

## **Feedback on Written/Practical Work – Core Principles**

### **1. Feedback**

***The purpose of feedback:*** Should gauge the understanding of the students as the learning progresses and respond to emerging needs in real time. Should allow the teacher and the students to be aware of what they have achieved and their areas for development. Should identify gaps and inform intervention. Should build student confidence in their ability and achievements and allow self-reflection and improvement. Written feedback is one part of this much bigger picture.

***Vehicles for student feedback:*** Include questioning, discussion, sampling and whole class feedback, teacher marking, peer/self-assessment, formative assessment, modelling, plenaries and more. Feedback on students' practical/written work should be given as follows:

### **2. Presentation (written work only)**

***Students are expected to take pride in their work:*** Students should have a title and date, underlined for each lesson. Students should write in blue/black ink for classwork and purple for improvement/reflection. Students should use a pencil and ruler where appropriate (e.g. for diagrams/graphs). Mistakes should be crossed out with a single line. Books should be well kept with no graffiti or pages missing.

***Teachers will feedback to students about presentation verbally:*** Teachers do not need to mark for presentation. This should be addressed verbally in lessons whilst checking students work (see below). Teachers should challenge students when presentation does not meet expectations. Teachers should praise students for pride in their work.

### **3. Checking (written and practical work)**

***Students' work should be checked regularly:*** Students' work should be checked for completeness, detail, misconceptions, and accuracy. This could include literacy where appropriate.

***Checking should take place as part the lesson:*** Checking of student work should take place as part of the lesson. Teachers should circulate and check a sample of students' work and address issues with completeness, detail, misconceptions, and accuracy. Issues can be addressed individually, with groups or as a whole class. Checking may not always be evident as written feedback; students should be able to describe how their teacher checks their work.

### **4. In-depth Feedback (written and practical work)**

***In-depth feedback will drive student progress:*** Teachers will observe/sample student tasks which allow understanding to be assessed. The feedback should indicate to students what went well and give clear, accessible next steps or influence future planning. See TNHA Feedback Guidelines.

***Student response:*** Students should be given time, direction, and support to ensure they respond to teacher feedback, this may be whole class or personalised. Responses should be "checked" as described above.