**Ysgol Trelawnyd VA Feedback and Feed Forward Policy February 2022**

*Prepare for Success, not repair a mess*

**Definition:**

**Feed back- What a pupil has done well against the Success Criteria**

**Feed Forward- What a pupil will do to make progress against the Success Criteria**

Feedback informs all participants in the learning process of the progress made and feeds forward into the next cycle of planning for teaching and learning: The more immediate the feedback the better. It should be: “*Just For Me (against the success criteria), Just With Me, Just What I Need to Make Progress, Just Where I am in My learning Process, Just in Time.”* (Gareth Coombes) It should answer the questions: Where? What? How? Eg. ‘Use the WW to +SIM +1.

We aim to share and celebrate a child’s success at a variety of points during the lesson. Mid-lesson learning stops allow sharing of excellence and a modelling of the improvement process and can celebrate ‘mistakes’. Teachers can implement up to three of these during a lesson for editing, looking for mistakes, errors, teaching points and allowing the children to identify what they have done well. Apple TV can be utilised at these points to show examples of pupil work. Every child should be able to answer the question, ‘What have you been told about your work today?’ Talk partners are instrumental for providing support and guidance throughout the learning process.

We believe that teacher marking is effective if:

* If it is done in the presence of the child
* It acknowledges effort as well as achievement
* It provides positive comments and guidance to pupils for moving their learning forward
* It relates directly to the LO and/or Success Criteria.
* It poses an open question specifically related to the LO/SC to think about next steps
* A yellow highlighter to highlight the best example of the SC within a piece of work. Pupils then verbalise/record why it was highlighted.
* It informs both the child and the teacher of what has been achieved and what needs to happen next.
* The child has an opportunity to respond to the marking in green pen.
* It informs the teacher of learning needs which can be incorporated into future planning.
* It uses cold tasks in Literacy to highlight errors as further teaching points.

Marking Key

An incremental marking key is used throughout the school (see appendix). We believe that this provides a consistent and progressive approach to marking.

Pupil Conferencing

Teachers aim to spend at least five minutes, as appropriate, with a pupil every 3 weeks to discuss progress.

Peer and self-assessments

Cooperative peer marking involves both children deciding on the best bits of a task and making improvements there and then, with the author having control of the purple pen. Teachers should check the quality of peer and self-assessments made by children. Learning Powers stickers are used in the Foundation Phase and lower KS2 for children to reflect upon their efforts or attainment during the lesson. A purple pen is also used by children to show clearly the improvements that they have made in their work. Seesaw is used to document pupil processes and reflections.

**Examples of effective strategies for verbal feedback include:**

Explaining choices

* **Why did you choose this word?**
* **Why did you choose this phrase?**
* **Why did you make *this change* to your work?**
* **What experience helped you with t*hat choice of vocabulary?***
* **What punctuation did you use that improved your writing?**

Reviewing the strategies used

* **Record three tips about…** (e.g. *Instructional writing).*
* **Which was the easiest success criteria to achieve? Why?**
* **Which was the hardest success criteria to achieve? Why?**
* **If you were to write a** (*persuasive letter)* **again what would you use to help you?**
* **Where have you used this genre/type of writing before?**

Demonstrating understanding

* **Tell me everything you know about…** (*adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other)****?***
* **Give me examples of**… *(adjectives, verbs, alliteration, connectives, similes, metaphors, personification, other).*
* **Tell me exactly when you could use…** *(insert punctuation question mark, comma, capital letter etc.)***?**

Generalising learning

* **Where have you seen this genre/type of writing outside of school?**
* **Where else could you use this genre/type of writing in school?**
* **Where else could you, (***or other people***), use this genre/type of writing outside of school?**
* **Compare these two genres** *(named from child’s book)***. How are they similar and how are they different?**

Trelawnyd VA Marking key

Reception

|  |  |
| --- | --- |
| Symbol | Meaning |
| Punctuation | |
| CL | Capital letter |
| FS | Full stop |
| Ͻ | Letter formation |
|  | Letter size |
| Sentence structure | |
| / | Finger space needed |
|  | Letters need to be on the line |
| VF | Verbal Feedback |

Green pen – adult marking

Purple pen – Improved by child

Trelawnyd VA Marking key

Years 1 and 2

|  |  |
| --- | --- |
| Symbol | Meaning |
| Punctuation | |
| CL | Capital letter |
| FS | Full stop |
| QM | Question mark |
| EM | Exclamation mark |
| SM | Speech marks |
| Sp | Spelling error- Write it out 3 times |
| Ͻ | Letter formation |
|  | Letter size |
| Sentence structure | |
| / | Finger space needed |
| ᶺ | Missing word |
|  | Letters need to be on the line |
| Improving writing | |
| VF | Verbal feedback given |
| WW | Look at the working wall for examples |
| +AD | Add adjective |
| +SIM | Add simile |
| +1 | Include one more somewhere else |

Green pen – adult marking

Purple pen – Improved by child

Trelawnyd VA Junior Marking key

|  |  |
| --- | --- |
| Symbol | Meaning |
| Punctuation | |
| CL | Capital letter |
| FS | Full stop |
| QM | Question mark |
| EM | Exclamation mark |
| SM | Speech marks |
| Sp | Spelling error- Look up the correct spelling and write it in a new sentence |
| C | Comma |
| Ͻ | Letter formation |
|  | Letter size |
| Sentence structure | |
| / | Finger space needed |
| ᶺ | Missing word |
|  | Letters need to be on the line |
| // | Insert paragraph |
| Improving writing | |
| VF | Verbal feedback given |
| WW | Look at the working wall for examples |
| TP | Talk partner discussion |
| PM | Peer Marked |
| +AD | Add adjective |
| +SIM | Add simile |
| +AV | Add adverb |
| ↑V | Use a better verb |
| ↑AD | Use a better adjective |
| ↑AV | Use a better adverb |
| +1 | Include one more somewhere else |

Green pen – adult marking

Purple pen – Improved by child