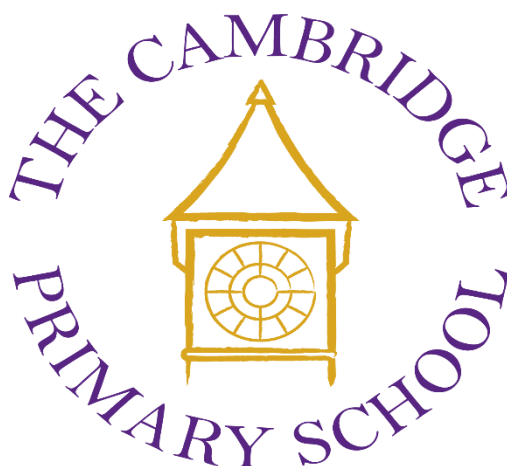


THE CAMBRIDGE PRIMARY SCHOOL

'Inspiring Minds Together'

FAST FEEDBACK AND RECORDING OF LEARNING POLICY

2022



Date of Approval:	June 2022
Date of Next Review:	June 2023

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Queens Avenue, Wellesley
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FAST Feedback and Recording of Learning Policy

“The key to learning is feedback. It is nearly impossible to learn anything without it.”

Steven D. Levitt

INTENT

At the Cambridge Primary School, we believe that children have a right to be challenged and motivated to enable them to achieve their potential academically, personally, socially and emotionally. Feedback is an integral part of achieving this. We believe the feedback process should be a positive experience. It is delivered in a supportive manner; adapted to each child's needs and personalities. It is woven into our learning culture to promote ownership, resilience and growth mindset so children become self-regulating, independent, and lifelong learners.

FAST Feedback should:

- enhance the child's learning so they assess what they have learnt and understood, in addition to what their next step for learning is
- promote the child to take responsibility to enhance their learning
- value the efforts of the child so they always strive to improve and never 'play safe'
- provide effective feedback to the teacher about a child's learning for example, celebrate 'marvellous mistakes' and uncover misconceptions leading to focused planning of next steps

Recording of Learning should:

- be presented with care and organisation
- be purposeful and meaningful
- be a celebration of learning
- express individualism
- be personalised through adaptation

IMPLEMENTATION

FAST Feedback Implementation

Children are encouraged to assess their own progress and teachers use high quality, **FAST feedback** to consolidate and move children's learning on within each lesson. Feedback is personalised, specific, immediate and verbal.

FAST Feedback:

Frequent

Accurate

Specific

Timely

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What it looks like in practice

Throughout all lessons, teachers provide FAST feedback that encourages children to assess learning against the provided lesson intention and subject specific targets.

English

Reading

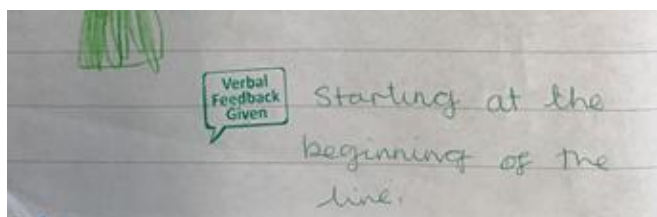
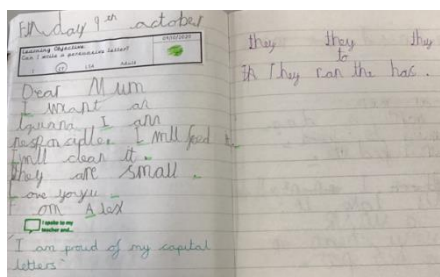
- Individual reading: Verbal feedback is given during 1:1 reading sessions. Feedback is recorded in the child's reading record with a stamp that says 'I read to an adult today'. Further comments are made which give specific feedback following guidance in the Reading Prompt Sheet.
- Reading Practice Sessions (Reception and Year 1): Verbal feedback is given during the sessions. A sticker is added to each child's reading record with generic details relating to the text read during the week. More specific feedback is recorded in the child's reading record once a week with a stamp that says 'I read to an adult today'.
- Guided Reading and Chatter Books: Verbal feedback is given during these lessons. Active, collaborative learning is promoted with evidence of learning and children's responses recorded in the class reading journal with the learning intention clearly identified. Evidence could include children's responses written on post it notes (or recorded verbatim by an adult), drawings, photographs of whiteboard work, mood graphs, author studies, annotated characters and settings. Teachers complete brief notes on the CPS Whole Class Feedback Sheet.

Writing

Children will work with an adult, as part of a focus group or individually at least once a week. This will give an opportunity to address any misconceptions, pre-teach or challenge and extend learning. It will also give children the opportunity to know where they are, where they need to go and how to get there.

During the lesson-teachers and LSAs







- Throughout the lesson, adults use a technique called 'helicoptering' to provide immediate personalised feedback to address misconceptions or provide further challenge.
- At least once a week, pupil conferencing is recorded in the children's books, sometimes with a stamp that says, 'Verbal Feedback' and sometimes with a stamp that says, 'I spoke to my teacher and...' As children progress through the school, the feedback is typically recorded by the child. Until they are ready to do this, the teacher/ LSA scribes the child's response verbatim in green pen and initials it.
- If appropriate, the teacher/ LSA might scribe children's ideas or illegible writing using green pen.



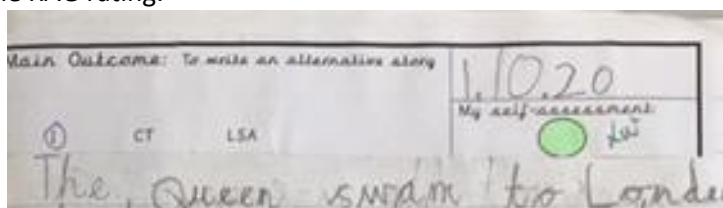
After recording their learning, the children use the checklists, toolkit or teaching points to guide their self-assessment.

- Date: 1/05/23
 Learning intention: To write questions that are correctly punctuated.
- Skills to success:
 To be successful I need to...
1. To start every question with a capital letter.
 2. To end every question with a question mark.
 3. To think carefully about what you want to find out about Samuel Cody.
- How ^{did you} was it ^{feel} like when you were in the sky?
 How did it ^{feel} like ^{to} be sitting in a airplane?
 What ^{was} your school called?
 How old are you?
 When did you fly your plane?

- Try it page
- mischiere
misty^{ie}
mistive^{ie}
mistyghive
- thoughtful
thochtful
- antenn
anteianci
anten
- aleion
alien
alien
- though
thogh
thorough

- | How do I feel about my learning? | |
|---|--|
|  | 
I understood the learning.
I worked by myself.
I would like more challenge. |
|  | 
I found it a little bit tricky.
I needed some help.
I would like more practice. |
|  | 
I found it tricky.
I didn't understand.
I needed a lot of help. |

- The teacher or LSA working with the child, will initial the RAG rated circle using green pen if they agree with the RAG rating.

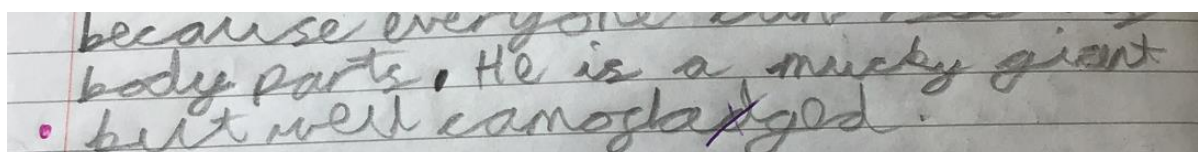


During/ after the lesson-teachers

- Teachers complete brief notes on the CPS Whole Class Feedback Sheet.
- Teachers correct spellings of Common Exception and high frequency words in written work with no more than three spellings identified for each piece of work.

They use a stepped approach throughout the school to encourage the children to edit independently:

- Teachers underline the incorrect spelling in pink pen. Children use the 'try it page' to work out the correct spelling with help from spelling resources in the learning environment ('Grow the Code' grapheme mats and poster, word banks, displays and dictionaries). They edit the incorrect word in their work using a purple polishing pen.
- Teachers place a pink dot at the end of the line with the incorrect spelling. Children use the 'try it page' to work out the correct spelling with help from spelling resources in the learning environment ('Grow the Code' grapheme mats and poster, word banks, displays and dictionaries). They edit the incorrect word in their work using a purple polishing pen.



Once spellings have been identified and corrected, there is the expectation for the words to be a focus for the child in subsequent lessons.

At the end of the day

The class teacher will use the class feedback sheet, pupil conferencing and a 'book look' to plan next steps to ensure personalised learning which might include working with a focus group during the following lesson.



















Checklists /Toolkits

For lessons with a 'long write', the children will have a checklist or toolkit with specific objectives as a reference point when writing and for them to self assess.

Checklists/ toolkits are:

- stuck into the books so available to the children at the beginning of each 'long write' to set clear expectations and for the children to RAG rate prior to writing. This will identify how confident they feel with each element.
- visual, reflecting the targets identified in the planning and focus of teaching.

- Date: 27.08.2k
- Learning Intention: To be able to write an innovated version of 'Mrs Armitage on Wheels'
- | Toolkit | |
|---|--------------------|
| Adjectives
A picnic basket | ✓ EH |
| List Sentence
She filled it with [redacted] | ✓ EH |
| Interesting Sentence Openers
[redacted] going to the picnic. | ✓ EH |
| Punctuation
! , . | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ EH |

	Before (RAG Rating)	After	Teacher
Range of punctuation			
Range of vocabulary for description			
Use of conjunctions			
Correct tense			
Used sub-headings			
Proof-reading and editing			

Children will work with an adult, as part of a focus group or individually in maths at least once a week. This will give an opportunity to address any misconceptions, pre-teach or challenge and extend learning. It will also give children the opportunity to know where they are, where they need to go and how to get there.

In Focus

- ### Let's Learn (teaching)

- ### Guided Practice

- ## Independent Work

- Identified children or those less confident, continue to work with support until they are ready to continue independently.
- Adults working with the supported children identify if they required adult support by adding an S to their work in green pen.
- Children will correct their independent work using a purple polishing pen in their 'work book' and add a RAG rated circle at the beginning. For support, they use the self-assessment prompt displayed in each classroom.



At the end of the lesson

- The teacher/ LSA will initial the RAG rated circle in green pen if they agree with the RAG rating.
- The teacher will complete a 'book look' and make brief notes on the CPS Whole Class Feedback Sheet. Children with misconceptions, those who have not embedded the concept or children who have RAG rated in orange or red are identified. These children will receive immediate same day intervention.

Practical Lessons

Some lessons may be practical.

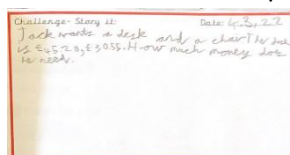
- Photographs of children using resources can be stuck in maths journals.
- Photocopies of whiteboard work can be stuck in maths journals.
- Work can be annotated in green with child voice.
- The learning intention will be highlighted in yellow.

Intervention

- Occurs during the same day following the maths learning.
- Occurs following end of unit assessments.
- Enables children to keep up rather than catch up.
- Is completed on a yellow bordered slip to highlight when it is necessary.

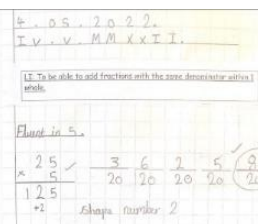
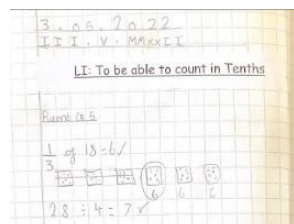
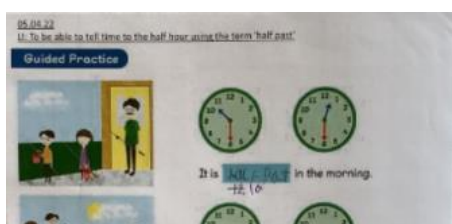
Challenge

- Challenge activities are bordered with red and have the date to indicate when it was completed.
- 'Story it' challenges enable children to put maths into real life context and form a deeper understanding of the subject they are being taught.
- 'Prove it' challenges give the children the opportunity to show multiple ways to solve the question.
- 'Draw it' challenges gives children the chance to represent their answer pictorially.

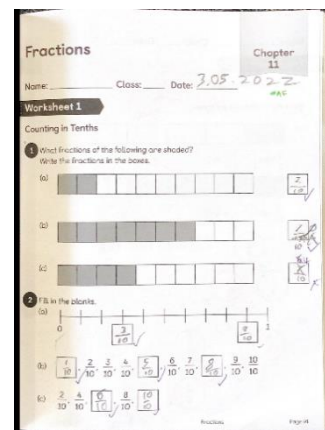


Book structure

- In Key Stage 1, in focus and guided practice is stuck into books to support the children with their understanding. Towards the end of Year 2, this will be on the board to develop independence. The learning intention and date is prepared and stuck in.
- In Key Stage 2, children create a margin in their book to help develop the use of a ruler and organising their work. They stick in the learning intention but write the short date and the Roman numeral date - to begin to learn these indirectly.

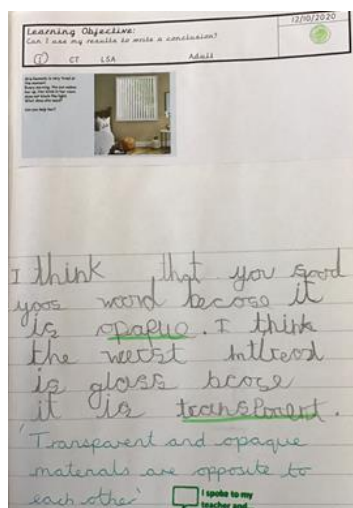


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Foundation Subjects

- During each topic, there will be a minimum of four pieces of evidence in the books.
- At least one piece of evidence will be written and other evidence could include photographs of an interactive activity with a descriptive caption. Children are encouraged to respond to this in subsequent lessons to show their understanding of the learning.
- Regardless of activity, there will be a learning intention in the books and the children will add a RAG rated circle on the learning intention to communicate how they feel about their learning in response to self- assessment, peer assessment or following pupil conferencing with an adult.
- The teacher or LSA working with the child, will initial the RAG rated circle in green pen if they agree with the child's RAG rating.
- Pupil conferencing will be recorded in the children's books, sometimes with a stamp that says, 'Verbal Feedback' and sometimes with a stamp that says, 'I spoke to my teacher and...' As children progress through the school, the feedback is typically recorded by the child. Until they are ready to do this, the teacher/ LSA scribes the child's response verbatim in green pen and initials it.



- If appropriate, the teacher/ LSA might scribe children's ideas or illegible writing using green pen.
- If the work is written, teachers will correct topic vocabulary, Common Exception and high frequency words in written work as described for English.
- Teachers complete brief notes on the CPS Whole Class Feedback Sheet.

Home Learning

Home learning is marked together as a class to develop ownership and independence. Teachers helicopter around the classroom, providing feedback where necessary. Pupil conferencing is recorded on the children's home learning sometimes with a stamp that says, 'Verbal Feedback' and sometimes with a stamp that says, 'I spoke to my teacher and...' As children progress through the school, the feedback is typically recorded by the child. Until they are ready to do this, the teacher/ LSA scribes the child's response verbatim in green pen and initials it.

Recording of Learning Implementation

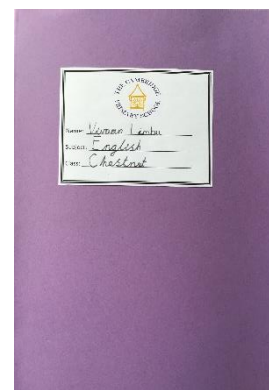
Children are encouraged to record their learning with pride. Importance of presentation is reinforced through praise.

Book Labels

A school label is stuck on the front of the children's books and covered with a piece of sticky back plastic. For topic books, history and geography are recorded starting from the front of the book and RAW from the back. Children write their own labels on their books. The label should include:

- Full name
- Subject
- Class name

The children are encouraged not to write or draw on their book covers.



Reception Expectation

Learning is recorded in the following ways:

- On Tapestry - 'wow' moments should include photographs and videos with a description. At least one 'wow' moment per child is expected on Tapestry weekly. All adults in Reception are expected to add observations to Tapestry. Class teachers will check and publish entries.
- Child initiated mark-making/writing is collected and filed in the individual writing folders. Writing is annotated in green on the work or a Post it Note with the child's name, date and context if applicable.
- Independent mark-making/ writing:
 - Recorded in a writing book with a learning intention and date.
 - Children are encouraged to write and form letters in the 'print' style.
 - RAG rated with support from an adult (as in Key stage 1 and 2) with the intention of being as independent as possible by the end of the year. Adults initial the RAG rated circle in green pen if they agree.
 - Where possible, writing should be completed directly into the books. This is to ensure writing opportunities are not limited. Any paper used, should be trimmed to fit inside the page and the children encouraged to stick their own work in carefully.
 - Illegible writing is transcribed in green pen.
 - Any adult writing in the book, should use green pen and model the 'print' handwriting expectation.
 - To prepare the children for Key Stage 1, during summer 2, children are guided to self-asses their writing. With an adult, they highlight successful elements within writing using green highlighter pen and use a purple polishing pen to edit. Incorrect spellings (no more than 2) are underlined by the teacher in pink and the children use puple polishing pens to write them correctly (3 times).
- All other evidence of learning is collected and filed in individual wallets with dividers between topic and maths. Learning is annotated in green pen (transcribed for meaning and context) on the work or a Post it Note with the child's name, date and context if applicable.
- A floor book is created for each topic. On 'Hook Days', we record what the children know and what they wish to find out. This is updated as knowledge builds throughout the topic with further questions for investigation added as they occur.

- Chatter Books is recorded in a Chatter Books Journal. This includes a photograph of the child and their chosen book with child voice outlining their thoughts about the book.
- Storytelling is recorded in the class Storytelling book. This includes the child's story as they tell it to their peers verbatim.

KS1 and KS2 expectation

- Date: Children date every piece of work. In Year 1, the short date is expected for all subjects. In Year 2, the short date is expected for all subjects apart from English, when children work towards writing the long date. In Key Stage 2, the long date is expected in every subject other than maths, when the short date and Roman numeral date is written
- Learning intention: A learning intention should be evident for every piece of work. Children work towards writing the learning intention by the end of Year 3.
- Handwriting: In Year 1, children are expected to form letters in the pre cursive style. In Year 2, children are taught the letter joins with the aim of writing in the cursive style by the end of the year. In Key Stage 2, children are expected to write in the cursive style.
- All writing is to be completed in pencil in Key Stage 1. In Key Stage 2, at the discretion of the class teacher, a pen licence will be awarded so the children will be able to write in black ink in their books (not maths). To earn the 'pen licence', children need to show consistent cursive handwriting throughout all subjects. Handwriting should demonstrate:
 - Accurately formed lower-case and upper case letters starting from the correct place, orientated correctly (ascenders and descenders), evenly spaced and of the correct size relative to one another.
 - Clear word boundaries with spacing between words that reflects the size of the letters.
 Once awarded their 'pen licence', consistency is expected. If children's handwriting does not maintain the expected standard, they will use a pencil until three pieces of consecutive work demonstrates the standard of which they are capable.
- All lines should be drawn using a ruler.
- All headings in Key Stage 2 should be underlined using a ruler.
- Where possible, all work should be completed directly into the books. This is to ensure writing opportunities are not limited. Any paper used, should be trimmed to fit inside the page and the children encouraged to stick their own work in carefully.
- Children are taught and encouraged to cross out their errors carefully and not erase them as they proof read and edit to improve their work. This is to develop and embrace their growth mind-set.
- Illegible writing is transcribed by an adult in green pen.
- Any adult writing in the books, should use green pen and model the handwriting expectation for the year group. This is pre cursive in Year 1 and cursive in Year 2 and Key Stage 2 (appendix).
- In maths, children write 1 digit in each square.

Learning Characteristics

We consider it is of vital importance that children learn and develop positive characteristics as individuals alongside academic knowledge and skills. These are qualities that will ensure they continue to learn and thrive throughout their school life and beyond. We will foster the school's own unique characteristics of being brave, innovative, collaborative and taking ownership.

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Fast feedback encourages the learning of these characteristics by providing opportunities for the children to:

- Be brave - Children are supported to be brave so they can self-assess, receive feedback and give feedback with honesty. Children celebrate 'marvellous mistakes' positively which encourages the development of resilience to attempt challenge, solve problems and to keep trying with a task despite experiencing difficulties. Children are taught how to deliver effective and honest feedback with respect.
- Be innovative - Children are given the chance to respond to feedback in innovative ways. They are guided to decide the way they believe is most effective for helping them move forward in their learning. This helps children become creative and independent thinkers.
- Be collaborative - Children have opportunities to peer assess when giving and receiving feedback in partners, small groups and as a class. Feedback is modelled with respect and as they provide feedback to each other, children develop respect for others. Children are taught how to work with a partner, in groups and as a class to peer assess effectively, honestly and with respect.
- Ownership - Children are encouraged to take responsibility for their learning which empowers them. Following reflection, they decide upon the aspect of the learning they wish to improve and how they are going to improve it.

IMPACT

At the Cambridge Primary School, the impact will be seen through:

- Quality assurance – this includes learning walks and internal monitoring such as book scrutiny. This will ensure that fast feedback and recording of learning is of high quality and consistent across year groups and the whole school
- Internal moderation by subject leaders
- External moderation between schools within the EEE Trust
- External moderation at subject and year group network meetings with schools in the local area.
- Our tracking and assessment system (Scholarpack) which enables formative and summative assessment to be recorded so that leadership and class teachers have a clear view of progress and of any children who are not on track to make expected progress
- External moderation by the Local Authority for End of Key Stage 1 and 2 assessment
- Sufficient and effective additional support (in core subjects) for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up
- Pupil progress meetings
- Pupil conferencing