

Feedback at Lister

Why do we provide feedback to students?

- To value the effort students put into their work;
- To provide guidance to students on how they can improve.

Feedback Expectations

- All lessons should have [clear learning objectives](#) that tell students what they will learn during the lesson and why it matters. These should be [shared with the students](#).

Examples of Learning Objectives:

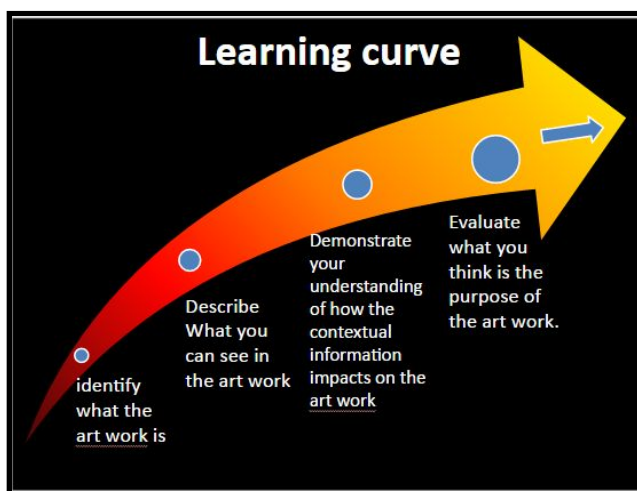
Science - “Describe and explain the process and chemical nature of photosynthesis”

English - “Explore and analyse Lady Macbeth’s soliloquy in Act 2”

Humanities - “Analyse literal and non-literal interpretations of the Christian creation story.”

- The Learning Objective should be supported by [clear success criteria](#) which set out how students can succeed, and with [models](#) of what success looks like.

Examples of Success Criteria



Success Criteria		I did this	My evidence is...
Good	I can sometimes use the correct structure and techniques in some parts of my paragraph.	Y/N	
Better	I use the correct structure and techniques for academic writing and apply it in a systematic, mechanical way.	Y/N	
Best	I use the correct structure for academic writing and apply it in a detailed way that creates interest and formality.	Y/N	



Success criteria

G3-Safely make and record observations.

G4-Explain why a displacement reaction occurs.

G5-Write word equations and straightforward balanced symbol equations for displacement reactions.

G6-Predict observations for the metals listed in the reactivity series reacting with a different metal salt.

G7-Describe displacement reactions using an ionic equation.

G8-Write balanced symbol equations, with state symbols, for displacement reactions.

G9-Determine and explain which species is oxidised and which species (metal atom or ion) is reduced in a displacement reaction in terms of electron transfer.

- All teacher, peer and student feedback should be linked to the success criteria and learning objective.
- Teacher feedback should take place with the following regularity:

Core Subjects English, Maths & Science	Every 3 weeks
Non-Core Subjects (Taught more than once a week)	Every 4 weeks
Non-Core Subjects (Taught once a week)	Every 6 weeks

- Self and peer feedback should take place with the following regularity:

Core Subjects	Every 1 week
Non-Core Subjects	Every 2 weeks

- Teacher feedback should always include a positive comment, and a specific and actionable target for improvement which leads to students redrafting/extending/correcting or completing.

Examples of Targets for Improvement:


English - *“**You are not yet** selecting words for impact. Use a thesaurus to change the underlined words for ones with more impact which you could use instead of the obvious, **so that** your writing becomes more interesting for the reader.”*

- DIRT must be provided (in-lesson or through home learning) for students to consider and respond in a timely manner to the target for improvement
- Self and peer feedback should be written in **green pen** where possible.



Literacy and presentation

The below grid should be in each student's exercise books.



Literacy and presentation

It is important to check your work carefully for presentation and good literacy. In particular, please use this list to check work at the end of each assignment:

Presentation	Literacy
Is your work clearly written?	Have you checked spellings?
Is the title underlined?	Have you punctuated each sentence?
Is the date included, written in full?	Does each new sentence start with a capital letter?
Have you used blue or black pen?	Are all names and places written with a capital?
Are crossings out neatly done?	Are paragraphs clearly indicated?

It is your responsibility to ensure your work is neat and accurate. When you receive feedback you should take time to respond to it as follows:

Feedback given	The action you should take
SP = spelling mistake: we will identify the five most important spellings	Write each out three times to ensure you do not get it wrong again
P = punctuation mistake	Add the missing punctuation: Sentence ends: . ? or ! Other punctuation: ; ; - ' () # ...
C = capital letter needed	Correct your work
// = new paragraph needed	Correct your work
T = you need to use a different tense	Correct your work : eg: 'is' may become 'was'
? = the meaning is unclear	Re-read and re-draft to make sure your meaning is clear

- Work should be marked in line with the school's literacy policy to support language development.
- Students should correct mistakes identified through literacy marking using the following table of staff guidance.



Staff guidance for Literacy and Presentation

[PPT Target Slide](#)

Choose the piece of work which you can provide the best feedback on. Remember that feedback is shown to be most effective when it is timely and...		
Is the work clearly written?	If not...	Target 1: Rewrite the section your teacher has highlighted in your neatest handwriting.
Is the title underlined?	If not...	Target 2: Underline your date and title. Check the date is written in full with capital letters for the day and the month.
Is the date included, written in full?	If not...	Target 2: Underline your date and title. Check the date is written in full with capital letters for the day and the month.
Is the work written in blue or black pen?	If not...	Target 1: Rewrite the section your teacher has highlighted in your neatest handwriting.
Are crossings out neatly done?	If not...	Target 1: Rewrite the section your teacher has highlighted in your neatest handwriting.
Has the student checked spellings?	If not...	Target 3: Using a dictionary, correct any words your teacher has marked with sp. and write the words out correctly 3 times at the bottom of your work.
Has the student used punctuation correctly?	If not...	Target 4: Where your teacher has marked a p. In your work, correct the punctuation. This could be adding a full stop, changing a comma to a full stop, or adding punctuation marks.
Has the student used capital letters correctly?	If not...	Target 5: Where your teacher has marked a c. In your work, correct the case - either a capital where you have written in lower case, or a lower case letter where you have written a capital letter.
Has the student written in paragraphs?	If not...	Target 6: Rewrite your work, starting a new paragraph where your teacher has marked //.
Has the student used tense (for example, past tense) consistently?	If not...	Target 7: Where your teacher has marked T., check and correct the tense you have used.
Has the student written clear sentences?	If not...	Target 8: Where your teacher has marked ?., your sentence isn't clear. Rewrite the sentence at the bottom of the page, making sure you haven't missed any words, or written something that doesn't make sense.

Hi! Hola! Me llamo Namrah, vivo en Londres. Tengo 13 años. Normalmente para ~~mantenerme en~~ ⁽¹⁶⁾ para llevar una vida sana como comida sana y comer ensaladas y fruta. ⁽¹⁾ Antes yo ~~vermo~~ ⁽³⁾ ocho horas y hacia ~~yoga~~ ⁽⁴⁾ pero. ~~En~~ ⁽⁵⁾ la semana pesada me covete el dedo.

(16) → I eat = como
 (16) → I eat = como
 (1) = fruta
 (4) I used to sleep "dormir" in imperfect = dormía
 (1) hacía
 (5) la semana.

www: I can describe what I do normally and my punctuation is right.
 Bi! Practice my tenses.

Please make corrections and translate the text.

Hola! Me llamo Namrah, vivo en Londres. Tengo 13 años. Normalmente para llevar una vida sana como comida sana y como ensaladas y fruta. Antes yo dormía ocho horas y hacía yoga pero. ~~En~~ la semana pesada me covete el dedo.

Fantástico, you have answered questions correctly.

1. ¿La palabra está deletreada correctamente?	1. Is the word spelt correctly?
2. ¿Has olvidado alguna palabra?	2. Did you forget a word?
3. ¿Has utilizado el diccionario/el glosario correctamente?	3. Have you used the dictionary / the glossary correctly?
4. ¿Cómo se dice en español?	4. How do you say in Spanish?
5. ¿El artículo está correcto? [a/the]	5. Is the article definite correct? [el/la/los/un/una/unos/unas]
6. ¿El sustantivo viene antes o después del adjetivo?	6. Does the noun come before or after the adjective?
7. ¿Has olvidado un punto (.)?	7. Have you forgotten a full stop (.)?
8. ¿Has olvidado una coma (,)?	8. Have you forgotten a comma (,)?
9. ¿Hay algún acento? ¿sí/no?	9. Is there any accent?
10. ¿Has utilizado no + [verbo conjugado]?	10. Have you used no + [conjugated verb]?
11. ¿El adjetivo concuerda con el sustantivo (género-número)?	11. Does the adjective agree with the noun?
12. ¿Has usado el comparativo correctamente? (more...(adj)...than/less...(adj)...than)/ as...(adj)...as?	12. Have you used the comparative correctly? (más...(adj)...que/ menos...(adj)...que)/ tan...(adj)...que?
13. ¿Has olvidado un signo de interrogación (¿)?	13. Did you forget an question mark (¿)?
14. ¿Has olvidado un signo de exclamación (!)?	14. Did you forget an exclamation mark (!)?
15. ¿Es "ser" o "estar"?	15. Is it ser o estar?
16. ¿La terminación del verbo es correcta?	16. Is the verb ending accurate?
17. ¿La palabra es singular o plural?	17. Is the word singular or plural?
18. ¿La palabra es femenina o masculina?	18. Is the word feminine or masculine?
19. ¿Has utilizado la palabra correcta?	19. Did you use the right word?
20. ¿Puedes buscar un sinonimo para esta palabra?	20. Can you find a synonym for this word?

A	Select quotes from the text to support your ideas
B	Use speech marks ('quote') to show you have used a quote
C	Explain what the reader is supposed to feel and why they feel that
D	Spot techniques and language devices used in presentation
E	Use specific terminology to describe what the writer has done
F	Zoom in on specific word choices in the writing
G	Explore the deeper meaning of the text – what isn't clear from the first reading
H	Explore alternative meanings in the text
I	Evaluate the choices made by saying why the writer wrote it in this particular way
J	Link the reader / writer and writer's choices in your writing.
K	Make connections across the text – techniques / content / ideas
L	Comment on how patterns in the text
M	Link techniques together
N	Comment on how the structure and form help create meaning
O	Explore the symbolism of the text or the wider context
P	Comment on how others might view the text