



# UNSWORTH PRIMARY SCHOOL



## Feedback Notes

### (Appendix 2)

## “Together we build understanding”

### What is feedback?

Feedback is not advice, praise or evaluative. Whether written or verbal, it should be about what or how a pupil has done something. Feedback should be based around a clear goal, which for pupils across school is set within lessons as the learning intention (LL or WALT). These learning intentions should be very specific about what pupils are learning to do, so that feedback can be developmental and personalised for individuals.

Feedback has two different purposes, being for:

- **The child** - written symbols, comments, questions, challenges or references to verbal dialogue or models.
- **The adult** - annotations written by a teaching assistant or another teacher to outline how a child has done something and may include the equipment used, comments relating to the dialogue between child/adult, comments relating to how a child is progressing towards an aspect of learning or an outline of the support given.

Marking and Feedback across Unsworth Primary is different and progressive as children move through each phase. Below is a brief outline of phase specific feedback.

### EYFS

- Feedback to children should be immediate and as it happens.
- Adults will use a different colour of pen on a child's work to model the correct way to form a letter or number or make a correction that the child can observe and talk about.
- Adults will annotate an individual's work where they need to give feedback to the class teacher or provide evidence about what a child has done to complete a task.
- Formal recorded work should include a “G” or “I” to indicate how it has been completed.

### Year 1

- Pupils will be introduced to the Learning Ladybird (LL) with use of a class puppet.
- Adults will use a green pen on a child's work to model the correct way to form a letter or number or make a correction that the child can observe and talk about.
- Adults will annotate an individual's work where they need to give feedback to the class teacher or provide evidence about what a child has done to complete a task.
- Work in books should include a “G” or “I” to indicate how it has been completed.
- LC will be recorded in books to indicate verbal feedback has been given and a word next to it to briefly say what the conversation was about. This feedback should be acted upon or commented on by an adult in later pieces of work

### Year 2

- In addition to the points above, pupils in year 2 will have written challenges, questions or next steps included on work where appropriate.
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- In the spring/summer term children will be introduced to the Successful Spider (SS) for evaluating key points in learning as individuals or as part of peer feedback. This may take the form of simple tick lists

### **Lower KS2**

- Pupils will be introduced to the We Are Learning To (WALT)
- Adults will continue to mark pupils work using green pen. Work will continue to be annotated with a "G" or "I" to indicate how it has been completed.
- As in KS1 verbal feedback will be given with LC recorded in books to indicate a learning conversation has taken place and a brief description of the focus will be included. This feedback should be acted upon or commented on by an adult in later pieces of work.
- Y3 pupils will use success criteria to evaluate key points in learning and will begin to be more confident using peer feedback and evaluating their own learning.
- Spelling and grammar errors will be identified using sp and gr and will be corrected by the teacher or the pupils where appropriate
- WALT? will be used when pupils have not fully achieved the learning intention alongside a comment outlining particular difficulties
- Learning conversations may be used to address specific issues with individuals and groups of children
- Y4 pupils will begin to refer to and use WILF
- By the end of this age phase, pupils will be confident using peer feedback and evaluating their own learning. This will when appropriate take the form of simple feedback sheets incorporating ticks and brief evaluating comments.
- Any editing amendments to an original piece of work will be completed in pencil.

### **Upper KS2**

- The main points as outlined in Lower KS2 regarding WALT, WILF, G, I, LC will continue.
- Pupils will begin to devise and use their own assessment criteria for learning both as individuals and as part of peer feedback
- Errors regarding spelling and grammar will on the whole be underlined by the adult. Pupils will identify the type of error and then self-correct where able
- The first five minutes of each lesson will be used to respond to feedback either independently or with support. This will be referred to as MAD time.

### **Additional Points**

All adults will ensure that pupils respond appropriately to marking

Before marking pieces of work, the teacher will ensure they check pupils have acted on comments on the previous piece of work. Staff will monitor pupils engagement with their feedback and act appropriately to address this if it seems to be an issue.

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