

Statement on Teacher Feedback (Marking)

to improve learning for all pupils at Crookham Infant School

Our approach:

1. Laying the foundation for effective feedback

We aim to teach well-planned high-quality lessons where initial concepts are introduced well and careful thought has been given to formative assessment opportunities.

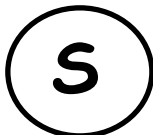

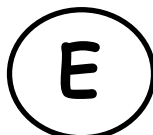

2. Feedback is appropriately timed

We aim to give feedback at a time when it is most effective in moving learning forward.

3. Feedback utilises various strategies

We aim to ensure pupils receive, utilise and act on our feedback in ways that engage them in the learning process and develop strong learning habits.

Our Marking Scheme provides a simple and effective feedback guide for teachers and parents:

<h2>Marking Scheme</h2>		
 S Supported	 F Feedback	 E Edit
Additional support needed to complete the learning task. P is Peer Support and A is adult support.	Verbal feedback given to move learning on and secure progress.	Prompt to the pupil to edit: check, correct, improve learning. This is usually done below the edit line.
Annotation is made on the We are learning/Top Tips sheet as follows:		
 √ Learning met The intended learning of the day has been achieved. This is left blank when not met/still working towards the learning focus. A monkey smile shows that we are meeting our handwriting and presentation goals.		
Our marking approach... We aim to give effective high quality feedback on learning within lessons as timely intervention is most valuable to our pupils, involving them in the learning process and securing progress. Marking codes are used to evidence this feedback.		

When planning effective teaching feedback we refer to the recommendations of EEF

