Inspire Partnership
Feedback Exemplification



Inspire Partnership

Introduction:

Welcome to the Inspire Partnership's exemplification materials. We hope that this document will provide useful models for staff when thinking about how to provide feedback to all pupils at all levels. This booklet should be referred to alongside the Inspire Partnership Assessment Framework.

In order for the successful implementation of the feedback toolkit, children should have had the opportunity to develop a growth mindset. This will mean that children are responsive to feedback as they will understand that they all have the capacity to improve no matter what their starting points are. Regular reference, through assemblies, displays and circle times, should be built into the curriculum so that this mindset is embedded.

Within this booklet, you will find examples of each feature of the toolkit being exemplified across a range of subjects for a variety of different year groups. The use of the marking code is consistent across the year groups and teachers make use of the guidance around progression in spelling, in order to direct children towards self-editing.

Provocative prompts during written feedback should provide opportunities for children to grapple with a concept in order to deepen their learning. Posing such questions require pupils to consider multiple factors, opinions and outcomes, enables them to formulate their own opinion. These questions coupled with modelling from the teacher, will support the child to articulate their thought processes, including justifications for their conclusions. Teacher modelling of high quality written responses, which include depth, provide children with a pathway, which they could use to articulate their own thought processes. Modelling may come through a variety of different forms: use of the flip chart, visualizer or learning walls. The feedback policy shows that in order to achieve high quality responses, the teacher must model what a quality outcome must look like.

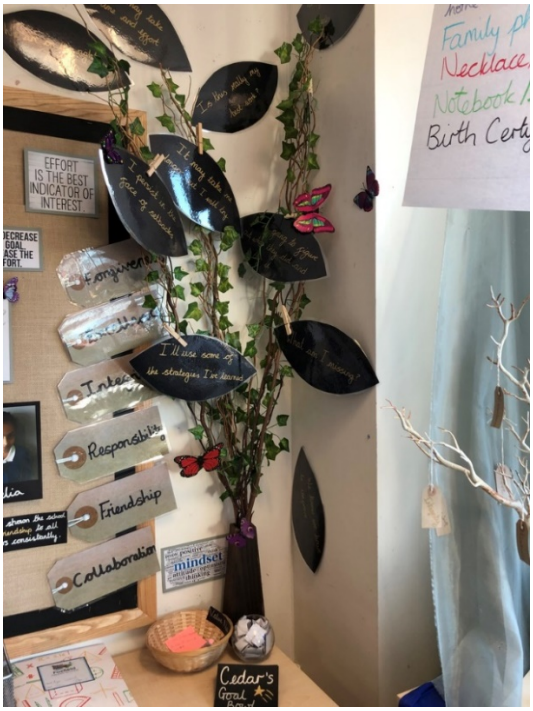
Our policy is to provide pupils with regular feedback to enable them to become successful lifelong learners. In addition, it must also motivate and engage all teaching staff whilst also ensuring that it is timely, enables progress and occurs at all levels. Most importantly, feedback must be well informed: in order to make use of accurate assessment for learning, strong subject knowledge is required. Through the use of precise teaching, teachers should identify what elements of the feedback toolkit would best fit learning in order to allow all learners to make rapid progress both within and across lessons. In most cases, following the analysis of the feedback, teachers will need to adapt planning and/or resources for the following day in order to address any misconceptions, target focus groups for depth or pre-teach in order to provide support.

Best wishes,

Feedback Research Group

Growth Mindset
Teachers should embed Growth Mindset through a whole-class display. Growth Mindset should be… • Introduced, then embedded, from the start of the school year and on a regular basis. • Modelled by all adults and children through the use of key language • Celebrated regularly in both classroom and whole-school settings • Developed through the use of metacognition

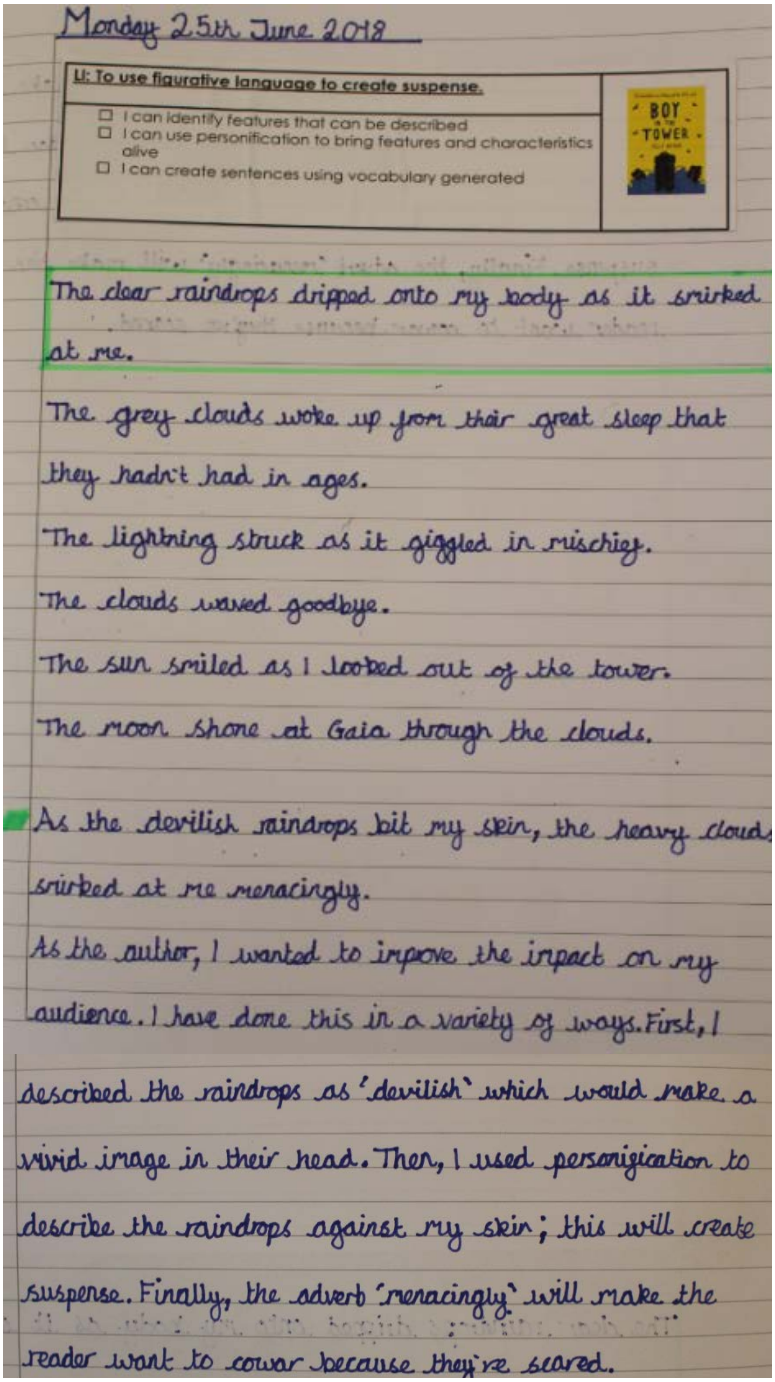








Green box - Depth of learning
In English lessons, teachers can use a green highlighter to focus live/post-lesson feedback. Green boxes can be used to address misconceptions, identify next steps, to support redrafting, or to elicit a reflection that deepens the learning.



Monday 25th June 2018

LI: To use figurative language to create suspense.

- ☐ I can identify features that can be described
- ☐ I can use personification to bring features and characteristics alive
- ☐ I can create sentences using vocabulary generated

The clear raindrops dripped onto my body as it smirked at me.

The grey clouds woke up from their great sleep that they hadn't had in ages.

The lightning struck as it giggled in mischief.

The clouds waved goodbye.

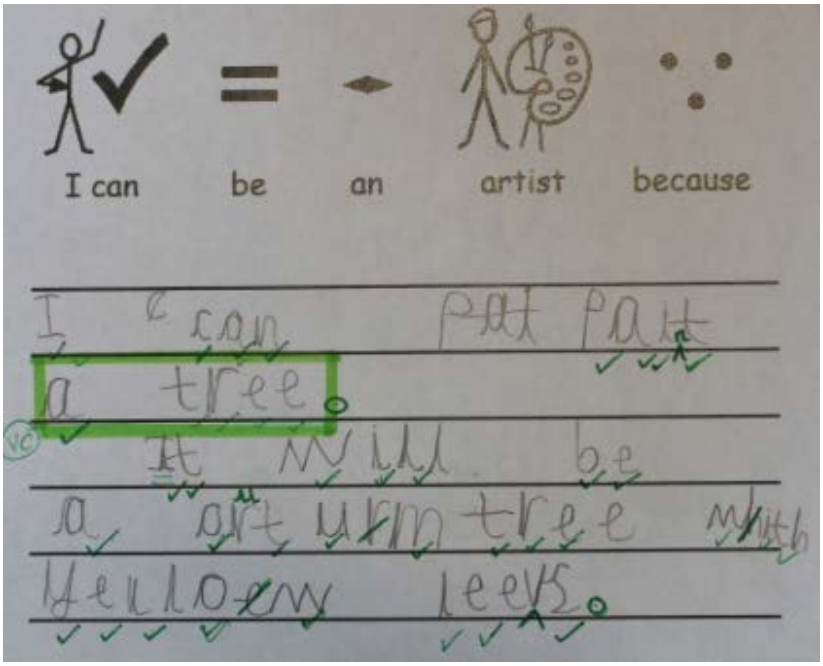
The sun smiled as I looked out of the tower.

The moon shone at Gaia through the clouds.

As the devilish raindrops bit my skin, the heavy clouds smirked at me menacingly.

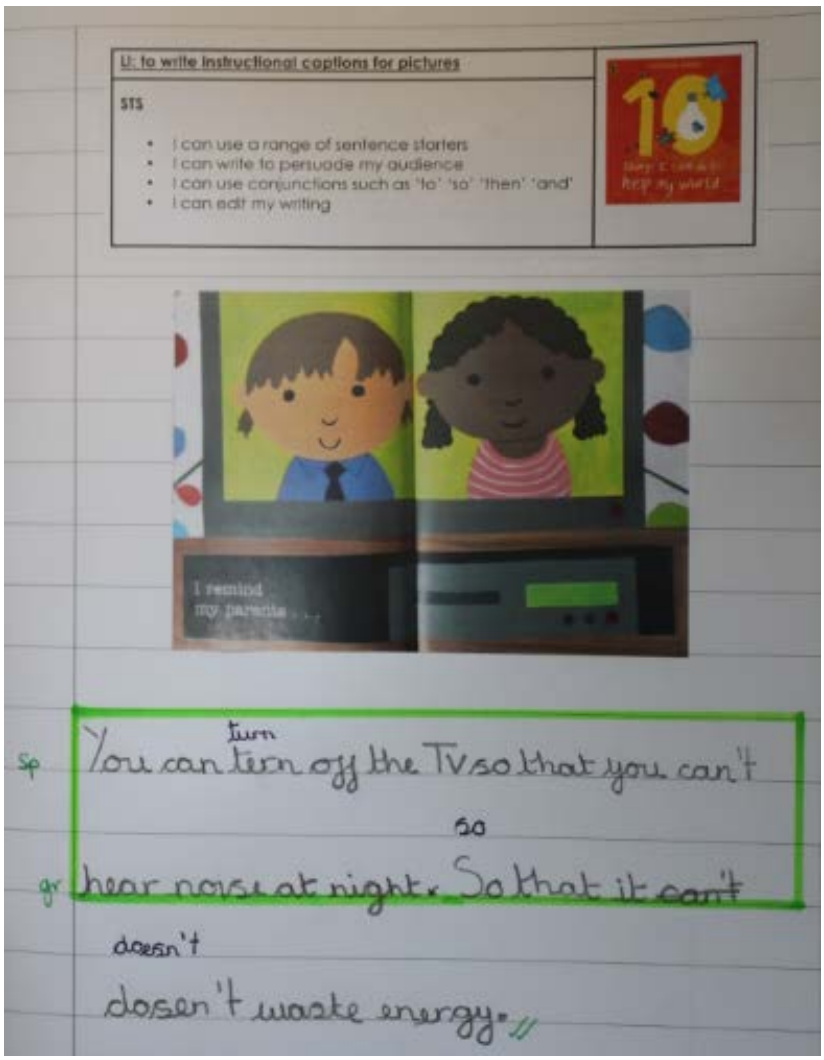
As the author, I wanted to improve the impact on my audience. I have done this in a variety of ways. First, I described the raindrops as 'devilish' which would make a vivid image in their head. Then, I used personigication to describe the raindrops against my skin; this will create suspense. Finally, the adverb 'menacingly' will make the reader want to cower because they're scared.

Teacher: I really like that you have used personification in this sentence. Can you read it aloud and think about if you have created suspense?
Child: (after reading) I could make it more suspenseful.
Teacher: Let's think about the structure of the sentence first. How can you change it to vary the way you start your sentence?
Child: I could start with 'As' and describe the raindrops as devilish.
Teacher: Think about the word dripped- have you personified the raindrops?
Child: No I need to change the verb.
Teacher: Okay, what verb could you use?
Child: Bites.
Teacher: Use that in your sentence.
Child: Oh! Bites is the wrong tense. It should be bit.
Teacher: Great- can you re-write your sentence to include of those elements and then explain the impact on your audience with your new sentence?



This example in EYFS highlights how the 'green box' can be used to encourage children to add detail. This child was asked to describe the tree. After orally rehearsing their description, the child then wrote their sentence, "It will be an autumn tree with yellow leaves."

In this example, the Year 1 child has written about the noise created by the TV. However, the focus of the topic was energy consumption so the teacher has asked the child how they could make the instructional caption more specific.



LI: To apply scientific knowledge to a different context.

Identify facts about a particular animal.
Consider scientific vocabulary to use in the fact file.
Apply prior scientific understanding to the script.
Perform the script using an engaging tone.

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Key words:
Animal life cycle insect bird mammal plant egg young adult pupa larvae

Today, in Science, we worked in pairs to create a narrative to be read over a muted video by Sir David Attenborough. We used our research from our fact file and our prior understanding of lifecycles to inform our narrative.



Challenge:

What relevance does this lesson have to the real world? Our new topic? Why?

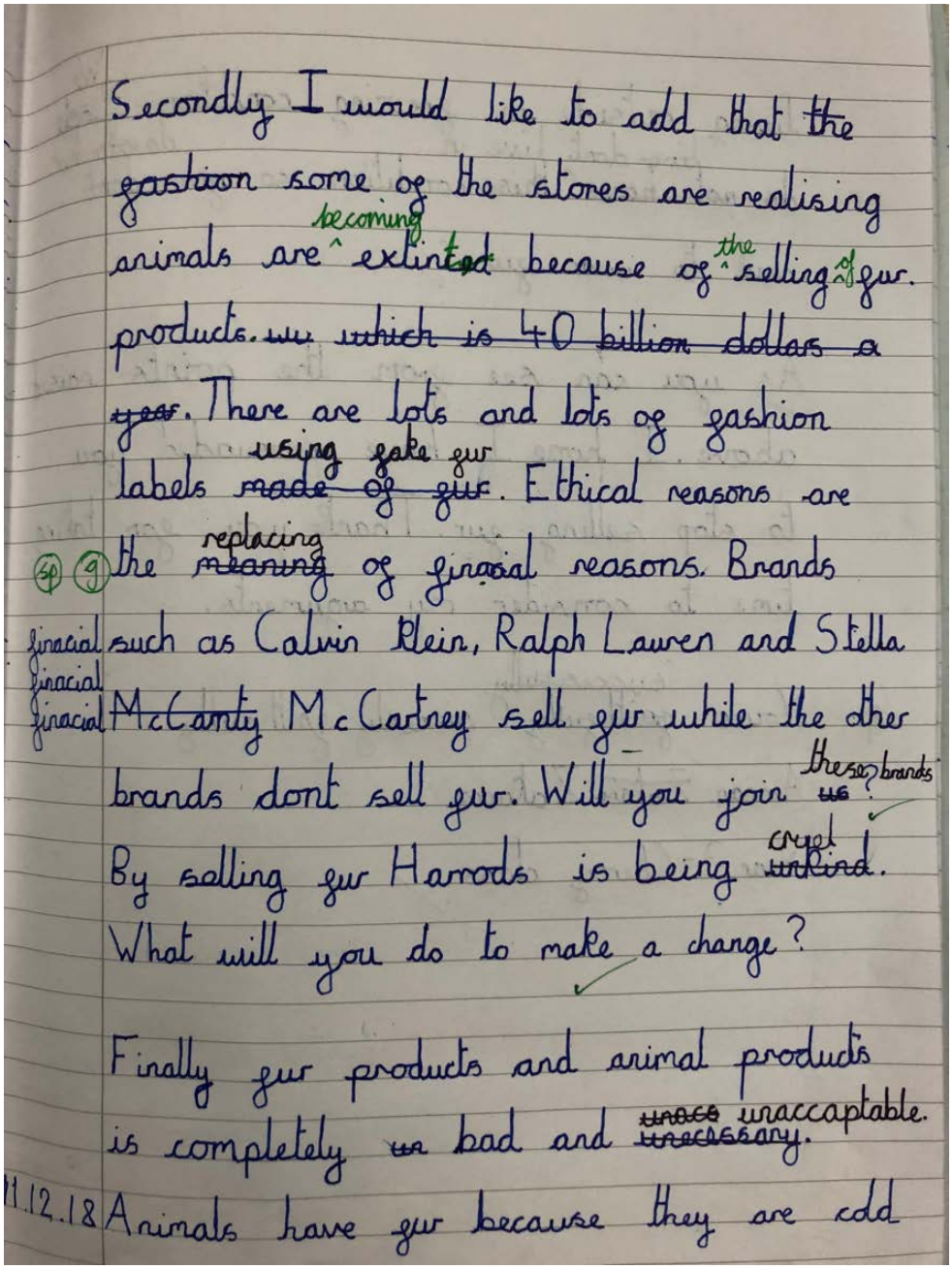
Today, I will talk about the vast orangutan. It means 'man of the woods'. Orangutans are also able to navigate extremely well; it is known that an orangutan has a diet of up to 317 different species. Also, a few nuts and fruit. As a matter of fact, males are common to be aggressive to one another. ~~O rang~~ Orangutans have long arms to reach higher places and their legs are short so it is easier to reach a branch when they are dangling from a branch. This one is about adaption, their toes and fingers curl up into balls to support their grip while upside down.

Y2 - consider the action and scientific vocabulary

Long-limbed and agile, the orangutan moves from branch to branch in the most unique way. Dangling from the canopy, they speed through the habitat with all four limbs.

In this Science lesson, the children had been writing a voice over for a David Attenborough video. The child had not used the subject specific vocabulary to describe the orangutan and its actions so the class teacher asked the child to consider how the action could be more pivotal and leading the narration. The child then went on to edit their response.

Self-assessment- Technical (self-editing)
Teachers should provide pupils with weekly opportunities to assess their own learning for technical errors for example, spelling, punctuation and procedural errors in maths



Secondly I would like to add that the ~~fashion~~ some of the stores are realising animals are becoming ~~extinted~~ because of the selling of fur. ~~products. which is 40 billion dollars a year~~. There are lots and lots of fashion labels ~~made of fur~~ using fake fur. Ethical reasons are replacing ~~meaning~~ of finacial reasons. Brands such as Calvin Klein, Ralph Lauren and Stella ~~McCanty~~ McCartney sell fur while the other brands dont sell fur. Will you join these brands ~~us~~? By selling fur Harrods is being cruel ~~unkind~~. What will you do to make a change?

Finally fur products and animal products is completely bad and ~~unnecessary~~ unaccaptable.

11.12.18 Animals have fur because they are cold

This year 3 child has been editing their work for technical features such as spelling, grammar and to ensure that what they have written makes sense. The opportunity for this was built into the sequence of lessons, ensuring the children were given sufficient time to reflect on their writing.

Thursday 16th November

LI: To create an image using figurative language
Expanded noun phrases to describe
Variety of sentence openers to engage a reader.
Use **commas** after fronted adverbials.





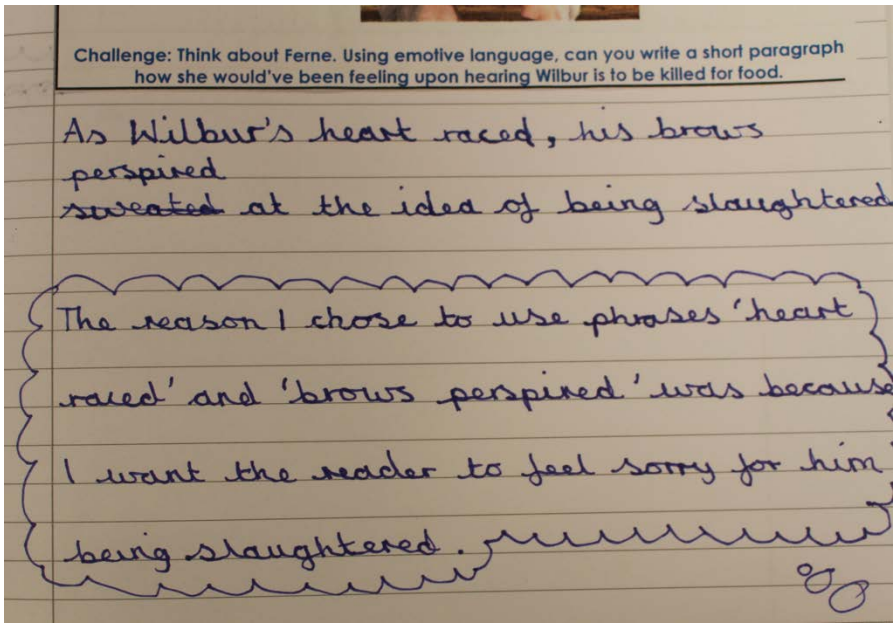


The Plastic Forest

Far, ~~Far~~ away, there was a gigantic jungle filled with plastic rubbish of the people. In the middle of the huge jungle, there was a big tree house as big as ~~a~~ an elephant. Inside the purple tree house, lived a man wearing a blue shirt, blue jeans, black hair, black shoes and he was friendly. Every day, he tried and tried ~~the~~ to sweep away the plastic rubbish. ~~all the time.~~ This made him miserable, miserable, doing all this work. Every stormy night, the wonderful man dreamed of a nice forest. It had ~~peacocks~~ peacocks, poisonous dart frogs and tremendous tigers. Sadly, every time the kind man woke up, his wonderful environment was the same.

As part of the English learning journey for 'The Tin Forest', children wrote an innovative setting description about a plastic forest. Once they had completed their writing, they went through their learning and edited for any spelling mistakes, missing words or punctuation mistakes.

Self-assessment- Depth (self-reflection) English
Teachers should provide pupils with weekly opportunities to assess their own learning against the success criteria. This should give children the opportunity to evaluate and reflect on how they have applied a skill successfully, targeted their audience or improved their learning.

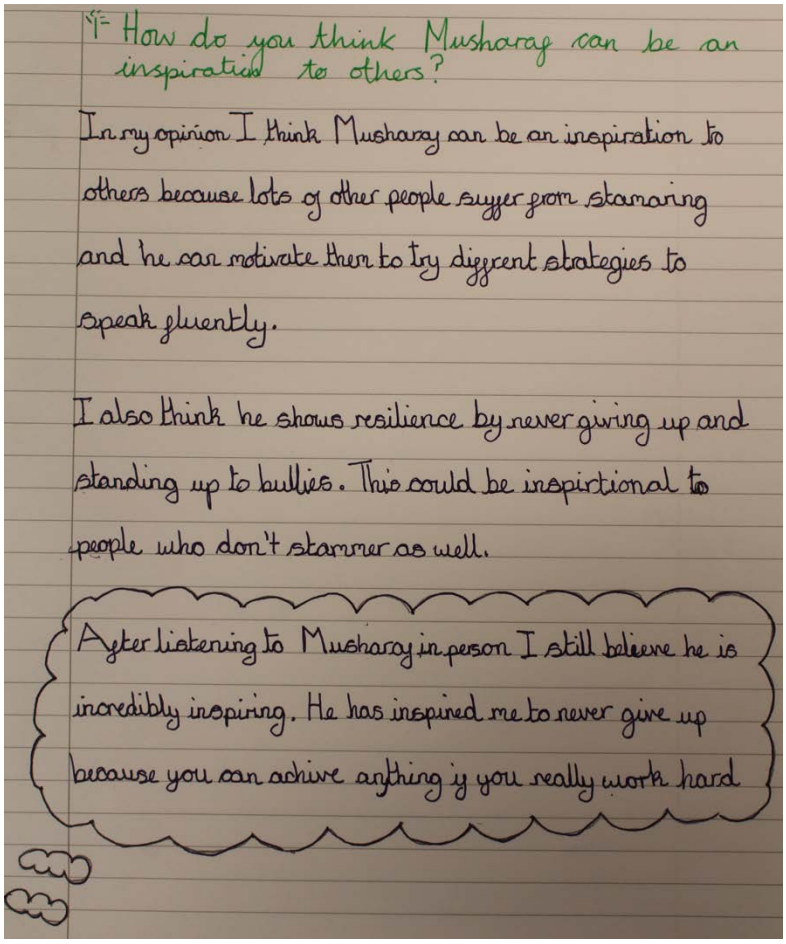


Challenge: Think about Ferne. Using emotive language, can you write a short paragraph how she would've been feeling upon hearing Wilbur is to be killed for food.

As Wilbur's heart raced, his brows perspired ~~sweated~~ at the idea of being slaughtered.

The reason I chose to use phrases 'heart raced' and 'brows perspired' was because I want the reader to feel sorry for him being slaughtered.

At this point in the lesson, the child stopped to reflect on their choice of vocabulary and the impact they intended to have on their reader.



How do you think Musharaf can be an inspiration to others?

In my opinion I think Musharaf can be an inspiration to others because lots of other people suffer from stamering and he can motivate them to try diffrent strategies to speak fluently.

I also think he shows resilience by never giving up and standing up to bullies. This could be inspirtional to people who don't stammer as well.

After listening to Musharaf in person I still believe he is incredibly inspiring. He has inspired me to never give up because you can achive anything if you really work hard

At the end of a week of learning, the children had a visit from an inspirational speaker. This child, after their written marking, reflected on the experience of listening to the speaker and the impact it had had on them.

Wednesday 14th November 2018

LI: To edit a piece of writing

- Read the writing back with your peer
- Support one another with SPAG learning mistakes
- Decide what the focus of your editing will be
- Reflect on whether it has achieved it's purpose

Today we edited our writing by visiting different editing stations. Each station was a different feature of the writing and allowed us to focus on one particular aspect of our writing at a time. The stations prompted us to think about sentence structure, word choice and vocabulary.

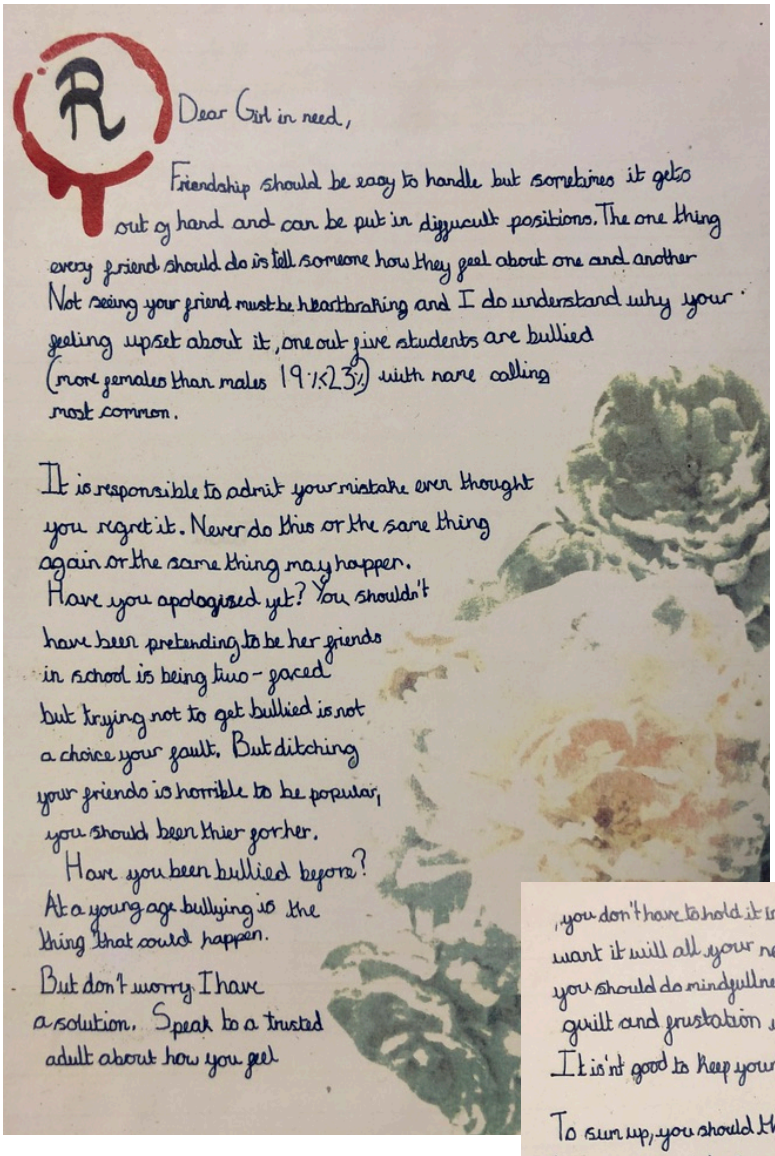
Reflection:

In your opinion, did your letter achieve the purpose? What will you need to do to make your writing more successful?



Reflection: In my opinion, my letter achieved the purpose, which was to make a very emotionally targeted letter and I feel like. I achieved this because I added rhetorical questions to make the reader think about the situation. To make it better I will add more information ~~gilled~~ to evoke them ~~with st~~ because most of the time people believe ~~us~~ statistics more than you just telling them as ~~to~~ with stats and figures the reader can see the evidence for themselves and make up their own mind. ✓✓ I also used impactful language like 'murderous' and punctu like exclamation ~~out~~ mark ~~wo~~ whic can shock them. A really powerful sentence I picked out was 'Sadly, this is not enough... we need your help urgently' because 'urgently' is a really effective adverb as it tells you something is an emergen and you have to act right away. ✓✓

At this point in the lesson, the child stopped to reflect on their choice of vocabulary and the impact they intended to have on their reader. They reflected on what they had done to achieve the purpose of the letter and what they intended to change to have even more of an impact.



Dear Girl in need,

Friendship should be easy to handle but sometimes it gets out of hand and can be put in diffucult positions. The one thing every friend should do is tell someone how they feel about one and another Not seeing your friend must be heartbreaking and I do understand why your feeling upset about it, one out five students are bullied (more females than males 19:12.3%) with name calling most common.

It is responsible to admit your mistake ever thought you regret it. Never do this or the same thing again or the same thing may happen. Have you apologised yet? You shouldn't have been pretending to be her friends in school is being two-faced but trying not to get bullied is not a choice your fault. But ditching your friends is horrible to be popular, you should been thier for her.

Have you been bullied before? At a young age bullying is the thing that could happen.

But don't worry I have a solution. Speak to a trusted adult about how you feel

you don't have to hold it in, if you if you want cry as much as as you want it will all your negative emotions will go away, secondly you should do mindfullness should calm you down all your guilt and frustation will go away.

It is'nt good to keep your negative emotions it is healthy to express your emotions

To sum up, you should think about what wrong things you've done tell an adult how you feel and don't ever bully someone again.

I hope you've taken my advise and your situation is better and I could have tooken away your burden and next time respect peoples diffrences treat someone how you want to be treated.

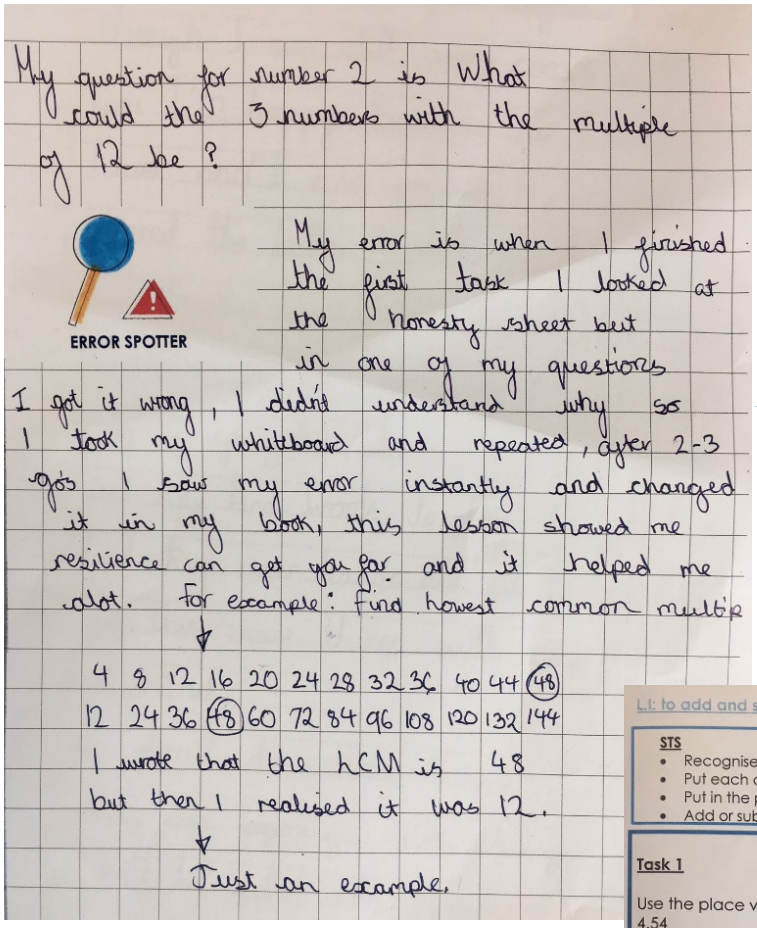
Good Luck ! I'm sure you will be amazing

Proper Patty

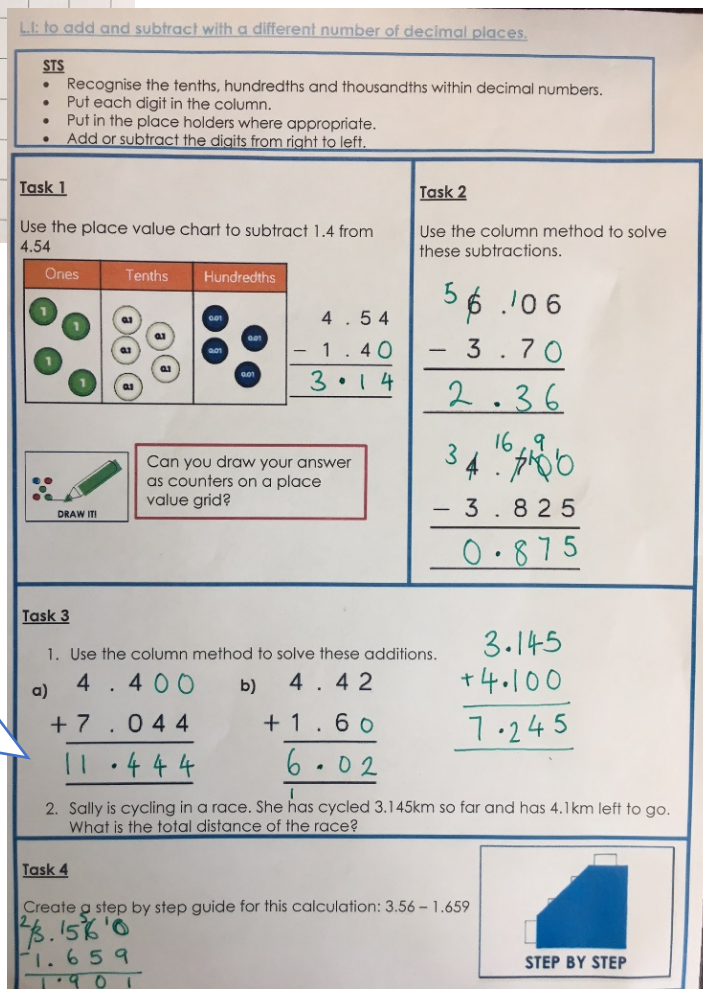
I am really proud of my final outcome because I feel that my intended impact was met - it's not okay to bully but you can find a resolution and fix bad situations

This example of self-reflection came after the child had published their writing. They reflected on the reason they were proud of their writing and the impact they had had on the audience.

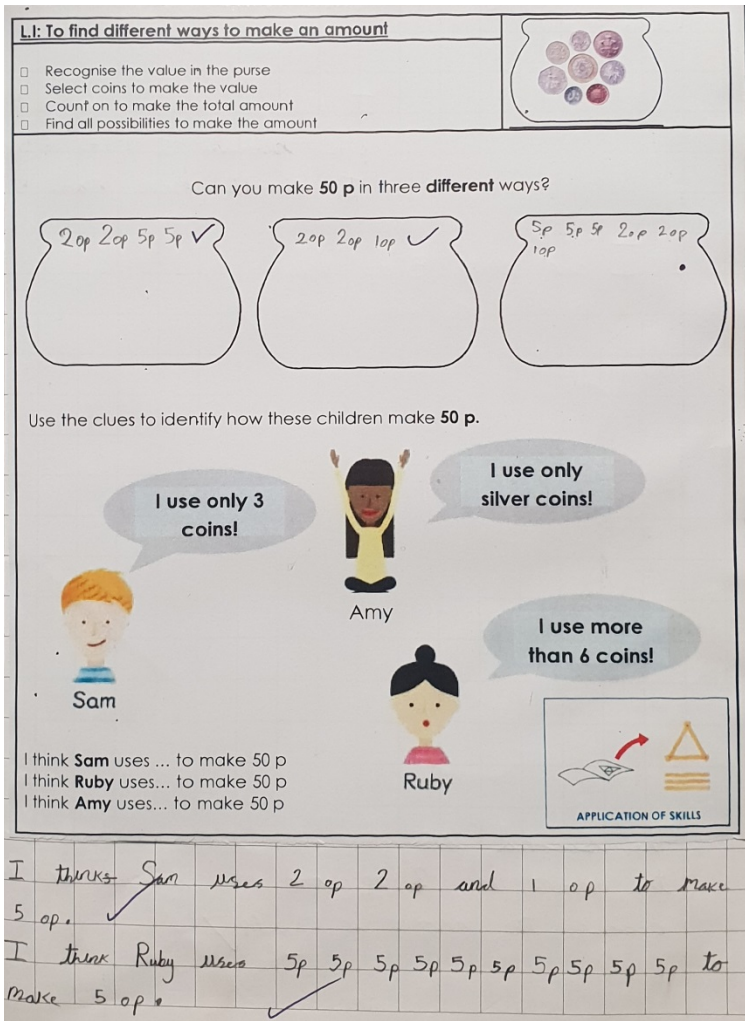
Honesty sheet (Self-assessment)
Pupils should have the opportunity to independently check their fluency and identify their own misconceptions. Teachers should use this to identify pupil errors vs. mistakes.



This example shows a child's reflection after using an honesty sheet. They have spotted their mistake and explained it.



This example of an honesty sheet shows working out. You can also simply provide pupils with the answers for them to check for errors.



L.I: To find different ways to make an amount

- Recognise the value in the purse
- Select coins to make the value
- Count on to make the total amount
- Find all possibilities to make the amount

Can you make **50 p** in three **different** ways?

2op 2op 5p 5p ✓ | 20p 20p 10p ✓ | 5p 5p 5p 20p 20p 10p

Use the clues to identify how these children make **50 p.**

I use only 3 coins! — Sam

I use only silver coins! — Amy

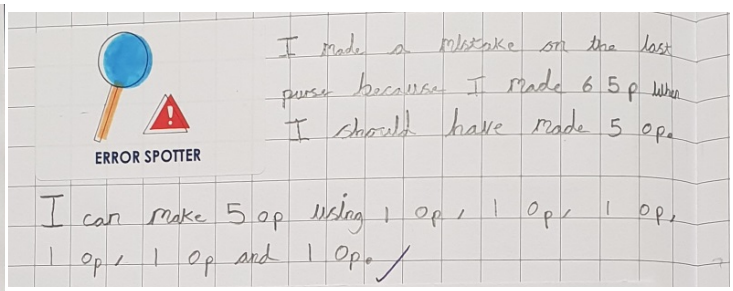
I use more than 6 coins! — Ruby

I think **Sam** uses ... to make 50 p
I think **Ruby** uses... to make 50 p
I think **Amy** uses... to make 50 p

APPLICATION OF SKILLS

I think Sam uses 2 op 2 op and 1 op to make 5 op.

I think Ruby uses 5p 5p 5p 5p 5p 5p 5p 5p 5p 5p to make 5 op.



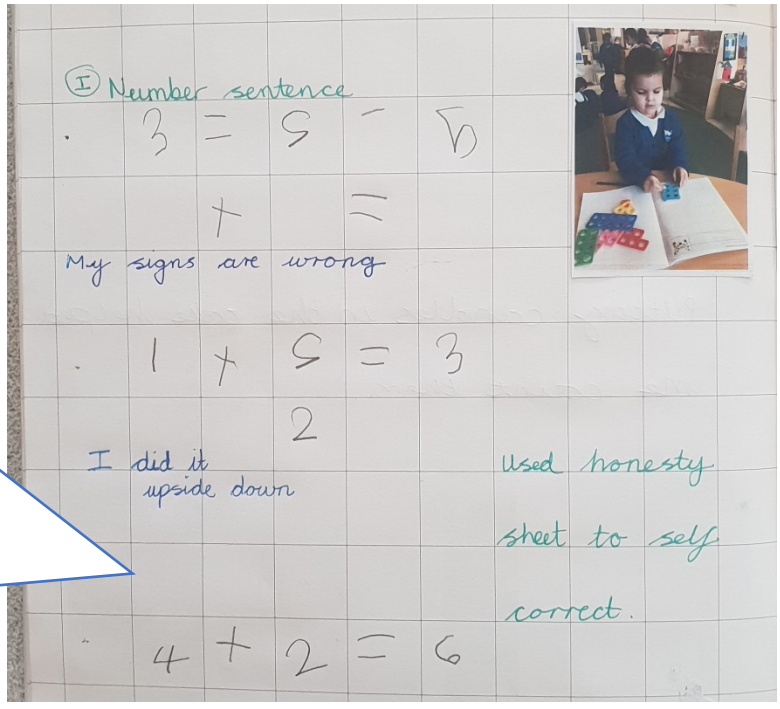
ERROR SPOTTER

I made a mistake on the last purse because I made 6 5p when I should have made 5 op.

I can make 5 op using 1 op, 1 op, 1 op, 1 op, 1 op and 1 op.

This child in year 2 used an honesty sheet to mark her work and identified she made a mistake. She then used an error spotter sticker to reflect and correct her mistake.

In reception this child was shown the answers on an honesty sheet to see if her work was correct.
Teacher: Look at the answers and yours. What do you see?
Child: Oh! My signs are wrong.
Teacher: Yes! What about in the second question?
Child: I did it upside down.
She was able to identify where she went wrong (noted in blue pen for pupil voice) and then corrected her number sentence.



(1) Number sentence

3 = 5 − 0

+ =

My signs are wrong

1 + 5 = 3

2

I did it upside down

Used honesty sheet to self correct.

4 + 2 = 6

Big Picture

Air pollution occurs when large amounts of poisonous gases are released into the atmosphere. The air is polluted due to industrial release of gases, the burning of fossil fuels (oil, coal, petrol, etc.,) from automobiles, and the release of methane gases from animal and landfill wastes.

The gases that increase the earth's temperature and are responsible for global warming are called **greenhouse gases.**

Everyday vehicles like cars, trucks, and buses contribute to air pollution. These vehicles use fossil fuels that emit carbon monoxide into the air.

- The effect of air pollution is such that it can lead to asthma, worsen existing respiratory problems, and develop chronic illnesses such as lung cancer, pulmonary diseases, etc.



Retrieval

1. What are the gases responsible for global warming called? Greenhouse gases
2. What two things can air pollution cause?
   Air pollution can cause asthma, respiratory problems, chronic illnesses such as lung cancer or pulmonary disease.

Inference

3. How do people feel about global warming?
   People would be concerned about global warming because it can cause health issues.
4. What type of text is this? How do you know?
   Non-fiction information text because information has been bullet pointed. facts have been used

Clarifying

5. What does the word 'respiratory' mean?
   Breathing
6. What is an 'automobile'? What clues are in the text? A car or vehicle. The text says that automobiles burn fossil fuels. Later it says cars use fossil fuel

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1. Greenhouse gases are responsible for global warming. ✓
2. Cars and trucks can cause air pollution.
3. People feel concerned about air pollution because it can cause health problems like asthma, chronic illnesses and sometimes lung cancer. ✓ (sp: asthma)
4. This text is an information type of text because it ✓ is about non-fiction and there are a lot of facts included.
5. Respiratory means something about how you breathe. ✓
6. An automobile is a moving thing like a car, truck and a motorbike (vehicle). The text gave me clues because in brackets it says petrol and if you read on it says, "Everyday vehicles like cars, trucks, and buses contribute air pollution. These vehicles use fossil fuels."

(sp: automobile; sp: vehicle; P)



When I used the honesty sheet, I realised that I had made a

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mistake in question 2. I thought the question asked me about things that could cause air pollution however, it actually asks what air pollution causes.

The correct answer is:

Air pollution can cause lots of illnesses for example, asthma or lung cancer. ✓ LM

This is an example of an honesty sheet used in a reading lesson. This child answered the 'Big Picture' questions based on the skills of retrieval, inference and clarifying. When they had finished they used the honesty sheet to check their answers and reflected on their mistake with an error spotter sticker.

LI: To convert units of measure

I can use the common facts for measuring length (mm in m/ ml in l)

I can convert the lengths to the same unit of measure.

HINT-For mm to metre divide by 1000

For metre to mm x by 1000

I can now compare the two lengths to decide which length is bigger.



1. Complete the conversions.

Use the knowledge 1,000 mm = 1m 1,000 ml = 1 l

5,000 mm = 5 m 3000 ml = 3 l

50,000 mm = 50 m 30000 ml = 30 l

500 mm = 0.5 m 300 ml = 0.3 l

5,500 mm = 5.5 m 300 ml = 0.3 l

2. Compare the measurements using <, > or =

2 l > 1,500 ml 60 l > 6,000 ml

2.8 m < 280 mm 3,700 m < 3.7 mm

3. Complete the following sentence stems.

To convert millimetres to metres, ÷ by 1000.

To convert metres to millimetres, X by 1000.

To convert millilitres to litres, ÷ by 1000.

To convert litres to millilitres, X by 1000.

Challenge:

Ribbon is sold in 200 mm pieces. Georgie buys 4 metres of ribbon.
How many pieces does she buy? She buys 20 pieces because 1 piece is 0.2m and 20 x 0.2 = 4.

EXPLAIN IT

Using the honesty sheet, the child identified an error and explained their mistake while giving the correct answer.

1. 5,000 mm = 5m ✓

50,000 mm = 50m ✓

500 mm = 0.5m ✓

5,500 mm = 5.5m ✓

3000ml = 3l ✓

30,000ml = 30l ✓

300ml = 0.03l •

300ml = 0.3l ✓

*The error I made here was that I divided by ten thousand instead of one thousand. The correct answer is 0.3l

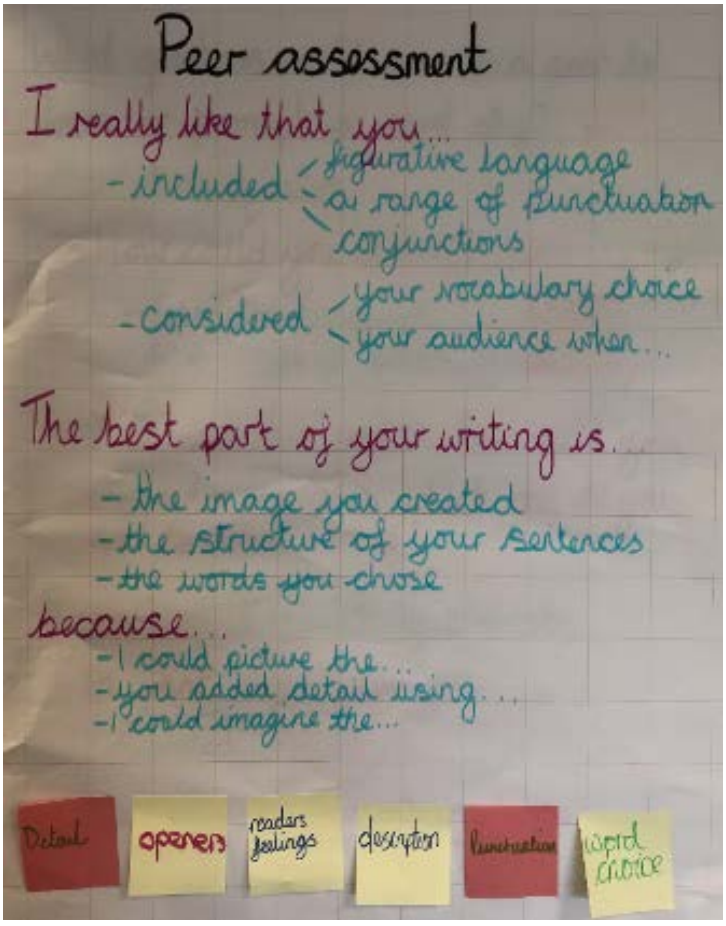
2. 2l > 1,500 ml (2000 ml)

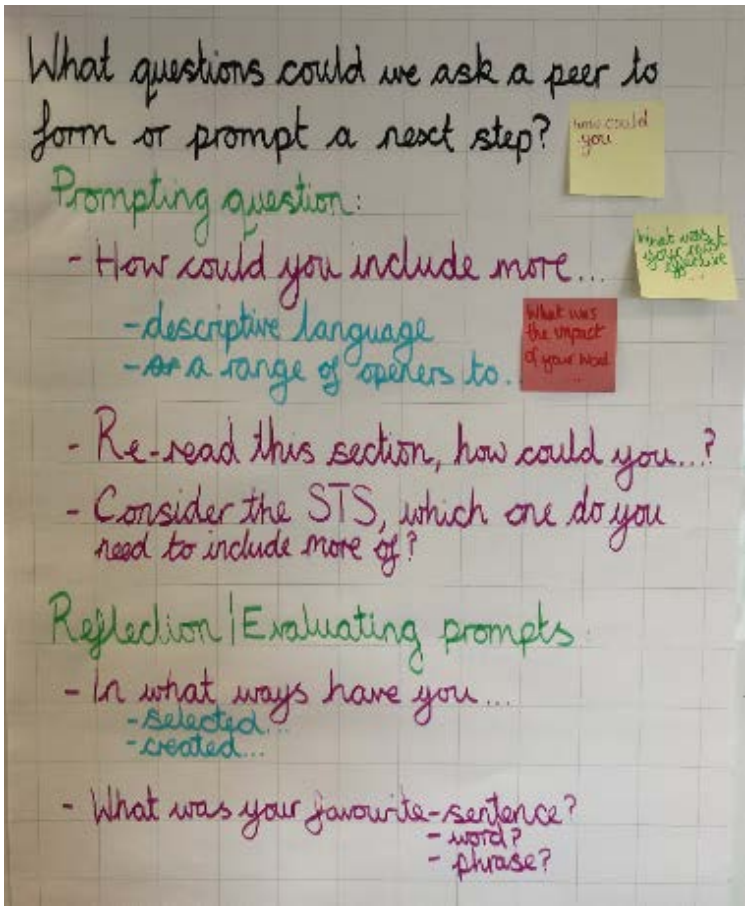
60l > 6,0000 ml (60,000 ml)

2.8 m < 280 mm (2,800 mm)

Peer assessment
Pupils should have a weekly opportunity to assess their peer's learning against the steps to success.

Quality peer assessment is achieved through explicit modelling and regular collaboration. This is an example of the modelling in year 4. This modelling was a result of an entire lesson where children discussed how to feedback to one another and the language they can use.





Wednesday 13th February 2019

LI: To write a letter.

Context: Writing to advise

STS:

- ☐ Include key features from y
- ☐ Include a clear introductio paragraph.
- ☐ Edit SPAG mistakes.

I like the way you used parenthesis to add more information and you used encouraging phrases like 'you will be amazing!

Something you could work on to entice the reader even more would be varying your sentences. You could include short and long statements or exclamations to show expression.

Dear girl in need,

Friendship should be easy to handle but sometimes it gets out of hand and can be difficult positions. The one thing every friend is to tell someone how they feel about one and another.



Not seeing your friend must be heartbreaker and I do understand why your feel unhappy about it, one out of five pupils are bullied (more females than males 19% > 23%) with name calling most common. It is responsible to admit your mistake even thought you regret it. Never do this or the same thing may happen. Have you apolgized? Do you know why she left? - She says she doesn't in the problem.

You shouldn't have being pretending not to be her friend in school is being two-faced but trying not to get bullied is not a choice or your fault.

but dict ditching your friend is horrible to be popular you should have been their for here. Have you been in her shoes before? At a young age bullying can be the worst thing that could happen. But don't worry I have a solution.

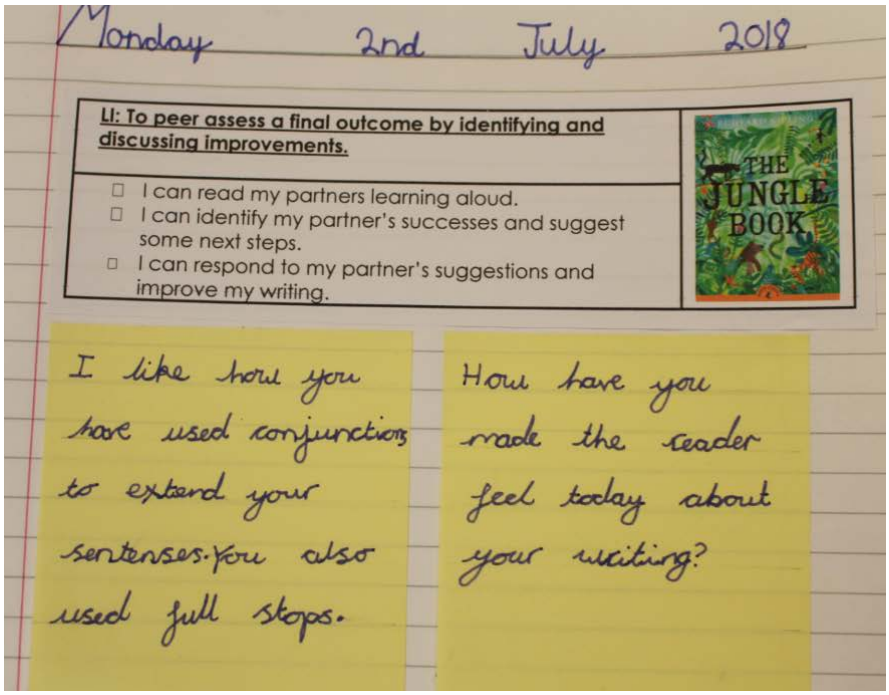
Speak to a trusted adult about how you feel and do, you don't have to hold it in, if you want cry as much as you want let it in it will make all your negitive feelings go away, secondly you should do mindfulness and you should calm down all your guilt and negtive emotions will go away. It isn't good for you to keep your negitive emotions it is healthy to express your your emotions.

To sum up, you should think about what wrong things you've done tell a adult how you feel and I don't ever bully someone again. I hope you've taken my advise that can your situation and your situation is better and I could have tooken away your burden and next time respect peoples differces next time treat someone how you want to be treated. Good luck. I'm sure you'll be you will be amazing!

Propler Patty

This is peer feedback linked to the teacher modelling and collaboration on the previous page.

In year 4, the children wrote letters to 'A girl in need'. At the end of the outcome, the children assessed each other's writing against the steps to success. They offered praise and development points.



Children spent a lesson sharing their writing (final outcome) with their partners who then provided them with a "What went well" and a development question. (Year 2)

The teacher is modelling peer assessment in the Jungle final outcome. Speaking/writing frames provided for children during the lesson to structure their responses.

Framing what went well

I really like that you _____

I can see that you have included _____.

Looking at the steps to success, I can find an example of _____ in your learning.

The best part is _____ because_____.

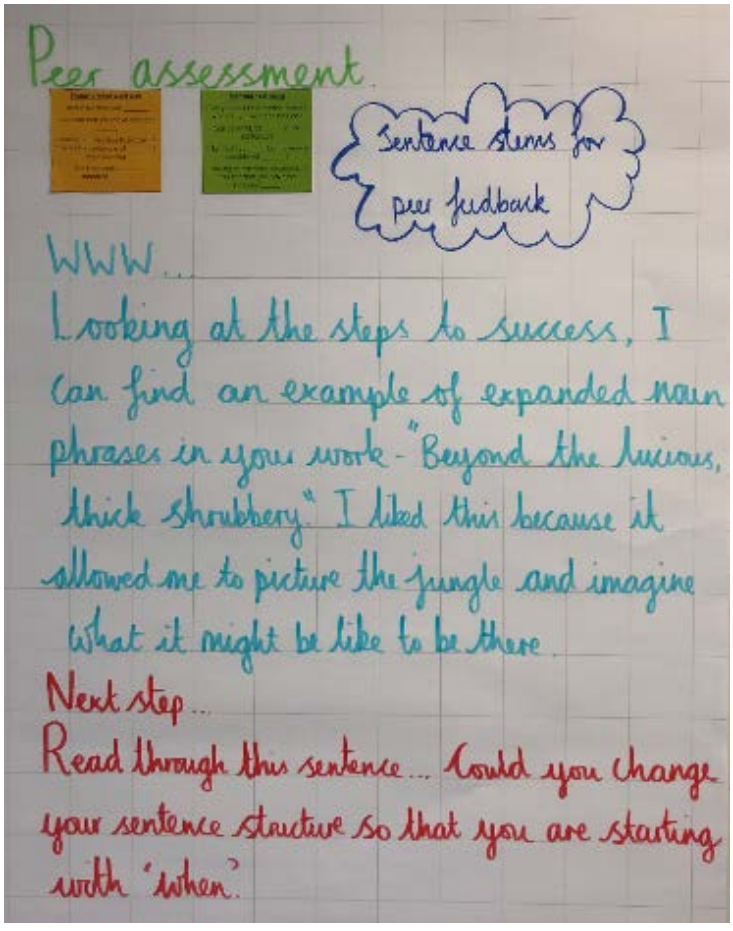
Framing next steps

Can you read this section aloud? What do you need to include?

Can you include _____ in this sentence?

I like that you _____ but have you considered _____?

Looking at the steps to success, I can see that you have not included _____.





Monday 25th February 2019

LI: To re-cap previous knowledge

- ☐ Discuss current knowledge of Buddhism
- ☐ Re-cap the story of Buddha
- ☐ Retell the story of Buddha through role play

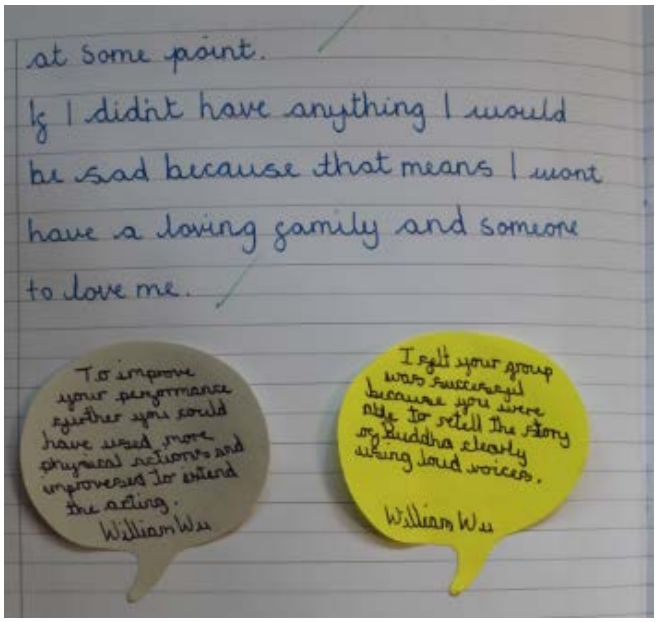
Today we thought about what we already know about Buddhism. We then recapped the story of Buddha and acted it out in our kagan groups.

Reflection

The man with the begging bowl in the story of Buddha owned nothing but was still happy with his life. Why do you think that is?

Do you think you could be happy without all of the stuff you own?

In my opinion the holy man was content because he used mindfullnes to understand that even if your rich you still die



at some point.

If I didnt have anything I would be sad because that means I wont have a loving family and someone to love me.

To improve your performance further you could have used more physical actions and improvised to extend the acting.

William W

I felt your group was successful because you were able to retell the story of Buddha clearly using loud voices.

William W

During this R.E. lesson, the children retold the story of Buddha in role. At the end of the lesson, children provided feedback to one another based on their performance and how they could improve further.

In this Maths lesson, children were coaching one another to add fractions and mixed numbers. One of the most valuable ways for children to receive feedback is from one another. In order to facilitate this, during this lesson, explicit modelling and speaking frames were provided by the teacher.





Speaking frames to support coaching

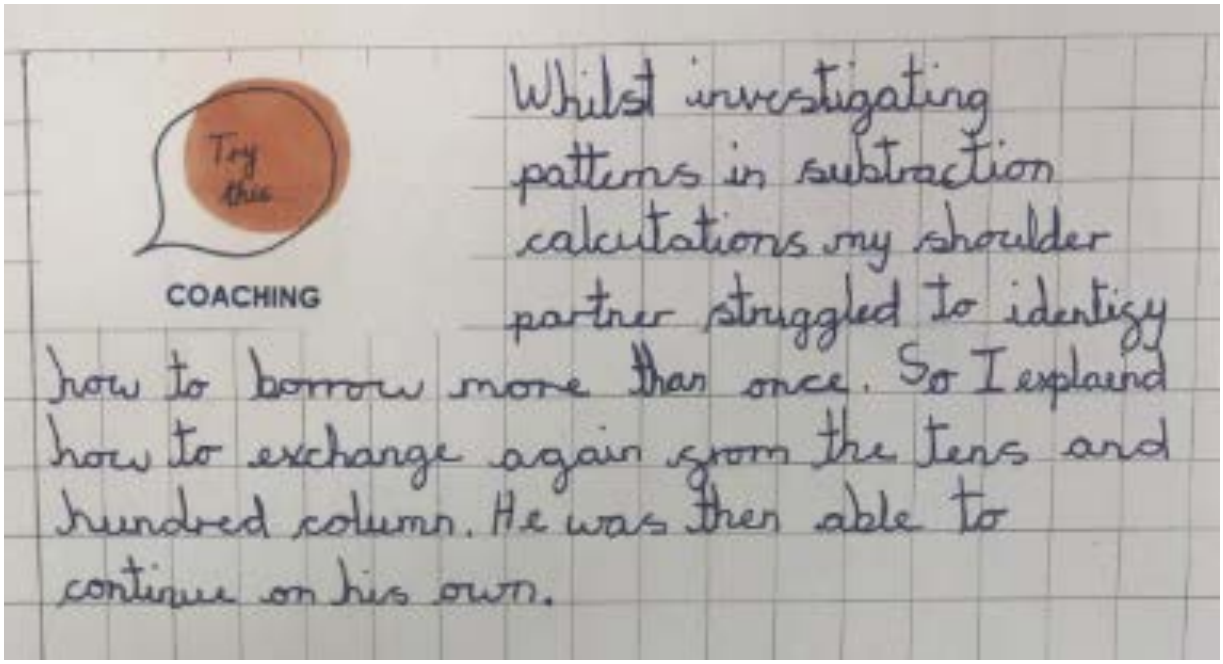


Speaking frame for coach.
Have you checked the...
Remember to check the steps to success for...
Look at the part where...
Can you check to see if...

Speaking frame for problem solver.
Can you show me...?
What advice would you give for...?
I am finding... challenging...
How do I...

Giving praise
Well done, you have...
Keep trying, you have checked the...
You have shown... while...
Excellent... now can you...

During this Maths lesson, the child had been coaching a peer (peer assessment) and then wrote a reflection about the impact this had on their learning and their partners.



Coach me, don't tell me!

Initial thoughts

- What did you see...?
- What did you notice about...?
- What do you know about...?
- Is that important information? How do you know?
- Tell me one thing about...?
- Have you done something similar before? How did you do it then?

Set me off

- How might you start? What will you do first?
- How will you know you are right/finished/successful?
- How will that help you?
- What can you do if that doesn't work?
- What did you notice/look for first?
- How did you find that out?

Let's keep going!

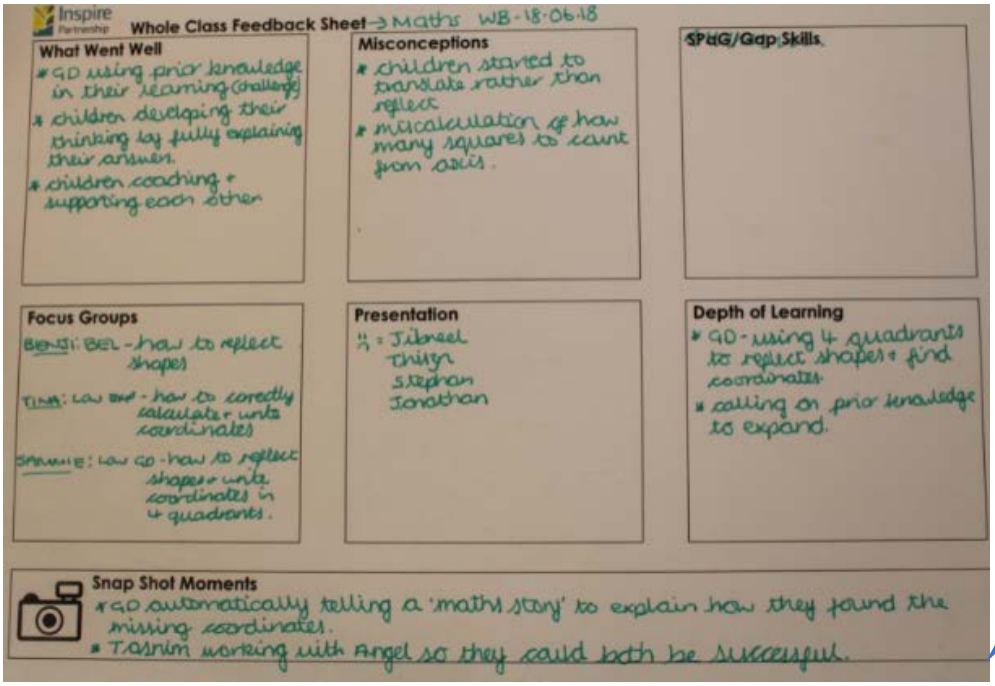
- Why did you do it like that?
- Are you sure? How do you know?
- How did you know...?
- Why is that important?
- Why do you think that's useful...?
- What might be a useful rule to use? Have you found a rule?

Evaluating/Reflecting

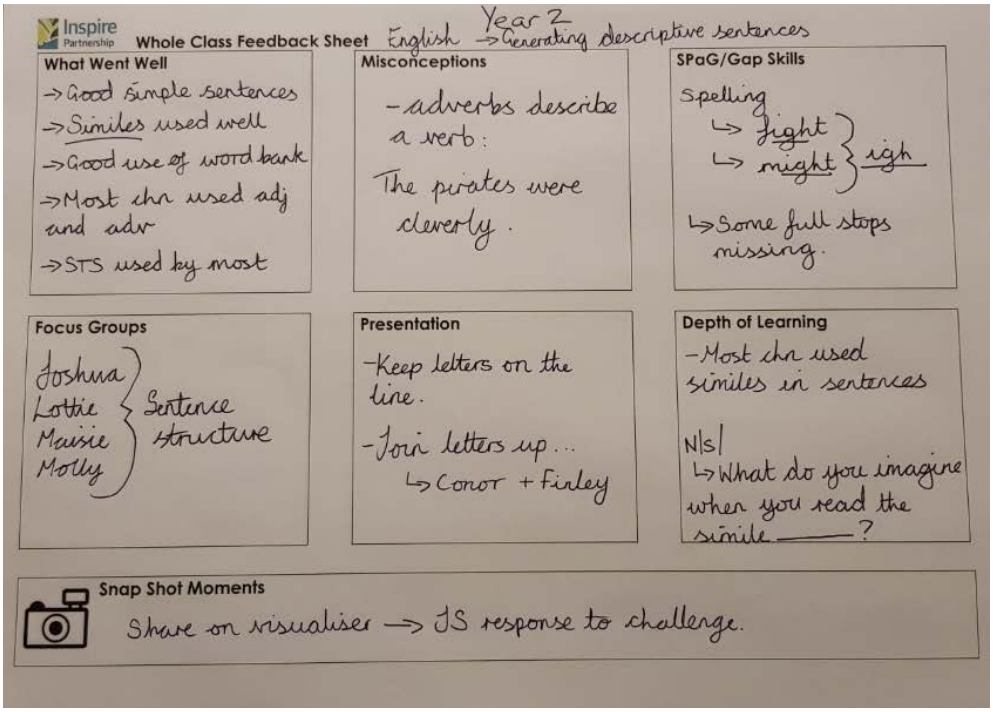
- What will help you next time?
- What skills did you use here?
- Which skills were easy for you?
- Which were more difficult?
- What might you do to become better at these?
- Who can help you?
- How can you help yourself?
- What did you do when you were stuck?

Coaching stems to enable children to give effective feedback to one another. Children are able to independently access these during the lessons, in order to help them effectively coach other pupils and also articulate the process they went through to help that child achieve their learning intention.

Whole class crib sheet
Teachers can feedback to the whole class once a week in English and Maths through the use of a crib sheet. Crib Sheets should be used to… • Celebrate what has gone well • Inform daily planning and plan for corrective teaching • Address misconceptions • Identify gaps and next steps Identify focus groups

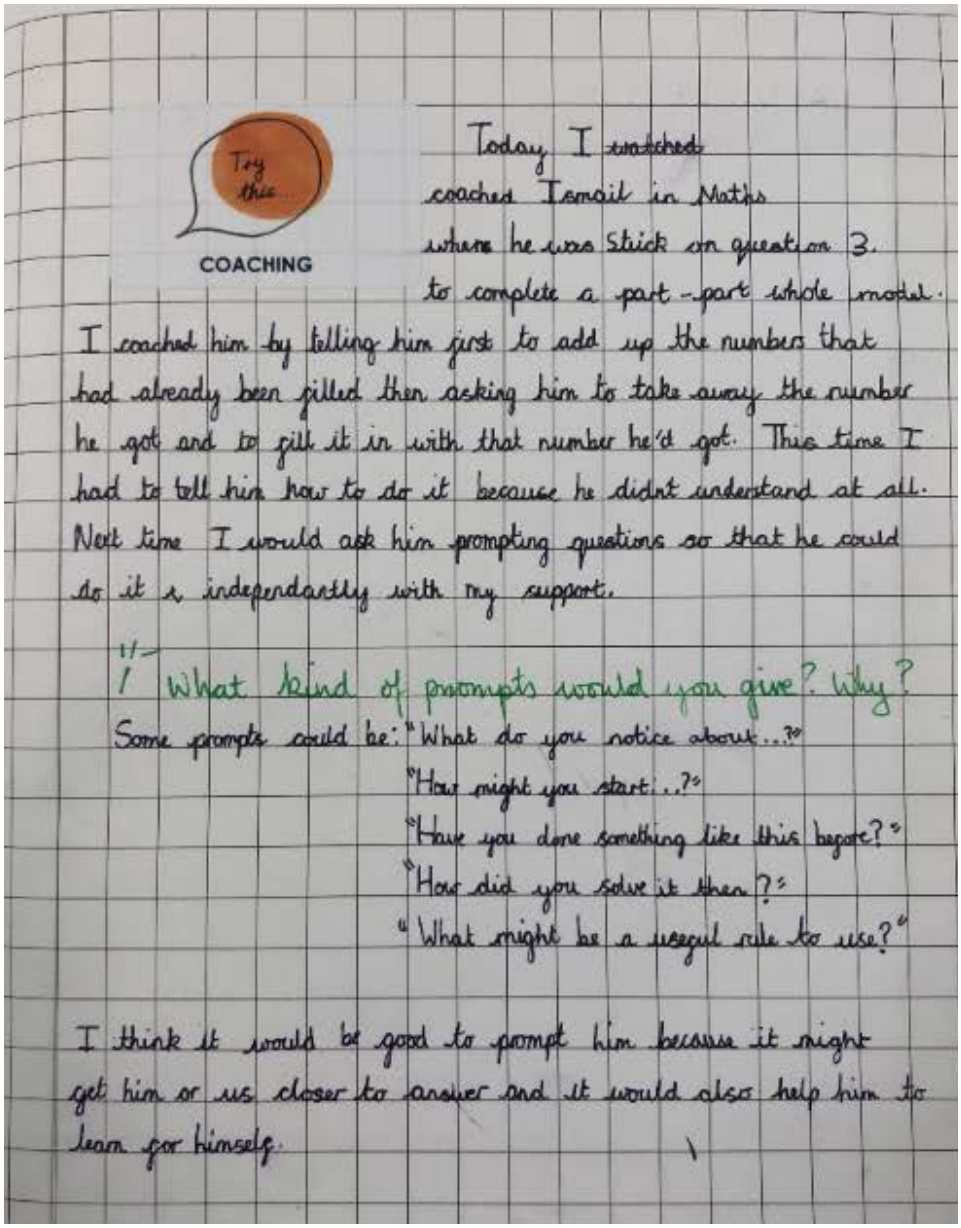


Based on the whole class crib sheet, the teacher has adapted the following lessons grammar focus. They are now editing for correct use of full stops.

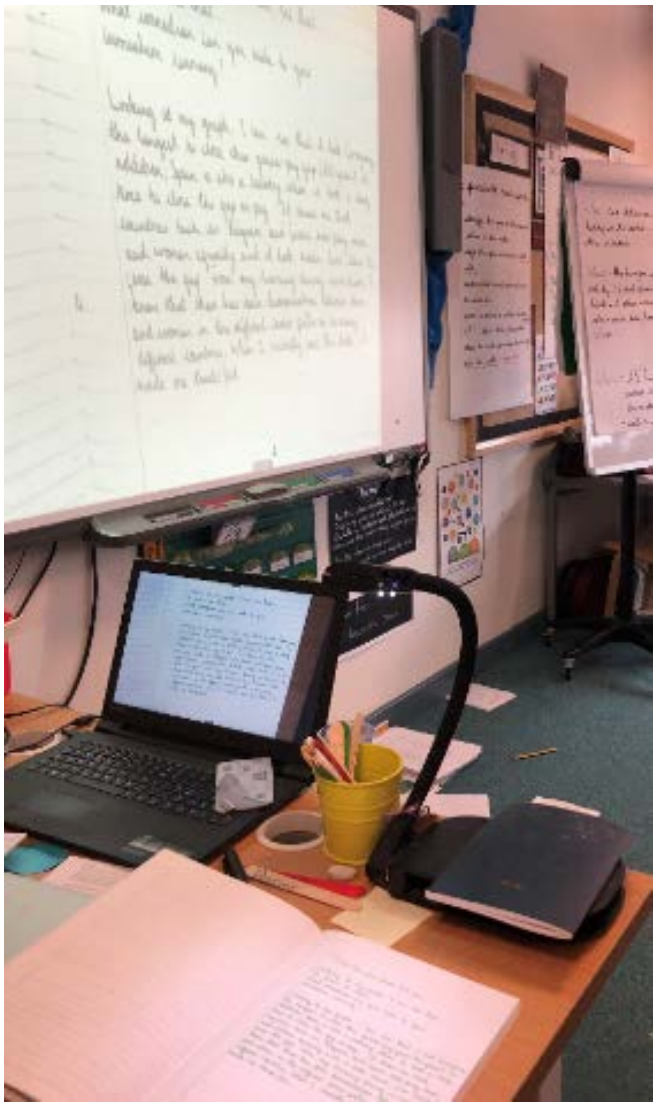


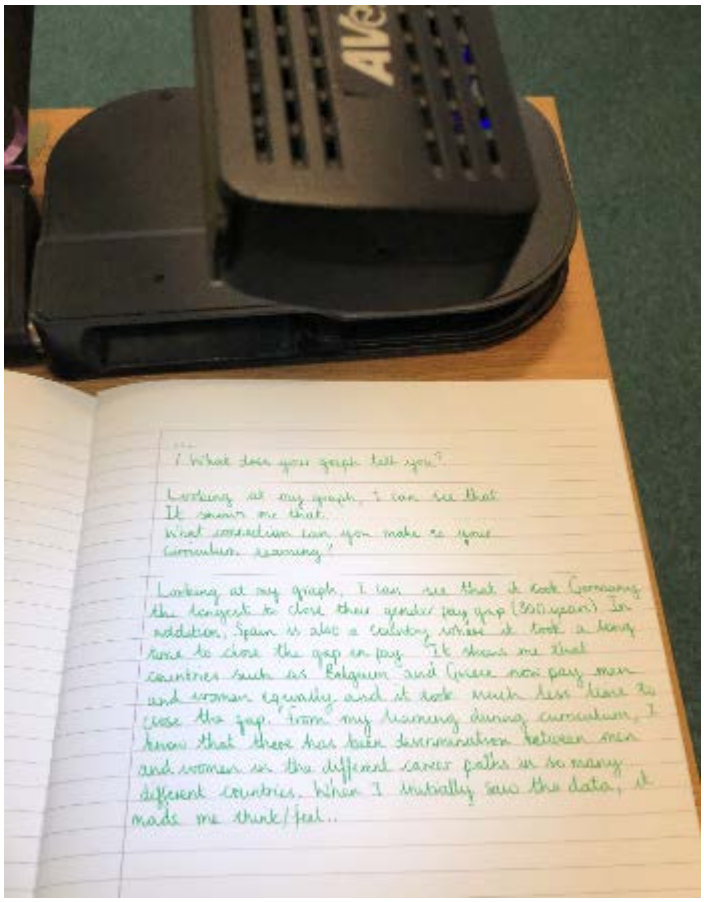
Day	EGPS Focus
Tuesday	Show child's learning from previous day. Tell chn that we will be editing our learning from yesterday with a focus on adding in any missing full stops. Ask chn to read the displayed writing with their partner and think about: **Where would a full stop be needed?**

Written- Maths
Children should have a regular opportunity (minimum of twice per half-term) to deepen their learning by reflecting and responding to adults' written feedback. Teachers should identify an appropriate opportunity where written feedback would accelerate a pupil's progress, either through scaffolding or provocative prompting.



During Maths, children coached each other to complete part-part whole models which represented addition problems. The child then reflected on how they could improve their coaching after written feedback from the teacher. (Year 5)



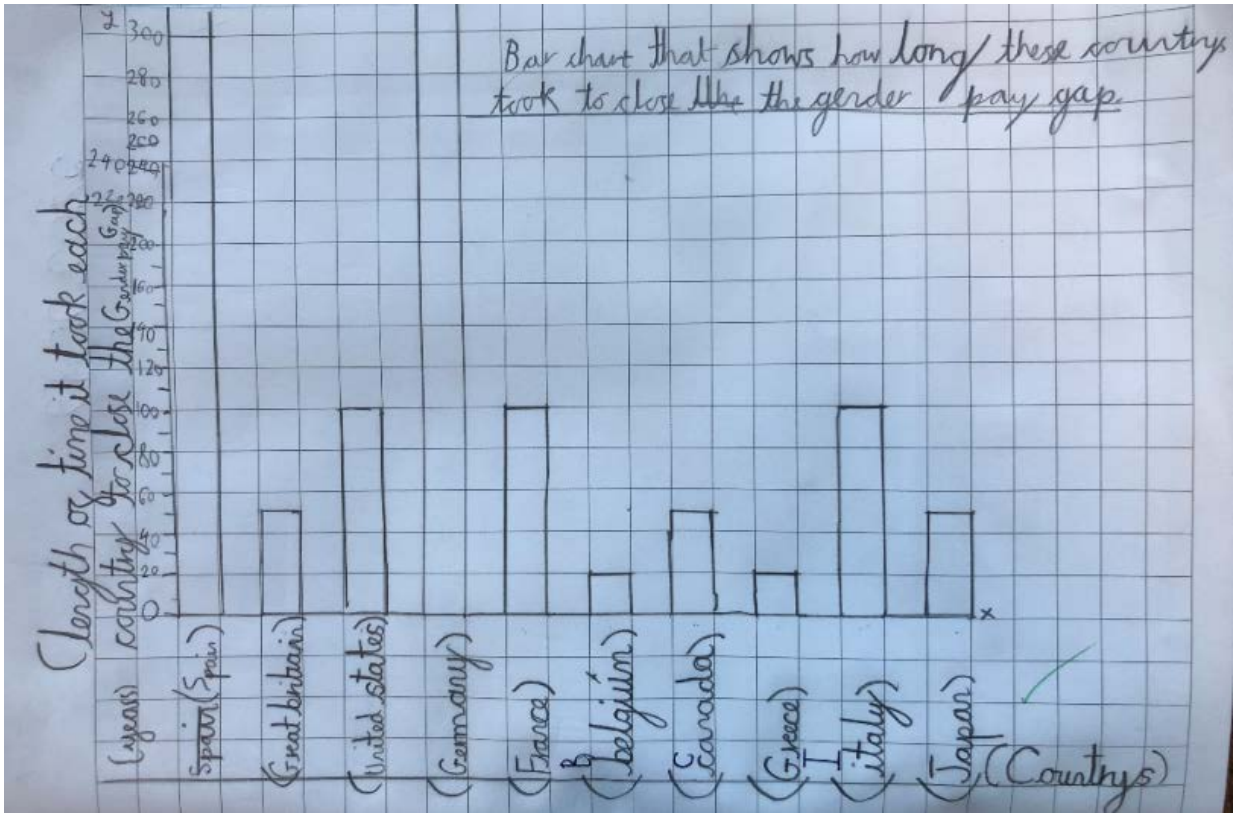


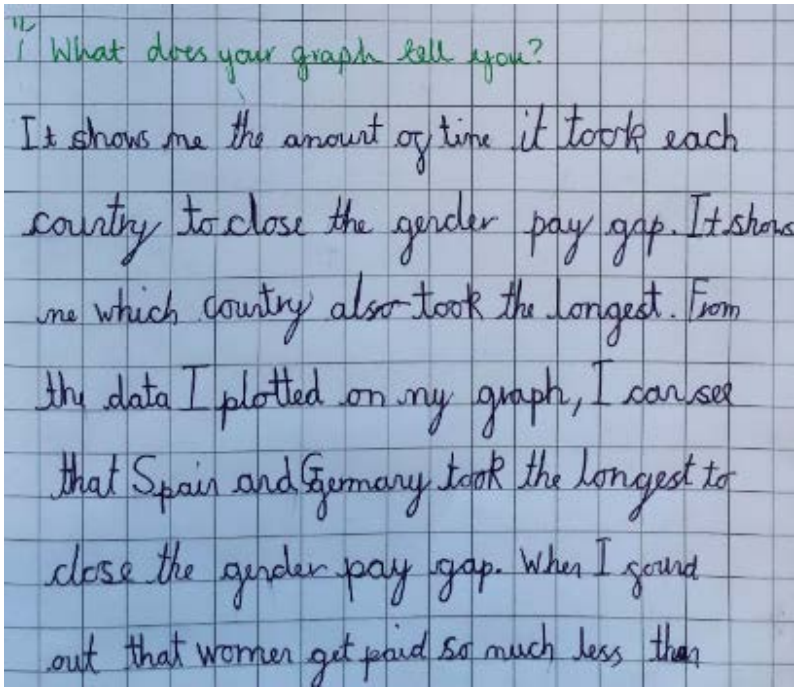
1.
What does your graph tell you?

Looking at my graph, I can see that...
It shows me that...
What connection can you make to your curriculum learning?

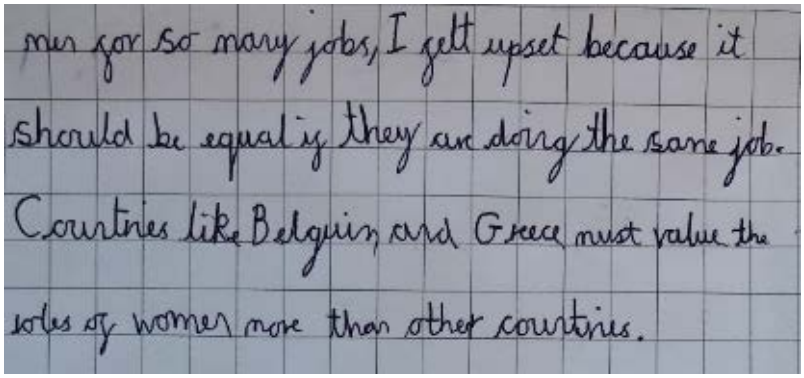
Looking at my graph, I can see that it took Germany the longest to close their gender pay gap (301 years). In addition, Spain is also a country where it took a long time to close the gap in pay. It shows me that countries such as Belgium and Greece now pay men and women equally and it took much less time to close the gap. From my learning during curriculum, I know that there has been discrimination between men and women in the different career paths in so many different countries. When I initially saw the data, it made me think/feel...

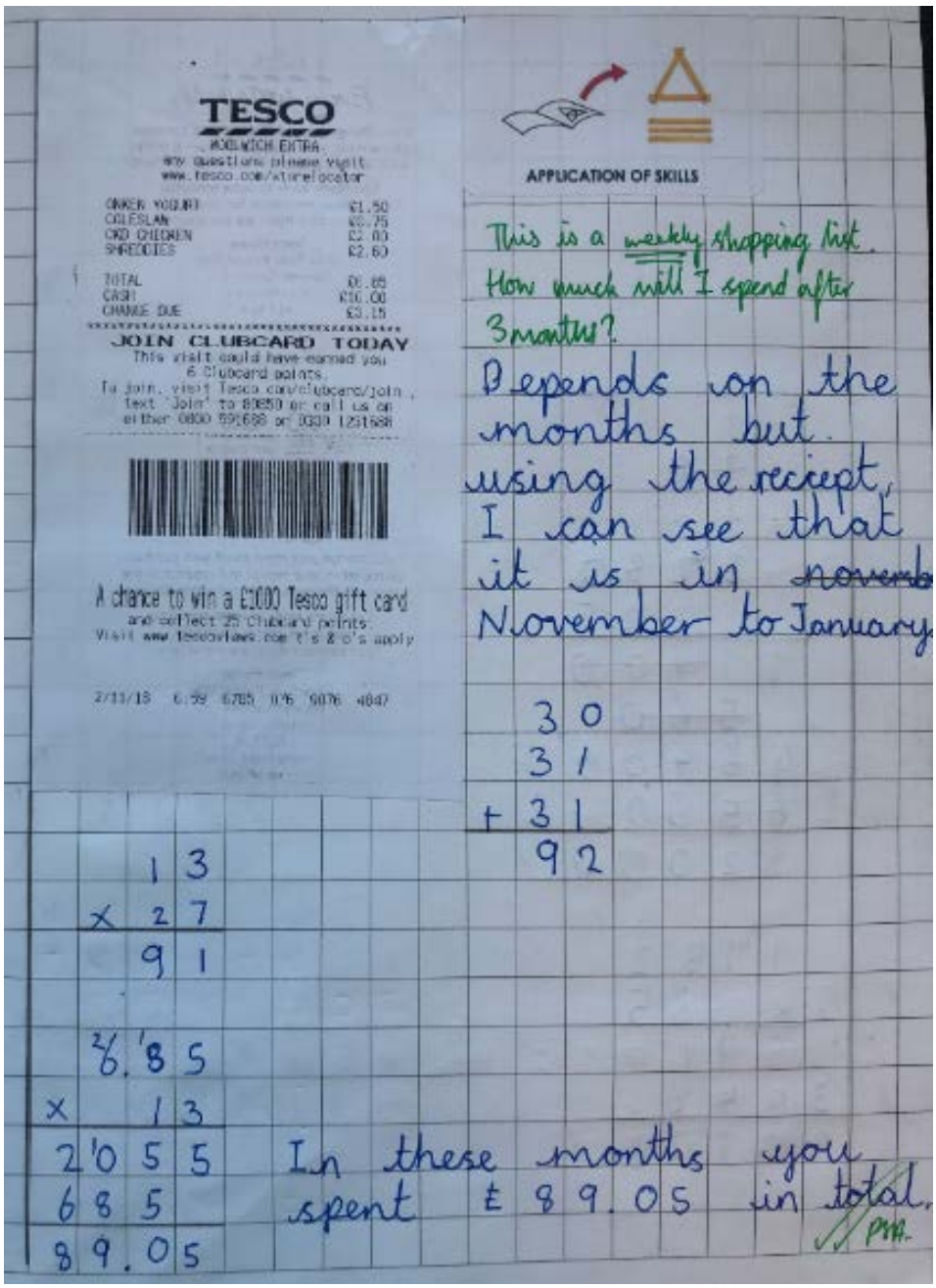
This is an example of a teacher using a high quality modelled response to written feedback on the visualiser. This is a fantastic strategy to use in order to enable children to think deeply about and reflect upon their learning.
Child's response on the next page.





In year 3, the children made graphs based on data collected during their curriculum lesson. Once they had completed their graph, the teacher asked a developmental question which allowed the child to make connections with a wider issue.





The teacher extended the year 6 child's thinking by giving them a question related to real life experiences.

APPLICATION OF SKILLS

If television set costs 1500USD how much is this in GBP? How have you applied your learning to this context?



1 USD = 0.784377 GBP

0 £

0.784377 × 15 = 11.76556

55

4 2 1 3 3

0.784377

× 15

3.921885

07.843770

11.765655

1 1 1

11.76556 × 1000 = 11765.5

655

Method 2

0.784377 × 10000 = 7843.7

392188.5

2 7'84.3 17 17'0

0.784377 ÷ 2 = 392.1885

7.84377 + 392.1885 = 11.76555

7 6.5 6 55

~~788~~ 784.3770

+ 392.1885

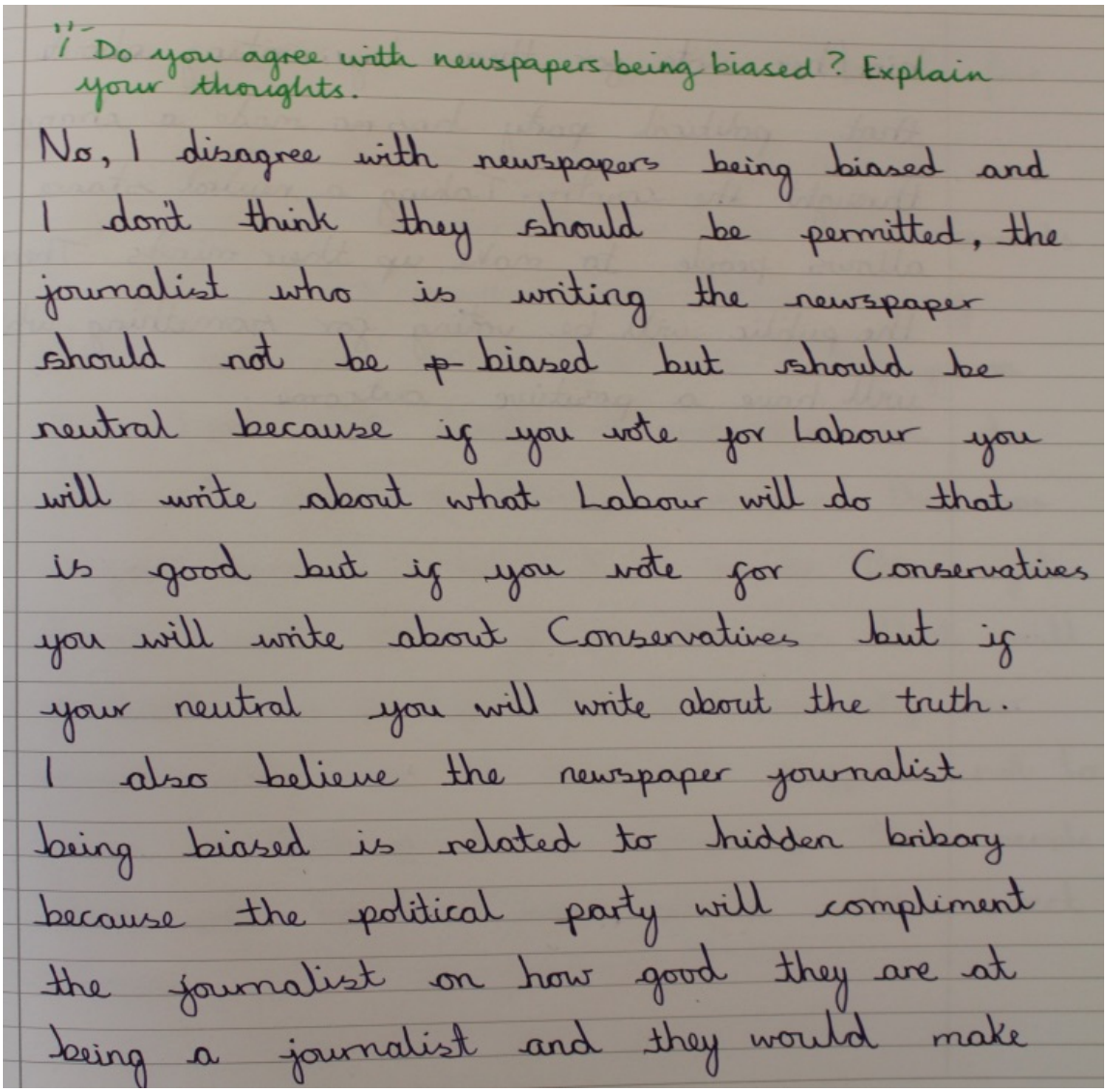
11765.6555

1 1 1

It is £11765.6555 in GBP.

I have applied my learning in this context by multiplying by 1000.

Written- English
Children should have a regular opportunity (minimum of twice per half-term) to deepen their learning by reflecting and responding to adults' written feedback. Teachers should identify an appropriate opportunity where written feedback would accelerate a pupil's progress, either through scaffolding or provocative prompting.



" Do you agree with newspapers being biased? Explain your thoughts.

No, I disagree with newspapers being biased and I don't think they should be permitted, the journalist who is writing the newspaper should not be ~~p~~ biased but should be neutral because if you vote for Labour you will write about what Labour will do that is good but if you vote for Conservatives you will write about Conservatives but if your neutral you will write about the truth. I also believe the newspaper journalist being biased is related to hidden bribary because the political party will compliment the journalist on how good they are at being a journalist and they would make

1)
/ What connections can you make between our core texts 'A Childs Garden' and 'Christophe's Story'?

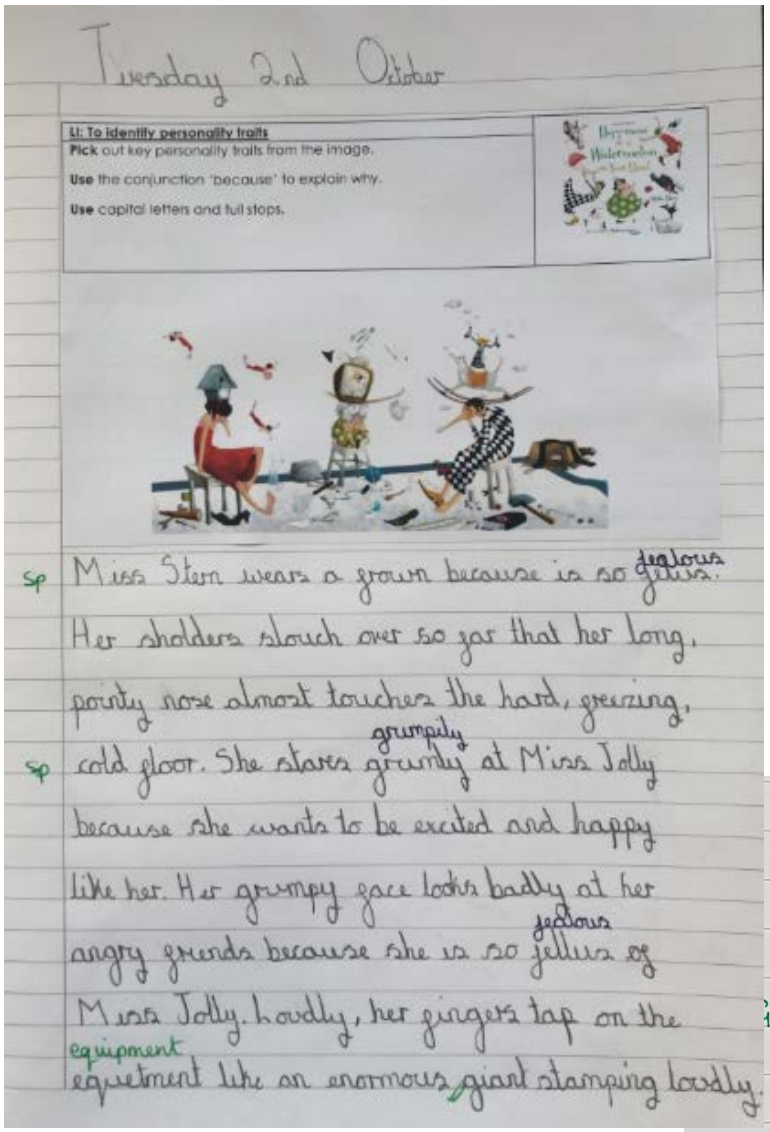
When I think about our core text I can make many connections.

Firstly, they are both about children and the adverse effect that war has on them.

I also noticed that due to war both of their homes and countries have been destroyed.

Unsuprisingly, I identified that there is social injustice (which is our theme) throughout throughot, showing that is you are not on a winning side you will be treated unpairly - no matter your age.

Live marking/ verbal feedback
Teachers can make use of class time to assess pupils' immediate learning. This can be done through verbal conferencing, tick marking, use of editing codes and mini-plenaries.



Tuesday 2nd October

LI: To identify personality traits

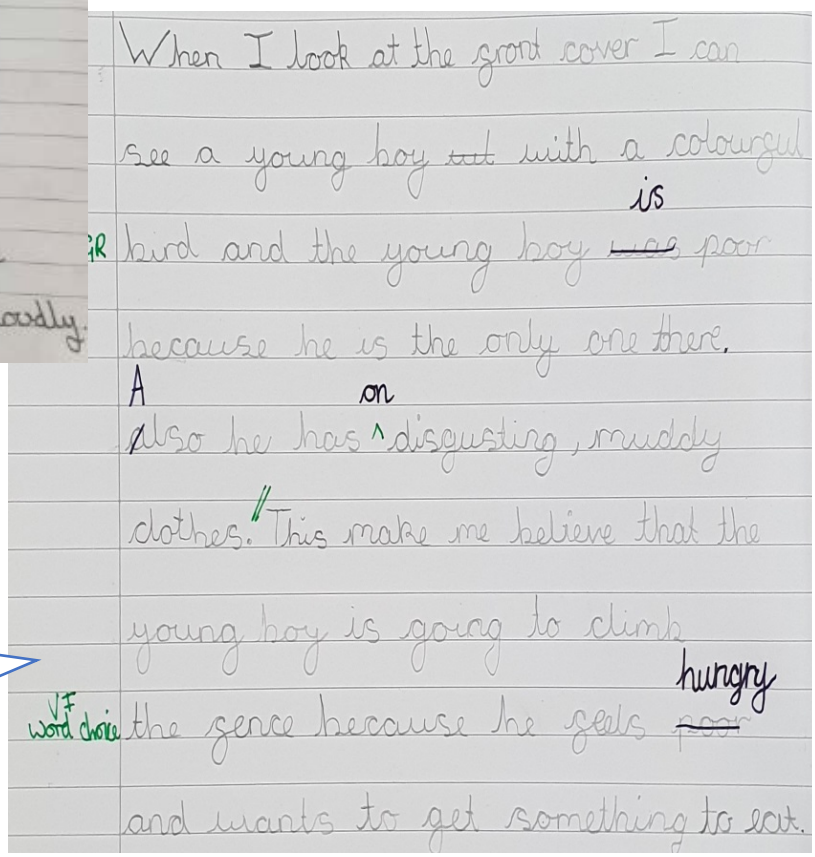
Pick out key personality traits from the image.

Use the conjunction 'because' to explain why.

Use capital letters and full stops.

Miss Stern wears a grown because is so ~~gellus~~ jealous. Her sholders slouch over so far that her long, pointy nose almost touches the hard, freezing, cold floor. She stares grumpily at Miss Jolly because she wants to be excited and happy like her. Her grumpy face looks badly at her angry friends because she is so jellous of Miss Jolly. Loudly, her fingers tap on the equipment equetment like an enormous giant stamping loudly.

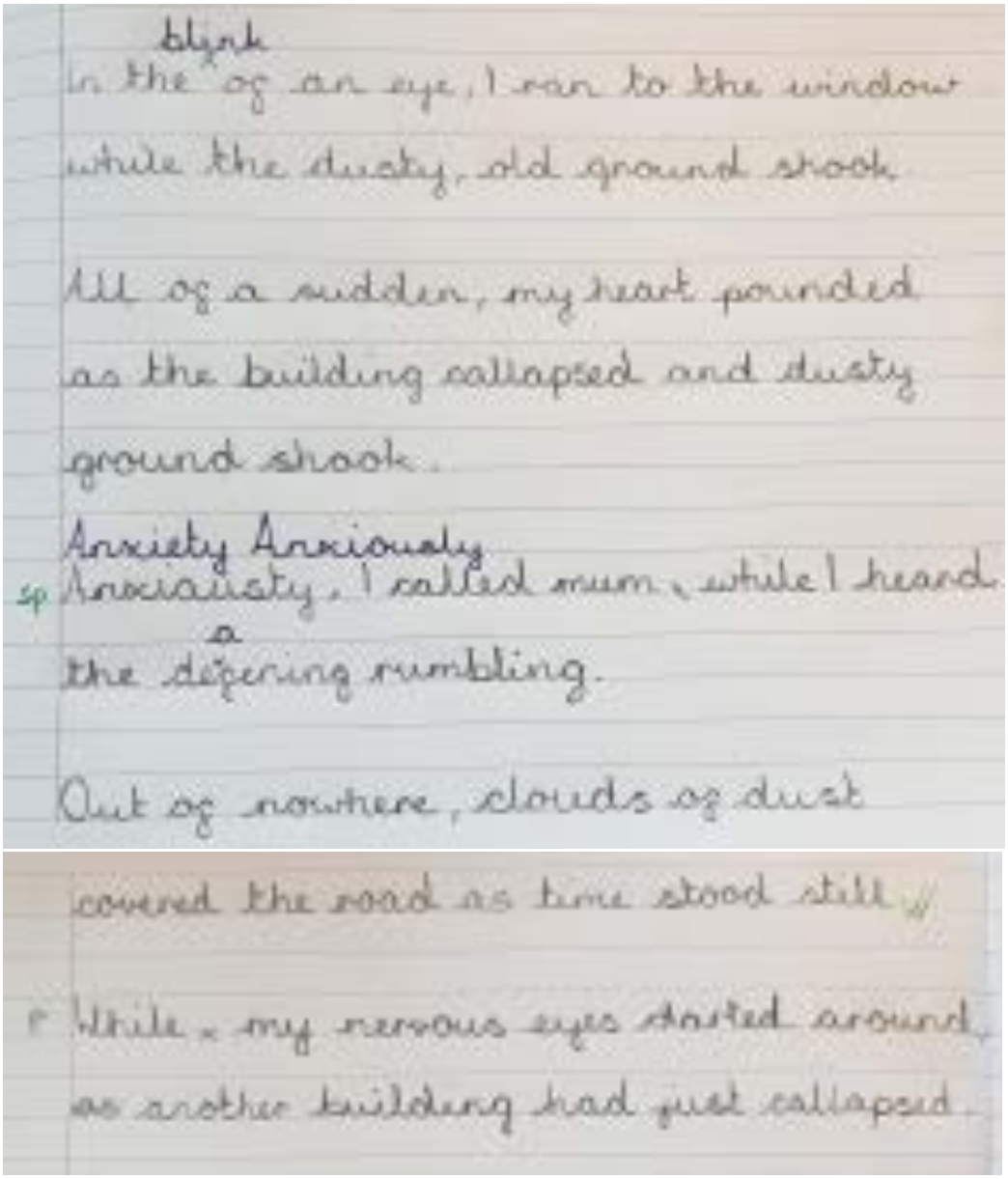
During these lessons the class teacher has used the marking codes in the margin to allow the children to identify, correct and edit their work. Codes used within these particular live marking sessions were – punctuation, double ticks, grammar and adding additional words.



When I look at the front cover I can see a young boy ~~sat~~ with a colourful bird and the young boy ~~was~~ is poor because he is the only one there. A ~~also~~ on he has ^disgusting, muddy clothes. This make me believe that the young boy is going to climb the fence because he feels ~~poor~~ hungry and wants to get something to eat.

The class teacher has also had brief verbal feedback with the children within live marking for the child to edit specific word choices.

In this lesson, the class teacher has identified technical errors in the child's writing using the marking codes (which the children are trained to use). Codes used in this example addressed spelling and punctuation.



blink
In the of an eye, I ran to the window
while the dusty, old ground shook.

All of a sudden, my heart pounded
as the building collapsed and dusty
ground shook.

Anxiety Anxiously
sp Anxiaiusty, I called mum, while I heard
a
the defening rumbling.

Out of nowhere, clouds of dust
covered the road as time stood still //

P While, my nervous eyes started around,
as another buildeing had just collapsed.



During this P.E lesson, the children were learning to pass a ball while moving. The teacher delivered focused feedback in order to support the child's progress within the lesson.