

Giving Feedback across the Curriculum JEA

2024

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/ P2P) against the LQ (Learning Question) shows if the children have achieved the objective.
- Time for P2P to take place is given at the start of each lesson.



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 been 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 P2P slot or when the teacher is assessing in the lesson/providing feedback.

Success Criteria

It is crucial that children have a working knowledge of the success criteria for tasks. Children should be encouraged to work out themselves what they are doing well and what they need to do to improve before having it checked by the teacher.

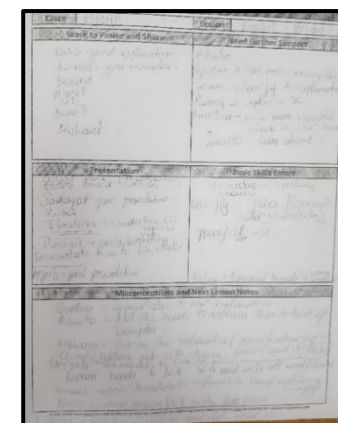
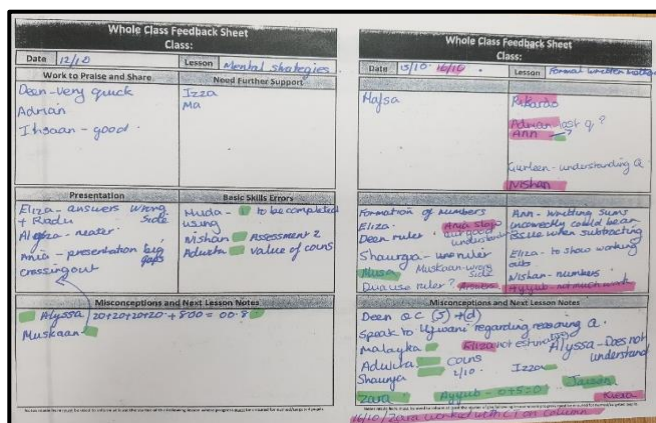
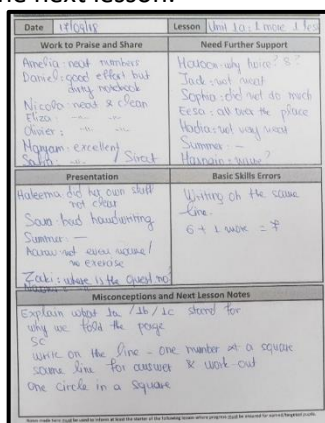
The success criteria is provided for all children in every lesson so that they are supported to achieve the learning objective independently.

P2P

The Progress to Pink (P2P) time should be at the start of a lesson; this dedicated time will allow children time to work on their green for growth/thinking improvements in order to progress to pink as well as working on their challenge/pink box thinking.

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	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 of identified during live marking. This is related to the LQ. Other work to be improved such as basic skills e.g. common spellings, punctuation	P2P time will allow 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.	During and after the lesson.

	thinking when reading the children's work.	etc. that do not relate to the LQ, will also be identified to be addressed.	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.	
Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
Writing	<p>Feedback is linked to the LQ and SC.</p> <p>Teachers will complete the whole class feedback sheet and provide green for growth/green box thinking when reading the children's work.</p> <p>The final published piece of writing will be marked in depth using the moderation assessment sheets, highlighting evidence and writing in the margin the statement it corresponds to.</p>	<p>Challenge should be provided throughout the writing process through modelling, scaffolding and differentiation as per the stages structure for writing.</p> <p>When reading the work during the editing stage, incorrect spellings and punctuation should be highlighted green. Corrections should be written out below.</p> <p>Green for growth will be used for all stages leading up to the editing stage. This will be done for a child to focus on an aspect of learning that needs to be corrected/amended in order to meet the objective.</p> <p>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 for the children to try the sentence/section again. Teachers will not write 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.</p>	<p>P2P time will allow children to read over their work and work on progressing to pink.</p> <p>Teachers will highlight in pink any work that was initially marked as green but the child has improved it.</p> <p>As a child progresses the more pink will be evident which will show a clear correlation to progress being made for a child.</p> <p>Children who have correct work/answers will be challenged with deeper questioning.</p>	During the lesson and after the lesson.
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 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.	P2P time to allow children to read over their work and to work on progressing to pink.	During the lesson and after the lesson.

	<p>Teachers will complete the whole class feedback sheet and provide green for growth/green box thinking when checking the children's work.</p>	<p>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.</p> <p>Teachers will highlight green 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.</p> <p>Children should draw models and jot down strategies if relevant.</p> <p>Teachers do not need to tick the correct answer as children have been taught that any work that is not green, is correct.</p>	<p>If a pupil has completed their work correctly, the LQ should be pinked, <i>this will mean that work is acknowledged</i>. This should also be the case once a green box task has been completed correctly.</p> <p>If all work is correct, a challenge should be provided through a pink box.</p>	
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Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
Science	<p>Feedback is linked to the LQ and SC.</p> <p>Teachers will complete the whole class feedback sheet and provide green for growth/green box thinking when checking the children's work.</p>	<p>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.</p> <p>Teachers will highlight misconceptions in green in children's work.</p>	<p>P2P time to allow children to read over their work and to work on progressing to pink.</p> <p>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.</p> <p>Pink box challenges will be provided if a child has met the LQ.</p>	During the lesson and after the lesson.
Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
History, Geography, Art, DT	<p>Feedback and assessment is linked to the LQ and SC</p>	<p>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.</p>		During the lesson and after the lesson.

		<p>The LQ should have a pink for progress if the work has been completed correctly and a challenge question to elicit further thinking around the LQ should be provided. Misconceptions should be highlighted as green for growth and feedback should be given to allow the child to correct it.</p> <p>At the end of the unit, a post unit assessment quiz is undertaken where pupils can communicate what they have learned across the topic.</p>		
Subject	Feedback/LQ	Green for Growth	Pink for Progress	Frequency
RE	Feedback and assessment is linked to the LQ and SC	<p>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</p> <p>At the end of each unit, pupils contribute to a whole school book that demonstrates progression.</p>		
RHE	Feedback and assessment is linked to the LQ	<p>RHE is a fundamental area in developing the wellbeing of all children therefore the lessons will be discussion based and immediate feedback provided. The Skills Builder Partnership works alongside Jigsaw to support the development of skills required for future life in the working world.</p>		
French	Feedback and assessment is linked to the LQ	<p>French oral and written work is assessed against the aims of the lesson, in line with National Curriculum objectives.</p>		
PE	Feedback and assessment is linked to the LQ	<p>Children are assessed in PE through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.</p>		
Computing	Feedback and assessment is linked to the LQ	<p>Children are assessed in Computing through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.</p>		
Music	Feedback and assessment is linked to the LQ	<p>Children are assessed in music through formative and summative assessments made against the aims of the lesson, in line with National Curriculum objectives.</p>		