

# How we Provide Feedback at Tudor School

This document aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Tudor Primary School.

**TUDOR PRIMARY SCHOOL**

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## Rationale

Research shows that feedback is the most important factor in pupil learning. Studies of feedback reviewed in the Teaching and Learning Toolkit found that *'on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year'*. As a result, Tudor Primary School is committed to providing high-quality, relevant and timely feedback to children.

Marking is an essential component of feedback, but they are not the same thing. Marking is focused upon checking and correcting, whilst feedback is more focused on how successful something is and how it can be improved. This document outlines how, at Tudor, we are placing our emphasis on providing effective feedback to enable our students to achieve better progress.

*"At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress."* (2016 Independent Teacher Workload Review Group)

Feedback is effective when it is **timely** (not too late after the task), **frequent** (not too scarce) and **acted on** (not ignored). There are many ways this feedback can be provided, for example:

- Peer marking and evaluation
- Self marking and evaluation using prompts etc
- Whole class oral feedback
- Shared whole class critique
- Using example models
- Online/written answer quizzes with instant scores and feedback
- Recording of feedback and next steps via online resources
- 1:1 and group modelling and feedback
- Use of prompts and symbols in work
- Written feedback

Feedback should **maximise** the **responsibility** pupils take for self-checking, correcting, editing and redrafting their work.

Additionally, it should also **maximise preemptive teaching**, preventing frequent errors and common misconceptions; it minimises laborious, slow, reactive written comments.

*"The quality of feedback, however given, will be seen in how a pupil is able to tackle subsequent work."* (2016 Independent Teacher Workload Review Group)

With this in mind, all marking by teachers should be “*meaningful, manageable and motivating*” (2016 Independent Teacher Workload Review Group). This means trust is placed upon each teacher to adjust and vary their approach (within these our school guidelines) as necessary and to use this to inform subsequent planning and teaching. This should always be balanced against workload considerations and ensuring the pupils are motivated to progress.

## **Aims**

We aim to:

- Provide a consistent approach throughout the school, so children are familiar with the methods but adults are able to adapt as appropriate;
- Use marking as a tool for formative on-going assessment;
- Raise standards by encouraging children to have a ‘growth mindset’ and improve on their last piece of work;
- Increase children’s self-esteem through praise and positive comments;
- Create a dialogue between teacher and child which will aid progression;
- Encourage pupils to always be the first markers of their work.

## The Tudor Approach



Modelling taking place during a lesson with adult working in child's book

The main focus of our approach to providing feedback is on giving quality feedback during lessons. This is the most prompt, meaningful and easy to be acted upon form of feedback. This is indicated through **modelling by adults** on pieces of work with regularity (see appendix 3 for examples) and evidence that children have been **editing and improving** their work (see appendix 4 for examples). Although adults should still read pupil books, score exams, etc after the lesson is completed; written feedback is only usually given by adults if they have worked with that child in the lesson and they do so there and then. There is **no expectation** for written next steps or error checking to take place within books after each lesson.

Prompt feedback and marking enhances assessment by feeding into planning. So any additional marking should be completed by the next session, with feedback being acted upon within that lesson. In all cases, it is important that all work is valued by the adults.

This is indicated by an adult **adding their initials** and **marking how successful** the child has been against the learning objective. The use of triangles to assess how successful that child has been is a recommended method, but the method chosen should be clear and appropriate for the child.

The main focus of the feedback provided will be against the Success Criteria but it should include other areas as appropriate. Teachers will **complete a feedback sheet** for each session as a way of recording, organising and assessing feedback. This sheet does not need to be completed in detail; mention every child or even have something recorded in each box every lesson. They are there to be used as each teacher feels most comfortable (see appendix 5 for examples of completed sheets).

Children should be encouraged to **edit and redraft** wherever possible using an alternative colour. Children should be provided with appropriate time (usually at the beginning of the next lesson) to **hear feedback and respond**. This could range from a few minutes to a whole lesson for longer pieces of writing. Support during the process is vital and acknowledgement of these improvements on occasion is helpful in motivating the children to complete this to a high standard.

Self and Peer-assessment/marketing of work is vital and this must be encouraged. Where this is being done, pupils need to be given clear guidelines how to self and peer assess (appendix 1) and the use of age appropriate success criteria supports this. The ultimate goal is self-assessment that is genuine and productive.

When an adult is writing into a child's book it should be done so in **pink pen**. This is to enable the modelling to stand out and to keep consistency across the school. Children may do their edits in a way that is appropriate for them, but it should be distinguishable from the initial work and adult intervention.

With these in mind, the following set of guidelines outlines our approach, which is used and adapted for each lesson and child as appropriate by the teacher.

## **What is Expected**

### **Before each lesson**

- A child friendly Learning Objective must be planned and clear success criteria must be considered (this can be set and planned in a variety of ways – see appendix 6 for examples)
- Time planned into lessons to provide feedback and allow children to respond to this feedback and enable them to show progress (This should occur before most English and Maths lessons and some foundation subject lessons as a minimum)

### **During each lesson**

- All adults should provide verbal feedback to scaffold the learning of pupils (these do not need recording unless doing so will benefit the child)
- All adults should model directly into children's books on a regular basis during lessons. Aim of at least once a week in English and Maths. These should focus on identifying areas of difficulty and ways to move forward. Initials should be added of the adult who supported the child
- If a child has been supported or worked as part of a guided group this should be recorded. (See appendix 1 for code)
- Praise should be provided to children in a variety of ways, these include: verbal praise, work being selected as models, stickers, merits and gold awards.
- Children should look to develop self and peer assessment skills and be 'the first markers' of their work. Time dedicated to this within the lesson will allow this to be more effective. Where children mark each other's work they should follow the marking code (appendix 1) as appropriate
- Adults can make some notes on the feedback sheet during the lesson with their observations.

### **Before next lesson**

- Adults should read children's work and indicate that this has happened by adding their initials and assessing how successful that child has been against the learning objective (e.g. use of triangles).
- A feedback sheet for the whole class should be completed and stored.
- When appropriate – examples of good work and work to be improved need to be identified and modified if necessary.

- The feedback sheet should be used to inform planning.

By following these steps we will help to ensure consistency in our approach and make sure effective feedback is provided. Some details however will be adapted depending on each lesson, subject, and year group being taught. For example in Year 1, the same feedback sheet may be used for multiple lessons as it is the same lesson being taught but to different groups (See appendices 3, 4 and 5 for further examples).

The process of writing written comments and highlighting errors is not expected. It is a way of providing feedback that can be useful on occasion and for specific pupils, but it is also time intensive and there is little research to suggest this is the most effective form of feedback. If anything it can make some pupils reluctant to find and spot their own errors. However this document allows individual teachers the freedom to provide feedback in a variety of ways according to their own professional judgement.

When judgments are being made to support your development of high quality feedback, they will centre on how your impact has made the quality of work improve. The key in this will be modelling within books, as will children's edits (supported by your feedback sheets) and application of the consistent approach outlined above.

Below is a more detailed outline of how this approach how this can be used specifically with extended writing and maths. This approach is not appropriate for every lesson and setting but does give a clear example of good practice.

## Providing Feedback on Extended Writing

### To summarise

The teacher scans the work in pupils' books, makes notes on what has often been misunderstood, and runs through the common misconceptions with the whole class the next day. Pupils have time to look over their own work and correct their mistakes.

### In more detail:

- After a lesson, an adult looks through the class's work and notes down any common mistakes or misunderstandings (recorded on feedback sheet)
- The adult assesses how successful each child has been against the learning objective (e.g. use of triangles) and initials the work
- Adults should also identify specific examples of work to use in the feedback during the next lesson
- At the start of the next lesson, the teacher shows an example of a piece of good work completed by a pupil (this is not anonymised, and the teacher will aim to use each child's work at least once)
- The teacher highlights the good aspects of the work to the whole class - for example, descriptive language or perfect punctuation
- Next, the teacher shows an (anonymised) piece of work that needs some improvement – this could be a specific example or a draft from the adult which is influenced by mistakes from the class
- They correct mistakes and make changes in front of the class
- The class then spends 10 minutes (or an appropriate period of time) working in mixed-ability pairs to proofread their work and make changes as necessary. Alternatively, they may work in groups to proofread a typed-up piece of work (usually with adult support)
- The class then works on editing or redrafting their work. This involves changing the content, and thinking about the effect on the reader and how to move their work to the next level
- Children who have been identified as needing additional support should be a priority during this time

The approach can be described as '**strategic minimal marking**'. The teacher starts with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling already provided in the lesson, and does as little as they need to help them edit. It works on the basis that the whole point of feedback is actually to 'feed forwards', and ensure the pupil knows what to do next time.

Pupils who need more help on something may get a prompt when the teacher looks at their books. Teachers could write a word or phrase (such as 'missing words' or 'full stops') so the pupil knows to focus on that



aspect. Use of symbols may be more appropriate for younger children and approaches are adapted as appropriate.

If the child needs more support, the teacher can write the prompt as above but highlights a specific section to help the pupil find the error.

Pointing out individual errors is the last resort and is only done when a pupil is really struggling.

When providing this feedback, adults should consider if guidance, direct modelling or alternative forms of feedback would be a more successful strategy.

This process takes more in-class time than the previous system of written marking. As whole lesson could be spent reflecting on a previous lesson's work if it was a longer piece of writing.

Consequently, the school runs fewer literacy units than it used to, but this is in line with the school's 'mastery' approach: focusing on deeper content knowledge rather than more content coverage.

### Some additional notes to support the editing process

- The 'editing' section of the lesson has been split into 2 sections: proofreading and editing. Proofreading focuses more on spelling, punctuation and grammar errors. Editing focuses on redrafting the content and style of the piece
- For pupils who need more help (mostly those in years 1 and 2), a teaching assistant could provide a prepared piece of work (which isn't the pupil's own) with **one** type of error for them to fix. If the pupil needs further help, they'll work on simply highlighting the mistakes as a first step towards being able to edit their own work
- Teachers add more challenge for pupils who are more able. They provide pupils with an additional pointer to develop their writing to the next level: they'll tell them to consider the impact on the reader and "think about which other descriptive words could be used to describe X", for example

## Providing Feedback in Maths

### To summarise

Pupils are taught to self-check their work in lessons, as they go along. The teacher then doesn't have to check calculations after the lesson and pupils don't have to wait until the next lesson to find out they have misunderstood a concept.

### In more detail:

- The teacher uses a visualiser/WB to model ways of checking that lesson's problems; for example, they might show pupils to add numbers in a different order to check their addition. There could also be prompt sheets handed out which include questions to help pupils find their mistake (See appendix 2)
- Where work has specific answers – these should be available to the children. After an appropriate number of calculations (e.g. 4 or 5), pupils should check their answers themselves
- If they have a misconception or misunderstanding, they first try to fix their mistake themselves; then they ask a peer for help; then a group of their peers; they then alert an adult ('3 before me' system)
- If they are feeling confident they should be able to raise their level of challenge
- During and after a lesson, an adult looks through the class's work and notes down any common mistakes or misunderstandings on the feedback sheet
- The adult assesses how successful that child has been against the learning objective and initials the work
- As appropriate, the adult will then go through good and bad examples with members of the class and children are given some time to tackle problems again

As children progress through the school, this should encourage better peer marking – make sure you encourage peers to do the sums again rather than just checking against their own answers. This should be developed alongside encouraging pupils to develop their self-checking skills. (see appendix 2 as to how this can be done).

Careful management of the answers (and children not just copying these) needs to be a priority.

## Providing Feedback in Other Curriculum Areas

The teacher will complete a feedback sheet for these lessons. These have a space at the top of sheet to help with the assessment against the curriculum objective. The feedback should be focused on the subject skills that were the focus rather than placing too much focus on the writing skills.

When appropriate, time to revisit and edit work should also be included and misconceptions and next steps should still inform planning. This could be before the next lesson or before the next lesson which covers similar skills. E.g. When working on map skills in Geography, it may be appropriate to provide the feedback next term before the next time they do map work within a lesson.

Work should still be initialled and assessed against learning objective.

## Storing Completed Feedback Forms

Once completed the forms should be stored in an organised folder. The folder should be organised so it is clear where specific lessons forms would be stored (e.g. by subject or date). This should be readily accessible to the teacher and other adults but GDPR should also be considered.

A good suggestion would be to include a tick sheet at the front to identify when modelling within lessons has taken place to ensure coverage of all children.

Name	2.9	9.9	16.9	23.9	30.9	7.10	14.10	21.10	4.11	11.11	18.11	25.11	2.12	9.12
Draven				✓										
Erin				✓										
Alex				✓										
Joseph				✓										
Kacey	✓	✓	✓	✓										
Waleska	✓	✓	✓	✓										
Matthew	✓	✓	✓	✓										
Halle	✓	✓	✓	✓										
Jack	✓	✓	✓	✓										
Korban	✓	✓	✓	✓										
Ellis				✓										
Tania				✓										
Zoe				✓										
Shanté				✓										
Ryas				✓										
Maddison				✓										
Toprak				✓										
Aura	✓	✓	✓	✓										
Ethan				✓										
Darius				✓										
Karthika				✓										
Mark				✓										
Raheel				✓										
Amelija	✓			✓										
Danny				✓										
Taylor				✓										

An example a log sheet

## Appendices

### Appendix 1

Marking Codes (used by children and adults when necessary)

<b>What will be marked</b>	<b>Symbols</b>
Positive comments relating to Learning Objective and Success Criteria	✱
Spelling error	<u>Underlined</u>
Use a thesaurus to improve word quality	Th
New paragraph	//
Missing Words	^
Correct answer	✓
Corrected answer	✓ C
Incorrect answer	•
Work completed with support	S
Guided group	GG
Incorrect use of uppercase and punctuations	○ (circled)
Grammar	~~~~~

## **Appendix 2**

### **Self checking in Maths**

To help children to check their calculations we need to teach them specific methods to do so, rather than just relying on the answers. For example, pupils might repeat a calculation in a different coloured pen and check they've got the same answer. Here, we remind them that for addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking.

We can also provide prompt sheets to help pupils who are struggling to identify their mistakes. These can be shared at the start of a lesson. In effect, these are just a process success criteria, but recasting them as an error-spotting checklist means pupils have to engage with it on a deeper level.

**See below for two examples of prompt sheets:**

#### **Find my mistake (column addition)**

- Did I put each numeral in the right place value column? Check each one.
- Did I forget to regroup?
- Did I forget to add the regrouped ten (or hundred)?
- Did I make a silly error with my adding?
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

### Find my mistake (identifying fractions of shapes)

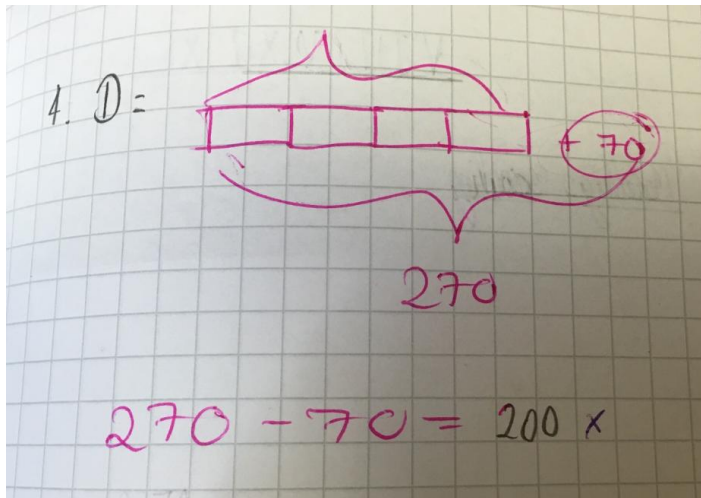
- Did I check all the parts were equal?
- Did I count how many parts the shape had been divided into?
- Did I write that number underneath the vinculum (remember denominator → down)
- Did I count how many parts were shaded in?
- Did I write that number on top of the vinculum (remember numerator → ON top)
- If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
- If you are still stuck, is there another child who looks like they are confident with this you could ask?
- If none of this works, ask an adult for help.

You can even use these for teaching at the start of the lesson. The lesson might, for example, feature the teacher deliberately getting a calculation wrong, before using the checklist to find their mistake.

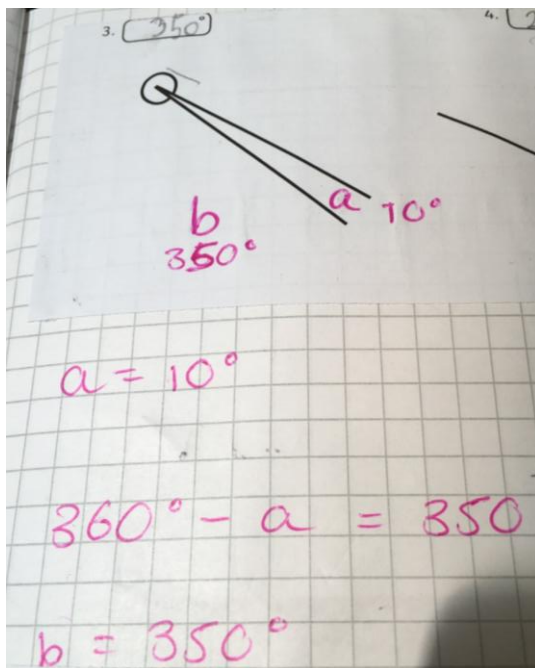
It is key pupils internalise what they are doing (over the course of several lessons) so that they no longer need a written checklist. The aim is to get the checklist stored in their long-term memory. Giving pupils work to 'mark' from fictitious peers (with all the common mistakes) is another good way of developing this.

## Appendix 3

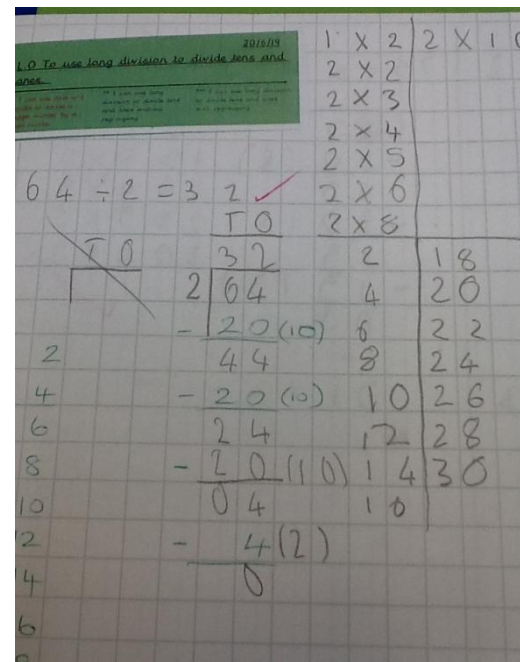
### Modelling within lessons



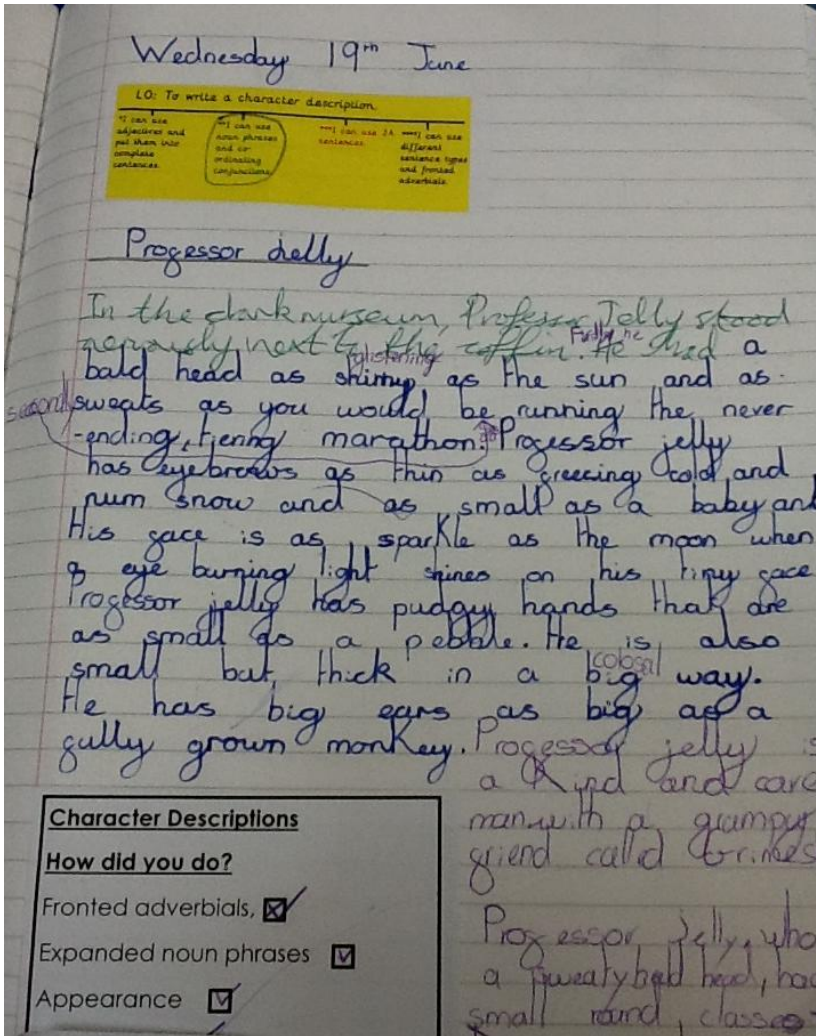
### Bar model support



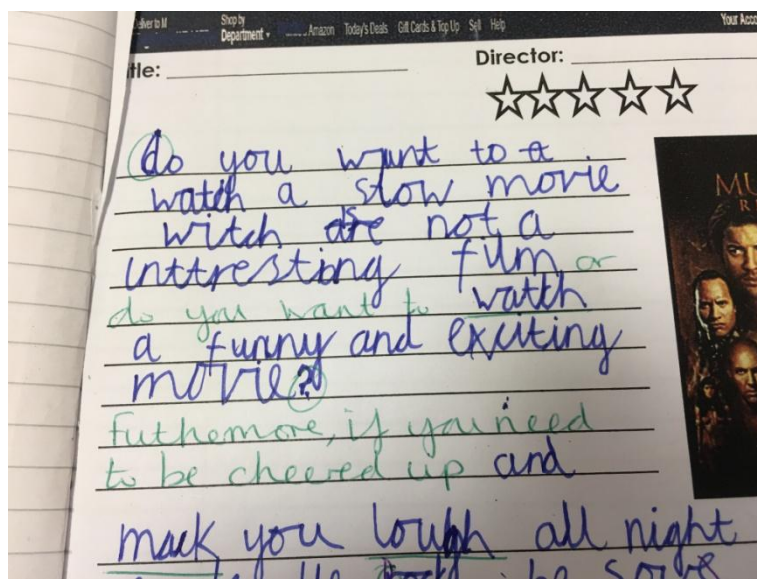
Maths modelling year 5



Maths Modelling in LKS2



Modelling at the start of writing (with various success criteria and edits after the lesson) – LKS2

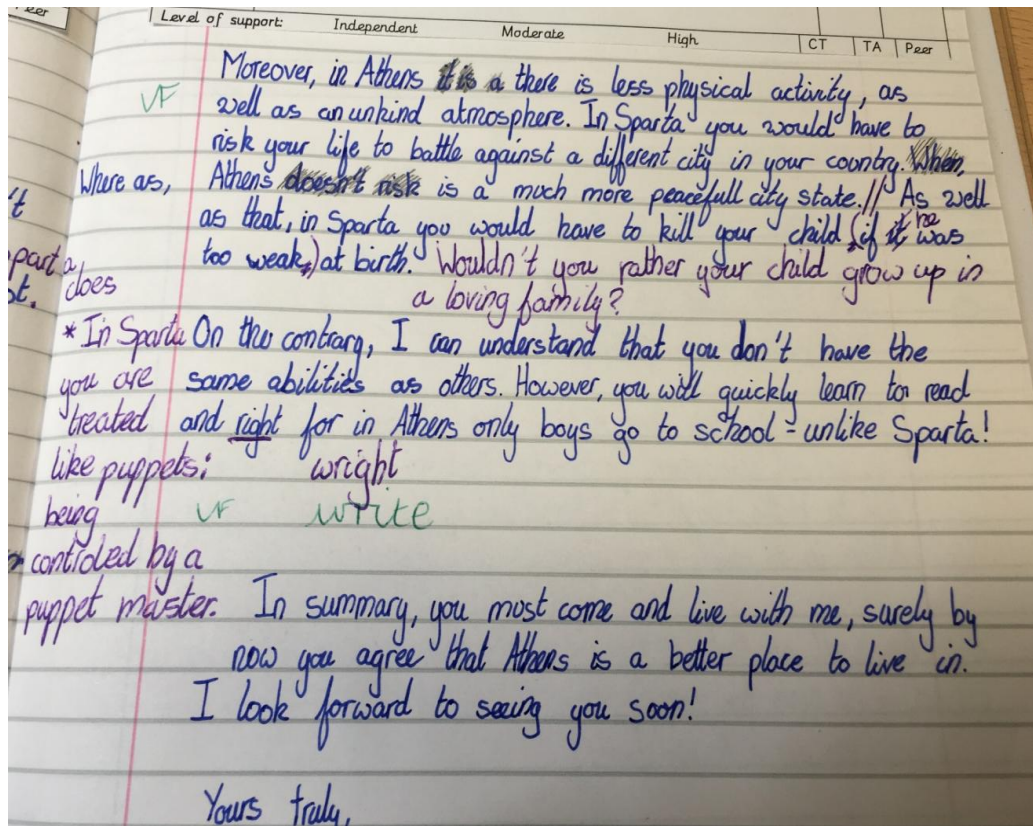


Modelled writing during lesson – Year 4



## Appendix 4

### Peer Marking and Editing



Editing after teacher feedback – Year 5 (VF not needed)

LO: To write a part of a suspense story (walls are closing in)  
 I can use features of a suspense story  
 I can use engaging sentence types  
 I can write for a purpose (impact on reader)

Punctuation power

CAP	?	!	" "	:	-	()	...	:	,
-----	---	---	-----	---	---	----	-----	---	---

SPAG checklist

Used ellipses									
Used devices to build cohesion									
Used correct punctuation to indicate speech									

Sentence types I want to use

3 bad  
 IF IF IF then  
 Simple

Feedback by:

😊 I tried to use a IF IF then sentence

🚶 i need to make it <sup>more</sup> make sense

Independent Moderate High CT TA Peer

~~they didn't sneak in, if they didn't get caught,  
 they didn't shoot them, if they didn't jump  
 through the hole, they wouldn't be in this mess. IF then didn't  
 take he might be dead when the walls start closing in  
 were as scared as a horror movie.~~

Suddenly a loud clang rattled  
 the room. Their heart was rushing. AS fast as a  
 petah.

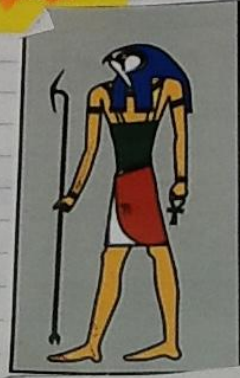
If they didn't sneak in, if they didn't get caught,  
 if they didn't jump through the hole, they wouldn't  
 be in this mess. Suddenly a loud clang rattled the room.  
 Their heart was rushing, as fast as a cheetah.

First draft with adult modelling which has been rewritten using a editing flap – Year 5

Monday 10<sup>th</sup> June 2018

L.O: To write descriptions of Egyptian Gods/Goddesses

I can write sentences with full stops, capital letters and 'and'  
I can include expanded noun phrases.  
I can use 2+ sentences and co-ordinating conjunctions.  
I can use different sentence types, conjunctions and fronted adverbials.

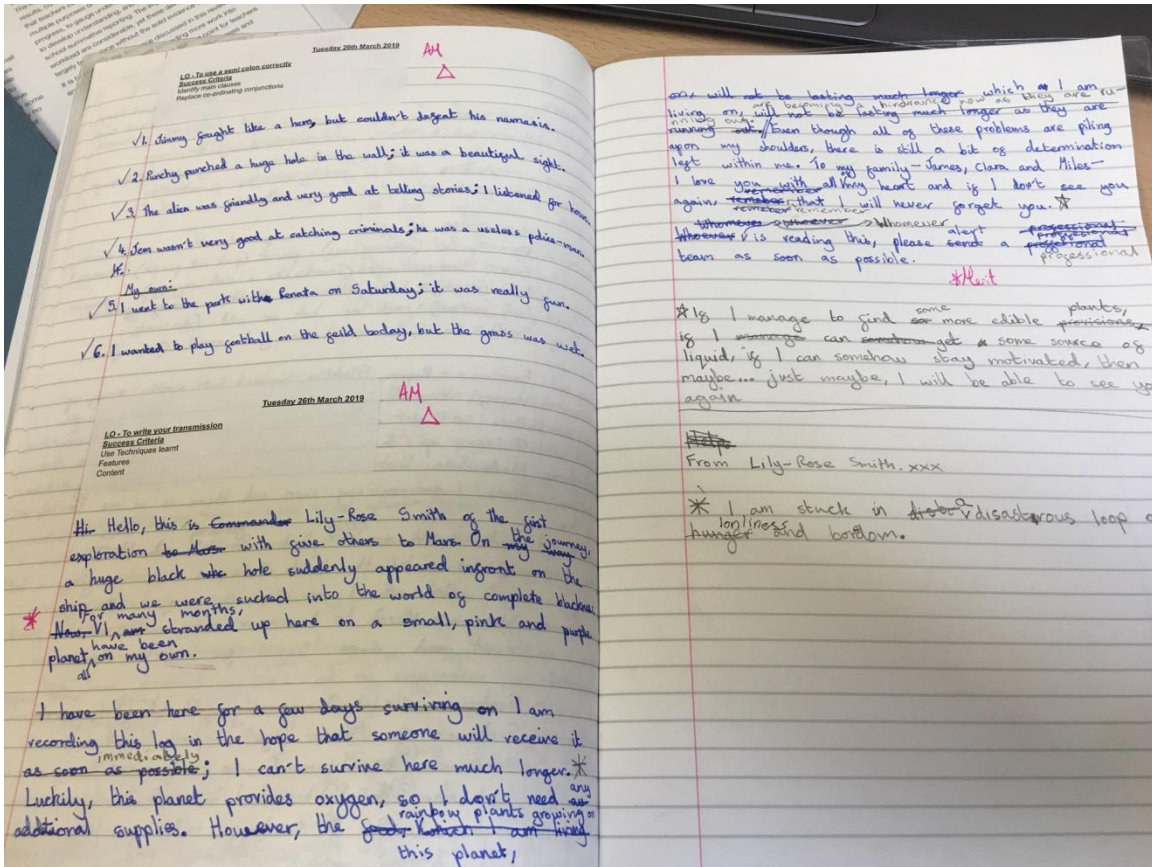


### Horus

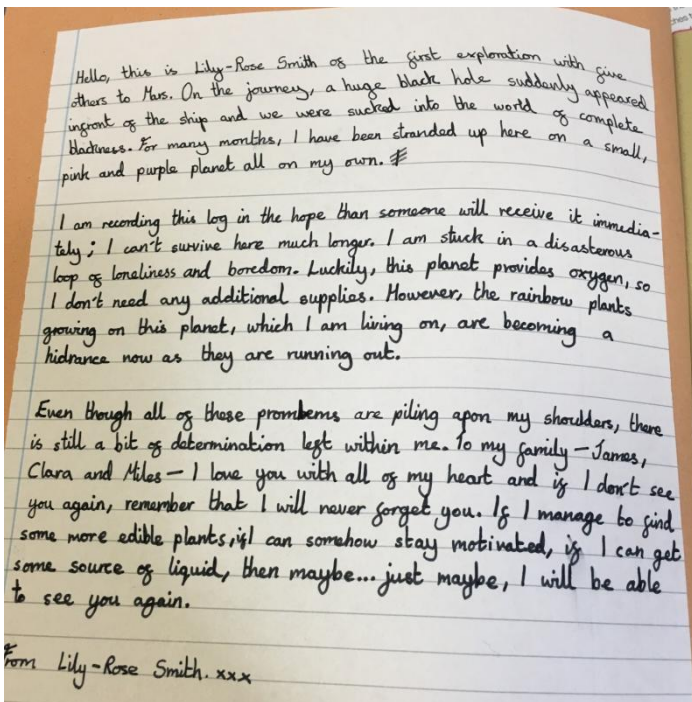
Horus, who was a well known god, had a head of a hawk. He had a wife called Hathor and his parents were the gods/goddesses Isis and Osiris and Isis. He wore a <sup>small</sup> green top with a shiny/golden necklace. Horus, who is the god of the sky, has his <sup>own</sup> <sup>which is very popular</sup> called the eye of Horus. His wife Hathor was the goddess of love and joy ~~and~~ and she wore a long, red dress with multiple red to small, red beads in her hair. Horus wore a blue cloth over his head and he held a long, black stick. He had two black bands on each of his ~~arms~~ <sup>head</sup>. Hathor had a <sup>head dress on top</sup> black, small, ~~golden~~ <sup>Hathor</sup> head with a blue, ~~shiny~~ <sup>shiny</sup> ~~stars~~.

\* = Good punctuation!  
\* = Good explanations!  
\* = More sentence types

Peer feedback followed up by self editing – LKS2



Year 6 peer and self editing – with basic non specific success criteria needed for TAF



Same Year 6 piece but rewritten after edits

# Appendix 5

## Completed feedback sheets

Whole Class Feedback Sheet Date: 26.3.19 Lesson: *Eg - Indy writes*

Work to Praise and Share	Need Further Support
<p>Dna - Present Perfect, range of writes</p> <p>Tao - clarity &amp; improvements</p> <p>Hezeema - pickup on conditional &amp; paragraphs praise and choice.</p> <p>Rocket Humor</p> <p>Tutor - sense of character &amp; conditional</p> <p>Ahna - Language</p> <p>Feane - phrase</p>	<p>Jai - not started</p> <p>Tyler - not on task (wrote pin gym)</p> <p>Henry - not using techniques.</p> <p>Poppy - what happened, disjointed</p> <p>Kaiden - story - Denise, Sarah, Emily, Lisa</p> <p>Ahlik - completion.</p> <p>Lucy - change in tense</p> <p>Johan - worked with No light</p>
Presentation	Basic Skills Errors
<p>Ricky - LO's</p> <p>Rachel - Plan a little more carefully</p> <p>Kyle - change in HW</p>	<p>Paragraphs - Tutor, Poppy, Hezeema</p> <p>Henry - apostrophes - Destiny</p> <p>spellings</p>
Misconceptions and Next Lesson Notes	
<p>Wow me - Tao</p> <p>Some not finish - Sanju, Tyler, Rocky, Callum</p> <p>Chloe, Rachel, Nana, Ahlik</p> <p>Flow - repetition or disjointed e.g. Ricky</p> <p>TAF - Targets from previous work.</p> <p>Lesson in PM - less focus</p> <p>Sanju - edit to turn into p. perfect</p> <ul style="list-style-type: none"> <li>Formal/informal word choice</li> <li>Plan Using techniques taught</li> </ul> <p>Destiny - edit conditional</p> <p>Emily - story</p>	

Year 6 Extended writing example

Class - 3T 17.6.2019  
LO & Date To investigate tomb paintings  
Teacher - Miss Manzie

Work to Praise and Share	Need Further Support	
Ryan, Marta, Ella-Rose, Marlie Harrison	Ahlie - misunderstood & explained facts about Ramses.	
Work to Model Improvements		
Presentation	Basic Skills Errors	Key Spellings
Kaiden + pencil Summer - Eve - HW	Macie - Mai - too many conjunctions	
Misconceptions and Next Lesson Notes		
<p>Lots of missing capitals for proper nouns.</p> <p>WS KM - Kaiden &amp; Cezary</p> <p>Cezary - bad mood? Refused to work!</p> <p>Reece - Not enough work</p>		

Year 3 Feedback sheet

Class - *6X*  
Teacher - *Andy*

LO: To represent problems and/or her analysis  
Successes: Correctly stated problems  
Draw and label appropriately  
Highlight what needs to be solved  
Solve problem.

Tuesday 7th January 2020

Work to use in Modelling		Need Further Support	
<i>Aura - clear boxes</i> <i>Max - 3 boxes not useful</i>		<i>Halle - Multi-plekton</i> <i>Erin - No bars - 8.1</i> <i>Drawn - Not clear answers - 8.1</i> <i>Joseph - No bars - Drawn 8.1</i>	
Successes <i>Danny Improved organisation</i>		<i>Angy &amp; tobia worked together</i>	
Visual Presentation	Basic Skills Errors	Maths Quadrant	
<i>Taylor - question no. separate 8.1</i> <i>Tara - excellent punctuation</i>	<i>Accuracy - Division</i> <i>Widely</i>	Open Answer <input type="checkbox"/>	Open Real World <input checked="" type="checkbox"/>
Evaluation <i>Complex problem - drawing boxes still difficult</i> <i>Lots not using bars - even when given clear explanations</i> <i>Making sure all parts of questions are covered</i>		<i>Needs addressing 8.1</i>	

Year 6 Maths feedback sheet

Class -  
Teacher -

LO: I can engage the reader with my interesting word choices.

Tuesday 14th May 2019

Work to Praise and Share		Need Further Support	
<i>GG</i> <i>ER</i> <i>ME</i>		<i>JY - sentence structure</i>	
Work to Model Improvements			
<i>AN - extending sentences</i>			
Presentation	Basic Skills Errors	Key Spellings	
<i>FW</i>		<i>Egyptians</i> <i>Mammoth</i> <i>Nile</i> <i>which</i> <i>might</i>	
Misconceptions and Next Lesson Notes			
<i>JB</i> <i>JY</i> <i>B</i>	<i>More facts about the Nile</i>	<i>Capital letters</i> <i>MG</i>	
<i>sentence starter</i> <i>The river Nile is</i>	<i>TE AS</i> <i>TA AJ</i> <i>TE CM</i> <i>TM</i>		

Year 3 Feedback sheet

Class - *4H*  
Teacher - *A Scott*

LO: To write the subject of an article. Reason for a non-chronological report.

24.5.19

Work to Praise and Share		Need Further Support	
<i>Sam - with not which</i> <i>Other checks for order</i>		<i>Tyler</i> <i>Lewis - punctuation</i> <i>Mary</i> <i>Kozma - random punctuation</i> <i>Kesie - sense &amp; spelling</i> <i>Luisa - punctuation</i> <i>Amelia - basic</i> <i>Less - more info needed in each section/extended sentences</i>	
Work to Model Improvements			
<i>Title - mixed capital/lower case</i> <i>ET - part topic - use of !</i> <i>Rohan - word endings</i> <i>George - tenses</i> <i>Luisa - even though the was a girl</i>			
Presentation	Basic Skills Errors	Key Spellings	
<i>K instead of k for lower case</i> <i>Grammar date</i> <i>Join up !!</i> <i>Fisher - No LO</i>	<i>Ancient Egypt</i> <i>Capital letters needed</i> <i>Random capital letters</i> <i>Missing punctuation</i> <i>Missing word endings</i> <i>Pyramid (r) was</i>	<i>different pyramids</i> <i>their/these</i> <i>really hot to</i> <i>pharaohs</i> <i>ancient</i> <i>probably</i>	
Misconceptions and Next Lesson Notes			
<i>Unfinished sentences - All read it back.</i> <i>Look at learning journey - what's missing to move you onto the next level?</i> <i>Missing subheadings</i> <i>Check spellings</i> <i>Make sure that subheadings match content</i>			

Year 4 English feedback sheet

Class - *4V*  
Teacher - *M Grundy*

LO: To read, write and convert times.

24/04/19

Work to Praise and Share		Need Further Support	
<i>Danny</i> <i>Amir</i> <i>Ebrahim - Im earned</i> <i>Charlotte/Timex - Im earned</i>		<i>Reuben - not focused</i> <i>Ayaan - Jane - 5 min Gears intervals</i> <i>Zoe, Maddie, Aaga, Anisa</i> <i>Joe</i> <i>Max ***</i>	
Work to Model Improvements			
<i>Grace needs to complete more</i> <i>Atishya</i>			
Presentation	Basic Skills Errors	Maths Quadrant	
<i>Date</i> <i>in words to big</i> <i>Danny - stick in sheet</i>	<i>using rules to draw clock face times</i>	<input checked="" type="checkbox"/>	
Misconceptions and Next Lesson Notes			
<i>- to the hour</i> <i>converting written time (to) to digital</i> <i>Not enough time to fit everything in the lesson</i>			

Year 4 Maths Feedback sheet

## Appendix 6

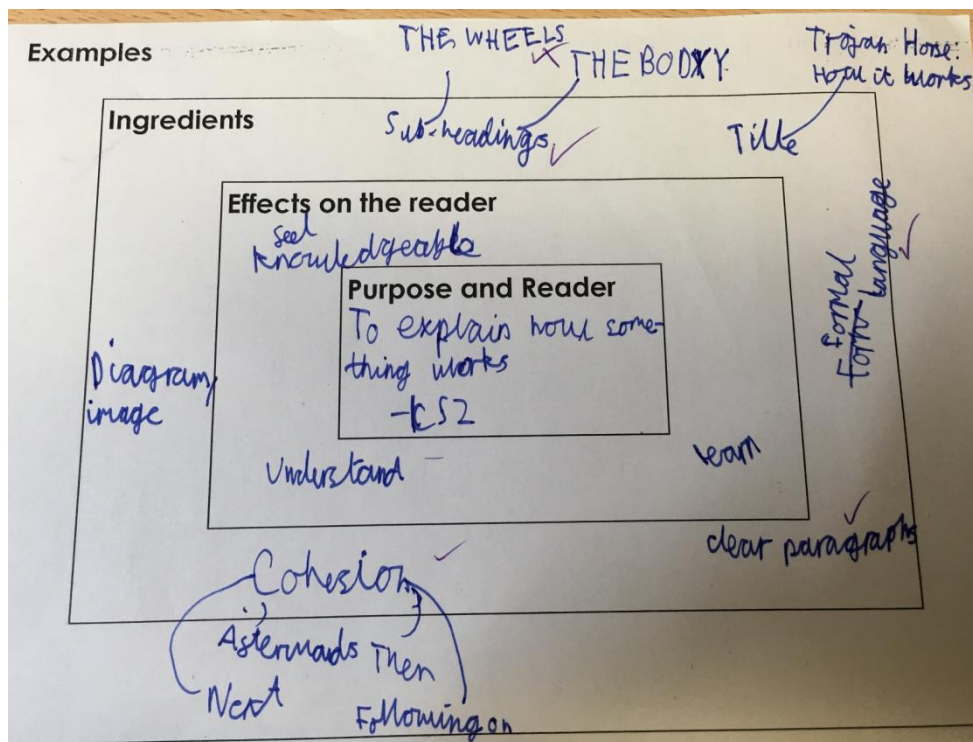
### Success Criteria examples

Thursday 20<sup>th</sup> June

LO: To describe what I think is inside the egg.



Year 1 example of writing success criteria



Year 5 example of expanded success criteria – generated by the child himself – for extended writing

LO: To understand and calculate angles on a point  
 I can name angles and their properties  
 I can identify how many right angles are in a point  
 I can find missing angles using existing information

Activity  
 Target your maths p.116  
 Q 7-12

Challenge

Explain how you would calculate the value of angle a.

$A=100$

105  
 + 95  
 -----  
 200

200  
 + 60  
 -----  
 260 + 100 = 360

Self assessment: Charlie helped me alot

Level of support: Independent Moderate High CT TA Peer

Year 5 example of Maths success criteria to how assessment also

LO: To read and review a book. (1/1/TA)

\*I can write sentences which make sense and include 'and'

\*\*I can include adjectives.

\*\*\*I can write in first person and the present tense.

\*\*\*\*I can use a range of sentence types and conjunctions.

Learning Journey success criteria example