

What does feedback look like in Humanities?

Verbal Feedback

'That is a fantastic answer because you linked to previous learning'

'Such a good idea, what about...?'

Not all feedback is written. What your teacher says is super important in feedback.



Linked to your topic overview descriptors

We will keep using our topic descriptors of Working Towards, Working At and Working Above.

These are success criteria - use them to know what you need to know and do

Written Feedback - WWW / TAN

Your written feedback could be:

- In your book in red pen
- On a feedback sheet in red pen
- On a piece of IL in red pen



It should always be about What Went Well and **Take Action Now**, so you know what to do to improve

This could be feedback just for you OR whole class feedback sheets

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Rewrite an answer/part of an answer
- Do some recall questions
- Apply a skill learnt to new content
- Annotate your exam paper



Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.

What does
feedback look
like in PE?

Verbal feedback

Immediate technical corrections

"Your grip is almost perfect – just rotate your thumb slightly forward"

Tactical and Strategic Feedback

"Think about where the defender is positioned – what's your best option?"

Whole-Class Feedback During Activity

"A common error I'm noticing is many of you are forgetting to follow through."

Questioning to Deepen Understanding

"How does your body position affect your balance here?"

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could do to improve

"Focus on the accuracy of your serving"

"Can you use all areas of the court/pitch/table?"

"What tactical or strategic changes could you make to improve your performance"

Linked to your topic overview descriptors

We will use our topic descriptors of Working Towards, Working At and Working Above.

These are success criteria - use them to know what you need to know and do.

What do our topic descriptors mean?

Working towards- Performing **BASIC** skills in isolation

Working at- Performing skills **CONSISTENTLY** with increasing competency

Working above- Performs skills with a **HIGH LEVEL** of success and there is clear understanding of tactics and strategies

Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.

Verbal Feedback

Well done, **your answer is successful because** you have included lots of topic specific vocabulary

A great idea, but **what could we add** to make sure that it's a full sentence?

What your teacher says to you

Great answer, **and I particularly liked** your pronunciation.

Very good, **how can we** say that word with a more authentic accent?

What does **feedback** look like in Modern Languages?

Written Feedback

Feedback written in your book or on an assessment

Your **teacher** will give feedback in **red** pen

You will **self-mark** or **peer-mark** in green pen

Your teacher/peer will give you a What Went Well (**WWW**)

Your teacher/peer will give you an Even Better If (**EBI**) – something to improve on for next time

Other Feedback



Other methods your teacher uses to give feedback to you

Your teacher will use **mini whiteboards** to get instant feedback on how much you have understood and give you verbal feedback

Your teacher may give you a **sticker** if you have shown one of our core values and explain why you have earned it

Your teacher may **e-mail, call** or send a **postcard** home to praise you or assist you with your attitude to learning

Whole Class Feedback

Year 7-8-9 – Assessment 1 Feedback Date of Assessment:

How much preparation I did: None 0 1 2 3 4 5 6 7 8 9 10 Lots

What I did outside of lessons to prepare for the assessment:

What went well for me? (WWW)

What didn't go so well for me? (EBI)

Area of development: Listening Q1

TASK: Listen and write in the Spanish word broken down. The first one has been done for you.

Listen and for each person (a-e), write down the birthday you hear in English. (5 marks)

Name	Birthday
a Alejandro	the first of September
b Isabel	the fourteenth of October
c Juan	the ten and six of December
d Sara	the twenty and three of January
e Ignacio	the thirty and one of June

Feedback given to you by your teacher on blue or green paper

Your teacher might give you whole class feedback where there are common WWWs and EBIs in your class

Your teacher will **re-teach** a concept or **talk you through** how to improve.

Verbal Feedback

"Excellent explanation because you used scientific vocabulary."

"What variable should be controlled?"

"How could you improve this conclusion?"

What your teacher says to you

"Can you justify your answer using evidence?"



Written Feedback

Your **teacher** will give feedback in **red** pen

You will **self-mark** or **peer-mark** in green pen

Your teacher/peer will give you a What Went Well (**WWW**)

Your teacher/peer will give you a Take Action Now (**TAN**) – something to improve on for next time.



What does feedback look like in Science?

Other Feedback

Your teacher will use **mini whiteboards** to get instant feedback on how much you have understood and give you verbal feedback

Your teacher may **e-mail**, **call** or send a **postcard** home to praise you or assist you with your attitude to learning

Other methods your teacher uses to give feedback to you



Whole Class Feedback

Feedback will be given to you by your teacher on blue or green paper.

Your teacher will **re-teach** a concept or **talk you through how to improve.**

Your teacher might give you whole class feedback where there are common WWWs and EBIs in your class



What does feedback look like in English?

Verbal feedback

Your teacher may give you immediate feedback when walking around the classroom or in response to an answer or when you are using mini whiteboards.

We will also use the 'feedback to feed forward' review at the end of selected lessons so that we can adapt future lessons to work on specific areas of need.

- ## WWW / TAN
- You will receive comments outlining WWW and TAN. The TAN comment will ask you to work on something specific which will boost your marks.
 - You will also be asked to respond to questions which your teacher may write on your work.
 - If there is a class trend, we may work on the TAN together as a class.
 - Sometimes, your teacher may use codes where lots of people need to work on the same area..

Linked to your **topic overview** descriptors

We will keep using our topic descriptors of Working Towards, Working At and Working Above.

These are success criteria - use them to know what you need to know and do

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Rewrite an answer/part of an answer
- Do some recall questions
- Apply a skill learnt to new content
- Annotate your exam paper



FEEDBACK IN VA KS3

- Mini-milestone feedback – target grade, working at, relevant statements highlighted

- Milestone feedback – highlighted comments, what you can do, level you are working at

Working towards, = Working at, + Working above, x Unable to assess

- Target stickers – areas to work on

- **Verbal feedback**

- Every lesson, all the time.

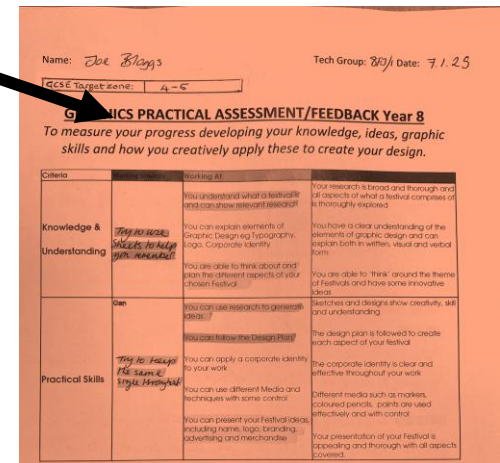
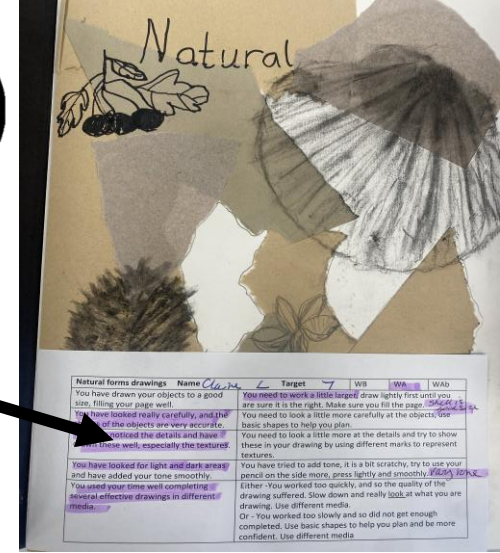
- What is going well

- What needs to be looked at again

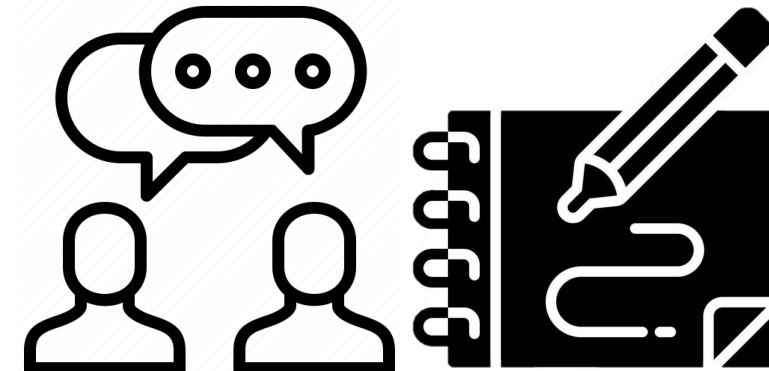
- Suggestions for improvement

- Suggestions for other media you could use

- Suggestions for development



Work on your shading – aim for more tones and smoothness



FEEDBACK IN VA KS4

- Regular comments/post-it-notes/photos, with suggestions for improvement
- Formal feedback after completion of different sections of work
- Feedback and next steps after mock exams



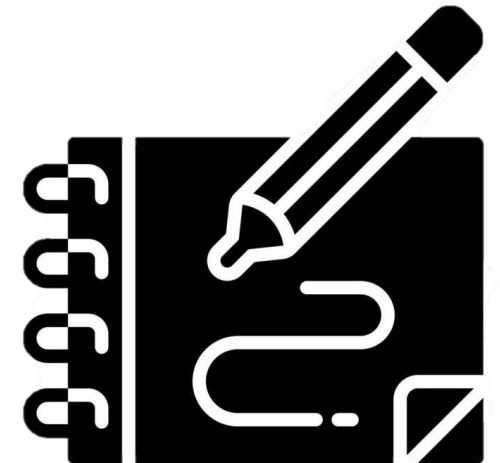
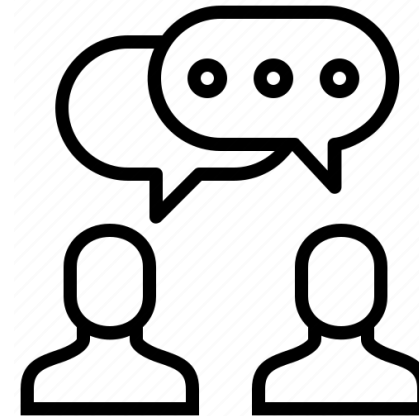
Controlled Assessment (Mock Exam)	Poor CONCERN	FAIR JUST UNDER EXPECTED LEVEL	Good EXPECTED LEVEL	Exceptional OUTSTANDING PERFORMANCE					
Use of time									
Links with AO1 and AO3									
Use of media/skill									
Overall success of CA piece									
Where are you now?	1	2	3	4	5	6	7	8	9
Comment									
Next steps for improvement									

Name		Target grade				Aspirational grade			
Food Unit AO3		SEP		EP		MP		EP	
Date									
Use of time									
Links with artists									
Recording skills									
Use of media/skill									
Development of ideas									
Layout/presentation skills									
Where are you now?	U	1	2	3	4	5	6	7	8
Grade, if work continues to this standard.	1	2	3	4	5	6	7	8	9
Comment									

Verbal feedback

Every lesson, all the time.

- What is going well
- What needs to be looked at again
- Suggestions for improvement
- Suggestions for other media you could use
- Suggestions for development



What does feedback look like in Mathematics

Verbal feedback

This will often follow use of mini white boards. This allows misconceptions to be identified quickly and corrected. This could be following a verbal response or a one-to-one discussion with your teacher.



Written feedback WWW / TAN

Feedback from your teacher will be in red pen. This could be following a milestone/mini milestone or book look. This should be WWW (what went well) and TAN (take action now). Whole class feedback can take place following a piece of independent learning and will be in green pen, written by you. Questions where misconceptions have happened will be selected by your teacher and you will work on these together.

Linked to your Maths topic overview descriptors

We will keep using our topic descriptors of Working Towards, Working At and Working Above.

These are success criteria - use them to know what you need to know and do.

Your RAG sheet will clearly show you what areas you need to improve on.

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Rewrite an answer/part of an answer
 - Do some recall questions.
- Apply a skill learnt to new content.
- Follow core routines in your book.



Book check stickers, take action following a review.



Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.

Verbal feedback

We will use low-stakes questioning followed by praise or scaffolded questioning to help develop responses and critical thinking. This will be supported through use of MWB tasks and checks.

'Good idea, but can you think of a better word/idea that...'



Linked to your topic overview descriptors

We will keep using our topic descriptors of Working Towards, Working At and Working Above.

You will be informed of how close you are to progressing to the next band on each assessment.

What does feedback look like in Media

WWW / TAN

Written feedback will be given using:

- Visible red pen in books
- Modelled responses
- Peer assessment combined with Teacher assessment



Both personalised and whole class feedback will be given.

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Rewrite an answer using feedback
- Complete recall questions.

Silent Independent Phase using content learned in previous lessons.



Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.

Verbal feedback



- Immediate feedback is given during practical work and performances
- Feedback is specific and linked to musical skills
'Try to keep a steadier pulse.'
- Teachers identify strengths and next steps
'Your note placement is great, now let's clap through this rhythm to make sure it is accurate.'
- Questioning encourages reflection
'Which fingers are best to use for this passage?'
- Whole-class feedback to address common mistakes & misconceptions
'I can see that a lot of you are struggling with bar 5, let's clap it through together.'

What does feedback look like in Music?



Linked to your topic overview descriptors



We will keep using our topic descriptors of Working Towards, Working At and Working Above.

A specific success criteria for each unit and skill (performing/ composing/ knowledge and understanding) can be found at the front of your booklets. Use them to know what you need to know and do.



Written Feedback: WWW / TAN



Written feedback could be:

- WWW and TAN in your booklet in **red pen** or highlighted, linked to the unit's success criteria
- Self or Peer reflections written in **green pen**

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Re-rehearse your performance based on feedback
- Rewrite an answer/part of an answer
 - Do some recall questions
- Apply a skill learnt to new content
- Annotate your exam paper (KS4)



Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.

What does feedback look like in Drama ?

Verbal feedback

You will get immediate feedback on your rehearsals and performance, often structured in this way:

- We will identify strengths and areas for improvement.
- We will give specific suggestions on how to improve vocal delivery which focuses on projection, clarity, pace, and expression.
- We will give specific suggestions to improve physical skills such as movement, body language and gestures.
- We will use constructive and supportive language.
- We encourage reflection and development of performance skills in others- peer feedback.

Linked to your topic overview descriptors

We will keep using our topic descriptors o:
Working Towards
Working At
Working Above

These are success criteria - use them to know what you need to know and do

WWW / TAN Examples:

- Act on verbal feedback by repeating a scene and applying suggested improvements.
- Refine your vocal skills such as projection, pace, tone, and expression.
- Improve movement, body language, and use of space.
- Develop characterisation through stronger emotions, gestures, or reactions.
- Rehearse the scene again to demonstrate progress from feedback received.

This sort of feedback focuses on **visible improvements in practical performance**, rather than written reflection.

Actions for you: all about fostering you to be independent

After your mini milestones and milestones there will be actions for you to take responsibility for your own progress.

Examples of what you could be asked to do:

- Re- perform a section of your performance with a focus on your verbal feedback
- Take part in physical or vocal exercises to improve specific skills

Feedback loops: every piece of feedback we give you is to drive your learning forward; when you act on that and make a change, we can then celebrate progress and drive it on again further → this is a feedback loop.