

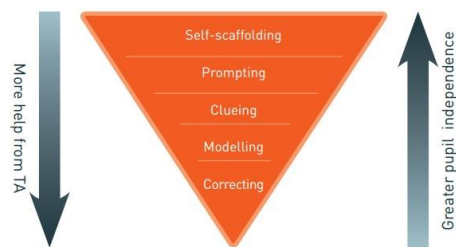


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Assessment, Recording Reporting and Feedback policy

APPENDIX A: FEEDBACK AND CRITIQUE

At Becket we believe that feedback is most effective when it happens as close as possible to the learning. Feedback should focus on specific skills. Research shows that written 'review' feedback has the lowest impact on pupil progress but has the greatest impact on teacher workload. Our feedback approach focuses on high-quality, specific teaching with teachers using their time to plan, develop resources and implement effective feedback loops. Our approach is reflected in the diagram below, as we develop independent learners who have the skills to self-evaluate and improve their work.



WHAT YOU WILL SEE IN CLASSROOMS:

- Feedback given during lessons with adults scaffolding learning
- Use of WAGOLs and worked examples to enable independent learning
- Dedicated feedback sessions
- Specific skills sessions taught either one-to-one, small group or whole class, depending on the misconceptions – Using the 'Becket Do Now's' approach
- Children will use rubrics to self-assess their work
- Adults will be deployed effectively
- Feedback will happen within 24 hours of the learning event
- Planning adapted to learners' needs
- Whole Class Feedback

WHAT YOU WILL SEE IN BOOKS:

- Progress over time
- Children using purple pen to show where they have made corrections
- Adults ticking to acknowledge they have looked at a piece of work (any colour except purple)
- Supported work will be denoted by a circled S or GW to show glued work
- A marking code will support children to edit effectively (In key assessment years, 2 & 6, this will not be evident where work is for formal assessment)
- Pink pen/highlighter will indicate positive and green highlights areas for growth
- You WILL NOT see written comments from adults

SUBJECT VARIATIONS:

MATHS – Children will have access to answers so that they can learn from their mistakes. Misconceptions will be followed up through specific skills sessions or whole class teaching.



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WRITING – Children will be explicitly taught editing and correction skills so that they can edit their work independently using verbal prompts from adults, this will address 'careless' mistakes. Misconception errors will be addressed through specific skills teaching.

READING – Where reading is written in books, children will have access to answers to self-correct. Specific skills will also be taught as necessary either as an intervention or whole class, some misconceptions will be unique to the text type.

PEER CRITIQUE AND RUBRICS – Feedback at Becket can take many forms. An important part of the process is reflection through the use of rubrics, peer and self-assessment in the critique model.

EXPECTATIONS:

- The rubrics should set age-appropriate expectations, be text type specific and aspirational
- Each year group has an 'Every time I write' criteria for all written work
- Rubrics should be modified for children with additional needs, as appropriate
- Critique given must be **kind, helpful and specific**.



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