



Al-Ashraf
PRIMARY SCHOOL

Al-Ashraf Primary School

Al-Ashraf Centre

Stratton Road

Gloucester

GL1 4HB

01452 503533

www.al-ashraf.org.uk

info@al-ashraf.gloucs.sch.uk

FEEDBACK AND MARKING POLICY

Version: 3.0

Issued Date: 1st September 2019

Next Review Date: 1st September 2021

Approved By: AAPS Deputy Head, AAPS Head Teacher
Educational Consultant

CONTENTS PAGE

CONTENTS PAGE	ERROR! BOOKMARK NOT DEFINED.
1. AL-ASHRAF PRIMARY SCHOOL’S MISSION STATEMENT.....	3
2. THE PURPOSE OF THE POLICY	3
3. THE NEED FOR AN EFFECTIVE FEEDBACK POLICY.....	3
4. THE EFFECT OF MARKING AND FEEDBACK ON ATTAINMENT	3
5. THE AIMS OF MARKING AND FEEDBACK	4
THE PRINCIPLES THAT GUIDE THE SCHOOL’S APPROACH TO MARKING AND FEEDBACK.....	4
6. THE EDUCATION ENDOWMENT FOUNDATION RESEARCH SHOWS THAT EFFECTIVE FEEDBACK SHOULD:	4
7. THE METHODOLOGY OF MARKING CHILDREN’S WORK.....	5
7.1 VERBAL FEEDBACK.....	5
7.2 WRITTEN FEEDBACK.....	5
7.3 SUMMATIVE FEEDBACK	6
7.4 FORMATIVE FEEDBACK	6
7.5 MARKING AND FEEDBACK GIVEN BY MEMBERS OF THE TEACHING TEAM OTHER THAN TEACHERS.	6
7.6 SELF-REFLECTION/ PUPIL CONSULTATION	7
7.7 PEER-FEEDBACK/ GROUP.....	7
7.8 WHOLE CLASS FEEDBACK.....	7
8. CHILDREN’S RESPONSE TO THE COMMENTS	8
9. SELF-MARKING AND EVALUATION	8
9.1 PURPLE PROGRESS PENS.....	8
10. MARKING AND FEEDBACK IN THE EARLY YEARS FOUNDATION STAGE	8
11. SUBJECT SPECIFIC MARKING AND FEEDBACK	9
11.1 MATHS.....	9
12.2 ENGLISH	9
12.3 VOCABULARY	10
12.4 PERFORMING ARTS.....	10
12.5 SCIENCE	10
12.6 INVESTIGATIVE AND PRACTICAL WORK	11
12.7 FOUNDATION SUBJECTS	11
12.8 RELIGIOUS STUDIES	11
12.9 HISTORY/ GEOGRAPHY.....	11
12. EVIDENCING FEEDBACK.....	11
13. MONITORING AND EVALUATING THIS POLICY	12
14. REFERENCES.....	12
15. VERSION HISTORY.....	13
A. APPENDICES – MARKING SCHEME	14

1. AL-ASHRAF PRIMARY SCHOOL'S MISSION STATEMENT

Our school logo portrays the school motto, 'Firm Roots Branches in the Sky'. We will strive for academic excellence for our children through Islam.

2. THE PURPOSE OF THE POLICY

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently across the school, except where explicitly mentioned.

3. THE NEED FOR AN EFFECTIVE FEEDBACK POLICY

At Al-Ashraf Primary, we recognise the importance of feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) employed by the school. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

4. THE EFFECT OF MARKING AND FEEDBACK ON ATTAINMENT

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement, thus our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other research organisations.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Therefore, we are encouraging our staff not to rely solely on written marking due to the workload implications. We encourage any feedback which is **meaningful, manageable and motivating**.

Meaningful: marking should serve a single purpose, advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this. Each subject and phase should be able to determine marking policy in their own area.

Manageable: the time taken to mark is not the same as effective marking. Don't adopt particular marking practices for Ofsted: they don't expect to see any specific frequency, type or volume of marking and feedback, provided marking is consistent with the school assessment policy and promotes pupil progress. Pupils should be encouraged to check and proofread their own work before handing it in.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in-depth comments or being universally positive. Pupils should be expected to check their work before they hand it in, and should be taught to understand the success criteria for a task (in an age appropriate way).

Feedback should maximise the responsibility pupils take for self-checking, correcting, editing and redrafting their work. It should maximise pre-emptive teaching, preventing frequent errors and

common misconceptions; it minimises laborious, slow, reactive written comments. Although teachers should still read pupil books, score exams, and circle misspellings to be corrected within lessons, written marking of pupil books outside lessons should not be as frequent as it previously was.

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a constructive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

5. THE AIMS OF MARKING AND FEEDBACK

- I. To help pupils make progress
- II. To provide strategies for pupils to improve
- III. To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- IV. To inform planning, and structure the next phase of learning
- V. To facilitate effective and realistic target setting for pupils and/or the teacher
- VI. To encourage a dialogue to develop between pupil and teacher
- VII. To encourage pupils to have a sense of pride in their work
- VIII. To encourage pupils to perfect presentation
- IX. To correct mistakes with a focus on English and mathematics skills and strategies
- X. To decrease staff workload from previous policies while increasing the quality of feedback given.

THE PRINCIPLES THAT GUIDE THE SCHOOL'S APPROACH TO MARKING AND FEEDBACK

6. THE EDUCATION ENDOWMENT FOUNDATION RESEARCH SHOWS THAT EFFECTIVE FEEDBACK SHOULD:

- Be manageable for the teaching team and accessible to the children.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Relate to the learning objective or personal targets, therefore, be accurate, specific and clear.
- Be offered as soon as possible from the point of the work being completed
- Involve the teaching team working with the children.
- Give recognition and praise for achievement
- Offer clear strategies for improvement.

- Allow time for children to acknowledge, reflect and respond to marking where appropriate.
- Respond to individual learning needs, taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Provide specific guidance on how to improve and not just tell students when they are wrong
- Ultimately be seen by children as a positive approach to improving their learning.
- Not be written solely to prove work has been marked. Evidence of feedback is incidental, not a necessary component of effective feedback.

7. THE METHODOLOGY OF MARKING CHILDREN'S WORK

The following are acceptable examples of methods of marking and feedback; however, a minimum of one piece of work in a subject should be quality marked each week.

A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.

When taking children's books in, an effective idea is to ask children to put their books into 3 types of trays: Green, Yellow, Red; very confident, not sure, and struggling.

7.1 Verbal Feedback

It is important for all children to have verbal feedback from a member of the teaching team as often as is considered appropriate, ideally as they are doing their work (live feedback). This dialogue should focus upon successes, areas for development and to set targets for future learning. This would also be applicable within the performing arts areas (See subject specific marking and feedback guidance in appendix). Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for but will be based on acute and strategic assessment for learning. If a teacher wishes, they may use a stamp or some other form of acknowledgement to evidence that verbal feedback has been given, although this is not a requirement.

It may be so that a teacher may decide to offer verbal based on 'secret questions', a scenario in which children write their questions on a post-it note and stick it to a 'questions wall', after which the teacher can answer their questions which may be beneficial to the entire class. It also ensures the children continue to work with the reassurance that their question is not a 'useless' question, nor with the doubt that it won't be answered.

7.2 Written feedback

Also known as review feedback, this can be done live, during the lesson, over the shoulder of the pupil, or after the work has been handed in.

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.

Written feedback will model all aspects of our presentation/handwriting expectations.

When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work.

This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these.

A form of written marking, especially effective for a topic like the termly 'Big Write' in English is 'deep marking', a process whereby teachers provide written feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond in writing to the guidance which in turn is verified by the teacher.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who

are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

7.3 Summative Feedback

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. This is especially useful in subjects like Maths. Summative feedback can also be provided after summative assessments, as a summary of the child's efforts and achievement throughout the term. (See relevant appendix on Subject specific marking and feedback for further information).

7.4 Formative Feedback

Formative feedback should be offered in every lesson, and ideally, to the whole class at the start of a new lesson, detailing general strengths and weaknesses of the previous lesson. The formative feedback will inform the teacher of how to approach the following lessons and will help the teacher decide how to grade the pupil for their termly data input. Formative marking would not usually be graded.

7.5 Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate, for example, 'guided work', 'supported work', etc.

7.6 Self-Reflection/ Pupil Consultation

Pupils need an explicit and clear structure to identify their learning needs. Teachers should both help uncover and share the elements of success in learning where appropriate. Part of live feedback would include teachers challenging children about the quality and content of their work which would result in self-reflection. For younger students, or those who struggle to self-critique, the teacher can offer prompts or questions to help them with self-reflection of their work.

Bi-yearly PPT (Pupil-Parent-Teacher) meetings will give the children a formal opportunity to offer a reflection of their own strengths, weaknesses and the way forward.

As part of a transition in our feedback policy, in addition to the PPT, we are introducing a tri-yearly pupil consultation, which in practice means that the pupil will sit with the class teacher and discuss their book work, their strengths, weaknesses, how to challenge and support them and how they can best reach their learning targets.

7.7 Peer-Feedback/ Group

This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.

Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers for all relevant subjects.

A method of peer-feedback is TSSSTSSS. This simply strategy relates to the method of questioning to elicit oral feedback. The 'Teacher-student-student...' approach explicitly rejects the 'tennis style' teacher led questioning, to instead encourage students to feedback upon the ideas of one another – bouncing ideas around the room like a basketball team (without the heavy ball obviously!). It is a timely reminder to ensure students still own their learning, building upon the ideas of one another.

Closely related to the previous point is the very simple model for students to respond to one another: ABC: A = Agree with... B = Build upon... C = Challenge. When students know this structure, it is a finely tuned short-hand for effective collaborative learning that enriches the quality of feedback. The teacher is the ultimate guide, but students can develop their thinking more independently. This style does work better with a meaty topic where students are grappling with an argument, or questions, that requires higher order thinking. It also helps if students are given notice that they will respond, as it ensures they listen ever more keenly.

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not green or purple and the peer assessor's initials must be also left.

7.8 Whole class feedback

After most lessons, or at the start of a lesson, the teacher should have completed a whole-class feedback grid (use Twinkl) in which they will detail the general strengths and weaknesses of the pupils' work and provide generic feedback on elements like presentation, misconceptions, and basic SPaG errors.

An effective method is also to anonymously critique a poor piece of work and collaboratively work to improve it, ensuring pupils are aware of mistakes not to repeat. The following lesson could be

used to independently work to improve their work, or to work on it in pairs, particularly for children who have progressed well. Alongside this, they can be challenged to improve their work further, with guided support from the teaching staff.

Alternatively, at the start of the next lesson, the teacher shows an example of a piece of good work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once) and highlight what was positive about the work, creating courage and building confidence in the children and their work.

8. CHILDREN'S RESPONSE TO THE COMMENTS

Pupils are not expected to respond to every piece of feedback in writing. They will discuss their work with the class teacher and their 'response' will be evident in the next piece of work.

For the BIG WRITE, children will be expected to complete the self-assessment proforma which will then be looked at by the teacher who will add their comments.

9. SELF-MARKING AND EVALUATION

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own two successes and look for an improvement point. This may be referred to as "Two Stars and a Wish". Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

9.1 Purple Progress Pens

As previously practiced, a method we have found to be effective is getting written responses from children to a teacher's comment, whether to verbal or written teacher feedback. If the response is written, it should be written in a purple pen, clearly differentiated from the teacher's comments. The response should clearly answer the teacher's query and indicate that the child has understood the feedback and its implications. There is no requirement for either the child's response or the teacher's second response to be in writing, although it should at least be done verbally.

10. MARKING AND FEEDBACK IN THE EARLY YEARS FOUNDATION STAGE

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise.

- Stickers and stamps.
- Written annotations, short and narrative observations (written).
- Annotation of work and photographs by staff.
- Children beginning to annotate their own work and pictures.
- Oral dialogue with children about their play, work or special books.

11. SUBJECT SPECIFIC MARKING AND FEEDBACK

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

11.1 Maths

In Maths, not every piece of work should be triple-marked by the teaching staff. Teachers will be expected to use other forms of live marking. Teachers are expected to look through every child's work at least once a topic, be it during the lesson or after the lesson. Teachers are not expected to write every comment in the child's book but should make use of the whole class feedback form to inform future planning and interventions, where required.

In 'The Secret of Effective Feedback' (2016), Dylan Wiliam encourages us to make feedback into detective work. He says that if we're going to provide feedback on 20 answered questions then rather than just marking a pupil's work, we can instead enable deeper learning by making them look further. For example, by saying: *"Five of these are incorrect. Find them and fix them."* This is where we want to be as a school at Al-Ashraf.

By encouraging pupils to be maths detectives we ensure that as the recipients of feedback, pupils do as much work as the teacher. Asking children to revisit their work encourages them to press pause and study what they've done more thoroughly. It gets them to think about their original work in a more analytic way. Teachers are welcome to use self- and peer- assessment for the detective work.

Note: We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

12.2 English

Daily Work

The daily workbooks should be looked over during and after every lesson, and any feedback should inform the planning for the following lesson. The feedback could be relayed to pupils individually or using the whole class feedback sheet. The base requirement is that the mistakes and misconceptions made in the previous lesson should be addressed in the following lesson to ensure pupils are making progress in their learning.

Big Write

When marking the BIG WRITE, there needs to be some collaboration with the child and an attempt to correct the mistakes from the 'cold task'. Simply having written comments may not

comprehensively cover the piece of work, although children should be made aware of their targets for their next piece of work. Feedback should be both positive and constructive, balancing between building confidence and supporting the child through their learning journey.

Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method such as traffic lights or two stars and a wish, or any other form of feedback which the children can use to develop on in their next piece of work. This can be in the form of a success criteria sheet, or by using coded comments to reduce teacher workload.

Before the child completes their 'hot task' work, target forms can be stuck into the front of the book, so children have easy access to it when working, knowing what their targets are.

After completing the work, they should be given an objectives criteria sheet outlining their writing objectives and their thoughts on whether they have met it, using ticks and an expectation of the child to evidence it. Children will self-assess their work using the proforma, which will inform if they have met the learning objective, what they think about their piece of work and what the teacher thinks about it.

The form can be concluded with a differentiated task to ensure each child's needs are met. Once the marking is complete, children should be given appropriate time to reflect and improve their work.

The whole-class feedback sheet could be used so the teacher has an overview of the children's work and can cater their teaching for the class. This sheet would inform their lesson planning for future lessons.

Note: If the English standards of our pupils are going to improve, we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realize that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in all forms of feedback.

12.3 Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt for the child, if it an uncommon word. If the word is part of the curriculum required words, or words which children of that age would be expected to know, the teacher should highlight the mistake with an SP sign in the margin, a maximum of 3 words per piece of work, and direct the child to a dictionary to find the correct spellings themselves.

12.4 Performing Arts

Subjects such as PE, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. The feedback should be immediate and guided by the teaching staff.

If written work is completed, the principles of quality feedback and marking should be applied.

12.5 Science

Whole-class review sheet, to be used with the children and distributed to them. It should be used per week to ensure pupils are aware of their weaknesses and strengths, and the teacher is able to

use the sheet to inform lesson planning. Teachers should also be offering live feedback every lesson and where appropriate, are welcome to offer more in-depth feedback.

12.6 Investigative and Practical work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method such as traffic lights or two stars and a wish.

12.7 Foundation subjects

Whole-class review sheet, to be used with the children and distributed to them. It should be used at least once a half-term to ensure pupils are aware of their weaknesses and strengths, and the teacher is able to use the sheet to inform lesson planning.

For Computing, teachers would be expected to model tasks and provide live feedback as children are working.

12.8 Religious Studies

Whole-class review sheet, to be used with the children, from a sample of **at least 6 books (2 of each 'ability')**. It should be used per topic to ensure pupils are aware of their weaknesses and strengths, and the teacher is able to use the sheet to inform future lesson planning. Different books should be used every week to ensure every child's book is checked at least twice per half-term.

Teachers should also be offering live feedback every lesson and where appropriate, are welcome to offer more in-depth feedback.

12.9 History/ Geography

Whole-class review sheet, to be used with the children, from a sample of **at least 9 books (3 of each 'ability')**. It should be used per topic to ensure pupils are aware of their weaknesses and strengths, and the teacher is able to use the sheet to inform future lesson planning. Different books should be used every week to ensure every child's book is checked at least twice per half-term.

Teachers should also be offering live feedback every lesson and where appropriate, are welcome to offer more in-depth feedback.

12. EVIDENCING FEEDBACK

As an independent school, we appreciate the pressures from regulatory bodies like Ofsted and their need to see evidence of feedback. Seeing as we are gradually moving away from written marking as a regular requirement, we must show evidence that children are still receiving effective feedback from the teacher which is positively affecting their work.

Type	What does this feedback look like?	Evidence? (For observers)
Live	During the Lesson	- Lesson observations/learning walks

	<ul style="list-style-type: none"> - Includes teacher gathering feedback from teaching including mini-whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May re-direct the focus of teaching or task - May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> - Some evidence of annotations or use of marking code/highlighting - Writing TA/ Teacher support alongside work to indicate extra support
Summary	<p>At the end of a lesson or activity</p> <ul style="list-style-type: none"> - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self- or peer- assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need - Can be given in the form of a feedback grid 	<ul style="list-style-type: none"> - Lesson observations/learning walks - Whole class feedback grids - Some evidence of self- and peer-assessment - May be reflected in selected focus review feedback (class co-marking)
Review	<p>After the lesson</p> <ul style="list-style-type: none"> - May involve written comments/annotations for pupils to read / respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> - Acknowledgement of work completed - Written comments and appropriate responses/action - Adaptations to teaching sequences/ tasks when compared to planning

13. MONITORING AND EVALUATING THIS POLICY

This policy will be monitored through further consultation of staff and through planned reviews.

As part of her monitoring role children's workbooks will be monitored by the Head of Learning & Development with written and verbal feedback given to individual members of staff if necessary.

Where appropriate, good practice and areas for development will be highlighted, in a summary document, for all staff to consider and discuss

14. REFERENCES






Our feedback policy is based on research and experiences of teachers across the country. Some of the research we have taken into account has been commissioned by The Education Endowment Foundation. Can be found at <https://educationendowmentfoundation.org.uk/evidence->

[summaries/teaching-learning-toolkit/feedback](#). The DfE also published a report in March 2016 around eliminating unnecessary workload for teachers. This document can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf. This policy has also been informed by practice of numerous successful schools whose feedback policies have proven to be effective and led them to an 'Outstanding' grade.

15. VERSION HISTORY

Issue Date	Version Number	Approved By
06/03/2012	1.1	School Governors, Head Teacher, Deputy Head
28/10/2017	2.0	School Governors, Head Teacher, Deputy Head
01/09/2019	3.0	Head Teacher, Deputy Head, Subject Leader

A. APPENDICES – MARKING SCHEME

<u>Mark</u>	<u>Meaning</u>
	You have achieved the objective. Work is correct. This could also be done by a sticker/stamp indicating it has been met, or through a smiley face.
	You are beginning to understand the objective. This could also be done by a sticker/stamp indicating it is a working progress, or through a smiley face. Pupils should know how to meet it.
	You did not fully understand yet, but keep trying. This could also be done by a sticker/stamp indicating it is a working progress, or through a smiley face. Pupils should know how to meet it.
	Work is factually incorrect. Requires correction
T/TA	Help has been given by a teacher or teaching assistant.
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes.
//	New Paragraph
	Punctuation mistake
SP	Spell correctly (correct spelling may be written for some children).
Further symbols/codes may be used in a manner which relates directly to success criteria used in the planning of written work, e.g. TV to indicate use of technical vocabulary.	

Whole Class Feedback - Maths

Date _____ Class _____

What Went Well:

Students who did not meet objectives:

Actions

Missing/Incomplete Work :

General Misconceptions:

Actions:

Response Activities:

Presentation

Amazing work:

Whole Class Feedback - English

Date _____ Class _____

What Went Well:

Students who did not meet objectives:

Actions

SPaG Errors:

Missing/Incomplete Work :

Misconceptions:

Actions:

Response Activities:

Presentation

Amazing work:

Whole Class Feedback - Science

Date _____ Class _____

What Went Well:

Students who did not meet objectives:

Actions

Missing/Incomplete Work :

General Misconceptions:

Actions:

Response Activities:

Presentation

Amazing work:

Whole Class Feedback – Islamic Studies

Date _____

Class _____
What Went Well: _____

Students who did not meet objectives:

Actions

SPaG Errors:

Missing/Incomplete Work :

Misconceptions:

Actions:

Response Activities:

Presentation

Amazing work: