

Feedback Policy

At Beeston we believe feedback within the lesson is most beneficial to the children's learning.

Aim:

- To give verbal feedback is the most valuable to children.
- Live marking during the lesson.
- Teachers to use the codes below if books are marked after the lesson.

Learning objectives strips ticked to indicate the lesson of challenge attempted to meet the learning objectives.

Teachers tick Learning Objective to indicate how well it is met:

✓ = partially met ✓✓ = got it, objective met ✓✓✓ = exceeded objective

Children self-assess on Learning Objective using smiley face code.

Maths – Marking code

✓	Correct marked by teacher In green pen.
✓	Correct marked by pupil in purple pen. (If peer marking child initial tick or write marked by their name)
✗ ✗	In purple if marked by child or green if marked by teacher.
→	Next Step, check again, attempt this question next. Next steps to be referred to at the start of the next lesson.
V	Verbal Feedback (So not to get confused with varied fluency) V wrote by teacher or child if work discuss during lesson shared with class by the visualiser.
w/s	If child needed support for that particular question.

English - Marking code:

✓	Good point, correct, well written.
Sp _____	Spelling mistake - write correct spelling out again. (depending on ability level and age - not ever word corrected) Sp in margin and underline incorrect word
P	punctuation error - you need to correct it – child use purple pen
^	Add a word
? _____	This needs to be rewritten to make sense, grammatical error, rephrasing, editing needed. If needed rewritten phase can be written on strip of paper and stuck in book in a flap over corrected section. Or underneath original work.
T	Correct the verb tense
w/s	If child needed support with that sentence.
→	Next step, moving forward comment, a suggestion on how to improve.

Topic / Foundation subjects

To tick L.O. strip to indicate if learning objective has been met. Use marking codes as above where appropriate.

Learning Objectives Strips

Example Learning objective to be stuck in child's book.

Monday 8th May 2017			
LO:			
Bronze	With support, I can ...		
Silver	I can ...		
Gold	I can ... <i>(Sometimes if appropriate) ...and support others.</i> <i>Or another I can statement that incorporates a higher level skill/greater depth.</i>		
☺ I've got it!		☹ I'm nearly there.	☹ I'm not there YET.
Independent		Supported	

* (Bronze) Simple work- basic level of challenge - developing

** (Silver) Most children should attempt - mid level challenge - expected

*** (Gold) Challenging work - Greater depth

**** (Platinum) Extension –Extra challenge

'Must, should, could' could be used instead of BSG challenge names.

Date:			
Learning Objective:		Child	Teacher
Must:		☺ ☹ ☹	
Should:		☺ ☹ ☹	
Could:		☺ ☹ ☹	
I	GW	PW	WS

I = Independent

GW = group work

PW = partner work/ paired work

WS = with support