Sir Martin Frobisher Academy

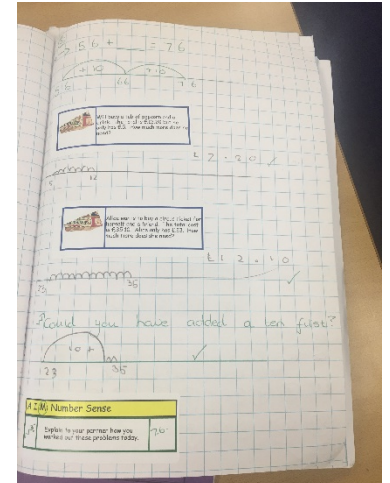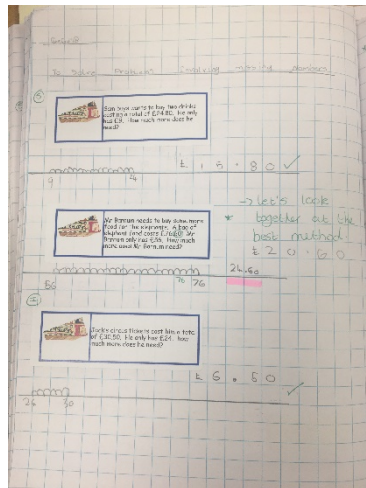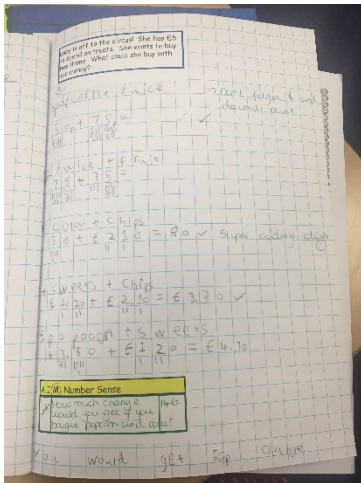

MATHS FEEDBACK POLICY

Date Completed: September 2018

Review Date: September 2020

Narrative Journey

Each piece of work **must** show a narrative journey for that child. This should be shown through the personalised feedback provided to pupils. This can be in the form of positive comments, interventions, questions (e.g. prove it) and handwritten next steps to move learning forwards throughout each session. Feedback should be captured throughout the lesson to ensure that impact is immediate. The use of 'I' and 'S' is non-negotiable on every piece of work. This will add to the narrative of the child's individual maths journey and learning.
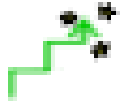

Feedback Policy

Feedback must move learning and understanding forward by either extending understanding or consolidating understanding. Pupils need to understand what they are doing well, what they need to do more of and be stretched and challenged into new learning when appropriate. The expectation is that teachers address all ARE SPAG mistakes / misunderstandings in all work.

Feedback is directly related to the Essential Learning Objective of that learning session. Feedback is differentiated through cognitive domains and this is indicated by the circling of the word AIM present on the feedback sticker.

Feedback in the feedback sticker is to be a balance between typed / handwritten (in accordance to handwriting policy). There is to be at least one personalised piece of feedback per week and a range of celebratory and 'Try it / Next Steps' type feedback.

Feedback symbols are to be utilised consistently across the school and are to be displayed in the classroom for children to access. See below:

Symbol	Meaning
✓	To show correct work
⭐	What I have done well
(pink highlight)	Highlight underneath to indicate an error
↗	My next step
OF	Oral feedback
SP	Spelling error
I	To indicate the child has completed the work independently
S	To show work has been supported
G	To show when work has been competed as part of a guided group
→	Fix it - to show when something needs fixing
Cover	To indicate when supply or LSA has covered a lesson

Effective Feedback

Outcome of piece of work

Correct

Incorrect

Correct, with thorough understanding

Correct, inefficient methods

Incorrect, inefficient methods

Incorrect in part of process

Lack of prior knowledge/ understanding

Identify next steps/ challenge

Model efficient method with task set

Highlight errors/model efficient method with task set

Identify error in process address appropriately

Identify gap and address appropriately