



Larkrise Snapshot : FEEDBACK

Purpose	Children know what 'good' looks like and how well they're doing in their pursuit of this
Principle	Feedback should be timely, specific, meaningful, motivating and manageable
Verbal feedback	<p><i>Feedback comes from adults and peers; not always with a pen!</i></p> <ul style="list-style-type: none"> • The quicker feedback is given and acted upon, the more effective it is. The power of adults' presence in lessons offering feedback and celebration as they move amongst pupils is one of the most valuable tools we have. • We should aim for every interaction with children to move them on in some way. This could be in terms of learning, attitude or just building emotional capital (see behaviour policy), based on our understanding and knowledge of the child and their needs. • (The occurrence of verbal feedback does NOT have to be recorded in books, though it may be evident nonetheless e.g. a dot for where to write to, a tickled pink smiley face)
Written feedback & marking	<p>We use coloured pens for written feedback to show 'tickled pink' and 'green for growth' next steps. All class work should be acknowledged. Children may self/peer-mark if teacher gives answers e.g. a quiz, but age-appropriately and need to be trained first! The quicker feedback is given and acted upon, the better i.e. in-lesson is most effective.</p> <p>Maths</p> <ul style="list-style-type: none"> • Tickled pink ticks for correct, dots for incorrect/look again • Green scaffold to address misconceptions/offer challenges to extend <p>English & other subjects</p> <p>Shorter tasks e.g. quizzes, reading comprehension, research building up to longer task: ticks for correct, dots for incorrect/look again</p> <p>Longer tasks, e.g. story opening, information paragraph, creative writing:</p> <ul style="list-style-type: none"> • Tickled pink: ticks, highlighted areas of particular strength in relation to LO, positive comment tailored to child • Green for growth: address spellings if necessary, (see policy) and one next step task to be done during D.I.R.T. time
Dedicated Improvement and Reflection Time (D.I.R.T.)	<p>Time given to reflect on learning and make improvements where necessary.</p> <ul style="list-style-type: none"> • Could be within lesson, start of next lesson, first thing in morning (ASAP best) • Children need to be supported/trained to do this, in an age appropriate way • Make sure it's about celebrating successes as well as addressing next steps • Peers can support one another (again if trained and matched appropriately)
Intervening	<p>If we find ourselves giving the same feedback more than twice, it is not working! If children are not acting on feedback, consider why:</p> <ul style="list-style-type: none"> • Pitch: Do they understand what being asked to do/how to or do they need more teaching/support/scaffold to do so? • Time: Have they been given time/space/tools to act on feedback? • Precision: Is it specific e.g. 'make ascenders longer', rather than 'improve handwriting' <p>If feedback is still not working, further underlying reasons must be considered – consider a pupil conference, check in with FSW/sibling's teachers/SENCo.</p>