

Feedback Guidelines (Taken from the School Website Apr 18)

We believe that effective teacher-pupil and pupil-pupil feedback is an essential part of learning, and therefore a vital part of raising standards.

Providing feedback is one of the most effective uses of a teacher's time. Whether the feedback is **verbal** or **written**, feedback should be **meaningful, motivating and manageable**. Feedback should be specific and encouraging, and provide guidance to children on how to improve their learning and work.

EYFS

As part of the ongoing observation and assessment in EYFS staff will use the following codes:

AI - adult-initiated

CI - child-initiated

I - independent

G – guided

S - with support

Two ticks – L.O achieved

Key Stage 1 & 2

Learning Objective – recorded for literacy and numeracy work from years 1-6.

Teachers/TAs will indicate if a child has met the learning objective by adding two ticks, or if the objective is partially met by one tick and a dot if the learning objective has not been met at all.

Use these codes, where appropriate, to communicate key information about how the LO/ Feedback was achieved:

NB All teachers marking should be in a contrasting colour (not red)

Marking Codes	
SP	Spelling and grammar will be corrected in line with the child's national curriculum stage in all written work, and take into consideration any personal targets they may have.
//	Start a new paragraph here.
/	Start a new sentence.
C	Capital letter.
P	Punctuation mistake.
?	The marker cannot read what you have written. Rewrite clearly.
^	A word has been left out.

Use these codes, where appropriate, to communicate key information about how the LO/ Feedback was achieved:

NB All teachers marking should be in a contrasting colour (not red)

	KS 1	KS 2
Maths	<p>As above plus use of post-it notes to:</p> <ol style="list-style-type: none"> Note child's comments Record of teacher/TA prompts Note key observations – these should be 	<p>As above plus formative comments and pupil response (in red pen).</p> <p>This should take the form of:</p> <ul style="list-style-type: none"> Dot marking mistakes that you think the child should be able to correct independently

	<p>positive and focus on what the child <i>can</i> do.</p> <p>In addition to this, pupil's will respond to feedback/dot marking in red pen.</p> <p>Rule of thumb: as appropriate to individual children (approximately once a week)</p>	<ul style="list-style-type: none"> • 'Try this' if the child has misconceptions or has not met the L.O. (e.g. modelling of the correct strategy, an alternative model or a question to check understanding) • A journaling prompt – this may be individualized or for a group/whole class <p>Rule of thumb: as appropriate to individual children (approximately once a week)</p>
	<p>KS 1</p>	<p>KS 2</p>
<p>English</p>	<p>As above plus feedback and pupil response (in red pen).</p> <p>This should take the form of:</p> <ul style="list-style-type: none"> • Highlighting/double ticking in green where the child has met the L.O. e.g. glittering gold star. • Dot marking mistakes that you think the child should be able to correct independently (mostly spelling, grammar or punctuation). • Children responding to dot marking, G and/or oral feedback in red pen. <p><i>G to be used if the child needs a prompt to help them to edit their work.</i></p> <p>Rule of thumb: as appropriate to individual children (approximately once a week)</p> <p>NB: Spelling will be corrected in line with the child's phonics stage in all written work.</p>	<p>As above plus feedback and pupil response (in red pen).</p> <p>This should take the form of:</p> <ul style="list-style-type: none"> • Highlighting/double ticking in green where the child has met the L.O. e.g. glittering gold starüü. • Dot marking mistakes that you think the child should be able to correct independently (mostly spelling, grammar or punctuation). • Children responding to dot marking, G and/or oral feedback in red pen. <p><i>G to be used if the child needs a prompt to help them to edit their work.</i></p> <p>Rule of thumb: as appropriate to individual children (approximately once a week)</p>
<p>Other</p>	<p>Mark to the L.O including positive comments where appropriate.</p>	<p>Mark to the L.O and mark extended pieces of writing as above.</p>