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.ReadingChn mark own learning.No written comments are expected.WritingMixture of chn’s actions and celebratory comments using professional judgement.TargetsUnder 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 onIf wrong: Use learning characteristics and mathematical skills to problem solveChn 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 APEP 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 supportVF adult intervention (verbal feedback)+ brief description if lots of support needed by another adult, initials if applicableT Target🡪 Do it next time🡫 Do it nowPunctuationp in margin on the line with the errorLA – circle/box around the errorSEN – correct punctuation writtenSpellingsp in margin on the line with the errorLA – wiggly line under misspelt wordSEN – correct spelling written |