Feedback Procedure

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| **All subjects:**  During lesson, CT/TA to be supporting and challenging. After lesson, CT to assess and mark against LF and apply to assessment grid where relevant.  Purple pens to show self-intervention, pink pens show peer-intervention, green pens show adult-intervention.  Every lesson must have the LF assessed by the Class Teacher, using the ticking criteria (Codes section) – ticking next to the LF on the margin side of the LF.  Spelling: Date & LF expect to be spelt correctly. ID ***basic*** mis-spelt words for correction (maximum of 3 per piece) – e.g. there/ were/ are etc.  Punctuation: CTs will ID missing ***basic*** punctuation for correction (CL, FS, apostrophes – warning triangle/ ID in margin) | | | |
| **English** | **Maths** | **Other written work** | **Codes** |
| Punctuation: As ‘all subjects’ + others appropriate to level of child.  Reading  Chn mark own learning.  No written comments are expected.  Writing  Mixture of chn’s actions and celebratory comments using professional judgement.  Targets  Under LF, T with chn writing own personal target at top of piece. CT issue targets either through marking or VF – not new each lesson. Relevant to child and when CT confident that they have met, tick that they’ve met – professional judgement.  TM when child is secure in target and a new one is issued.  **Purple Progress Books**  Following ticking criteria (see codes) for each assessment criteria. No written comments are expected. If relevant, target identified using T | Spellings: As ‘all subjects’ + subject specific vocabulary e.g. square, graph etc.  Answers provided for every task.  Chn need to mark own learning.  If right: Chn move learning on  If wrong: Use learning characteristics and mathematical skills to problem solve  Chn who have not got concept – adult intervention before next lesson. CT to adjust planning/ grouping accordingly for following day if required.  For reasoning responses, APE written vertically, then:  A CT ticks against part of APE  P child has done, circles any  E part that child needs to  work on.  No written comments are expected at the end of the piece of work. | Spellings: As ‘all subjects’ + topic vocabulary e.g. Viking, Benin, prediction etc.  No written comments are expected at the end of the piece of work – professional judgement if needed.  T with target under LF written by chn in each piece where the word ‘writing’ forms part of the LF or if it’s a writing focussed session.  TM when child is secure in target and a new one is issued. | Assess LF  ✓✓can apply learning to a range of contexts  ✓ understood independently after input  ~ understood with support   * limited understanding   Level of support  VF adult intervention (verbal feedback)  + brief description if lots of support needed by another adult, initials if applicable  T Target  🡪 Do it next time  🡫 Do it now  Punctuation  p in margin on the line with the error  LA – circle/box around the error  SEN – correct punctuation written  Spelling  sp in margin on the line with the error  LA – wiggly line under misspelt word  SEN – correct spelling written |