



St Anne's and Guardian Angels

Feedback Policy

[Updated May 2024]

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Feedback Policy Overview

[Section A]

This policy has been written in consultation with pupils and staff.

1. Key Principles

1. The sole focus of feedback should be to further children's learning
2. Feedback should empower children to take responsibility for improving their own work
3. Our school should be a place where the value of feedback is understood and accepted by all stakeholders
4. Feedback should be specific, actionable and achievable
5. It should not overburden or become an onerous task for either staff or pupils. We want our staff and learners to feel energised and enthused!

2. Our Approach to Feedback

- The majority of feedback must take place within the lesson. Teachers (in this policy, 'teacher' refers to any adult teaching or supporting in class) will pick up on errors and misconceptions and address these in the lesson where possible, whether that be on a whole class, group or individual basis. In doing so they will put in to practice the principles of adaptive teaching as outlined in our Curriculum and Teaching and Learning policy
- Feedback must be given verbally as much as possible as 'in the moment feedback' has the greatest impact on pupil outcomes. However, adults may need to write comments on pupil work or model tasks or procedures in a pupil's book for their reference to support their verbal feedback at the point of this feedback being given
- Teachers must review all learning after the lesson has taken place and ensure that they provide feedback for all pupils so that errors are picked up on. This will include errors in spelling and grammar and may include writing questions for pupils in order to consolidate or move them on in their learning
- Where more time is needed to address misconceptions and errors, teachers must adapt their plans for the next lesson to incorporate this. Teachers may choose to annotate their written plans and/or adapt their slides and resources for the next lesson to allow for this.
- Teachers must also observe and note where pupils have exceeded their expectations and adapt the learning within the lesson to move these pupils on even further. They must then review and adapt their planning and resources for subsequent lessons to ensure that these pupils are adequately challenged
- Feedback must be used to support teacher assessments and determine short-term interventions and support both inside and outside the lesson (for example, pre-teaching vocabulary). It must also identify those more able pupils who need challenging and adequate scaffolding to reach higher standards. Teachers will decide how to deploy resources and support staff most effectively to achieve both
- In summary, we want pupils to: **stop, look, think, review**. This must be displayed in the classroom (see appendix 1).

Stop: Find a sensible time to take a moment to review your learning

Look: Look back at the learning intention and success criteria for the lesson and any teacher modelling, key vocabulary etc.

Think: Ask yourself if there are improvements to be made to your learning in light of this

Review: Take a purple pen and make the necessary changes to improve your learning

3. Verbal Feedback

In the moment, verbal feedback is integral to pupil progress. However, teachers must be sure that this does not dominate interactions or detract from the lesson. Too frequent interjections can be detrimental and should be avoided: we must reach a balance within the classroom.

4. Written Feedback: End of Lesson Review

Whilst verbal feedback and encouraging pupils to self-review will have a positive impact on pupil outcomes, we are aware that sometimes errors will not be picked up on in the lesson and therefore may be repeated later on. This may compound the issue and create misconceptions which become harder to correct over time.




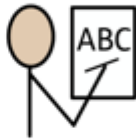




Therefore, at the end of each lesson or day (whichever is more manageable), teachers must review all of the learning that has taken place in order to assess pupil understanding and to feedback on errors. To do this, teachers must give feedback in relation to the learning outcomes and success criteria for the lesson. They must also pick up on spelling errors and grammatical errors (further guidance is given in the English section of this policy).

Teachers may also choose to write a question in order to consolidate the pupil's understanding or to move them on in their learning. Space should be left for pupils to respond to this at the start of the next lesson.

5. Feedback Symbols

When teachers and/or pupils need to specify in writing where something has been completed correctly or where an error has occurred in the body of work, the following symbols should be used (see appendix 3):

Feedback Symbols

✓	Correct	
●	Incorrect, review it	
sp. 	Spelling error, correct it	
ABC	Missing or incorrect capital letter	
//	New paragraph	
—	There is an error here, correct it	
^	Insert a missing word or phrase here	

A dot [•] at the start of the line (or in the margin if used) will indicate to the pupil that there is an error/omission in this line of their work. This could be a missing word, missing/incorrect capital letter, incorrect syntax, missing/incorrect punctuation etc. Pupils should review their work and correct the error in their purple pen. If the pupil needs some support in identifying where the error lies, the teacher may put an underscored dash [_] in the relevant place in the line of text to indicate where the error lies.

For example:

Example of Marking an English Task

ABC indicates missing capital letters for *little red riding hood*

Incorrect spellings are circled with an 'sp.' recorded next to them. 'sp.' is written in the margin with a line to indicate where pupils should record the correct spelling

A dot is recorded in the margin to indicate that there is an error on this line. The line at the end of the word *Hood* indicates where the missing comma should be inserted.





The word *voice* is written at the end of the piece with numbers to indicate where pupils should write this out three times to consolidate.

The ^ indicates that the word *sound* is missing from the sentence.

ABC	English Lesson	10.01.24
Our Learning Outcomes...		
Key Skills: I will be able to:... 1. Punctuate direct speech using inverted commas	Key Knowledge I will know... 1. The difference between direct and reported speech 2. That inverted commas go around spoken words 3. That punctuation , , ! ? must be included inside inverted commas	
	<i>Once upon a time there lived a young girl called</i>	
ABC	<i>little riding hood. She was the prettiest girl in all the</i>	
sp.	<i>village and everybody ^{sp.}new who she was because she always</i>	
	<i>wore a luxurious, velvet, red cape wherever she went.</i>	
sp.	<i>One day, Little Red Riding Hood went ^{sp.}threw the</i>	
	<i>forest to visit her grandmother. She collected some flowers</i>	
	<i>on the way and got there just before lunchtime.</i>	
sp.	<i>“Grandma! Grandma! It’s me, Little Red ^{sp.}Ridding Hood”</i>	
	<i>she said as she tapped on the door.</i>	
sp.	<i>“Come in my precious,” came a ^{sp.}voise from behind the</i>	
	<i>door. Only, ^{sp.}this voise didn’t ^quite right.</i>	
	<i>voice</i>	
	1.	
	2.	
	3.	

These symbols must be displayed in every classroom and stuck to the inside front cover of each exercise book.

Teachers must encourage pupils to record the following symbols in the margin of their books to indicate how they have worked in a lesson (see appendix 2). This will aid teachers’ ongoing assessment of the learners:

P	With a partner	
A	With an adult	
I	Independently	
R	I used resources	

It assumed that most work is completed independently therefore pupils are not required to write this for each piece of learning. However, pupils/teachers must indicate where a child has moved from supported/guided work to independent work within the learning.

6. Pens to be Used

Purple ink – Pupil editing, responses to feedback, mini-plenaries, self-marking, peer-marking etc.

Green ink – Adult feedback (teachers and teaching assistants)

Our feedback policy has been designed to be inclusive of all learners from Nursery to Year 6. It has been divided into four sections in order to aid clarity, understanding and ease of navigation as follows:

1. Maths [Section B]
2. English & Writing Tasks in Other Subjects [Section C]
3. RE and All Other Subjects [Section D]
4. Supporting Pupils with SEND [Section E]

Maths

[Section B]

EYFS

- The learning outcomes and success criteria must be displayed and referred to in an age-appropriate manner during lessons/teaching mats. Teachers must use visuals to support this
- Feedback is predominantly verbal feedback given in the maths lesson or during the maths activity in the continuous provision of the EYFS classroom
- *Evidence Me* is used to keep a record of maths learning in EYFS. Observations, which are linked to the areas of learning, must be recorded by the adult working with that child. These must be a record of the *learning* that has happened, not the task that has been completed
- Teachers must pick up on misconceptions and address these in the lesson where possible, whether that be on a whole class, group or individual basis. Teachers must use their observations in *Evidence Me* to adapt their planning for subsequent lessons and/or activities in the continuous provision of the classroom
- As pupils' learning becomes more formal, which may involve recording written work in books, teachers must apply the KS1/KS2 feedback policy

KS1 & KS2



1. Learning Outcomes and Success Criteria

- The learning outcomes must be displayed in the lesson. Pupils should write this into their maths books if learning is to be recorded in books in that lesson. If writing this will detract from the main learning focus of the lesson (due to the time/effort taken to write it) an adult may scribe for the child or it may be printed and stuck into books
- Success criteria in maths can vary depending on task/learning outcomes. These must be clearly displayed/accessible to pupils throughout the lesson and teachers *may* choose to stick these in pupil books, if appropriate. It could be:
 - step by step, procedural instructions
 - teacher modelling on the working wall
 - a 'worked example'
 - pupil generated success criteria
 - a prompt sheet
- Teachers must model approaches to tasks to pupils making use of a variety of strategies (for example, 'think aloud' or worked examples) and technologies (e.g. visualisers, online videos etc.) so that pupils understand how to be successful

2. Providing Feedback in the Lesson

- There must be an emphasis on self-marking in the lesson - particularly for fluency questions/calculations. This must be completed in purple pen.
- Peer marking ('marking' other children's books) can be a useful means of consolidating learning within the lesson. Pupils must be taught to actually do the calculations again,

alongside their partner's learning rather than just 'checking' against their own answers. This needs to be completed in purple pen.

- In order for pupils to mark their own work as much as possible, teachers and other adults must provide answers by either reading them aloud to groups of learners, displaying them on the whiteboard / a designated area of the classroom that pupils can access or providing a mark scheme. Teachers must also provide calculators and teach pupils how to use these and other strategies to check their work as is age/ability appropriate (e.g. repeating the question again to check they have the same answer, use of the inverse, 'find my mistake' prompt sheets etc.).
- When pupils are self-marking or peer-marking and when teachers mark maths learning, they must use the school's marking symbols (see appendix 3):
 -  [tick] – correct
 -  [dot] – check
- Teachers may choose to give a child a question to consolidate their learning or a question to challenge them in their learning. This may be given verbally or written in their book if appropriate. In either instance, pupils must respond in purple pen to illustrate this feedback has taken place
- In addition to picking up on errors, teachers must celebrate a pupil's success and achievement in the lesson when this occurs. This will be done by giving specific, verbal feedback which may be accompanied by a tick and/or short written comment as a visual signal which will help to motivate and enthuse

2+3=5
Maths Lesson

10.01.24

Our Learning Outcomes...

<p style="margin: 0;">Key Skills: I will be able to...</p> <ol style="list-style-type: none"> 1. Multiply a 3-digit number by a 2-digit number 2. Use a formal written method 	<p style="margin: 0;">Key Knowledge I will know...</p> <ol style="list-style-type: none"> 1. That this is called long multiplication 2. What the multiplicand is 3. What the multiplier is 4. What regrouping is and how to record this
--	--

<p>1) $\begin{array}{r} 137 \\ \times 56 \\ \hline 822 \\ 8050 \\ \hline 7472 \end{array}$</p>	<p>3) $\begin{array}{r} 338 \\ \times 47 \\ \hline 2366 \\ 13520 \\ \hline 7569 \end{array}$</p>
<p>2) $\begin{array}{r} 261 \\ \times 29 \\ \hline 2349 \\ 5220 \\ \hline 7569 \end{array}$</p>	<p style="color: green; font-style: italic;">Q: I know that $135 \times 24 = 3,240$ How can I use this information to work out what 135×26 is?</p> <p style="color: green; font-style: italic;">A:</p>

3. Written Feedback: End of Lesson Review

- At the end of each lesson or day (whichever is more manageable), teachers must review all of the learning that has taken place, even if self-marked or peer-marked in the lesson, in order to assess pupil understanding and to feedback on errors. To do this, teachers must give feedback in relation to the learning outcomes and success criteria for the lesson. They must also pick up on any errors in formation of digits so that this error does not become embedded.
- Teachers may also choose to write a question in order to consolidate the pupil's understanding or to move them on in their learning. Space should be left for pupils to respond to this at the start of the next lesson.

4. Feedback Symbols

- Teachers must encourage pupils to record the relevant symbol in the margin of their books to indicate how they have worked in a lesson. See *Policy Overview [Section A, Point 5]* for details.

5. Using Formative Assessment in the Maths Classroom

- During or immediately after the lesson, teachers must note (this may be a mental note) any misconceptions or issues that need to be addressed in subsequent lessons. This may be on a whole class, group or individual basis
- Teachers must also note any particular successes in the lesson (whether on a whole class, group or individual basis) so that teachers know how to move these pupils on in their learning in subsequent lessons. They may choose to make a note of any consolidate or challenge questions that they gave pupils in the lesson
- Teachers must then review and adapt their planning and resources for subsequent lessons to ensure that the needs of all pupils are met

English & Writing Tasks in Other Subjects

[Section C]

EYFS

- The learning outcomes and success criteria must be displayed and referred to in an age-appropriate manner during lessons/teaching mats. Teachers must use visuals to support this
- Feedback is predominantly verbal feedback given in the lesson or at the activity in the continuous provision of the EYFS classroom
- In EYFS, visuals/symbols and signing are used to reinforce punctuation and/or instructions when giving verbal feedback
- *Evidence Me* is used to keep a record of learning in EYFS. Observations, which are linked to the areas of learning, must be recorded by the adult working with that child. These must be a record of the *learning* that has happened, not the task that has been completed
- Teachers must pick up on misconceptions and address these in the lesson where possible, whether that be on a whole class, group or individual basis. Teachers must use their observations in *Evidence Me* to adapt their planning for subsequent lessons and/or activities in the continuous provision of the classroom

KS1 & KS2

We acknowledge that feedback in English lessons will differ depending on the nature of the learning and task being completed. English lessons will fall into one of the following criteria:

1. A skills based lesson for which there are clear learning outcomes. These are usually grammar focussed and form the building blocks for longer pieces of writing
2. A longer, summative written piece for which there is no specified learning outcome in terms of knowledge and skills. Instead this will have a title which states the text type that the child is writing. This work may be completed over more than one lesson (the short date should be recorded in the margin for each new day)

Teachers and pupils must be aware of the difference between proofreading (error spotting) and editing (improving content). This is outlined in this section of the policy but must be applied across all subjects.

1. Proofreading

Proofreading involves spotting and correcting 'secretarial' errors in writing. This will apply to all types of lessons and across all subjects. These must be consistent with the programme of study for the year group and what has been taught so far. They will likely include:

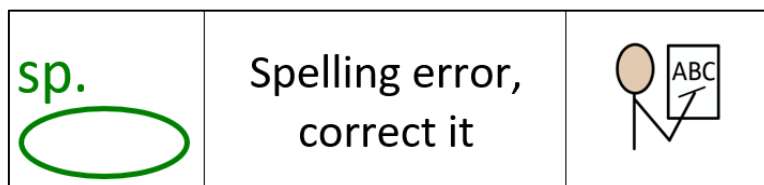
- Punctuation
- Spelling errors
- Grammatical errors (tenses, plurals etc.)
- Standard vs non-standard English
- Clarity of syntax (missed or misplaced words etc.)

Pupils are expected to review their work throughout the lesson, correcting any errors relating to the above before the lesson is over. Adults in the classroom must also identify and give feedback in

relation to this as they work with pupils or circulate the classroom. At the end of each lesson or day (whichever is more manageable), teachers must review all of the learning that has taken place, even if self-marked or peer-marked in the lesson, in order to feedback on such secretarial errors.

2. Correcting Spelling Errors

- Key vocabulary must be displayed in the classroom throughout the lesson. Pupils must check their spelling of these key words, correcting any errors, before the end of the lesson
- Teachers must provide dictionaries and spelling mats/resources in the classroom for pupils to be able to independently correct common, non-subject specific vocabulary appropriate to their age range (i.e. first 200 high frequency words, common exception words, year group spelling lists etc.).
- During the lesson, teachers must pick up on any spelling errors that they spot whilst circulating the room/working with a group by circling the spelling and writing *sp.* next to it. Pupils must then write the correct spelling above the incorrect version (or in the margin if there is not room above). Children should use the resources provided in the classroom to correct spelling mistakes



- Teachers must use their judgement and assessment of pupil ability to determine which and how many spelling errors they would identify in this way
- If spelling errors are repeated regularly, the teacher may direct the pupil to copy out the word three times at the end of the piece of work so that the pupil can practise and consolidate

ABC English Lesson		10.01.24
Our Learning Outcomes...		
Key Skills: I will be able to...	Key Knowledge I will know...	
1. Punctuate direct speech using inverted commas	1. The difference between direct and reported speech 2. That inverted commas go around spoken words 3. That punctuation , ! ? must be included inside inverted commas	
Once upon a time there lived a young girl called		
ABC	Little riding hood. She was the prettiest girl in all the	
sp.	village and everybody ^{sp.} new who she was because she always	
	wore a luxurious, velvet, red cape wherever she went:	
sp.	One day, Little Red Riding Hood went ^{sp.} threw the	
	forest to visit her grandmother. She collected some flowers	
	on the way and got there just before lunchtime.	
sp.	“Grandma! Grandma! It’s me, Little Red ^{sp.} Ridding Hood!”	
	she said as she tapped on the door.	
sp.	“Come in my precious,” came a ^{sp.} voise from behind the	
	door. Only, ^{sp.} this ^{sp.} voise didn’t ^{sp.} quite right.	
	<i>voise</i>	
	1.	
	2.	
	3.	

3. Learning Outcomes and Success Criteria for English Tasks

- This guidance applies to English related learning that may take place in Writing books or Grammar and Comprehension books
- These tasks are usually skills based and form the building blocks for longer pieces of writing and there should be clear learning outcomes for the lesson. This should be displayed in the lesson. Pupils should write this into their English books if learning is to be recorded in books in that lesson. If writing this will detract from the main learning focus of the lesson (due to the time/effort taken to write it) an adult may scribe for the child or it may be printed and stuck into books.
- Success criteria must be clearly displayed/accessible to pupils throughout the lesson and teachers may choose to stick these into pupil books if appropriate (be mindful of being too prescriptive and over scaffolding writing). This could include:
 - step by step, procedural instructions
 - pupil generated success criteria
 - a prompt sheet
 - a tool kit of elements to include (including content, grammar, language)

4. Learning Outcomes and Success Criteria for Longer Writing

- For longer pieces of writing which are written at the end of a series of lessons, there may not be a learning outcome in terms of skills/knowledge (particularly so in English lessons). Instead pupils must write the title at the top of the page, for example: Mystery Story, Letter, Diary Entry, Explanation etc. This is because this writing should be a summative piece in which children can execute the skills and knowledge they have acquired over the unit of learning
- Success criteria must be clearly displayed/accessible to pupils throughout the lesson and teachers may choose to stick these into pupil books if appropriate (be mindful of being too prescriptive and over scaffolding writing). This could include:
 - step by step, procedural instructions
 - pupil generated success criteria
 - a prompt sheet
 - a tool kit of elements to include (including content, grammar, language)
- Teachers must model approaches to tasks to pupils making use of a variety of strategies (for example, 'think aloud' or worked examples) and technologies (e.g. visualisers, word processing, online videos etc.) so that pupils understand how to be successful

5. Organisation of Page for Longer Writing

- Pupils should write on the left hand page of their book and leave the right hand page blank for editing
- Children may be encouraged to 'skip a line' when writing, particularly if the lines are narrow / their handwriting is large

6. Providing Feedback in the Writing Lesson

- Our aim is for pupils to constantly engage with the success criteria and reflect upon how they can improve their learning. We want them to: **stop, look, think, review.**
- During the lesson teachers, must be mindful of circulating the classroom (even when working with a specific group of children) to identify any errors, omissions or successes. They must share successes with the class, being specific in their feedback about *why* it is successful (referring back to the success criteria) and inviting peer feedback
- Where errors have occurred, teachers must intervene on a whole class, group or individual basis as appropriate. This may involve: pointing out secretarial errors, modelling and scaffolding; re-directing; sharing examples of other pupil's learning; providing additional resources. Teachers will determine the extent to which they have to support depending on the needs of the child.
- After such interventions by the teacher it must be clear that pupils have made revision and improvements to their work in their purple pens.
- In addition to picking up on errors, teachers must celebrate a pupil's success and achievement in the lesson when this occurs. This will be done by giving specific, verbal feedback which may be accompanied by a tick and/or short written comment as a visual signal which will help to motivate and enthuse

7. Feedback Symbols

- Teachers must encourage pupils to record the relevant symbol in the margin of their books to indicate how they have worked in a lesson. See *Policy Overview [Section A, Point 6]* for details.

8. Written Feedback: End of Lesson Review of Both Secretarial and Composition and Effect Elements

- At the end of each lesson or day (whichever is more manageable), teachers must review all of the learning that has taken place, even if self-marked or peer-marked in the lesson, in order to assess pupil understanding and to feedback on errors
- To do this, teachers must give feedback in relation to both the secretarial aspects of the writing *and* the composition and effect of the writing
- When giving feedback on the secretarial elements (spelling, punctuation etc.), teachers will use the marking symbols as used in other English lessons
- When giving feedback on the composition and effect of the piece, teacher will mark which part of the writing should be edited using a square bracket and then on the blank, right-hand page, they will write 'Edit:' and then give a focus which will move pupil's writing on. This should be related to the text type and success criteria for the lesson(s)

For example:

	Monday 12 th January 2023		• Remember punctuation after an adverbial phrase
	Traditional Tale		
sp.	Once upon a time <u>their</u> lived a spoiled		
ABC	Prince named Eric. He lived with his mother, the Queen.		Edit
	One day the Queen went to her son and told him that it was about time he found a wife. The prince complained that he didn't want a wife but		Add dialogue (direct speech) here to show the conversation between the Prince and the Queen.
sp.	in the end he <u>agreed</u> .		
	• The following night <u>a</u> huge storm blew into the kingdom. It was awful. Just before midnight there came a BANG BANG BANG on the castle		Edit
ABC	door. As Eric opened the heavy door he saw a		Describe the storm using adjectives and adverbs. Could you include personification?

9. Using Formative Assessment in the Writing Lesson

- After reviewing the pupils' writing after the lesson, teachers must note any misconceptions or issues that need to be addressed in subsequent lessons. This may be on a whole class, group or individual basis
- Teachers must also note any particular successes in the lesson (whether on a whole class, group or individual basis) so that teachers know how to move these pupils on in their learning in subsequent lessons
- Teachers must then review and adapt their planning and resources for subsequent lessons to ensure that the needs of all pupils are met

10. Editing to Improve Writing: The Next Lesson

- Based on their review of pupils' writing, in the next lesson the teacher must share extracts from pupils' work, using either the visualiser, a few typed lines or a photocopy to show examples of good work. For mistakes, the teacher might share an example which is anonymous or fictional but based upon common errors
- The class must then suggest how this might be improved in light of the success criteria. The teacher will model editing and improving based upon the pupil feedback/contributions on the shared example.
- Pupils must then spend time alone or with a partner to review their own writing in light of this and their teacher's 'Edit' comment. Pupils then make improvements, alterations and refinements in purple pen.
- Teachers must work with and direct support staff to work with particular groups to support this

RE and All Other Subjects

[Section D]

This part of our feedback policy should be applied to all learning that falls outside of maths, English or longer writing tasks.

EYFS

Feedback should be given as outlined in *English & Writing Tasks in Other Subjects [Section C]*.

KS1 & KS2

1. Learning Outcomes and Success Criteria

- The learning outcomes must be displayed in the lesson. Pupils must write this into their books if learning is to be recorded in books that lesson. If writing this will detract from the main learning focus of the lesson (due to the time/effort taken to write it) an adult may scribe for the child or it may be stuck in to books
- Success criteria can vary depending on task/learning outcomes. These must be clearly displayed/accessible to pupils throughout the lesson and teachers may choose to stick these in pupil books if appropriate. It could be:
 - step by step, procedural instructions
 - statements to prompt pupils as to what they need to include in their learning (i.e. a 'tool kit')
 - pupil generated success criteria
 - an annotated example of 'what a good one looks like'
- Teachers must model approaches to tasks to pupils making use of a variety of strategies (for example, 'think aloud', diagrams or written examples) and technologies (e.g. visualisers, online videos etc.) so that pupils understand how to be successful

2. Providing Feedback in the Lesson

- Our aim is for pupils to constantly engage with the success criteria and reflect upon how they can improve their learning. We want them to: **stop, look, think, review.**
- During the lesson teachers, must be mindful of circulating the classroom (even when working with a specific group of children) to identify any misconceptions or successes. They must share successes with the class, being specific in their feedback about *why* it is successful (referring back to the success criteria)
- Where misconceptions or errors have occurred, teachers must intervene on a whole class, group or individual basis as appropriate. This may involve: modelling and scaffolding; re-directing; sharing examples of other pupil's learning; providing additional resources. Teachers will determine the extent to which they have to intervene depending on the needs of the child

- After such interventions it must be clear that pupils have made revision and improvements to their work in their purple pens
- In addition to picking up on errors, teachers must celebrate a pupil's success and achievement in the lesson when this occurs. This will be done by giving specific, verbal feedback which may be accompanied by a tick and/or short written comment as a visual signal which will help to motivate and enthuse

3. Proofreading & Spelling Errors

- Please see points on proofreading and spelling errors in the *English & Writing Tasks in Other Subjects [Section C, points 1 and 2]* part of this policy.
- Teachers must ensure that key subject specific vocabulary is displayed and/or available to all pupils through word lists, word mats etc. Where pupils have made errors in the spelling of subject specific vocabulary, this should be indicated using the spelling error symbol and pupils should correct the spelling as they do in English lessons.

4. Feedback Symbols

- Teachers must encourage pupils to record the relevant symbol in the margin of their books to indicate how they have worked in a lesson. See *Policy Overview [Section A, Point 6]* for details.

5. Using Formative Assessment in the Lesson

- During or immediately after the lesson, teachers must make a note (this may be a mental note) of any misconceptions or issues that need to be addressed in subsequent lessons. This may be on a whole class, group or individual basis
- Teachers must also make a note of any particular successes in the lesson (whether on a whole class, group or individual basis) so that teachers know how to move these pupils on in their learning in subsequent lessons.
- Teachers must then review and adapt their planning and resources for subsequent lessons to ensure that the needs of all pupils are met

6. Written Feedback: End of Lesson Review

- At the end of each lesson or day (whichever is more manageable), teachers must review all of the learning that has taken place, even if self-marked or peer-marked in the lesson, in order to assess pupil understanding and to feedback on errors. To do this, teachers must give feedback in relation to the learning intention and success criteria for the lesson. They must also pick up on any errors in formation of digits so that this error does not become embedded.
- Teachers may also choose to write a question in order to consolidate the pupil's understanding or to move them on in their learning. Space should be left for pupils to respond to this at the start of the next lesson.

Supporting Pupils with SEND

[Section E]

In order to best support pupils with SEND needs, we strive to:

1. Create a positive and supportive environment for all pupils, without exception
2. Build an ongoing, holistic understanding of our pupils and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions
5. Work effectively with support staff and outside agencies



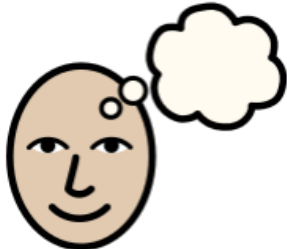

This policy has been designed to lessen the cognitive load placed upon learners and to be easily adaptable so that it can be accessed by all, regardless of their needs.

Teachers and other adults working with pupils with SEND needs must use their professional judgment as to how best to apply this policy. Adaptations may include, but are not limited to:



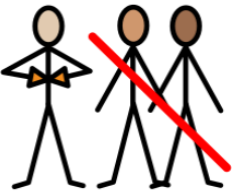

- Use of visuals to support feedback and modelling
- Use of signing to support feedback and modelling
- Feedback on learning behaviours to support wider learning
- Providing additional and/or adapting resources to support learners
- Adapting the amount and frequency of feedback given to suit the individual learner
- Adapting when and where the feedback takes place

-End-




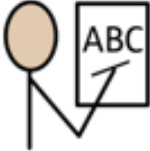



Finished Your Learning?

<h2>Stop</h2>	
<h2>Look</h2>	
<h2>Think</h2>	
<h2>Review</h2>	

How Did You Work Today?

P	With a partner	
A	With an adult	
I	Independently	
R	I used resources	

Feedback Symbols

✓	Correct	
●	Incorrect, review it	
sp. 	Spelling error, correct it	
ABC	Missing or incorrect capital letter	
//	New paragraph	
—	There is an error here, correct it	
^	Insert a missing word or phrase here	