Feedback Handbook 2023

Accurate, effective feedback is an essential part of the teaching and learning process and must be purposeful so that children learn more and can do more. **Feedback can be verbal or written and it is for teachers to use their professional judgement how best to give feedback.** Live marking, 1:1 feedback after the lesson, whole class feedback, written feedback and straight forward right /wrong marking, self and peer marking are all examples of feedback given. At Sandal Primary School, all teachers mark in green ink. Pupil responses to adult feedback are completed in purple.

Early Years Foundation Stage

In the Early Years Foundation Stage, marking and feedback is generally immediate and positive. Strategies include: verbal praise, showing work to other pupils and informing other adults (including parents) of the content of marking and feedback. Smiley faces, stars and stickers are sometimes used alongside comments. Where appropriate, the child's name is used during marking to reinforce good work. Ticks and constructive comments are used as an aide memoire for teachers. For example, "Next time, leave finger spaces between your words."

Key Stage 1 and 2

Learning objectives do not need to be written on every piece of work but only when appropriate; sometimes the title of the work is adequate. Teachers and their pupils must be clear about the learning objective and steps to success for the lesson.

Marking in Maths Books

Next steps will be identified as appropriate. A dot is used to mark an incorrect answer not a cross and feedback should encourage children to find their own mistakes. Teachers will model specific strategies eg digit alignment in the correct place value columns when doing columnar calculations. Pink highlighting is used to highlight where errors have been made.

Marking and Feedback in English

Green and pink highlighting is used in literacy to identify where children have demonstrated good understanding and application of the learning objectives or not; **pink highlighting will identify areas for improvement and children are expected to work independently to rectify the error.** Sometimes, next steps which will be written at the end of a piece of work and then acted upon in a purple polishing pen by the children; there is no expectation for next steps to be written after every piece of work. In depth marking of work should be done live with children whenever possible.

Correction of Spelling

Children are expected to spell the common exception words for their year group and previous year groups, topic words which have already been taught and the words learnt up to that point from the Spelling Shed spelling scheme. Teachers use pink to highlight incorrect spellings of these words.

In addition, a maximum of 5 incorrect spelling should be identified for children to write our five times in the margin or below the work. The code below is used to indicate other spellings where necessary; children must then correct it independently using classroom resources.

Marking in Curriculum Books

Marking in science and topic work should focus on the subject objective and skill but should also correct GPS where appropriate, particularly those aspects you are currently working on and as well as the basic skills you would expect in your year group.

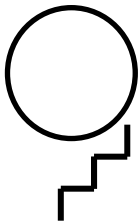Work should be checked and marked using the symbols below where appropriate.

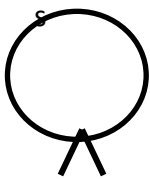✓✓   -   objective successfully achieved with no intervention or support

✓   -   learning objective partially achieved or with some support

-    -   learning objective not achieved

◯   -   Next step

◯   -   adult support needed <u>with the initials of the staff member supporting</u>

   -    word missed

//   -   paragraph break needed

●   -   look again and check carefully (particularly in maths)

sp   -   in margin and work underlined to draw a child's attention to a spelling

hp – house point

PA – peer assessed

SA – self assessed

VF – verbal feedback

Across school, stars, stickers and house points are used as and when appropriate. Peer- and self-assessment strategies are also used to support on-going assessment for learning.