

FEEDBACK AND AIM HIGH!



Feedback helps us to make strides forward in our learning. Next steps and editing play a key part in helping us to improve our work.

Coloured Pen	What it means...
Pupil's Purple Polishing Pen 	We use this pen to edit and improve our work. We also use it to respond to teacher's marking.
Teacher's Green for Growth Pen 	Our teacher uses this colour to show us our next steps in learning and what we have done well.
Orange Highlighter WILF	My teacher will highlight the word WILF in orange if I have not achieved it or I need more practice. In my work, my teacher will underline in orange where I need to have another go.
Green Highlighter WILF	My teacher will highlight the word WILF in green if I have achieved it.

Symbol	What it means...
T	I worked with a teacher.
I	I worked independently.
TA	I worked with a TA.
sp	I have a spelling to correct.
✓	One tick shows us we have met the success criteria.
✓✓	Two ticks shows us we have exceeded the success criteria or done very well.
	I have spoken to a Teacher or a Teaching Assistant about my work.
	I have understood today's work. I understood but I need to practise some more. I did not understand today's work.
	Next steps
 Post it	Tiny Tickable Target (This is something I must not forget to do!) I can move this post it to my next piece of work to remind me.

Marking and Feed Forward for teachers

<p>Principles of Effective Feedback</p> <p>Children must know the purpose of the task.</p> <p>They must know how far they've gone towards achieving it.</p> <p>They should know how to move closer to the desired goal.</p> <p>Marking should relate to the learning objective.</p> <p>Time should be given for improvements to be made.</p> <p>It should aim to close the gap by giving specific recommendations.</p>	<p>Oral feedback:</p> <ul style="list-style-type: none"> •Needs to be planned for. •WWW or EBI. •Use speech bubble symbol. 	<p>Peer and self-assessment</p> <p>Mark your friend's work and give them a challenge.</p> <p>Show me how you feel about this work, using smiley faces.</p> <p>Why do you feel that way?</p>
<p>Success Criteria in Writing</p> <ul style="list-style-type: none"> •Each cold task and end of unit outcome will have a success criteria grid to enable the pupil and teacher to assess their work. •Use the same symbols (one tick, two tick in green). •Pupils use faces to show how they feel they have achieved the criteria in purple pen. 	<p>Pupil marking</p> <ul style="list-style-type: none"> •Checking (re-do; calculator; challenge). •Use of calculators. •Next steps. •Suggestion: mark your group in the guided session - they then have time to respond. •Use anything emerging from the lesson in plenary (or mini-plenaries) or to start your lesson the next day (eg 'spot the error'). 	<p>Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken further.</p> <p>Can you explain to me how you did this calculation so I can understand your method?</p>

Make marking action focussed

Next Steps - Closing the gaps

Refer to success criteria/ targets/ steps to success

- Remember to... (TTT Post it)
- Correct these calculations - highlighted in orange
- Now try...
- Now...
- Next...
- Look at the example I have done - how did I do it? Now correct yours.
- Can you spot 2 errors? Now correct them.
- Look at the question again: Does this answer seem right? Why not?
- Spelling - sp - identify a maximum of 3 spellings that a child needs to go back and correct (Child writes this out three times) in their purple polishing pen.

Next steps - Further Challenge

- What would happen if...? (eg you used a higher number/ changed 1 digit; the shape; the rule; the number of...)
- Now make this calculation harder.
- Up-level this sentence.
- Now try this (example):
- Write a word problem to match your calculation.
- Write an explanation of how you did this.
- Do this with a higher number/ decimals/ 2-step problem/ different scale etc.