TRY IT / FIX IT & FEEDBACK POLICY
September 2018

Date Completed: September 2018

Review Date: September 2019

'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, practicing 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 both teacher and 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 Sir Martin Frobisher, 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
▬ (pink highlight)	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 competed 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
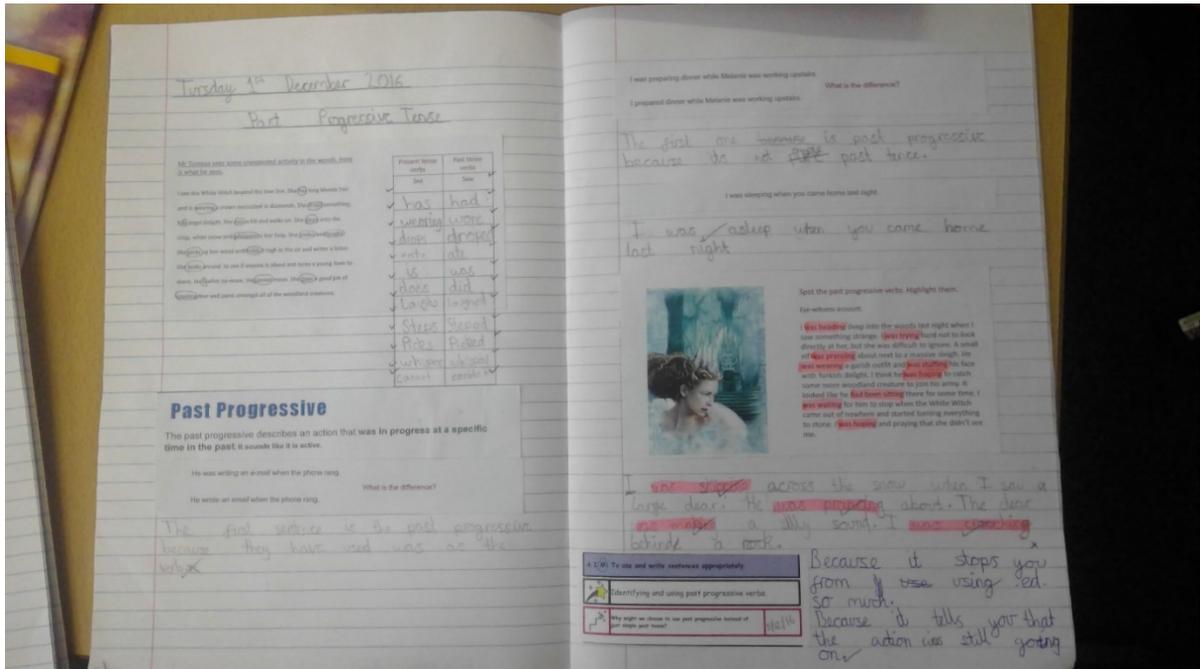SPAG errors highlighted
Original reflection from child received additional feedback as did not match the task in the Try it appropriately – demonstrating high expectations
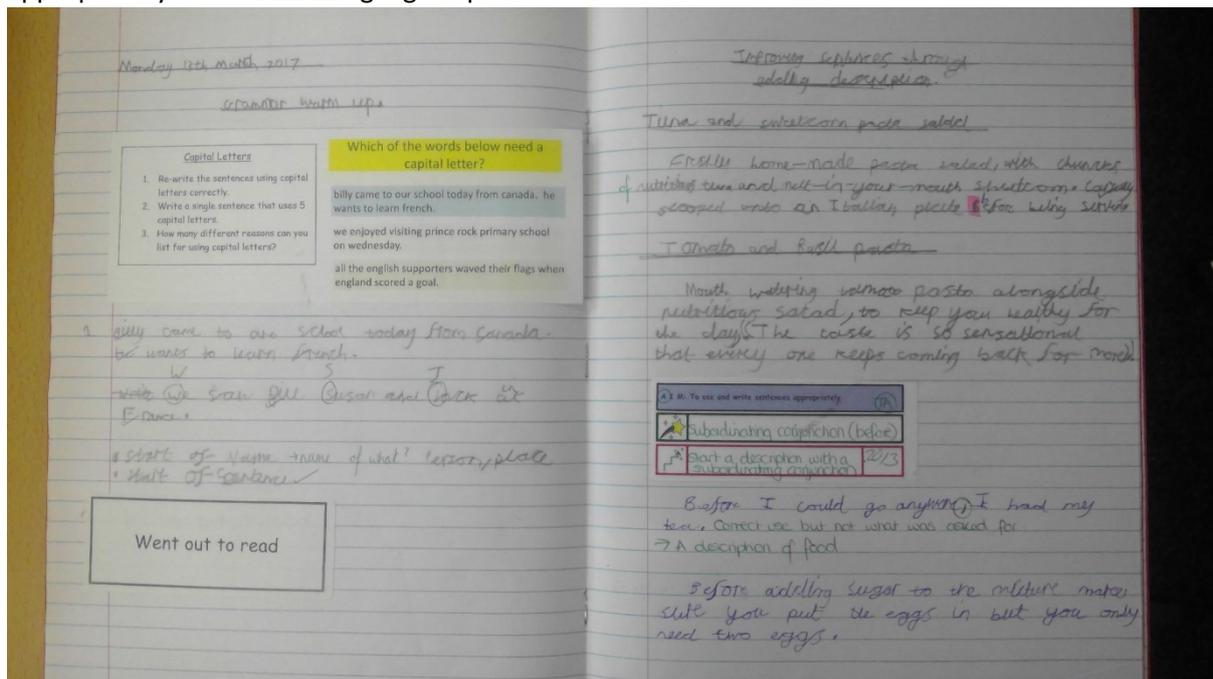

Feedback matches Essential Learning objective
AIM circled – showing deep understanding
Asking Why to further extend thinking and deepen understanding

Fix it utilised correctly – as original learning needs to be further improved to deepened understanding

Feedback matches l learning opportunity

Feedback personalised by using handwriting (in adherence to policy)
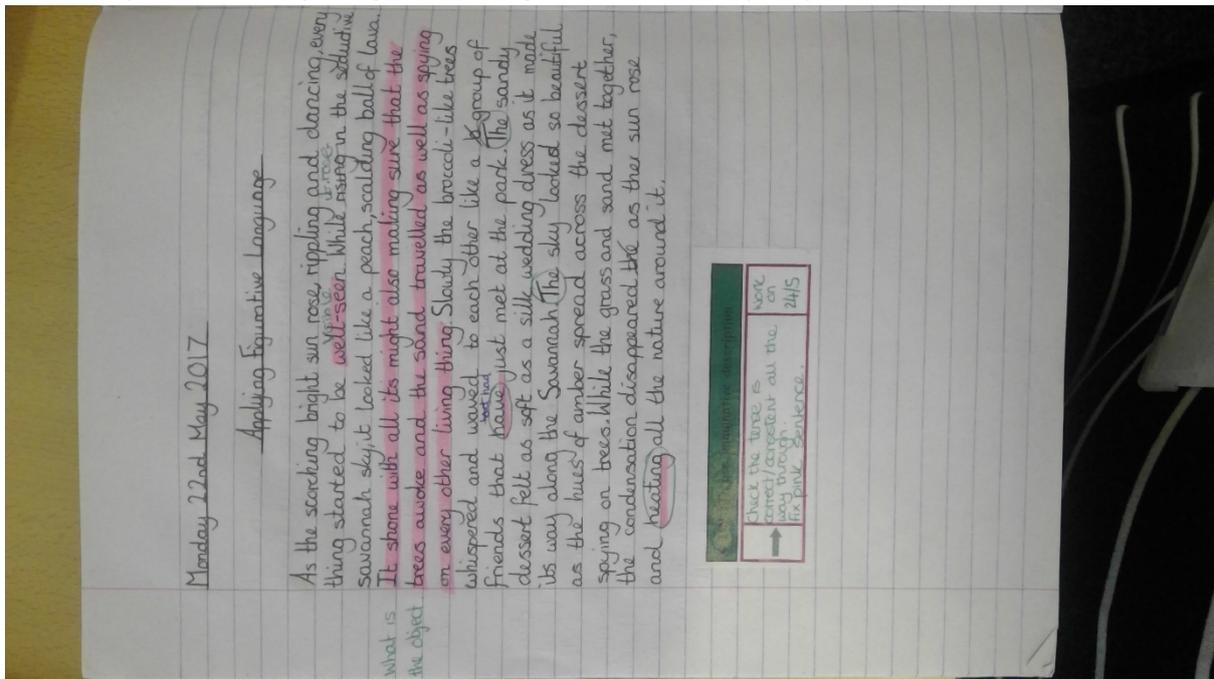
Pupil achieved well within learning session againstl Learning Objective so therefore next step provided in order to deepen understanding. 'Combine 2 or more to create short descriptive passage'.

Quality response provided

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 a way through the soft sand of the Savannah dessert, the tangerine sun spied on them while rising in the amber sky. ✓

Metaphor

Although the carrot-coloured sky was nearly bright, the sun a other vages was still rising makthe sun

Hyperbole

Because the sun has risen to 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 saphire Savannah sky.
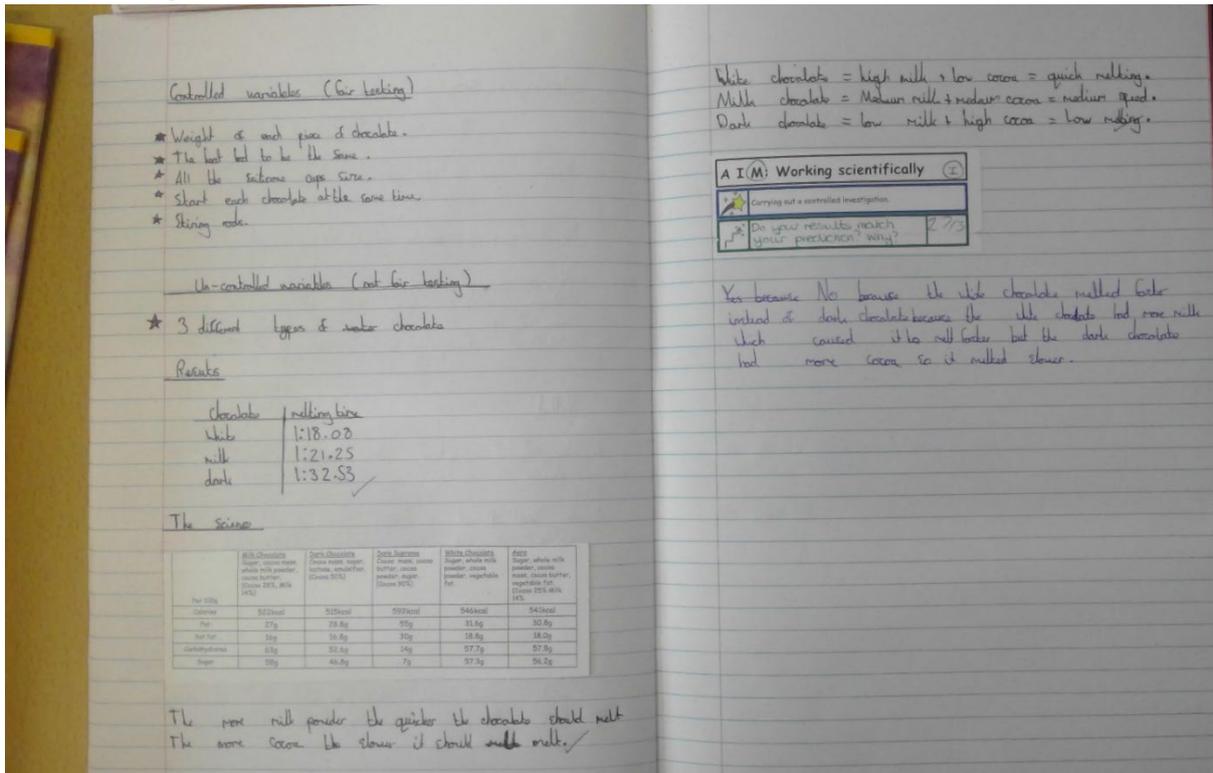
L. I M: To use imaginative describing

| Combine 2 or more to create a short descriptive paragraph. | 2½/5 |

While rising in the seductive savannah sky, the sun looked like a peach scorching ball of lava. Whenever a charming creature made its way though 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-yellowy 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

Next step 'Do your results match your prediction? Why?' resulting in pupil extending / deepening understanding

Maths Feedback flowchart:

Effective Feedback

Outcome of piece of work

Correct

Incorrect

Correct, with thorough understanding → Identify next steps/ challenge

Correct, inefficient methods → Model efficient method with task set

Incorrect, inefficient methods → Highlight errors/model efficient method with task set

Incorrect in part of process → Identify error in process address appropriately

Lack of prior knowledge/ understanding → Identify gap and address appropriately