SUAT Policy	Feedback					
LGCS Appendix	Feedback and DIRT					
Approved by	CEO/LAC	Issue Date		Oct 23	Review Date	Oct 26
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's or 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 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
- Our school is an inclusive school. This means that equality of opportunity must be a reality for our children. All marking is individual to every pupil to further their individual learning.

Aims
- Adults do not write anything in a book unless it improves learning
- Marking values children's work, encouraging them to do the same and celebrates their achievements
- Pupils are aware of what they need to do to progress
- Directed Improvement and Reflection Time (D.I.R.T.) is prioritised by teachers

Types of Feedback

1. Verbal Feedback:

Verbal feedback is where an adult has spoken to the child referring to the learning objective or success criteria. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Verbal feedback is usually given while the child is working or at the end of a piece of work in any subject.

If verbal feedback has been given, it is acknowledged on a child's work with the symbol **VF in a circle.**

During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work

2. Written Feedback:

All written feedback is completed in purple or red pen with green and pink highlighters used to identify and draw a child's attention to what they have done well and what they may need to correct and/or improve. The pupils will complete any of the corrections or improvements with their self-assessment green pens.

1. Showing success: **Green – got it!**
2. Indicating areas for development: **Pink – Think!**
3. Giving opportunities for reflection and editing**: D.I.R.T → and editing codes**
4. Children self-marking, responding purposefully and editing their work: **Green Pen (teacher-directed)** Pencil **(Self-directed)**
5. Success criteria: Table completed using **Green-Got it!** and **Pink-Think!**

3. Whole class feedback

Learning is scanned by the teacher and a whole class feedback sheet is completed (Appendix 2a). During the next learning session, feedback is provided to the whole class through the presentation of a good example and a couple of extracts from other examples to model the editing process/es and to make particular teaching points at the same time. Once feedback and teaching points are provided, children have the opportunity to act on the feedback choosing their own focus points which they will tick off using the editing success criteria (Appendix 2b).

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:
- D.I.R.T is about having the highest expectations of pupils and them having the highest expectations of themselves.
- It is a process where pupils reflect and act upon feedback given.

What this looks like:
- A short period of D.I.R.T is to be provided regularly for the improvement of work, checking, drafting and proofreading.
- An extended period of D.I.R.T time is to be provided in writing where children analyse and improve a piece of work in detail using the whole class feedback sheet *(Appendix 3)*

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-editing by the end of block 3.

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 learning to correct mistakes that they have made and/or improve learning. 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 learning 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 learning must be acknowledged before the next lesson *(i.e. daily for English and Maths)*.
2. For English and Maths, there should be a fair balance of teacher and child feedback.
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 3)*
4. All written feedback is to be completed in clear, legible handwriting aligned to the school handwriting script.
5. All teachers will provide feedback in **purple pen**.
6. All learning support assistants and trainees will provide feedback in **red pen**.
7. All children will respond to feedback, up-level learning and complete D.I.R.T activities in **green pen**.
8. Children will independently edit their learning (without direct intervention by an adult) **in pencil.**
9. Independent work is to be identified by the symbol **'I'**. This needs to appear either on the top of the page or beside the section of the learning that has been completed independently.
10. Guided work is to be identified by the symbol **'G'**. This needs to appear on the top of the page or beside the section of the learning that has been completed with support.
11. Partner work is to be identified by the symbol **'PW'**. This needs to appear either on the top of the page or beside the section of the learning that has been completed together.
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 learning. (See Appendices 1 and 2)

Appendix 1: Child-Friendly Feedback Key

Symbol	Meaning
	Green – Got it!
	Pink – Think!
	Year group spelling correct
➝ feedback	**D.I.R.T / Challenge task**
	Teacher feedback
	Pupil Editing / Peer marking
VF	**Verbal Feedback**
I	**Independent**
G	**Guided**
PW	**Partner Work**

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

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.

Appendix 2a: Whole Class Feedback Sheet

Whole Class Feedback Sheet

Big Write:_____   **Date:** _____

Common strengths	Common areas for development / Misconceptions

Need further support (List names)	Basic Skills Errors - SPAG

D.I.R.T - Next Lesson Teaching Points

Use exemplars from:

Appendix 2b: Redrafting Success 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 3: Gallery Critique Prompts

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

Kind

- 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_____

Specific

- 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_____

Helpful (refer to success criteria)

- Think about adding a _____
- Think about taking away_____
- Have you thought about _____?
- To improve your _____ __try_____
- Perhaps you could…