusing on improvement needs against learning objectives and success criteria; enabling pupils to become reflective learners who know more and remember more.

This policy aims to utilise those approaches which research and evidence suggest are the most effective. The policy recognises that written feedback is not the most effective use of teacher and support staff time. This policy incorporates the findings of the Independent Teacher Workload Review Group and the Education Endowment Foundation Marking Review in 2016.

[Teacher Feedback to Improve Pupil Learning | EEF](#)

Aims

- Feedback should be an integral part of responsive teaching which is evident in all lessons and provided by all classroom-based staff.
- It should be a two-way process: teachers may adapt tasks from the feedback they receive from pupils within lessons; pupils will be able to learn from the effective feedback they receive.
- It is primarily a verbal process that takes place between classroom-based staff and pupils within lessons and is age appropriate.
- Opportunities will be provided for pupils to respond to the feedback they have received.
- Feedback should ultimately aim to improve the pupils' knowledge and understanding.
- Children's learning will be acknowledged.
- Children's learning should be presented legibly and to a high standard. All staff will adhere to setting high expectations of presentation.

Presentation Expectations

At Holy Trinity C.E. Primary School, we do not expect practical lessons to be recorded in books. Evidence of these activities can be found in places such as planning, on working walls, the Zoe Bear book, floor books and by talking to the pupils. We follow the Pen Pals handwriting scheme of work. Books are labelled on the exterior with a typed label to include the child's name and the subject area. Our expectations for work presented in books are outlined in the table below.

Worksheets should be trimmed or folded once and stuck in straight. Errors should be rubbed out or crossed with a single straight line.

Subject	Medium	What it will look like
<p>Maths – when not using White Rose workbooks</p>	<p>Pencil only</p>	<p>EYFS</p> <ul style="list-style-type: none"> - completed in the environment, practically or on whiteboards <p>KS1</p> <ul style="list-style-type: none"> - Short date is written and underlined with a ruler - 1 digit per square <p>KS2</p> <ul style="list-style-type: none"> - Rulers to be used for all straight lines. - Short date in all books - LO underlined with a ruler - 1 digit per square
<p>English/Geography/Science/History /RE Curriculum</p> <p>(Where learning is in lined books)</p>	<p>Pencil till Year 4 then black pen for those who have achieved their pen licence. Pens may be used when writing is evenly sized and legible.</p> <p>Pencil for diagrams and illustrations.</p>	<p>EYFS Date and LO</p> <p>By the end of KS1</p> <ul style="list-style-type: none"> - Long date handwritten and underlined with a ruler - LO, and ‘Steps to Success’ stuck below (where appropriate and necessary) - Two or three key words relevant to the lesson handwritten beneath the L.O. <p>KS2</p> <ul style="list-style-type: none"> - Long date and LO to be written and underlined with a ruler. Where work is continued a short date in the margin ‘Steps to Success’ stuck below (where appropriate and necessary) - Three key words relevant to the lesson handwritten beneath the L.O.

Feedback

What it looks like

- Feedback can be based on verbal responses, book work, class discussion, and partner work etc.
- Can be aimed at individuals, small groups or the whole class.
- Verbal for immediate impact (indicated in books with VF – Appendix 2). VF will be written in teacher’s blue pen.
- May involve scaffolding (further support) or challenge.
- Feedback symbols may be used (see appendix).
- Allows an opportunity to evaluate and peer/self-assess against the LO and the Success Criteria or ‘Steps to Success’.
- Extended writing may be marked in more depth and will be shared with pupils as a way of teaching the skill of editing and improving written work.
- Corrections and editing are to be done by the pupils in purple pen where appropriate.

Responsibilities

It is the responsibility of all staff working with pupils to ensure that the Feedback and Presentation Policy is consistently and closely followed across the school. It is the responsibility of all staff working with pupils to ensure pupils understand the policy including what the symbols and the vocabulary means such as ‘verbal feedback’.

Effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Appendix 1

Feedback Symbols

Use of feedback symbols, where possible, should only be used in communication with a pupil.

VF	Verbal feedback
PF	Peer Feedback
Sp	Spelling
C	Correction
✓	Acknowledgement
?	Check it makes sense!
CL	Capital letter
P	Punctuation
//	New paragraph/line

Assessment symbols

Additional symbols may be used during feedback to inform assessment.

VF	Verbal Feedback
AS	Adult Support
I	Independent
PF	Peer Feedback

Date: September 2025

Review date: September 2026