

Guidelines for Feedback and Presentation in Phase 1

Rationale

The most effective feedback is immediate. Therefore as much as possible, give feedback either verbal or written in the course of lessons. Also it's crucial to give **children time to correct and reflect on their work**

Types of Feedback:

There are two types of feedback written and oral. We encourage feedback to be immediate and alongside the child where possible.

Verbal feedback:

Verbal feedback is recognised as best practice for addressing any blocks in childrens learning. Planned questions and the tools associated with formative assessment will lead to rapid progress. It is not always possible to record verbal feedback but where appropriate this will be recorded using the code **VF**. There maybe notes for development but it is acceptable for just the code to be present, The effectiveness will be evident in the progress.

Written feedback:

It is evident in best practice that written feedback away from the child is the least effective in moving childrens learning forward. So every effort will be made by the adults working with learners to provide any verbal feedback or written feedback alongside them. In all cases of feedback there should be planned time for the children to respond and this is particularly important for written feedback.

Verbal feedback is the main source of feedback in Phase 1.

- Visual stampers, which are read and understood by the children, are used either alongside verbal or written feedback.
- Specific and individual focused stamps are used to mark success, by followed by a tick to signal if and when a child has achieved this objective.
- Stampers are also used to identify next steps in the children's learning, which will be signalled by a staircase symbol.

Spelling:

In Phase 1 teaching and learning is strengthened by the use of the high quality 'Letters and Sounds' phonic programme, alongside Jolly Phonic resources. This is used to support the teaching and learning of phonics, which aims to develop children as independent readers and writers who take an active part in their own learning.

- Children are encouraged to learn and practise new phonemes and sound patterns in their writing, and adults should encourage and recognise worthy attempts made by the children to spell. Phonetically plausible spellings are celebrated.

- High frequency, and common exception words are taught using a variety of practical methods and strategies, appropriate to each phase. Adults may correct some (professional discretion) previously taught high frequency words selectively and sensitively.
- Adults do not correct beyond what has been taught in spelling.

Exercise books:

- Children in Phase 1 have a single “Learning Journey” book which covers English and other curriculum subjects, except for maths which has a stand alone book. Maths books in Phase 1 are 1cm squared.
- Children in Foundation Stage have a single “Learning Journey” book which covers English, maths and other curriculum subjects.

Presentation of work

Writing:

- Each piece of work, evidence or observations should be dated, either by an adult or child.
- Writing should always be required to be of a good/high standard from the children.
- Children should use only pencil to write. Corrections can be made using either a rubber, or a single line through the word. Rubbers will be used as and when appropriate, at discretion of teacher.
- Within Foundation Stage and KS1 we predominately focus our handwriting on correct letter formation, with a view to move towards joining letters by the end of Phase 1.

Maths:

- Numbers should be written on the lines.
- Number reversals should be corrected by an adult, preferably together with the child.

Whole School Marks in Books:

For staff and/or children

I independent

I+ largely independent but with some help

T/LSA worked with/alongside Teacher or LSA

PW worked with partner/in pairs

GW group work

Cold task marked in blue in top left corner

FG focus group

C challenge

VF verbal feedback

E equipment used (ref to equipment e.g. Numicon, number square)

CM class marked (e.g. Under visualiser with children suggesting the corrections)

Rewards

- In order to develop a growth mind-set the school limit rewards in order to further develop intrinsic motivation.