

Feedback and Marking Policy

Procedure and Protocol for AFL at Haggonfields

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. - EEF

- Use 'gap analysis' to identify the next steps for the content or for groups (LAP, MAP, HAP) in addition to the focus of teaching.
- Header indicating the Learning Intention (LI) and relating Progress in Knowledge (PIK) target.
- Lesson content referring to the LI and PIK.
- Record Knowledge books to be out during each lesson.

Feedback – Identify success or next steps relating to the LI and PIK. Feedback must be up to date at the beginning of each lesson.

- Real time feedback target one group of pupils per session
 - Feedback after lesson in preparation for next lesson
 - Identify the gaps from the LI to inform next lesson.
 - Use gaps to create lesson starter/recall, model text, identify groups of pupils that may require intervention.
- The feedback in books is written.
- The feedback recorded on the 'seesaw' platform is spoken.
- Recognising success if needed use a sticker to respond.
- Purple pen to up level/correct learning.
 - Purple peg to identify books that require addressing at the beginning of a lesson.

AFL for planning purpose is recorded as annotations on planning.

Wider curriculum progress is recorder continuously on FFT