

**“The right feedback at the right time has the greatest impact on progress!”**

Education Endowment Fund

At Finham Primary we believe that ‘Effective Feedback’ is the key to ensuring progress is maximised and that the learners *‘engagement’* in that feedback is the most important part. Feedback can come in many forms, marking work, making assessments, setting targets to verbal feedback.

The most powerful feedback takes place when the learner is *engaged* in a learning conversation with their peers or their teachers at the point of learning. This underpins all our feedback in school, from the way we feedback on children’s behaviour, recognise their values to giving encouragement across everyday school life. From the day the children start at Finham, that level of *engagement* underpins everything we do.

Recording those feedback engagements ensures that we are constantly planning for progress and have a detailed record of the children’s successes and areas for development. Teachers use the **‘Classroom Monitor Mark Book’** to ensure that the feedback and engagement with the children is maximised and this is used to report to parents, inform planning next steps, setting targets and celebrating progress and success.

***We record our feedback in the following ways:***

**Deep Marking** – When key pieces of work are marked to bring out a high level of detail to support the setting of targets and key areas of next step teaching. Planned Extended Writing, End of Unit Writing, Maths Investigations, Science Investigations, End of Topic Reviews.

**On Track Marking** – ‘Coded Marking’ against the key skills needed to meet a larger learning objective. (All lessons are ‘Objective Led’ and these codes will reflect the children’s understanding against these objectives.

Objectives are highlighted **Green** = Achieved, **Amber** = Working Towards and **Red** = Not Achieved.

SP = Spelling

O (Empty Circle) = missing punctuation

^ = missing word

Wiggly line = Grammar Error

? = Re-phrasing

*(These codes will be targeted and used at the teachers discretion and based on the lesson focus and child’s targets. They are not there to highlight every mistake as over marking has a negative impact on progress.)*

**Spot Marking** – When a teacher puts in key checkpoints during the lesson to move the children on or to consolidate the learning. At this point the children need to either **‘Prove it.’** (apply the skill.) or **‘Practice it.’** (Consolidate the skill.)

**Mastery Feedback** comes when the children are *engaged* and start to self assess and improve, and peer assess and improve. This gives the feedback greater ownership and the best examples of this lead to accelerated progress.

***Children engage in feedback in the following ways:***

**Self Marking** – Checking their answers.

**Self Assess** – Children put their finished work in a colour coded box based on how they feel they have got on against the objective.

**Green** = Achieved, **Amber** = Working Towards and **Red** = Not Achieved.

**Peer Assess** – Scaffolding opportunities to *‘engage’* the children in supporting each other.

**Editing Pen** – Children have a **‘Green Editing Pen’** that is specifically used to edit and improve their work and punctuation.

**Red Pen Question** – Children respond directly to questions set by teachers in **‘Red Pen.’** These questions can be directly in the children’s work, displayed on the board or verbal, and direct the children to move their learning forward.

***Teachers are constantly adapting their planning in light of these continual feedback processes.***