



Wakefield Grammar Pre-Preparatory School

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Author/Lead Job Title	Emma Gill, WGPPS Head
Consultation	SLT WGPPS Teachers (Sept 2023)
Checker Person Name Quality Assurance	Penny Plumpton, Governor
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VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.00	Oct 2023	Policy written, Emma Gill WGPPS Head

To be published on the following:

Staff shared	X	School website	X	ISI Portal	X
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WGPPS Feedback Policy

1. Vision and Values

Big futures start at Wakefield Grammar Pre-Preparatory School. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instills a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning.

Our core values of **respect**, **resilience** and **kindness** are crucial to our relationships and learning. In partnership with parents, carers, our Foundation schools and the wider community, we will promote and sustain these values in our school to enable our children to become successful learners and positive citizens ready to meet the challenges of an ever changing world.

We believe that:

Effective feedback can and will be provided without written comments from teachers.

We believe that:

- Teachers should conserve the best of their dynamic energy for being responsive teachers in the classroom.
- Written feedback can be exhausting for staff but often fails to secure lasting improvements in pupils' work.
- Pupils will benefit from being more emotionally engaged by – and actively involved with – the feedback process.
- The best feedback should mean that pupils can respond to it, and edit their work, more independently.
- In 'Triple E Feedback': **E**asy, **E**ffective and **E**ngaging
- Teachers should be able to identify and close gaps in learning.
- Teachers should work smart and save time.
- Pupils should be active participants in the feedback process.

It will be evident when pupils have received effective feedback because:

- Pupils will be able to immediately and independently respond to feedback.
- Pupils will be able to use feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.
- Pupils will be able to talk about their improvements and what they feel proud of in their work.

2. Expectations

Success Criteria

- Success Criteria are centralised in books and numbered for coding/to enable the children to 'find it, fix it'.
- Success criteria grids to feature learning objectives at the top, in Y2 children will progress to writing the LO and date.
- Dual code success criteria using pictures and triple code (using actions) where appropriate.
- One box may be left blank on SC grid to allow for personalisation.
- Teachers provide their feedback simply by highlighting up to 2 targets in the number column
- The grids are used where learning takes place over a period of time or where the learning is substantial / requires multiple steps, children are encouraged to look back over their learning.

DIRT (Dedicated Improvement and Reflection Time)

- Feedback will be taking place in lessons and will include activities such as:
Live marking/ post it notes / up-levelling / build a sentence etc.
- DIRT time is important and is given appropriate status within the lesson/teaching.
- Visualiser is used to promote good examples.
- Pupils will use coloured pencil/pen to respond to all types of feedback including verbal:
Effective feedback = pupils able to make lots of purple pen improvements INDEPENDENTLY.
- We use DIRT time to encourage active engagement and growth mindsets.
- DIRT activities will focus on moving learning on and support pupils to identify their next steps.

3. Range of feedback to be experienced by our pupils

CC – catch my comment

PF – Peer feedback

CF- Colour coded feedback

FOF - Find it or Fix It Feedback

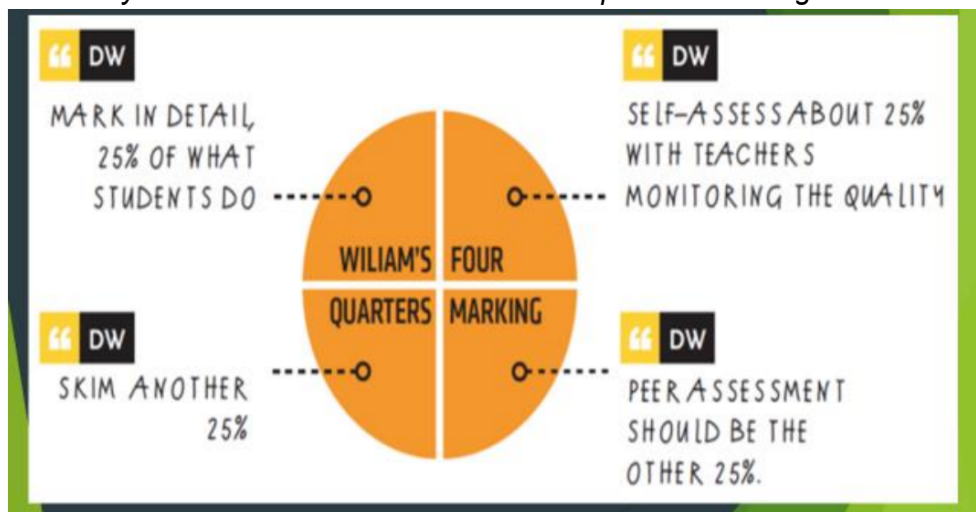
PP – Purple Prompts

VF - Verbal Feedback - this does not need to be recorded

4. Frequency

Staff are working towards ensuring they cut down on the quantity of marking. Marking in detail by the teacher will most often occur for extended writing tasks.

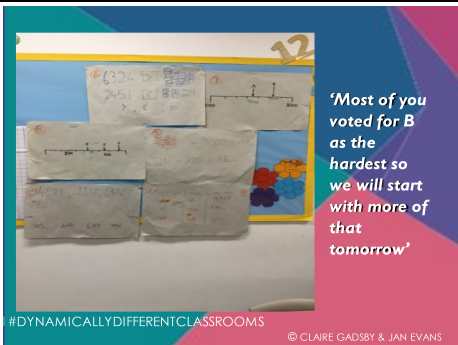

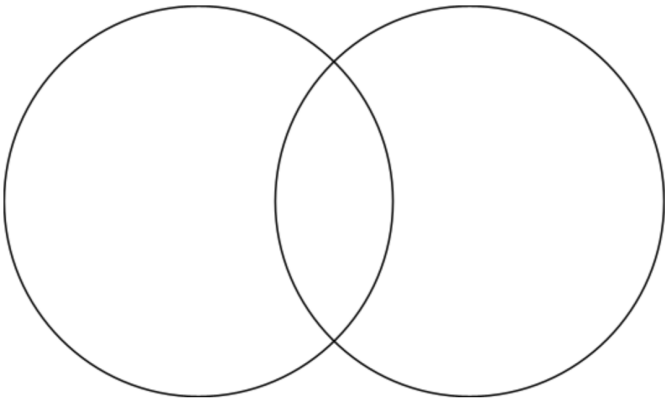
*** Note Dylan Wiliam's recommendation on 4 quarters marking ***



















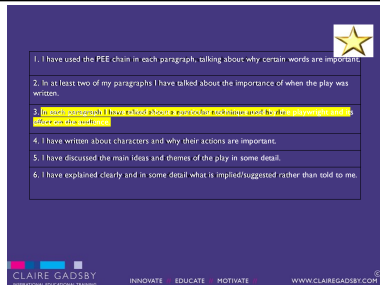




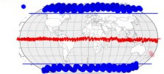
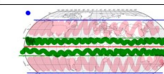

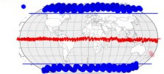
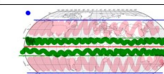

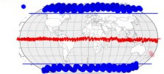
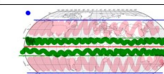
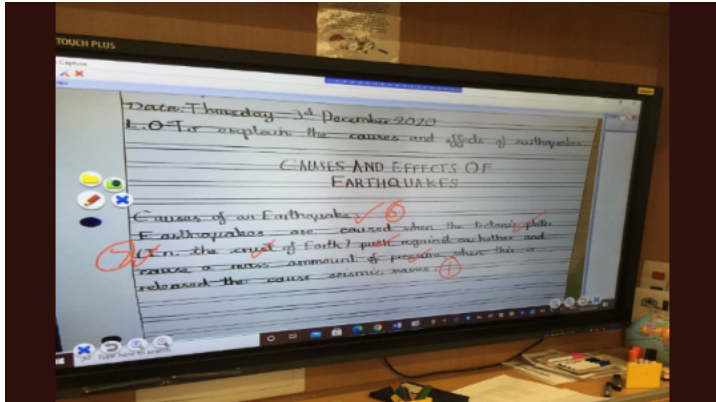
5. Preferred strategies


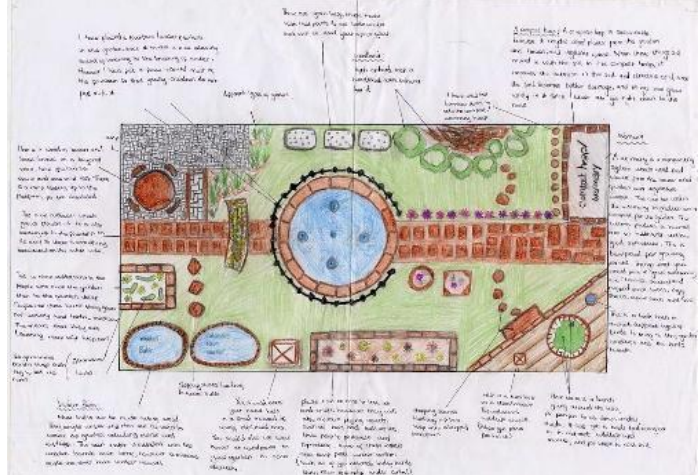
- EXIT cards focusing on 'What was hardest?' - the children may be responding to this verbally
- Pupils recording their own feedback e.g. 'Catch my spoken comment on a post it'


Key principle	Strategies include ...	Exemplar
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Hear and respond to feedback from the pupils	<p>EXIT cards asking, 'What did you find most difficult, A or B?'</p> <p>We want the children to be able to verbalise why this was harder.</p> <p>Staff will then be able to adapt their planning for the following lesson.</p>							
Teach someone else	In EYFS and Year 1 this may be 'Teach the Teddy' style plenary							
Involve pupils in thinking about/ helping to generate the success criteria	Play WAGOLL Bingo	<table><tr><td>Full stops</td><td>Adjectives</td><td>Capital letters</td></tr><tr><td>Finger spaces</td><td>Conjunctions</td><td>Paragraphs</td></tr></table>	Full stops	Adjectives	Capital letters	Finger spaces	Conjunctions	Paragraphs
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	Finger spaces	Conjunctions	Paragraphs					
Sorting exercise: Can you spot the correct success criteria / discard the incorrect ones?								
Turn a WASOLL into a WAGOLL: From this, what should our 4-6 final success criteria be?	WASOLL - what a sad one looks like WAGOLL - what a good one looks like							




Centralise the success criteria using a grid with up to 6 numbered criteria	Add pictures to dual code this	<p>Plotting coordinates on a graph</p> <table><tr><td></td><td>What do I need to do?</td><td>Picture prompt</td><td>Self/peer feedback</td><td>Teacher feedback</td></tr><tr><td>1</td><td>Use a ruler</td><td></td><td></td><td></td></tr><tr><td>2</td><td>Draw and label x and y axis</td><td></td><td></td><td></td></tr><tr><td>3</td><td>Use an equally spaced scale</td><td></td><td></td><td></td></tr><tr><td>4</td><td>Along the corridor then up the stairs</td><td></td><td></td><td></td></tr><tr><td>5</td><td>Plot the coordinate on the line</td><td></td><td></td><td></td></tr><tr><td>6</td><td>Use brackets and a comma when describing positions</td><td></td><td></td><td></td></tr></table>		What do I need to do?	Picture prompt	Self/peer feedback	Teacher feedback	1	Use a ruler				2	Draw and label x and y axis				3	Use an equally spaced scale				4	Along the corridor then up the stairs				5	Plot the coordinate on the line				6	Use brackets and a comma when describing positions			
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Add actions to triple-code this	Words, pictures and actions																																				
Can use a 'quiz' pupils on the grid to ensure that they have remembered it	<table><tr><td>1</td><td></td><td>3</td><td>Adjectives</td><td>5</td><td>Capital letters</td></tr><tr><td>2</td><td>Finger spaces</td><td>4</td><td>Conjunctions</td><td>6</td><td>Paragraphs</td></tr></table> <p>What was in box 1?</p>		1		3	Adjectives	5	Capital letters	2	Finger spaces	4	Conjunctions	6	Paragraphs																							
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Try replacing written comments and using the grid instead	Provide each child with their own copy of the grid	Makes sense of the work in the book and allows feedback without words																																			
	On the grid, highlight up to 2 targets for improvement																																				
	Use a silver star or similar to indicate a criterion where the pupil has done particularly well																																				
	Encourage pupils to 'skills-swap' using the stars and highlighting system described above - this peer feedback enables the children to find things in their																																				

	friend's work - often easier than seeing it in their own															
Provide feedback live in the lesson	Before the lesson, skim read a selection of books to identify common areas for improvement	'I noticed we all found number 6 a bit tricky so we will have a look at this together'														
	Use the original success criteria grid to provide feedback by adding 'purple prompts' (see appendices)	<p>Feedback: Use purple text to give pupils sentence stems to help them to complete the task.</p> <table border="1"> <tr> <td>1.</td><td>Finish describing each of the seasons in your book.</td><td>  <ul style="list-style-type: none"> • Spring • Summer • Autumn • Winter </td></tr> <tr> <td>2.</td><td>Explain the climate at the equator and the polar regions.</td><td>  </td></tr> <tr> <td>3.</td><td>How could the weather change daily in the season of autumn? During autumn, the weather in a day could go from... The temperature would be coldest in _____ and warmest at _____ because</td><td></td></tr> <tr> <td>4.</td><td>Explain the climate in the sub-tropics and the temperate regions.</td><td>  </td></tr> <tr> <td>5.</td><td>I want to go to the rainforest on holiday. What would you recommend I take with me and why? If you are going to the rainforest I recommend... because</td><td></td></tr> </table> <p>If all green OR you have finished your first WN, get WN 1 from the front.</p>	1.	Finish describing each of the seasons in your book.	 <ul style="list-style-type: none"> • Spring • Summer • Autumn • Winter 	2.	Explain the climate at the equator and the polar regions.		3.	How could the weather change daily in the season of autumn? During autumn, the weather in a day could go from... The temperature would be coldest in _____ and warmest at _____ because		4.	Explain the climate in the sub-tropics and the temperate regions.		5.	I want to go to the rainforest on holiday. What would you recommend I take with me and why? If you are going to the rainforest I recommend... because
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Ensure that you make time for pupils to respond and edit their work DIRT using coloured pencils	<p>Live marking of a piece of work in class. Pupils respond in real time:</p> <ul style="list-style-type: none"> - Tick if you have this - Add it/ improve it using your coloured pencil if not 															
Amplify main, common feedback messages in the lesson	Feedback footers on the bottom of each slide.	<p>Feedback Footers</p> <p>Usual lesson content here</p> <p>Doing words are called VERBS</p>														

<p>Use of emotional engagement makes feedback more memorable and effective</p>	<p>Stepping-stones to 'Find your Feedback'</p>	
<p>Help pupils develop metacognition</p>	<p>WOMBOLL (What one of My Best Ones Looks Like)</p> <p>Get pupils to mark their work first labelling where they have used the success criteria. Pupils use numbers not words.</p> <p>Children choose work to go in their 'golden gallery'</p>	


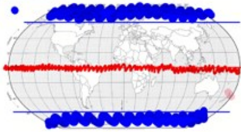
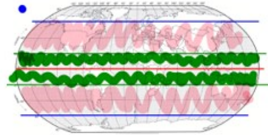
<p>Capture verbal feedback and make it more memorable</p>	<p>Give pupils post-its to 'catch the comment' and respond in coloured pencil</p>	
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Appendix 1 - Example of Grids:

1. I can use capital letters at the start of each line.			
2. I can use commas for shorter lines.			
3. I can write in the lines.			
4. I can include onomatopoeia.	Bang, boom		
5. I can include a simile.	Swirling and twirling like ballerinas		
6. I can use alliteration.	Rapid, rifle, rattle		

Appendix 2 - Example of Purple Prompts

Feedback: Use purple text to give pupils sentence stems to help them to complete the task.

1.	Finish describing each of the seasons in your book.	 <ul style="list-style-type: none"> • Spring • Summer • Autumn • Winter
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