

# Feedback at Morningside

A small number of basic principles underpin our approach to marking and feedback. These are further exemplified in the Federation's learning toolkit. Schools in the Federation have refined these basic principles and expectations into their own school practices.

1. Teachers must use pupils' recorded work to assess understanding and address pupil misconceptions as part of the teaching cycle
2. All work should be acknowledged however, this might be by the teacher or through peer and self-assessment
3. Peer and self-assessment are powerful tools and pupils should be guided in their appropriate use. Pupils should also be encouraged to reflect on their own learning

## Types of Feedback

Feedback is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

## Evidence of Feedback

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• AfL: teacher gathering feedback from teaching, including mini-whiteboards, book work etc.</li> <li>• Takes place in lessons with individuals and small groups</li> <li>• Often given verbally to children for immediate feedback</li> <li>• May involve use of a TA to provide support and further challenge</li> <li>• May re-direct the focus of teaching or task</li> <li>• May include highlighting</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Improvements evident in books, either through editing or further working</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of peer- and self-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read/respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/actions</li> <li>• Adaptations to teaching sequences when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> <li>• Writing targets set on post-it notes</li> </ul>









## Feedback in Practice

Adult annotation	red pen	Child annotation	pencil / green pen
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## Annotation Codes – Immediate, Summary and Review

Verbal Feedback	V + key word		
Correct answer	✓	Excellent answer	✓✓
Incorrect answer	●	Correction	● @
Something Missing	^	Look again	? or ○
Good presentation	Pr ✓	Presentation needs improvement	Pr
New paragraph	//	Spelling mistake	with wiv

## Annotation Codes – Summary

Level of support codes:	I – Independent      P – Paired work A – Adult lead/supported      G – Group work	
I think I've achieved the LO	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>
I'd like to revisit this LO	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>

## Annotation Codes – Review

Indicating work for improvement (Ys 2-6)		Indicating work for handwriting improvement (Ys 1-6)	
You have achieved the LO	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	
We will revisit this LO	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	<p>Monday 1<sup>st</sup> September 2014</p> <p>LO: To write a sentence  </p> <p>I P A G Pr</p>	
Good presentation	Pr ✓	Presentation needs improvement	Pr
Excellent effort	Praise sticker:		