

Assessment for learning

Teaching and learning review tables – Written feedback

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

Information

Teacher	Year group	Class	Date

Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The teacher is aware that:</p> <ul style="list-style-type: none"> there needs to be a consistent approach to written feedback across the school written feedback needs to relate directly to the learning objectives and learning outcomes children should be provided with opportunities to act on their feedback. <p>The teacher is seeking to develop practice in relation to the above.</p>	<p>The teacher provides written feedback in line with whole-school policy.</p> <p>Written feedback usually relates directly to the learning objectives and outcomes and to curricular targets.</p> <p>Written feedback increasingly clarifies for children precisely what they need to do to improve.</p> <p>Opportunities for children to act on teacher feedback are usually provided.</p>	<p>The teacher completes focused marking in line with school expectations and policy.</p> <p>Written feedback helps all children understand what they have done well and how they can improve.</p> <p>The teacher routinely provides time for children to reflect on and respond to written feedback.</p>	<p>Written feedback is based on learning objectives and outcomes and focuses on improving progress and raising standards.</p> <p>Written feedback informs children's target setting in the subject.</p> <p>Written feedback clearly identifies next steps for learning, and regular opportunities are provided for children to consider and act on it.</p>

The National Strategies | Primary | Primary Framework for literacy and mathematics
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Children	<p>The teacher has identified that:</p> <ul style="list-style-type: none"> • children do not currently connect the written feedback to the learning objectives for the lesson • children typically do not understand the feedback given • children tend not to act on written feedback. 	<p>Most children understand that written feedback is related to the outcomes of the lesson.</p> <p>Most children can explain what the written feedback means and can act on it.</p>	<p>All children act on written feedback provided.</p> <p>All children routinely use written feedback to improve their work.</p> <p>Children’s work shows evidence of a response to written feedback.</p>	<p>Children routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.</p> <p>Children understand how feedback relates to their longer-term goals and can set their own targets for improvement.</p> <p>Children are clear about where their work has improved in response to feedback.</p>
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