

SUAT Policy	Feedback					
LGCS Appendix	Feedback and DIRT					
Approved by	CEO/LAC	Issue Date	Nov 2018	Review Date	Sep 2020	
Audience	Trustees	✓	Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	✓

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices or procedures that are used in LGCS
- additional information relevant to LGCS

At Littleton Green, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher or the learners' actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so the teacher can address them in subsequent lessons.

Due to the recent research into teacher workload and the high impact of written marking, we have investigated alternatives to written feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasise that marking should be: **meaningful, manageable and motivating**.

Our Key Principles

- Feedback should further children's learning
- Feedback should empower our children to take responsibility for improving their own work
- Written responses should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson
- Feedback is part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in all lessons, allowing them to make good progress
- Teachers will gather feedback and assessments which enable them to adjust their teaching both within and across a series of lessons

Types of Feedback used at LGCS

It is vital that teachers evaluate the learning children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

- 1 – Immediate feedback – at the point of teaching
- 2 – Summary feedback – at the end of a lesson or task – light touch marking
- 3 – Review feedback – definitive feedback about whether a child has mastered the material under study

Effective feedback includes:

- Verbal feedback
- Self-assessment
- Peer assessment
- Developmental marking or deep marking

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Feedback	What it looks like	Evidence
Immediate – Live feedback	<ul style="list-style-type: none"> Includes teachers gathering feedback from teaching within the course of a lesson, including mini-whiteboards, bookwork etc. Takes place in lessons through effective assessment for learning with individuals and small groups <i>e.g. guided practice sessions with children identified from the let's learn section of the lesson</i> Often given verbally to pupils for immediate action identified through VF symbol with keyword/s from feedback. Year 3-6 are expected to write own keyword/s from discussion with teacher May involve use of learning support assistant to provide support or further challenge within the lesson May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> Lesson observations/ learning walks Annotated planning
Summary – Light touch feedback	<ul style="list-style-type: none"> Takes place at the end of the lesson or sequence of lessons Teacher stamp used for light touch/acknowledgement feedback where the adult will tick the appropriate smiley face to assess the overall quality of the learning that has taken place. (<i>This judgement must reflect how successful the child has been at achieving the learning outcome/s and not how much effort the child has made.</i>) Provides opportunity for evaluation of learning within the lesson - '<i>Let's celebrate</i>' section of the lesson or mini-plenaries May take the form of self or peer assessment against an agreed criteria - '<i>How? Section of the lesson</i>' May be in the form of Gallery Critique for peer assessment (<i>See appendix 6</i>) This may lead to the adaptation of future lessons through planning, grouping and adaptation of tasks 	<ul style="list-style-type: none"> Lesson observations/ learning walks Annotated planning In books – teacher stamp (light touch/ acknowledgement marking) Evidence of self and peer assessments
Review and Feedforward 'the next step is the next lesson'	<ul style="list-style-type: none"> This happens away from the point of teaching This may be a developmental/quality marking comment – a positive praise followed by a focussed comment which should help the child 'close the gap' between what they have achieved and what they could achieve. (<i>See appendix 5 for feedback prompts</i>) May include marking codes in margin (years 2-6) or within the work (year 1) (<i>See appendix 1 and 2</i>). This will be completed by staff or pupils for use within their redrafting lessons Success criteria completed by pupils and adults at the end of a unit of work For writing, every fortnight, the first part of the next lesson will be spent on giving feedback to the class about their strengths and areas for development and giving time for development to be worked on and improved through proofreading and editing their work. Redrafting criteria will be stuck in books to show areas chosen to edit. (<i>See appendix 4a for whole class feedback sheet and 4b for redrafting criteria format</i>) DIRT tasks are completed daily where errors and misconceptions are addressed at the start of lessons (<i>See appendix 3 for DIRT prompts</i>) In maths, teachers will look at work completed by children and provide opportunity for interventions to take place with children who have misconceptions with the learning 	<ul style="list-style-type: none"> Lesson observations/learning walks Annotated planning Whole class feedback sheets Evidence in books of pupils editing and redrafting their work in green pen. Evidence of redrafting criteria in books. Evidence of DIRT tasks Evidence of numeracy 'mop up' sessions Completed success criteria in books In books – developmental feedback where necessary

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Whole School Expectations at LGCS

EYFS: Children will experience predominantly verbal feedback for both misconceptions and mistakes throughout EYFS. More able children will be expected to complete self-review by the end of block 4.

Years 1-6: For all subjects, children must be shown success criteria and an example of 'What A Good One Looks Like' (WAGOLL) at the start of each unit of work. This allows comparative marking to be conducted by pupils and adults. Whenever possible, children should examine their own and/or other children's work to correct mistakes that they have made and/or improve work. This develops self-reflection and helps to facilitate deeper learning. To support this, children must be provided with success criteria and where applicable shown an outstanding piece of work that meets the entire criterion for the topic before they begin work on it. This provides a framework through which children can reflect on their learning.

1. All pieces of work should be acknowledged before the next lesson (*i.e. daily for English and Maths*) with a teacher stamp or for a sequence of lessons a tick and initial at the end of the work.
2. For English and Maths, there should be a fair balance of teacher and child marking.
3. Teachers should be conscious of checking the quality of peer and self-assessments. Teachers need to model successful strategies and praise successful peer work. (*Gallery critique prompts – appendix 6*)
4. All marking to be done in a clear, legible handwriting aligned to the school handwriting script.
5. All teachers will mark in purple pen and initial their work.
6. All classroom assistants and trainees will mark in red pen and initial their work.
7. '**Intervention**' must be written on the child's work each time they receive additional teaching sessions in order to complete a task. For example: support in DIRT time, attending literacy and numeracy 'mop up' sessions etc.
8. All children will respond to marking, up level work and complete DIRT activities in green pen.
9. Children will independently edit their work (without direct intervention by an adult) in pencil.
10. Independent work is to be identified by an '**I**' or the word **independent** stamped. This needs to appear either on the top of page next to the WHAT? or the section of the work that has been completed independently.
11. Guided work is to be identified by a '**G**' or the word **guided** stamped. This needs to appear either on the top of page next to the WHAT? or the section of the work that has been completed with support.
12. The redrafting codes will be used when redrafting takes place by teachers and pupils. The number of skills selected for redrafting will be determined by the error rather than misconceptions and the teaching focus. In most cases the redrafting codes will be completed by the teacher or by a child examining another pupil's work. (See Appendices 1 and 2)

DIRT at LGCS

Littleton Green Community School uses Directed Improvement and Reflection Time (D.I.R.T) to support its feedback policy.


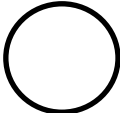
What this means:

- A short period of DIRT is to be provided regularly for the correction of mistakes.
- An extended period of DIRT time is to be provided in literacy where children analyse and improve a piece of work in detail using the whole class feedback sheet (*Appendix 4*)

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Appendix 1 Years 1-3 Redrafting Codes


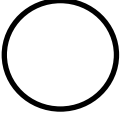
PLEASE NOTE: All codes should be recorded in the margin (*Year 1 to begin with specific location of error moving to margins when children are ready*). This enables children to acquire deeper learning, as they have to find where their mistake is. The advice indicated in the location column should only be followed in situations where teachers feel that the child may need additional support.

Mark	Location (additional support)	This means
√	Above section	I love it. Keep it!
^	In space where new addition should be.	Add a word, phrase or clause
/	In between words needing finger space	Finger Space needed
*	Above word to be changed	Change a word
//	In space by mistake.	Start a new paragraph
=	Underneath letter	Capital letter missing or in incorrect place
_____	Underneath word	Grammatical error or homophone error
	Underneath word	Spelling error
	Either around incorrect punctuation or in a space where there should be some.	Punctuation error
[]	Before and after the section that is unclear.	Unclear section/ sentence. Needs a rewrite

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Appendix 2 Years 4-6 Redrafting Codes

PLEASE NOTE: All codes should be recorded in the margin. This enables children to acquire deeper learning, as they have to find where their mistake is. The advice indicated in the location column should only be followed in situations where teachers feel that the child may need additional support.

Mark	Location (additional support)	This means
√	Above section	I love it. Keep it!
^	In space where new addition should be.	Add a word, phrase or clause
*	Above word to be changed	Change a word
//	In space by mistake.	Start a new paragraph
=	Underneath letter	Capital letter missing or in an incorrect place
_____	Underneath word	Grammatical error
	Underneath word	Spelling error
	Either around incorrect punctuation or in a space where there should be some.	Punctuation error
[]	Before and after the section that is unclear.	Unclear section/ sentence. Needs a rewrite

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Appendix 3 DIRT Prompts

Task-Level Feedback Prompts

- Does this answer meet the success criteria?
- Is this right?
- Could you elaborate on this answer?
- What aspect of your response to this assignment are you pleased with/unhappy about?
- What other information do you need to meet the criteria?
- What's the sticking point in this task?

Process-Level Feedback Prompts

- What strategies are you using?
- Are there more efficient strategies you could use?
- What other Qs could you ask about this task?
- Do you grasp the concept underpinning this task?
- Have you done anything similar to this before?

Self-Regulation-Level Feedback Prompts

- What would be the best way of checking your work?
- How could you reflect on these answers?
- What happened when you ...?
- How can you account for ...?
- What learning goals have you achieved?
- How have your ideas changed?
- What aspect of this work could you now teach to others?

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Appendix 4a: Whole Class Feedback Sheet – Big Write

Whole Class Feedback Sheet

Big Write: _____ **Date:** _____

Work to Praise and Share	Need Further support
Presentation	Basic Skills Errors - SPAG
Misconceptions and Next Lesson Notes	

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Appendix 4b: Redrafting Criteria example

Friday 11th October

WHAT? How can I refine and edit my description?

- Appropriate similes
- Expanded noun phrases
- Adverbial phrases
- Redrafting a section

Friday 24th September

WHAT? How can I refine and edit my newspaper report?

- Formal language
- Time adverbials
- Passive voice
- Semi-colons to separate two main clauses

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Appendix 5: Developmental/Quality Marking prompts

The teachers stamp should highlight the successes along with a brief comment (remember children need praise!). This should be followed by a focused comment which should help the child 'close the gap' between what they have achieved and what they could have achieved. Below are the different types of prompts you can use:

Reminder – Most suitable for high achievers.

What else could you say about the weather?

Think of a better word than bad. Say more about...

Explain your thinking....

Scaffold – Most suitable for children needing a little more support - provide examples of what they need to do.

What was the monster doing?

What kind of monster was he?

An unfinished sentence – The dog was angry so he....

Example prompt – Suitable for all, especially lower abilities.

Give children a choice of words or phrases e.g., which of these words describes the taste more powerfully....
give exact sentences, words or processes to copy.

Choose one of these words instead of bad Ferocious, terrifying, evil

Modelled Example – a correct example modelled by a teacher with a further one for the child to try

Open Question – pose an open question specifically related to the WHAT? to think about next steps

Greater Depth/Explanation– use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used

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Appendix 6: Gallery Critique Prompts

Berger's Mantra: **kind, helpful, specific** sentence stems used for peer feedback to help guide pupils thinking.

<u>Kind</u>
<ul style="list-style-type: none"> • I really like the way you _____ • Excellent _____ throughout • The most successful thing about this was _____ • I enjoyed reading this because _____ • It was especially good when you _____
<u>Specific</u>
<ul style="list-style-type: none"> • In the first/second/third paragraph... • I think _____ is quite difficult to understand/could be explained better/could include more detail etc • Your sentence/paragraph about _____ was _____ because _____
<u>Helpful (refer to success criteria)</u>
<ul style="list-style-type: none"> • Think about adding a _____ • Think about taking away _____ • Have you thought about _____? • To improve your _____ try _____ • Perhaps you could...