What does feedback look like at St Anselm's?

<table>
<tr><th>Type of feedback</th><th>Purpose and impact</th><th>What it looks like</th></tr>
<tr><td>Immediate - in the lesson</td><td>• Check for understanding.
• This feedback is continuous and ever-present and is specific to next steps and supports children to make progress.
• Is part of the classroom culture - teachers create an effective climate for learning where children feel safe to make mistakes, develop a growth mindset and act on feedback.
• Feedback may be about the task, the process, or the self-regulation of the learner.
• Non-negotiables that are expected in the lesson are shared before the children set to task.</td><td>• 'Track' children through observations and questioning to gather data while they are learning independently, with peers, in books, on whiteboards or orally.
• It can take the form of
  ○ precise and individual feedback;
  ○ focus group feedback;
  ○ mini plenaries which may redirect the whole class.

Teachers/TAs should note their observations on the feedback record sheet</td></tr>
<tr><td>'Marking' - in/after the lesson</td><td>• The expectation is to pick up the non-negotiables
• Teacher 'marking' should be in black pen
• Teaching Assistants can support with this aspect of feedback</td><td>• The best way to communicate this is via written marking using the agreed set of codes consistently across the school as follows:
<table><tr><th>Code</th><th>Meaning</th></tr><tr><td>sp</td><td>Spelling</td></tr><tr><td>p</td><td>Punctuation</td></tr><tr><td>h</td><td>Handwriting</td></tr><tr><td>g</td><td>Grammar</td></tr><tr><td>?</td><td>Sense</td></tr></table>• These codes can be used either in the margin to establish the work in that specific line needs reviewing, or at the end of a piece of work if the teacher feels the child is able to locate these errors more independently.</td></tr>
<tr><td>Feed Back – after the lesson</td><td>• In doing this, teachers will identify the point at which support is required for the children to make progress.
• This may inform class feedback, assessment records and future planning</td><td>• After a lesson, the teacher looks through the books for common misconceptions and errors. Books are sorted into 3 piles:
  1. No/limited understanding
  2. Good understanding
  3. Exceptional understanding
• Teachers 'star' any parts of work that are worth sharing as good examples.
• Whilst looking through the books, teachers make notes on the whole class feedback sheet, adding to the comments that have already been made during the lesson noting:
  ○ Work to praise and share.</td></tr>
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		○ Children requiring further support (possibly indicating those requiring same-day interventions). ○ Issues with presentation. ○ Any basic skills errors. ○ Common misconceptions and notes for the next lesson. In some lessons, such as RE, to avoid giving the same feedback or asking the same question in many children's books, teachers use a coded number system at the end of the child's work as described below. Teachers read children's work and put it in to three piles 1. Re-teach 2. Consolidate 3. Extend The number written in the child's books will then correspond with a task or question displayed on the interactive whiteboard for children to complete outside of the lessons or at the beginning of the following lesson. An additional number could be used 4. Celebratory comment Teachers should note the questions asked on the feedback record sheet

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