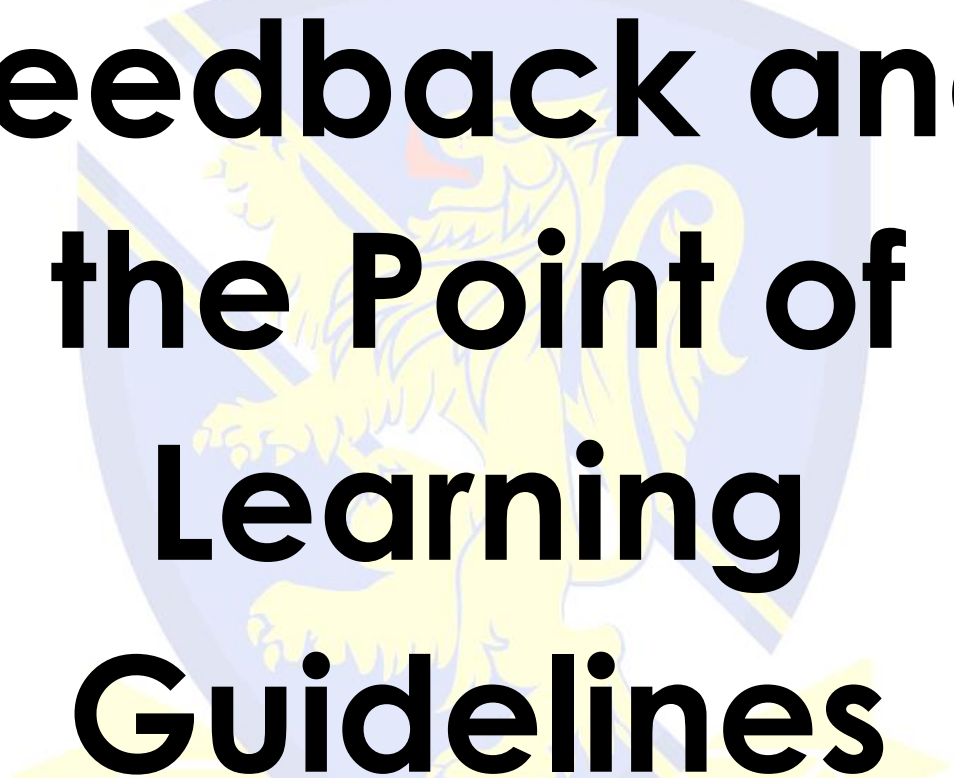


De Bohun Primary School & Children's
Centre



Feedback and the Point of Learning Guidelines

Written by Mr Dominic Smart (February 2017)

Due for review: February 2019

FEEDBACK AT THE POINT OF LEARNING

Rationale

Too much time is spent on written feedback in children's books. The most effective feedback is when it is at the 'Point of Learning'. Any delay after that reduces its effect.

School Expectations

Feedback and Marking

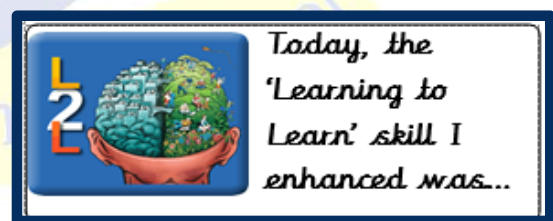
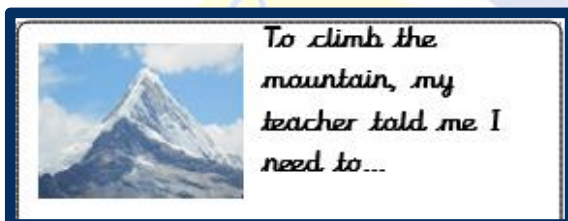
1. There will no longer be any requirement for teachers to write in children's books.
2. Children will receive feedback at the point of learning, during lessons, which they will record in their books. This feedback may be from a teacher, a peer or themselves. The children record the feedback in their books using the appropriate label and 'Mountaineering Pen'. This feedback must be seen in the children's books at least **once a week** for **English, maths and science**, and **once a unit** for the **foundation subjects**.

2(a) Mountaineering Pen

This is the purple pen children use to record feedback they receive. Therefore, the only feedback in children's books will be their own.

Children's own written feedback is explained in the way they will understand, it is more personalised and offers complete ownership over their work.

2(b) Feedback labels:



3. Children can mark their own work, using the Mountaineering Pen, the Marking Table and/or Lesson Toolkit. Children will make changes using their Mountaineering Pen as soon as correction is identified.
4. Teachers can still write in children's books using a green pen- – but only as a 'rescue helicopter' during the lesson to correct spelling or to give the correct model.

Learning Talk

Feedback

A learning talk is a discussion with a pupil or a group of pupils that helps the teacher or leader to understand:

- If pupils understand aspects of the curriculum as deeply as required;
- If there are any gaps in pupils' understanding;
- The child's attitude and characteristics of learning

A specific time for a pupils Learning Talk must be planned into the timetable to see each child at least every two weeks for maths, and writing. Potential times for this include, early morning work, end of the school day and planned lesson time.

Children must record their learning talk in their relevant subject books using the 'To climb the mountain, my teacher told me I need to...' label.

Examples of good practice

Success Criteria	Self-assessment
To describe: use senses, choose verbs, adverbs, adjectives.	✓
To maintain past tense.	✓ was then
To use paragraphs: change in time and place.	✓
To use different conjunctions.	✓
To use fronted adverbials with a comma.	✓ not used (fronted adverbial)
To use secure punctuation: . , ! ? " "	✓ . , " "

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