

Type of feedback	Purpose and impact	What it looks like												
Immediate - in the lesson	<p><u>Check for understanding</u></p> <ul style="list-style-type: none"> This feedback is continuous and ever-present. It is specific to next steps and supports children to make progress. <p><u>Classroom culture</u></p> <ul style="list-style-type: none"> 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 this lesson are shared before the children set to task 	<ul style="list-style-type: none"> '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 <ul style="list-style-type: none"> Precise and individual feedback Focus group feedback Mini plenaries which may redirect the whole class <p>Teachers/TAs should note their observations on the feedback record sheet</p>												
Where 'marking' takes place -after the lesson	<p><i>Children should have already edited their learning prior to this stage</i></p> <p>The expectation is to pick up the non-negotiables</p> <p>Teacher marking should be in black pen</p> <p>Teaching Assistants can support with this aspect of feedback</p>	<p><i>Children should have already edited their learning using a purple pen prior to this stage</i></p> <p>The best way to communicate this is via written marking using the agreed set of codes consistently across the school as follows:</p> <table border="1" data-bbox="1357 657 1904 912"> <thead> <tr> <th>Code</th> <th>Meaning</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>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.</p>	Code	Meaning	sp	Spelling	p	Punctuation	h	Handwriting	g	Grammar	?	Sense
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Feed Forward – after the lesson	<p>In doing this teachers will identify the point at which support is required for the children to make progress.</p> <p>This may inform class feedback, assessment records and future planning</p>	<p>In order 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.</p> <p>Teachers read children's work and put it in to three piles</p> <ol style="list-style-type: none"> Re-teach Consolidate Extend <p>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 in the RE Feedforward session.</p> <p>An additional number could be used</p> <ol style="list-style-type: none"> Celebratory comment <p>Teachers should note the questions asked on the feedback record sheet</p>												

RE Feedback Record Sheet

Date:

Lesson:

In the lesson tracking

Children needing extra support	Children exceeding expectations

Feed Forward – after the lesson

1.	<i>Re-teach</i>
2.	<i>Consolidate</i>
3.	<i>Extend</i>
4.	<i>Celebrate</i>

Work to praise/ share