

Guidelines for Feedback and Presentation in Phase 2

“If I ran a school, I’d give the average grade to the ones who gave me all the right answers, for being good parrots. I’d give the top grades to those who made a lot of mistakes and told me about them, and then told me what they learned from them.” (R.Buckminster Fuller)

Rationale

The most effective feedback is immediate and given alongside the child. Therefore, as much as possible, verbal or written feedback will be given during the course of lessons, to allow children time to correct and reflect on their work.

Verbal feedback:

Verbal feedback is recognised as best practice for addressing any blocks in children’s learning. It is not always possible to record verbal feedback, but where appropriate this will be recorded using the code **VF**. There may be notes for development alongside the code, but it is acceptable for just the code to be present. The effectiveness of the feedback will be evident in the progress the child makes.

Written feedback:

It is evident in best practice, that written feedback away from the child is the least effective in moving children’s learning forward, so every effort will be made by the adults working with learners to provide any verbal feedback or written feedback alongside them. Any written comments under a piece of work will identify what the child has been successful at and may also identify their next steps. Children will be given time to read written feedback, before commencing their next piece of writing, and to edit/respond where appropriate.

Marks in Books

For staff and/or children

I independent

I+ largely independent but with some help

PW worked with partner/in pairs

E equipment used (ref to equipment eg. Numicon, number square)

VF verbal feedback

LSA/T worked with/alongside Teacher or LSA

Cold task marked in blue in top left corner

CM class marked (eg. Under visualiser, with children suggesting the corrections)

Green Line- for good idea/correct application of technique

Pink Line- to indicate something needs to be looked at again during editing

Purple Highlighter- improve choice of word/phrase

Spellings:

Words highlighted in green, indicate the correct application of a spelling rule that has either been taught in class or is a statutory spelling rule for that particular year group. In year 6, words highlighted in green indicate the correct application of a spelling rule that they are required to be able to spell to meet the expected standard, as indicated in the interim framework, and is part of ongoing formative assessment.

In all year groups, where spelling errors occur, they will be highlighted in pink to indicate to the

child where the error has occurred in the word. (e.g. skiping) All spelling errors will be highlighted, but at the discretion of the teacher, only a select amount may be expected to be corrected, by the child, using a purple pen. Words specific to the subject and child's developmental level will influence response to mis-spellings and as a result, flexibility and discretion when marking spellings will always be used by the member of staff.

Where a child has looked at specific spelling patterns, as part of an intervention programme, (e.g. ILL, Spelling Detectives, Spelling Catch-Up) the words that use the spelling pattern correctly will be ticked in orange, by the member of staff running the intervention

During and after writing, children in phase two are expected to edit and check their work. During this editing process, children will edit their work using pencil or, if they have a pen licence, a pen. After the work has been marked by a member of staff, children will edit in a purple pen to.

Rewards

- In order to develop a growth mind-set the school limit rewards in order to further develop intrinsic motivation.

Presentation of work

Exercise books:

- Children currently have a single "Learning Journey" book which covers English and other curriculum subjects, except for maths. This is under regular review. Maths books in phase 2 are 0.5cm square.

Writing:

- No scribble marks are permitted at any time on covers of books or inside books
- Each piece of work should have a learning objective and date, except when it is inappropriate to do so. The worded date will be used in learning journey books and the numerical date in maths books. Learning objectives and dates are always underlined.
- Children should always write on the top line and never write under the bottom line. They should not write across the centre of the book.
- In written work, a line will be missed and an indent used to denote a new paragraph. **"One line two fingers"**
- Writing is always required to be of a high standard from children.
- Roller ball pens/school handwriting or gel pens are acceptable.
- Children correct errors using either a rubber or a neat single line through the mistake.
- In Learning Journey books/written work children write a line and then leave a line.

Maths:

- Numbers should be in line, normally one digit in each square - graphs and fractions will be the exception.
- Rulers should be used to draw lines.
- Correct answers are ticked in green. Incorrect answers are highlighted in pink. Comments may be added to encourage or aid understanding or where the error has occurred might be highlighted in pink.

