Giving Feedback across the Curriculum

JEA

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Essentials When Giving Feedback

- On the spot feedback is effective in order that children can consider improvements to their work there and then.
- A whole class feedback sheet is completed for reading, writing, maths and science. This indicates common misconceptions, areas for reinforcement and children who have exceeded objectives.
- Highlighting in green (green for growth/green box thinking) or pink (pink for progress) against the LQ (Learning Question) shows if the children have achieved the objective.
- Time is given for children to correct mistakes.

Giving Feedback

Children learn best when they are actively participating in the learning process. They should know as much as teachers do about how they are learning and what they need to do next.

'Tick and flick' feedback can be misleading for children and having too many targets from many small pieces of work can be confusing. Teachers will use green for growth/green box thinking (with comments if relevant) mostly for misconceptions (where children have misunderstood things).

Consistent use of green for growth/thinking and the pink box thinking for challenge will show progress in all books across all subjects.

Green for growth and green box thinking are provided to correct errors and misconceptions and make improvements.
Pink box challenge is used to provide challenge.
Green for Growth/Green Box Thinking

Green for growth should be used as much as possible to ensure that misconceptions are addressed quickly for all children. This can be done throughout the lesson or while reading the child's work when completing the feedback sheet.

Highlighting an area to work on in green or drawing a green box around the area to work on are both acceptable.

If the error that has been highlighted green has not be fixed in the box, then the teacher should provide a reason as to what needs to be fixed in the form of a comment. Phrases and sentences that do not make sense or need to be 'up-levelled' should be highlighted green and a green box drawn underneath for the child to correct in.

Children must be able to tell adults what the green means and not just that it is wrong and something needs fixing.

Pink for Progress/Pink Box Challenge

Pink for progress should be used when acknowledging Green box thinking/green for growth and when a child has corrected a misconception. This can be done during the lesson or when the teacher is assessing in the lesson/providing feedback.

Whole Class Feedback Sheet

The whole class feedback sheets should be completed for the majority of children for reading, writing, maths and science on a regularly basis. The feedback sheet should inform the teaching of the next lesson.

Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
Reading	Feedback is linked to the LQ and SC. Teachers complete the whole class feedback sheet and provide green for growth/green box thinking when reading the children's work.	Teachers highlight, in green, work that needs to be improved. Children will have time to correct their errors at the start of the next lesson or earlier if identified during live marking. This is related to the LQ. Other work to be improved such as basic skills e.g. common spellings, punctuation etc. that do not relate to the LQ, will also be identified to be addressed. Day 2 of the learning cycle, children will be required to correct their answers using green pen. Day 3 & 4: Teachers will highlight incorrect answers in green and children will correct their answers in a green box.	Time will be given for children to read over their work and work on progressing to pink. Teachers will highlight in pink any work that was initially marked as green but the child has improved it. As a child progresses the more pink will be evident which will show a clear correlation to progress being made for a child. Children who have correct work/answers will be challenged with deeper questioning.	During and after the lesson.
Subject	**Feedback/LQ**	**Green for Growth**	**Pink for Progress**	**Frequency**
Writing	Feedback is linked to the LQ and SC. Teachers will complete the whole class feedback sheet and provide green for growth/green box thinking when reading the children's work. The final published piece of writing will be marked in depth using the	Challenge should be supported throughout the writing process through modelling and scaffolding as per the stages structure for writing. Green for growth will be used for all stages leading up to the drafting stage. During the drafting process, the teacher will give verbal feedback. If a child has not achieved a sound understanding of the learning, and thus needs to be corrected/amended in order to meet the objective, the teacher will indicate this using green highlighter/verbal feedback. Teachers will highlight or draw a box around the word/sentence/section the child has not completed correctly. Underneath the work, teacher to draw an empty box corner for the children to try the sentence/section again. Teachers will not write	Time will be given for children to read over their work and work on progressing to pink. Teachers will highlight in pink any work that was initially marked as green but the child has improved it. As a child progresses the more pink will be evident which will show a clear correlation to progress being made for a child. Children who have correct work/answers will be challenged with deeper questioning.	During the lesson and after the lesson.

	moderation assessment sheets, highlighting evidence and writing in the margin the statement it corresponds to.	anything as it is up to the child to correct their mistakes. If the same mistake continues to be made, it must be addressed via verbal or written feedback from the teacher.		
Grammar	Teachers will indicate if the objective has been met by marking the LQ with pink or green. Peer or self-assessment, using a green colour pencil/pen, may also be used. Teachers will also ensure children apply their learning to other aspects of English.			

Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
Maths	Feedback is linked to the LQ. Teachers will complete the whole class feedback sheet per unit and provide green for growth/green box thinking when checking the children's work.	At the beginning of the unit, a prior assessment quiz is undertaken where pupils can communicate what they already know and understand about the topic. Every lesson will also start with a recap of prior knowledge. Pupils should check their answers/work after completing 4/5 questions which will ensure that children are not just doing 'more of the same' but rather are getting ready to access the next stage of their learning. Teachers will highlight the question number or green box around any wrong answers for children to complete in the next lesson. They will provide an empty box for the children to answer the question again. Children should draw models and jot down strategies if relevant. Teachers do not need to tick the correct answer as children have been taught that any work that is not green, is correct.	Time will be given for children to read over their work and work on progressing to pink **If a pupil has completed their work correctly, the LQ should be pinked**, ***this will mean that work is acknowledged.*** This should also be the case once a green box task has been completed correctly. If all work is correct, a challenge should be provided through a pink box/bracket.	One sheet per unit.

Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
Science	Feedback is linked to the LQ and SC. Teachers will complete one whole class feedback sheet per unit and provide green for growth/green box thinking when checking the children's work.	At the beginning of the unit, a prior assessment quiz is undertaken where pupils can communicate what they already know and understand about the topic. Every lesson will also start with a recap of prior knowledge, through a starter quiz. Teachers will highlight misconceptions in green in children's work. Time will be given for children to read over their work and work on progressing to pink For the practical lessons, teachers will highlight the LQ pink if the children have demonstrated working scientifically. Where possible, photographs or the recording of scientific knowledge will be evident. At the end of the unit, a post-unit assessment quiz is undertaken where pupils can communicate what they have learned across the topic. The class teacher will record the results for the post-unit quiz on the whole school spreadsheet, to show progress.		During the lesson and after the lesson. At the end of the unit, children are assessed using the assessment sheets against the NC strands for substantive and disciplinary knowledge.
Subject	**Feedback/LQ**	**Green for Growth**	**Pink for Progress**	**Frequency**
History/ Geography	Feedback and assessment are linked to the LQ and SC	At the beginning of the unit, a prior assessment quiz is undertaken where pupils can communicate what they already know and understand about the topic. Every lesson will also start with a recap of prior knowledge. Knowledge organisations are referred to in every lesson to reinforce children's learning The LQ should have a pink for progress if the work has been completed correctly. Challenge questions to elicit further thinking around the unit should be provided to deepen children's knowledge. Misconceptions should be highlighted as green for growth and feedback should be given to allow the child to correct it. At the end of the unit, a post unit assessment quiz is undertaken where pupils can communicate what they have learned across the topic.		During the lesson and after the lesson.
Art/DT	Feedback is linked to the LQ and SC	Every lesson will start with a recap of prior knowledge and skills learnt. The LQ should have a pink for progress if the work has been completed successfully. If the child has been unable to demonstrate the skills taught in that lesson then the LQ should be highlighted as green. At the end of the each unit the pupils will complete a reflection sheet which will be used for assessing the pupils progress of skills and knowledge learnt.		During the lesson and after the lesson. End of the unit.

Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
RE	Feedback and assessment are linked to the LQ and SC	Lessons will be discussion-based focussing on the SACRE Key Questions (see local RE Agreed Syllabus) with immediate feedback provided. Outcomes will be evidenced in a variety of activities, based on pupil voice – drama, dance, art, posters, written accounts. The LQ should have a pink for progress if the work has been completed correctly.		
PSHE	Feedback and assessment are linked to the LQ	PSHE is a fundamental area in developing the wellbeing of all children therefore the lessons will be discussion based following an activity with immediate feedback provided. The LQ should be highlighted pink for growth if the majority of the class have shown an understanding of the LQ. The LQ should be highlighted as green for growth if the LQ was not understood by the class. The following lesson will go over the LQ again as well as the topic being revisited at a later stage within the year. The Skills Builder Partnership works alongside Jigsaw to support the development of skills required for future life in the working world.		At the end of each lesson
French	Feedback and assessment are linked to the LQ	French oral and written work is assessed against the aims of the lesson, in line with National Curriculum objectives. The LQ should have a pink for progress if the work has been completed correctly.		
PE	Feedback and assessment are linked to the LQ	Children are assessed in PE through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.		
Computing	Feedback and assessment are linked to the LQ	Children are assessed in Computing through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.		
Music	Feedback and assessment are linked to the LQ	Children are assessed in music through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.		