**Feedback Check**

Date:

Teacher:

Reviewed by:

**Guidance** (Highlight grid as appropriate)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Fantastic** | **Pretty good** | **Mediocre** | **Poor** |
| **Presentation and quantity of work** | Presentation of work is outstanding in the majority of books. Students show pride in their work.  There is clear evidence that extended work is undertaken in order to stretch and prepare pupils for assessments. | Presentation is good but there is evidence that the teacher has not insisted on consistently outstanding presentation.  Examples of extended work is evident in books and most work is completed in line with teacher expectation. | Presentation is not consistently good across the sample of books seen.  Work is often completed but does not appear to stretch and challenge pupils.  Independent pupil input may be limited | Presentation is inconsistent where the teacher has not insisted that work is set out neatly.  There is graffiti evident in some books.  Work in books is limited to brief tasks and/or maybe incomplete. |
| **Marking and feedback** | Feedback is in line with school policy using a variety of methods, including teacher/peer and self-marking and clearly sets out subject-specific targets for improvement.  Teacher consistently recognises and celebrates achievement in books.  There is evidence that follow-up tasks are used consistently with all teaching groups.  Students make rapid progress through clear response and repeat work based on feedback from teacher or peers. | Feedback is in line with school policy and sets out subject-specific targets for improvement.  There is some evidence that the teacher recognises and celebrates achievement in books.  There is some evidence that follow-up tasks are used but this is inconsistent across teaching groups.  There is some evidence of progress through response and repetition of work based on teacher or student feedback. | Feedback is in line with school policy but targets and feedback are generic rather than subject specific.  Achievement is rarely acknowledged in books.  There is some evidence of follow-up tasks in use with pupil responses.  There is limited evidence of progress through response and repetition of work in response to feedback. | Feedback is not consistent. Teacher does not provide consistent feedback for students in order to make progress.  No evidence of follow-up tasks being used in lessons. There is no evidence of this in books.  There is no evidence that students are responding and repeating work based on teacher or student feedback and consequently, progress is limited. |

**CTL Feedback:**

**Presentation and quantity of work**:

|  |  |  |  |
| --- | --- | --- | --- |
| **Fantastic** | **Pretty good** | **Mediocre** | **Poor** |
|  |  |  |  |

**Marking and feedback:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fantastic** | **Pretty good** | **Mediocre** | **Poor** |
|  |  |  |  |

**Strengths**:



**Next steps**:



**Date of review**: Next term