

# Inspire Partnership Feedback Exemplification



## 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

<b>Li: To use figurative language to create suspense.</b>	
<input type="checkbox"/> I can identify features that can be described	
<input type="checkbox"/> I can use personification to bring features and characteristics alive	
<input type="checkbox"/> I can create sentences using vocabulary generated	

The dear 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 cloud 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 personification 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.

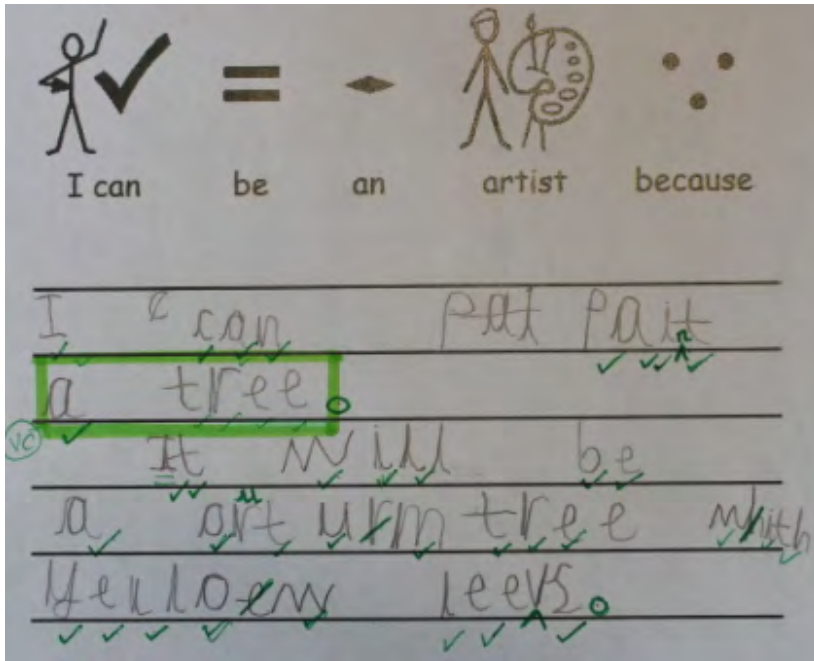
Teacher: Okay, what verb could you use?

Child: Bites.

Teacher: Use that in your sentence.

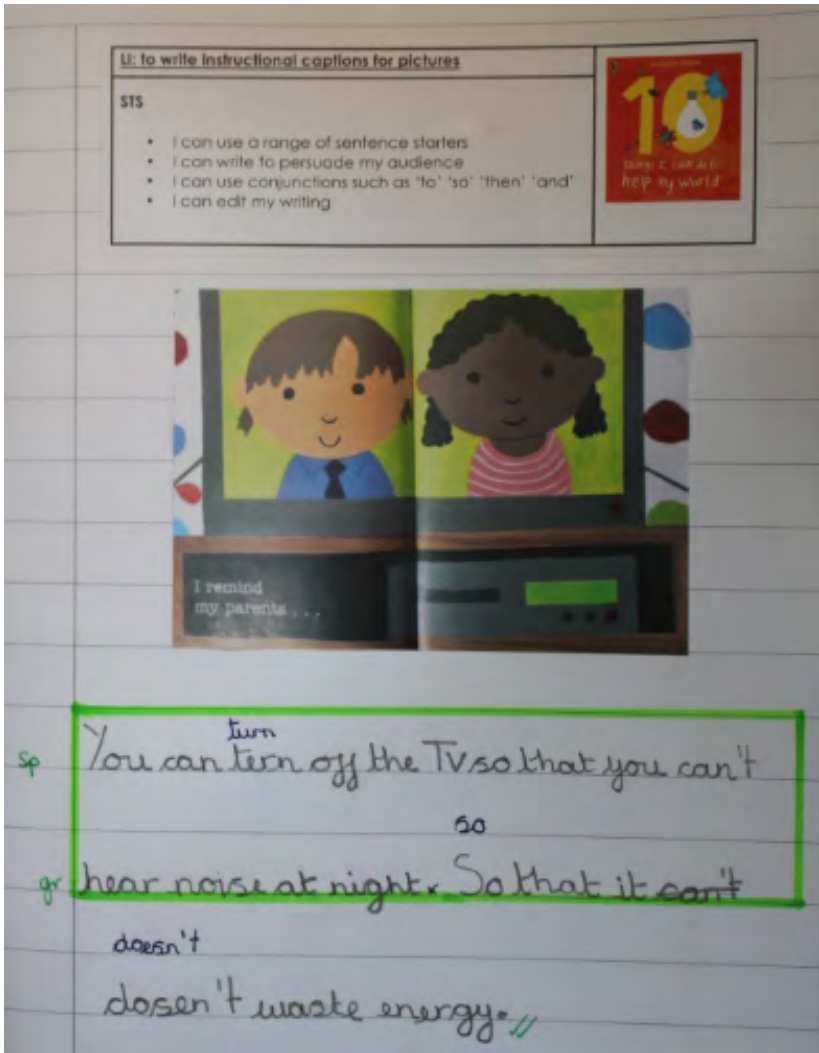
Child: Oh! Bites is the wrong tense. It should be bit.

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.



**LE: 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.



**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. Many 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 adaptation, their toes and fingers curl up into balls to support their grip while upside down.

if-consider the action and scientific vocabulary

Long-linked 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 <sup>becoming</sup> ~~extinct~~ because of <sup>the</sup> selling <sup>of fur</sup> products. ~~we~~ which is ~~40~~ billion dollars a year. There are lots and lots of fashion labels <sup>using fake fur</sup> ~~made of fur~~. Ethical reasons are

④ ④ the <sup>replacing</sup> ~~meaning~~ of financial reasons. Brands such as Calvin Klein, Ralph Lauren and Stella McCartney ~~sell fur~~ while the other brands don't sell fur. Will you join <sup>these brands</sup> ~~us~~?

By selling fur Harrods is being <sup>cruel</sup> ~~unkind~~.  
What will you do to make a change?

Finally fur products and animal products is completely ~~we~~ bad and ~~unnecessary~~ <sup>unacceptable</sup>.

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.

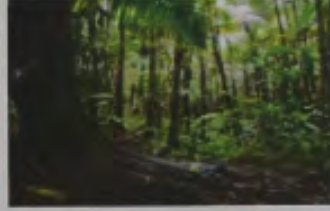
Thursday 16<sup>th</sup> November

LE: 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, <sup>there</sup> was a big tree house as big as <sup>an</sup> elephant. Inside the purple tree house, lived a man wearing a blue shirt, blue jeans, black hat, black shoes and he was friendly. Every day, he tried and tried <sup>to</sup> sweep

away the plastic rubbish all the time. This made him <sup>miserable</sup> miserable, doing all this work. Every stormy night, the wonderful man dreamed of <sup>a</sup> nice forest. It had ~~parrots~~ <sup>parrots</sup> parrots, poisonous dart frogs and tremendous tigers. Sadly, every time the kind man woke up, his wonderful <sup>environment</sup> 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 Fernie. 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.

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.

Q: How do you think Musharraf can be an inspiration to others?

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

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

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

Wednesday 14<sup>th</sup> November 2018

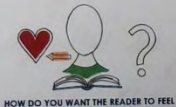
## LI: To edit a piece of writing

- 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 <sup>ally</sup> emotion-targeted letter and I feel like I achieved this because I added rhetorical questions to make the reader think about the situation. <sup>better</sup> I will add To make it more information-filled to evoke them ~~with~~ because most of the time people believe ~~so~~ statistics more than you just

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.

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 punctua like exclamation ~~at~~ mark ~~and~~ which 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 emergency and you have to act right away. //





Dear Girl in need,

Friendship should be easy to handle but sometimes it gets out of hand and can be put in difficult 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%:23%) with name calling most common.

It is responsible to admit your mistake even though 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 kinder together.

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 mindfulness should calm you down. All your guilt and frustration will go away.

It is not 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.

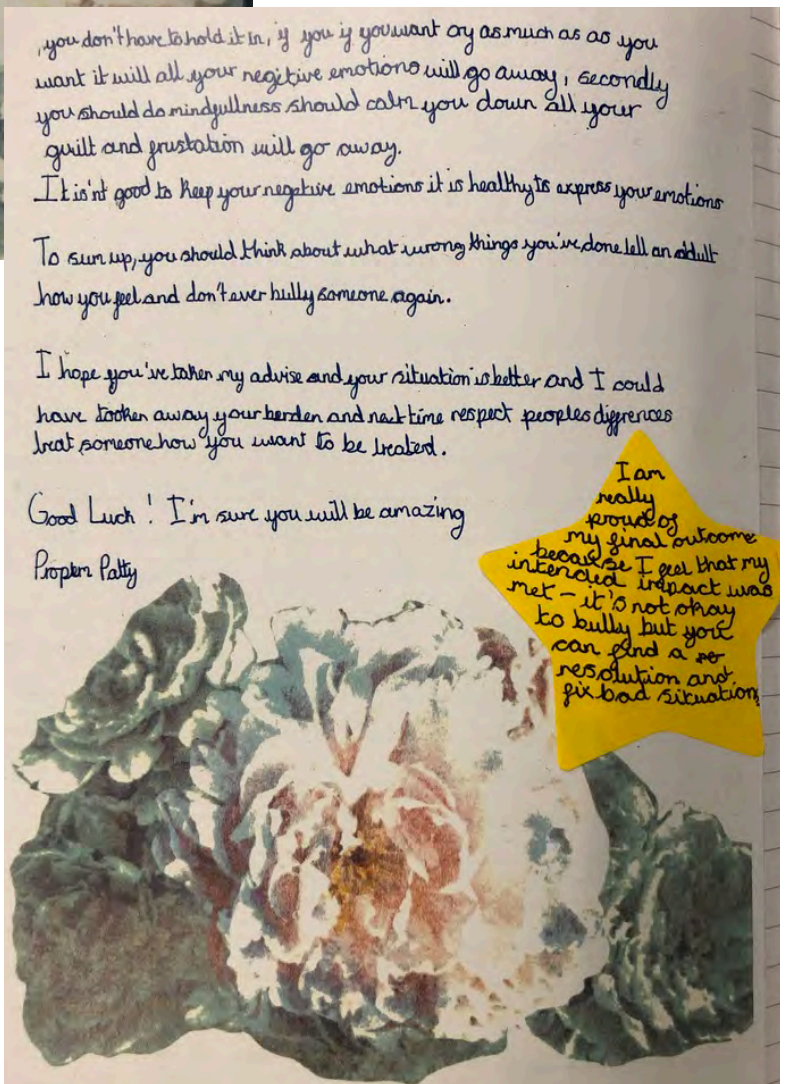
I hope you've taken my advise and your situation is better and I could have taken away your burden and next time respect peoples differences treat someone how you want to be treated.

Good Luck! I'm sure you will be amazing

Propers Patty

I am really proud of my final outcome because I feel that my intended impact was met - it is 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.

My question for number 2 is What could the 3 numbers with the multiple of 12 be?



My error is when I finished the first task I looked at the honesty sheet but in one of my questions I got it wrong, I didn't understand why so I took my whiteboard and repeated, after 2-3 goes I saw my error instantly and changed it in my book, this lesson showed me resilience can get you far and it helped me a lot. For example: Find lowest common multiple

↓

4 8 12 16 20 24 28 32 36 40 44 (48)  
 12 24 36 (48) 60 72 84 96 108 120 132 144

I wrote that the h.c.m is 48 but then I realised it was 12.

↓

Just an example.

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.

**L1: to add and subtract with a different number of decimal places.**

**SIS**

- Recognise the tenths, hundredths and thousandths within decimal numbers.
- Put each digit in the column.
- Put in the place holders where appropriate.
- Add or subtract the digits from right to left.

**Task 1**  
Use the place value chart to subtract 1.4 from 4.54

Ones	Tenths	Hundredths
4	5	4
1	4	0
3	1	4

4.54  
- 1.40  
3.14

**Task 2**  
Use the column method to solve these subtractions.

56.106  
- 3.70  
52.406

34.169  
- 3.825  
30.344

**Task 3**

1. Use the column method to solve these additions.

a) 4.400 + 7.044 = 11.444  
 b) 4.42 + 1.60 = 6.02

3.145 + 4.100 = 7.245

2. Sally is cycling in a race. She has cycled 3.145km so far and has 4.1km left to go. What is the total distance of the race?


**Task 4**  
Create a step by step guide for this calculation: 3.56 - 1.659

3.560  
- 1.659  
1.901

**STEP BY STEP**

**L1: 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?

20p 20p 5p 5p ✓

20p 20p 10p ✓


5p 5p 5p 20p 20p  
10p

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




Sam

I use only 3 coins!



Amy


I use only silver coins!



Ruby

I use more than 6 coins!


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 20p 20p and 10p to make 50p. ✓

I think Ruby uses 5p 5p 5p 5p 5p 5p 5p 5p 5p 5p to make 50p. ✓



**ERROR SPOTTER**

I made a mistake on the last purse because I made 65p when I should have made 50p.

I can make 50p using 10p, 10p, 10p, 10p, 10p and 10p. ✓

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 - 2

+

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 toxic 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.*

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.*

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.*

Clarifying

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. ✓

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." ✓

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

mistake in question 2. I thought the question asked me about things that could cause air pollution however, it actually asked 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  $1,000 \text{ mm} = 1 \text{ m}$

$1,000 \text{ ml} = 1 \text{ l}$

$$5,000 \text{ mm} = \underline{5} \text{ m}$$

$$\underline{3000} \text{ ml} = 3 \text{ l}$$

$$50,000 \text{ mm} = \underline{50} \text{ m}$$

$$\underline{30000} \text{ ml} = 30 \text{ l}$$

$$500 \text{ mm} = \underline{0.5} \text{ m}$$

$$300 \text{ ml} = \underline{0.3} \text{ l}$$

$$5,500 \text{ mm} = \underline{5.5} \text{ m}$$

$$\underline{300} \text{ ml} = 0.3 \text{ l}$$

2. Compare the measurements using  $<$ ,  $>$  or  $=$

$$2 \text{ l} \quad \textcircled{>} \quad 1,500 \text{ ml}$$

$$60 \text{ l} \quad \textcircled{>} \quad 6,000 \text{ ml}$$

$$2.8 \text{ m} \quad \textcircled{<} \quad 280 \text{ mm}$$

$$3,700 \text{ m} \quad \textcircled{<} \quad 3.7 \text{ mm}$$

3. Complete the following sentence stems.

To convert millimetres to metres,  $\div$  by 1000.

To convert metres to millimetres,  $\times$  by 1000.

To convert millilitres to litres,  $\div$  by 1000.

To convert litres to millilitres,  $\times$  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 0.2 m and  $20 \times 0.2 = 4$ .*



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

$$1. \quad 5,000 \text{ mm} = 5 \text{ m} \quad \checkmark$$

$$50,000 \text{ mm} = 50 \text{ m} \quad \checkmark$$

$$500 \text{ mm} = 0.5 \text{ m} \quad \checkmark$$

$$5,500 \text{ mm} = 5.5 \text{ m} \quad \checkmark$$

$$3,000 \text{ ml} = 3 \text{ l} \quad \checkmark$$

$$30,000 \text{ ml} = 30 \text{ l} \quad \checkmark$$

$$300 \text{ ml} = 0.03 \text{ l} \quad \checkmark$$

$$300 \text{ ml} = 0.3 \text{ l} \quad \checkmark$$

<sup>T</sup>  
\*The error I made here was that I divided by ten thousand instead of one thousand. The correct answer is 0.3l

$$2. \quad 2 \text{ l} > 1,500 \text{ ml} \\ (2,000 \text{ ml})$$

$$60 \text{ l} > 6,000 \text{ ml} \\ (60,000 \text{ ml})$$

$$2.8 \text{ m} < 2,800 \text{ mm} \\ (2,800 \text{ mm})$$

## 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.

### Peer assessment

I really like that you...

- included
  - figurative language
  - a range of punctuation
  - conjunctions
- considered
  - your vocabulary choice
  - your audience when...

The best part of your writing is...

- the image you created
- the structure of your sentences
- the words you chose

because...

- I could picture the...
- you added detail using...
- I could imagine the...

Detail    openers    readers feelings    description    punctuation    word choice

### What questions could we ask a peer to form or prompt a next step?

Prompting question:

- How could you include more...
  - descriptive language
  - or a range of openers to.
- Re-read this section, how could you...?
- Consider the STS, which one do you need to include more of?

Reflection/Evaluating prompts

- In what ways have you...
  - selected...
  - created...
- What was your favourite-sentence?
  - word?
  - phrase?

How could you

What was the impact of your word

What was the impact of your sentence



Wednesday 13<sup>th</sup> February 2019

U: 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 parentheses to add more information and you used encouraging phrases like 'you will be amazing!'

Something you could work on is to make the reader to enjoy the writing more. Your sentences are 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 should do is to tell someone how they feel about one and another.



Not seeing your friend must be heartbreaking and I do understand why you 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 though you regret it. Never do this or the same thing that may happen. How you said sorry. Have you apologized? Do you know why she left? - She says she doesn't in the problem.

You shouldn't have been 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.

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.

but ditching your friend is horrible to be popular you should have been their for her. 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 or about how you feel and do, you don't have to hold it in, if you want cry as much let it in it will make all your negative feelings go away, secondly you should do mindfulness and you should calm down all your guilt and negative emotions will go away. It isn't good for you 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 a adult how you feel I don't ever bully someone and your situation is better again. I hope you've taken my advise that can your situation and I could have taken away your burden and respect people's differences next time treat someone how you want to be treated. Good luck! I'm sure you'll be amazing!


Properly Patty



Monday 2nd July 2019

**U: To peer assess a final outcome by identifying and discussing improvements.**

- I can read my partners learning aloud.
- I can identify my partner's successes and suggest some next steps.
- I can respond to my partner's suggestions and improve my writing.



I like how you have used conjunctions to extend your sentences. You also used full stops.

How have you made the reader feel today about your writing?

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**

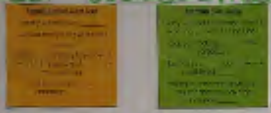
Can you read this section aloud?  
What do you need to include?

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 \_\_\_\_\_.

Peer assessment



Sentence stems for peer feedback

WWW...  
Looking at the steps to success, I can find an example of expanded noun phrases in your work - "Beyond the delicious, thick shroubery." I liked this because it allowed me to picture the jungle and imagine what it might be like to be there

Next step...  
Read through this sentence... Could you change your sentence structure so that you are starting with 'when'?

Monday 25<sup>th</sup> February 2019

**U: 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 mindfulness to understand that even if your rich you still die

at some point.

If I didn't have anything I would be sad because that means I won't 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 Wu

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

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

**RallyCoach**



### 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...

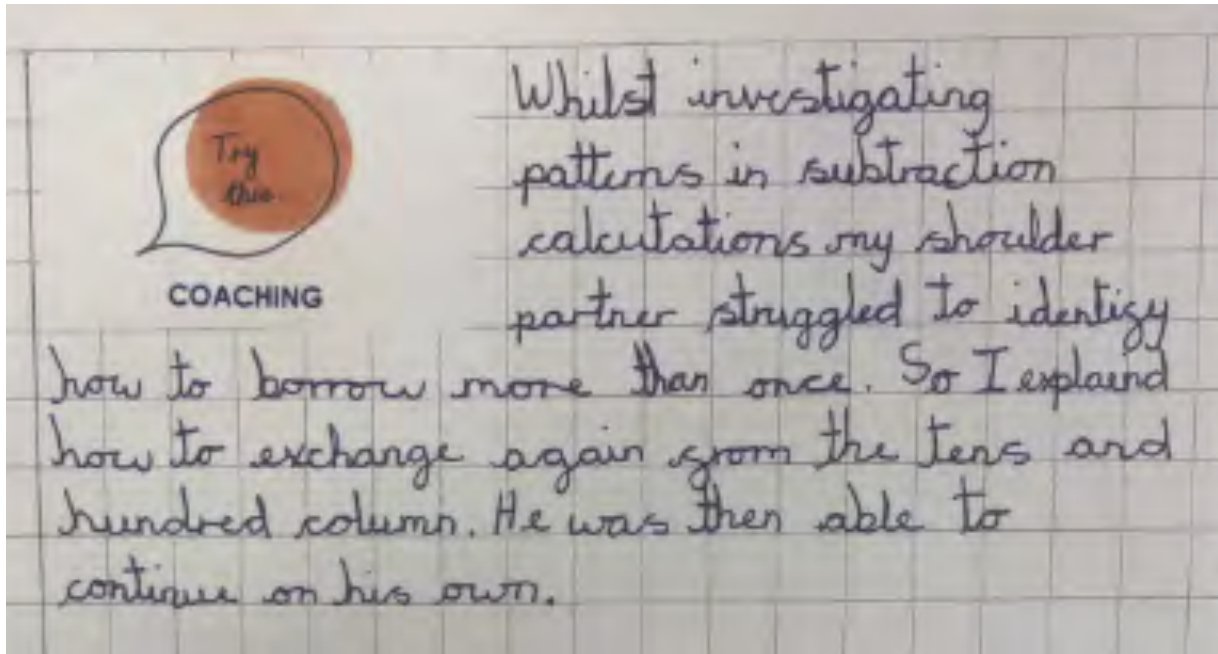
### Speaking frame for problem solver.

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

Inspire Partnership Whole Class Feedback Sheet → Maths WB-18-06-18

<b>What Went Well</b> <ul style="list-style-type: none"> <li>* GO using prior knowledge in their learning challenge</li> <li>* children developing their thinking by fully explaining their answers.</li> <li>* children coaching + supporting each other</li> </ul>	<b>Misconceptions</b> <ul style="list-style-type: none"> <li>* children started to translate rather than reflect</li> <li>* miscalculation of how many squares to count from axis.</li> </ul>	<b>SPaG/Gap Skills</b>
<b>Focus Groups</b> <p>BENJI: BEN - how to reflect shapes</p> <p>TINA: LAW 200 - how to correctly calculate + write coordinates</p> <p>SHAMIE: LAW 40 - how to reflect shapes + write coordinates in 4 quadrants.</p>	<b>Presentation</b> <p>1/2 = Jibreel, Thiya, Stephen, Jonathan</p>	<b>Depth of Learning</b> <ul style="list-style-type: none"> <li>* GO - using 4 quadrants to reflect shapes + find coordinates.</li> <li>* calling on prior knowledge to expand.</li> </ul>
<b>Snap Shot Moments</b> <ul style="list-style-type: none"> <li>* GO automatically telling a 'maths story' to explain how they found the missing coordinates.</li> <li>* Tashim working with Angel so they could both be successful.</li> </ul>		

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.

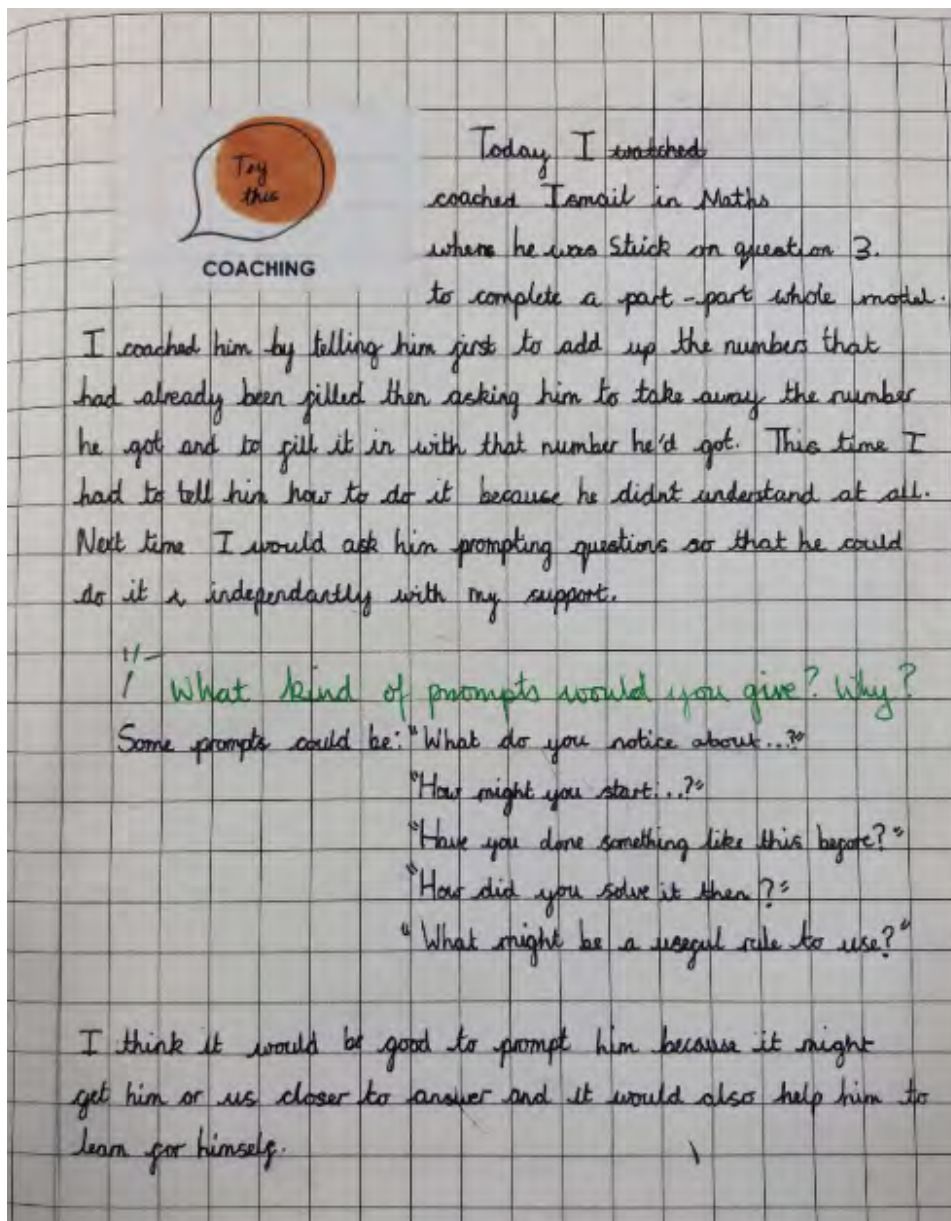
Inspire Partnership Whole Class Feedback Sheet English → Year 2 → Generating descriptive sentences

<b>What Went Well</b> <ul style="list-style-type: none"> <li>→ Good simple sentences</li> <li>→ <u>Similes</u> used well</li> <li>→ Good use of word bank</li> <li>→ Most chn used adj and adv</li> <li>→ STS used by most</li> </ul>	<b>Misconceptions</b> <ul style="list-style-type: none"> <li>- adverbs describe a verb:</li> <li>The pirates were cleverly.</li> </ul>	<b>SPaG/Gap Skills</b> <p>Spelling</p> <p>↳ fight } igh</p> <p>↳ might } igh</p> <p>↳ Some full stops missing.</p>
<b>Focus Groups</b> <p>Joshua } Sentence structure</p> <p>Lottie } </p> <p>Maisie } </p> <p>Molly } </p>	<b>Presentation</b> <ul style="list-style-type: none"> <li>- Keep letters on the line.</li> <li>- Join letters up...             <ul style="list-style-type: none"> <li>↳ Connor + Finley</li> </ul> </li> </ul>	<b>Depth of Learning</b> <ul style="list-style-type: none"> <li>- Most chn used similes in sentences</li> <li>N/Is!</li> <li>↳ What do you imagine when you read the simile _____?</li> </ul>
<b>Snap Shot Moments</b> <p>Share on visualiser → JS response to challenge.</p>		

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

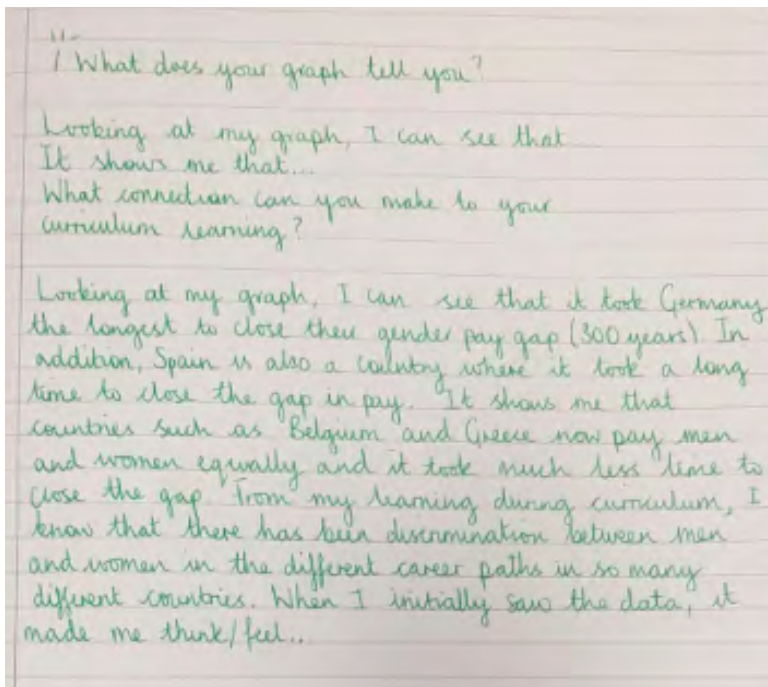
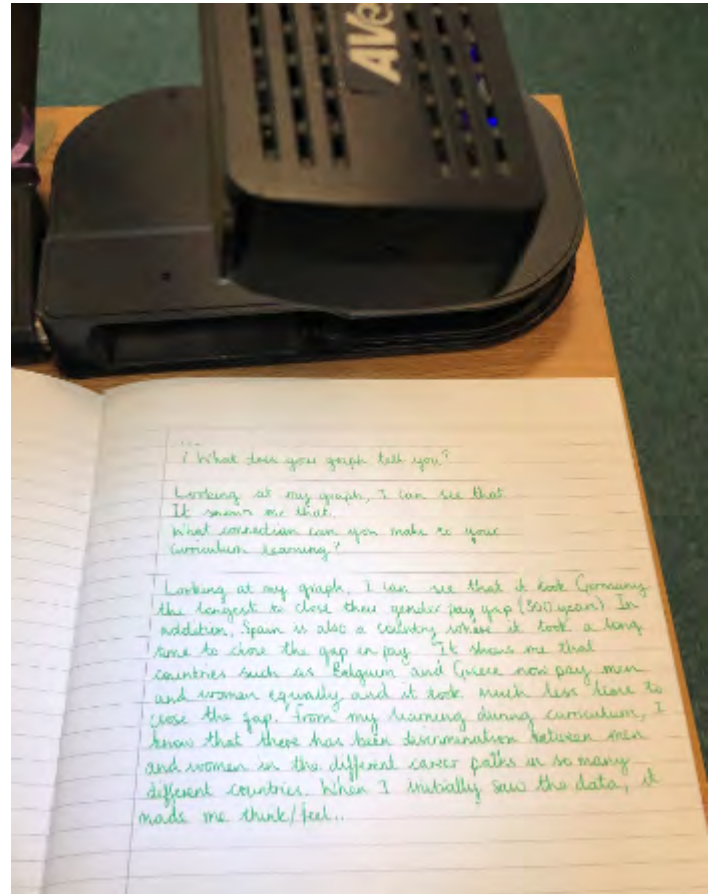
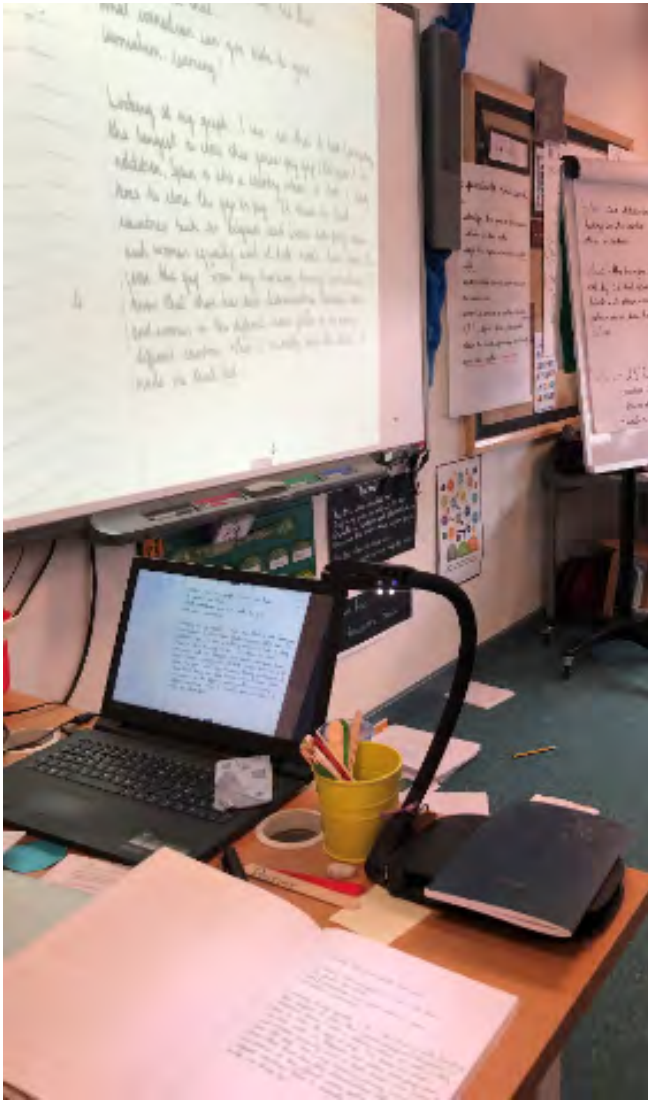
## Written- Maths

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.

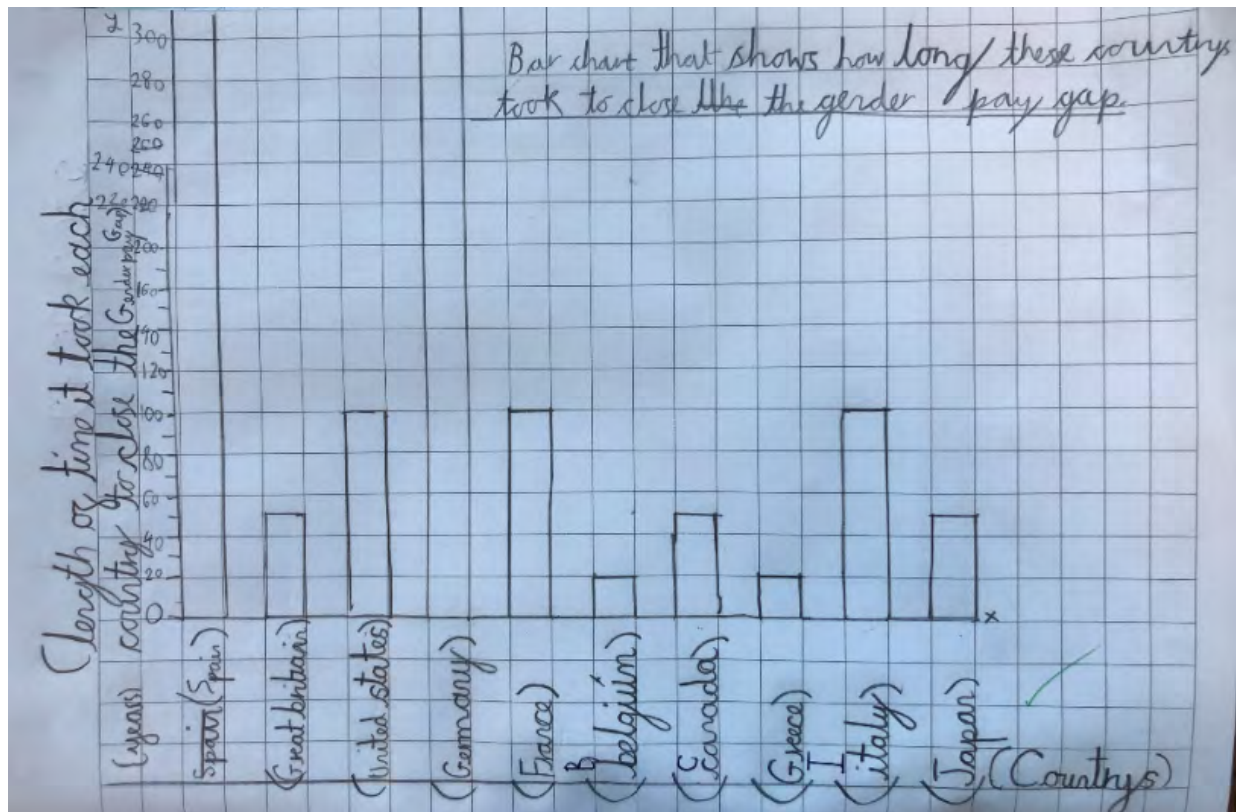


During Maths, children coached each other to complete part-part whole models which represented addition problems. The child then reflected on how they could improve their coaching after written feedback from the teacher. (Year 5)





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.




11. What does your graph tell you?

It shows me the amount of time it took each country to close the gender pay gap. It shows me which country also took the longest. From the data I plotted on my graph, I can see that Spain and Germany took the longest to close the gender pay gap. When I found out that women get paid so much less than

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.

men for so many jobs, I felt upset because it should be equal if they are doing the same job. Countries like Belgium and Greece must value the roles of women more than other countries.





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**APPLICATION OF SKILLS**

This is a weekly shopping list.  
How much will I spend after 3 months?

Depends on the months but using the receipt, I can see that it is in November to January

30
31
+ 31
92

13
x 27
91
2'85
x 13
2'055
685
89.05

In these months you spent £ 89.05 in total. ✓ P.M.

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



1 USD = 0.784377 GBP

0.784377 x 15 = 11.765655

Handwritten multiplication table for 0.784377 x 15, showing intermediate steps and the final result 11.765655.

11.765655 x 100 = 1176.5655

Method 2

0.784377 x 1000 = 784.377
392.1885
2784.3770

784.377 ÷ 2 = 392.1885

784.377 + 392.1885 = 1176.5655

Handwritten addition: 784.3770 + 392.1885 = 1176.5655

It is £1176.5655 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 you're neutral you will write about the truth.

I also believe the newspaper journalist being biased is related to hidden bribery because the political party will compliment the journalist on how good they are at being a journalist and they would make

'''  
/ What connections can you make between our core texts 'A Child's 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.

Unsurprisingly, I identified that there is social injustice (which is our theme) <sup>throughout</sup> throughout, showing that if you are not on a winning side you will be treated unfairly - 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.



sp Miss Stern wears a gown because is so <sup>jealous</sup> jealous.  
Her shoulders slouch over so far that her long, pointy nose almost touches the hard, greasing, cold floor. She stares <sup>grumpily</sup> 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 <sup>jealous</sup> jealous of Miss Jolly. loudly, her fingers tap on the <sup>equipment</sup> equipment 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.

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

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

word choice

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.

<sup>blyak</sup>  
In the <sup>of an eye</sup>, 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 Anxiously, I called mum, while I heard  
the <sup>a</sup> deepening rumbling.

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

While, my nervous eyes started around,  
as another building 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.