

Silkmore Primary Academy



FEEDBACK POLICY

Date Completed: September 2019

Review Date: September 2020

‘Try it / Fix it’ and Feedback Policy

‘Try it / Fix it time’ is strategically positioned in the timetable for the first 15 minutes of each new day. The purpose behind this is to for children to revisit their learning from the day before in order to be able to place their learning ahead of them in the context of their learning journey. It is also to encourage depth and breadth across the curriculum by ensuring pupils are constantly revisiting learning, placing learning into different contexts and reflecting on themselves as learners.

What this structured time looks like:

- Books will be ready on table, ALL with feedback from yesterday’s learning
- Pupils will sit quietly and independently access their try it and fix it’s provided by the teacher
- Teacher to have taken register by 9:05am
- Teacher to be going around class – aiming to see every child between 9:00-9:15. During this time, teacher will date that they have seen children's quality response to the try it / fix it in work
- Learning Support Staff to be guiding children / working with children under teachers’ direction from feedback (maybe one child / group of children who need more clarification)
- Once a pupil has finished ‘Try it / Fix it’, teacher to also have provided purposeful learning activities. This could be times table game, reading once a week, practising spelling / grammar game etc. but **MUST** be learning and not reading every day
- Just before 9:15 children to stop and tidy up and line up for assembly to be ready to walk into assembly straight away and be sat down in assembly for 9:17am.
- During assembly teacher and/or support staff will use this time for interventions (2/3 of class to assembly)
- SLT member running assembly to ensure children are back in class and ready to learn for 9:30am

Feedback policy:

At Silkmore, we believe that feedback should be both verbal and written. Feedback must move learning and understanding forward by either extending understanding or consolidating understanding. Pupils need to understand what they are doing well, what they need to do more of and be stretched and challenged into new learning when appropriate. The expectation is that teachers address all ARE SPAG mistakes / misunderstandings in all work. Teachers can then choose most important grammar / spelling mistakes for child to address (three as a maximum).

Feedback is directly related to the Learning Objective of that learning session. Feedback is differentiated through cognitive domains and this is indicated by the circling of the word AIM present on the feedback sticker.

Feedback in the feedback sticker is to be a balance between typed / handwritten (in accordance to handwriting policy). There is to be at least two personalised pieces of feedback per week and a range of celebratory and ‘Try it / Next Steps’ type feedback.

Feedback is to be captured throughout the learning by the teacher / learning support staff in order to clearly evidence impact on learning and understanding during a learning session.

Feedback symbols are to be utilised consistently across the school and are to be displayed in the classroom for children to access. See below:

Feedback Policy



To show correct work



What I have done well



Highlight underneath to indicate an error



My next step

OF

Oral feedback

SP

Spelling error

I

To indicate the child has completed the work independently

S

To show work has been supported

G

To show when work has been completed as part of a guided group



Fix it - to show when something needs fixing

Cover

To indicate when supply or LSA has covered a lesson

Examples of Try it / Fix it Feedback having impact and moving learning forward:

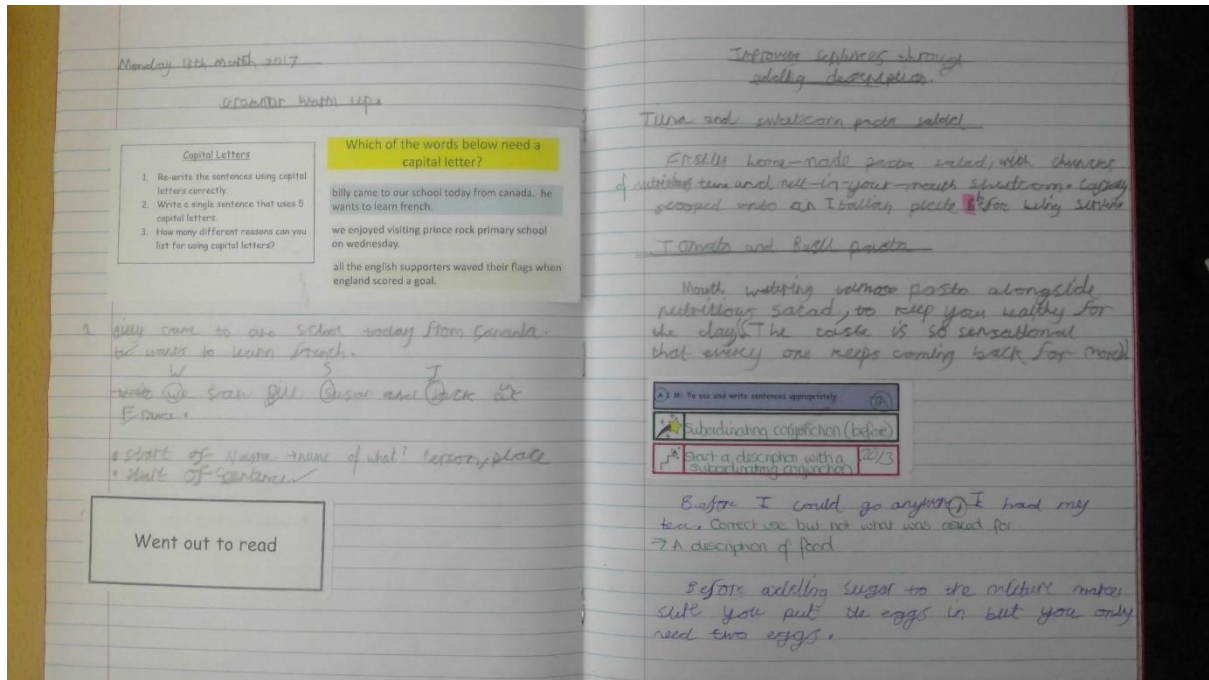
A celebratory comment provided and referenced in order to be specific. Hand written in accordance with handwriting policy.

A next step in their learning – applying this word into a different context

Feedback sticker matching Essential Learning objective

SPAG errors highlighted

Original reflection from child received additional feedback as did not match the task in the Try it appropriately – demonstrating high expectations




Feedback matches Essential Learning objective

AIM circled – showing deep understanding

Asking Why to further extend thinking and deepen understanding

Tuesday 16th May 2017

Using Figurative Language



Simile

While rising in the seductive savannah sky, the sun looked like a peach, scorching ball of lava.

Personification

Whenever a charming creature made its way through the soft sand of the Savannah desert, the tangerine sun spied on them while rising in the amber sky.

Metaphor

Although the carrot-coloured sky was nearly bright, the sun was a scorching ball of lava.

Hyperbole

Because the sun has risen 100 one hundred times already it was now stopping to watch all creatures waking up.

Alliteration

At first the sky was tangerine just like the sun but soon its going to be blue just like a normal sapphire Savannah sky.

Combine 2 or more to create a short descriptive paragraph.

24/5

While rising in the seductive savannah sky, the sun looked like a peach scorching ball of lava. Whenever a charming creature made its way through the soft sand of the savannah desert, the tangerine sun spied on them while rising in the amber sky. As the broccoli-like trees waved and danced, and the sand swiped swiftly, the crimson-yellow sky started to turn navy blue which was a mix in between turquoise turquoise and peacock blue.

Feedback matching Learning Objective and clearly demonstrating science focus

Controlled variables (fair testing)

- Weight of each piece of chocolate.
- The best bit to be the same.
- All the snakes are size.
- Start each chocolate at the same time.
- Shiny rods.

Un-controlled variable (not fair testing)

- 3 different types of milk chocolate

Results

Chocolate	Melting time
White	1:18.02
Milk	1:21.25
Dark	1:32.53

The Science

	White Chocolate Sugar, cocoa butter, white milk powder, cocoa butter (Cocoa 30%, Milk 44%)	Dark Chocolate Cocoa butter, sugar, cocoa, vanilla (Cocoa 50%)	Dark Maltine Cocoa, malt, sugar, cocoa butter, cocoa powder, sugar (Cocoa 30%)	White Chocolate Sugar, white milk powder, cocoa powder, vegetable fat	Dark Sugar, white milk powder, cocoa powder, cocoa butter, vegetable fat (Cocoa 25%, Milk 24%)
Per 100g	572kcal	519kcal	592kcal	546kcal	543kcal
Fat	27g	33.8g	55g	31.6g	30.8g
Sat fat	16g	16.8g	30g	18.8g	18.0g
Carbohydrates	63g	52.5g	14g	57.7g	57.8g
Sugar	55g	44.8g	7g	57.5g	56.2g

The more milk powder the quicker the chocolate should melt.
The more cocoa the slower it should melt.

White chocolate = high milk + low cocoa = quick melting.
Milk chocolate = Medium milk + medium cocoa = medium speed.
Dark chocolate = low milk + high cocoa = low melting.

A I (M) Working scientifically

Carrying out a controlled investigation.

Do your results match your prediction? Why?

2/3

Yes because No because the white chocolate melted faster instead of dark chocolate because the white chocolate had more milk which caused it to melt faster but the dark chocolate had more cocoa so it melted slower.