Swavesey Primary School

Maths Verbal Feedback policy

Why do we need a verbal feedback policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Feedback should:

❑ give recognition and praise for achievement and next step guidance where applicable to move forward

❑ be manageable for teachers and easily understood by pupils;

❑ relate to the learning intention for the individual;

❑ involve appropriate adults working with the pupils in the classroom;

❑ allow specific time for children to reflect and respond to the verbal feedback given;

❑ inform future planning

❑ use consistent codes within phases, which progress across the phase groups

What is the rationale behind using verbal feedback, rather than written marking, in maths?

When trialled in the school in 2018-19, children overwhelmingly preferred verbal feedback to written feedback in maths for the following reasons:
- It frequently gave them the quick prompt they needed to progress within that same lesson
- Verbal feedback is immediate/almost immediate; they did not need to wait to get their books back the next day
- Written feedback in maths in particular, was often confusing and did not lead the children to a deeper or better mathematical understanding
- It allows for greater and deeper dialogue between pupil and teacher/TA
- It gives the child a clear opportunity to verbalise their misunderstanding and ask questions about it

How is verbal feedback implemented in maths throughout the school?

Evidence of Verbal Feedback

When an adult intervenes because of an incorrect answer or has identified a child's/set of children's misconception and speaks to the child/children, talking them through their misunderstanding; this is what we would call verbal feedback.

This is evidenced in books by using a **green** pen to do the following:
1) Write VF and circle
2) Write a reason for the need for VF
3) Underline, circle or box the mistake or misconception in the child's work

After writing and circling VF in green, as stated above, a short reason is given as to why verbal feedback was required.

This **IS NOT** a full sentence explanation of the misconception, but rather a reminder of the concept or skill which needed addressing.

This **IS** a one or two word reminder for both teacher and child as to which misconception, method or skill was being addressed.

Examples of verbal feedback written explanations

Reception- As most of our mathematical work in Reception is predominantly practical based, with the exception of number formation, all feedback is verbal and given immediately. As the children progress through the year and begin to record their mathematical work in books, we will use agreed symbols to show any verbal feedback given.

Autumn- all practical based mathematics
Spring- mostly practical based maths with some children beginning to record in books
Summer- more written annotations expected as appropriate, still using practical resources to support learning. Begin to use KS1 codes to familiarise children in preparation for moving on.

Sequencing of numbers- recorded as 1, 2, 3
Understanding of vocab- write the word which has not been understood eg, 'less'
Number formation- arrow to show correct direction and modelling to begin with
Miscounting- recorded as a C with green pen

KS1
In KS1 we focus on each subject at a time in smaller steps therefore subject knowledge feedback is less relevant at this stage. All children in the class will receive 1:1 live marking as the lesson progresses and books will be annotated in the following ways.

Codes to be used in KS1
Green dot – There is a careless error for the child to check independently (if more than 2 dots then verbal feedback will be given)
Number written in green – Number formation is incorrect (children to write number 3 times)

Verbal Feedback Codes
Layout - When a child is being asked to take more care with their layout.
Presentation – Presentation not at standard
Equipment – Child not used equipment as directed
Misconception (MC) – This may be more specific using relevant vocabulary
Task – When a child has misunderstood what they are being asked to do

Lower KS2 – Skill feedback

Some of these skills overlap or more than one skill may be addressed in VF; the teacher will write what they feel best reflects the conversation had with the child.

Underlined or circled in green: When a child is being asked to 'check' their work for a careless error
Layout: When a child is being asked to take more care with their layout. Eg. Line up columns correctly
Method: When the misconception relates to the method chosen
Copying: When a copying error has occurred, this is simply a reminder to the child to check for this!

Lower KS2 – Subject knowledge feedback
In Year 3 and 4 the majority of verbal feedback will be subject-knowledge based.
This list is not exhaustive; it gives a few examples of what may be written.

Place Value
X Table
Column + or –
Exchanging
Place holder

Upper KS2 – Skill feedback

Some of these skills overlap or more than one skill may be addressed in VF; the teacher will write what they feel best reflects the conversion had with the child.

Calculation: When the wrong calculation has been chosen in a worded/visual/reasoning or problem solving task
Method: When the misconception relates to the method chosen
Reasoning: When the misconception relates to mathematical reasoning
MS: When a child has made a mental maths error due to the mental maths strategy chosen
Efficiency: When the child has the correct answer, but could have used a more efficient strategy to solve the problem
DC: When double checking is needed; a basic error which the adult feels the child can resolve themselves
CE: When a copying error has occurred, this is a simply reminder to the child to check for this!

Upper KS2 – Subject knowledge feedback

This list is not exhaustive; it gives a few examples of what may be written.

Place value
Column method
Place holder
Timing fractions
Scale factor
Carrying

Evidence of child progress due to verbal feedback

Effective verbal feedback should address the misconception of the child and give them an opportunity to reflect and practice. Children will be expected to try the question or skill again.

If the question or skill is now **correct**, the teacher will underline or box this in **pink** and write one of the following:

Better
Improved
Much improved

If the teacher feels like a follow up question(s) is/are needed to help the child consolidate and prove their understanding, then the teacher will write in green '**Now try'** followed by their question(s**)**

Eg) Now try 13 x 45 =

If this/these follow up question(s) are **correct**, the teacher will underline or box in **pink** and write one of the following:

Better
Improved
Much improved

This language will show that the child has progressed their understanding. As such, the green underlining or boxing shows what they could not do, then due to the verbal feedback, the pink underlining or boxing with better, improved or much improved written, shows that they have become better at the skill or improved their understanding in this area.

Much improved is used when, as it suggests, there is a larger than expected improvement in the child's understanding. For example, if the child had little or no understanding and is then able to attempt and complete questions that they previously could not access or attempt. There is no definite metric for this, but this is at the teacher's discretion to help show the child that they recognise that they have made substantial progress in this method, skill or area of understanding.

When verbal feedback does not achieve desired progress

If the child still has not understood or gets the 'Now try' questions incorrect, the adult will write one of the following in **green** pen.

- **Not yet understood**
- **Follow up work needed**