Cranbury College Feedback Protocols 2023 - 2024

Aims:
- reasonable and flexible marking and feedback expectations in order to meet individual subject requirements
- marking to provide clear improvement points for students to continue to progress
- teaching to be modified as a result of the feedback given

Expectations:
- Up to date tracking will be clearly visible in the book or folder which will show if a child is absent or refusing to engage with learning.
- Literacy marking grid will be stuck into book or folder.
- Assessed piece of work will be completed and tracker updated in line with subject frequency.
- Grade descriptors will be available for students' reference.
- WWW/EBI will be written on pieces of work, according to the frequency and method agreed with the subject. Positive and diagnostic comments to be given from the teacher where and when appropriate.
- WWW/EBI will be linked to success criteria or grade descriptors.
- In addition to written feedback from the teacher, improvement points can also be shared verbally or through a whole class feedback approach and highlighted as happened through use of a stamp:

Stamp	Used for
Verbal Feedback	To show when verbal feedback has been given and acted upon during the lesson
Absent	To show that a student has not been present for the lesson
WWW/ EBI	To provide written feedback at least as frequently as shown below

- Peer and self-assessment opportunities, linked to success criteria, should be built into schemes of work as often as possible.
- Literacy errors should be identified by the teacher using literacy marking codes, according to the needs of the student.
- Dedicated improvement and reflection time will be given for students to add corrections and improvements in response to WWW/EBI and literacy errors.
- rewards are given to support improvement in learning and pride in all work

WWW (praise linked to success criteria) and EBI (an action to be taken by student)

Marking in RED or any other bright colour (*except green, black or blue*)

GREEN pen to improve student progress through acting on feedback if possible when completing EBIs

- date in top, right corner

- title in centre

- title and date underlined with a ruler

- writing in pen; drawing in pencil

Types of Even Better If (EBI)

EBI- Question

- How could you…?
- Explain why…?
- What would you do to improve…?
- How can you change…?
- What will happen if…?
- Did you consider…?
- What is the rule for…?
- What judgement would you make about…?
- How would you prove that…?
- What is the effect of…?
- Do you think this would work…?
- Have you thought of…?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Where else could you use this strategy?

EBI- Action

- Suggest another method…
- Define the term…
- Give another example of…
- Name …
- State the rule for …
- Write what the missing…
- Using this as an example, write a similar…
- Rewrite the last two sentences improving your vocabulary.
- Rewrite the highlighted paragraph to include evaluation
- Suggest a reason why…
- Explain…

Sp	incorrect letters circled in the word = incorrect spelling
//	in the student's work, means start a new paragraph
∧	missing words
~ ?	Underline/ question mark: unclear meaning. Please rephrase
P	faulty punctuation
C	Circled letter, with a C: Capital Letter required

Regularity of Feedback

Subject	Teacher Written Feedback per full term	
	KS3	KS4
English	6	12
Maths	6	12
Science	4	8
Food	4	6
Art	4	6
Digital Skills	N/A	6
Own World	4	N/A
Vocational Pathways: - Trades - Hair and Beauty - Life Skills	4	6
Personal Development	Regular and verbal	Regular and verbal
Duke of Edinburgh	N/A	Regular and verbal
Citizenship	Regular and verbal	N/A
Physical Education	Regular and verbal	Regular and verbal

In addition to the written feedback from the teacher, verbal feedback, peer feedback and whole class feedback approaches can be utilised to support progress.

Literacy Annotations

Literacy Annotating- General Principles

- When feeding back any written work, teachers should always engage with the literacy (writing accuracy) needs of the student.
- We cannot have one overarching rule for what teachers should/shouldn't annotate.
- We must respond dynamically and empathetically to the needs of the student who produced the work within our discipline.

Common Errors to Prioritise:

- comma splicing (using commas to separate grammatical sentences)
- apostrophe misuse
- homophone word choice errors
- capital letters (for proper nouns, titles, starts of sentences) (and not appearing randomly elsewhere)
- paragraphs

What do I Annotate?

- If work is generally accurate, it can be appropriate to simply annotate any writing errors.
- It is often not appropriate to annotate all writing errors in student work. This can be very demotivating for students.
- Could you use your disciplinary literacy priorities and only annotate errors which interact with those (key vocabulary and structuring issues etc.)?
- Could you restrict your literacy annotations to one locality within the text (such as the first paragraph/page)?
- Could you just annotate the first instance of every error type?
- Could you just annotate the error type which is most damaging to the text's success?
- Could you include specific literacy expectations in success criteria and then engage with just those?
- Could you follow a rotating literacy focus in your success criteria?
- Could you avoid relentlessly circling the spelling of dyslexic students?
- With generally accurate work from higher ability students, could you circle errors without putting the code in the margin so that they must consider the type of error themselves?

How do I Give Literacy-focused Feedback?

- Consider including literacy feedback WWWs so it is not always associated with negatives.
- Credit ambition always! Particularly in vocabulary- we would always rather a great word spelled wrong than a less good word spelled right!
- With spellings, instead of circling them, could you give the correct spelling at the end of the text, and ask the student to locate and correct themselves?
- With spellings, avoid 'dictionary hunting'. It is not the best use of time. Provide word lists or allow tech for searching.
- In general, do not overly-focus on spelling. It is rarely the biggest barrier to a text's success- even if it is very noticeable.
- In work with very high frequency errors, use sentence starters which students must complete.
- Ask students to add // where paragraph breaks should have gone.
- Ask work to be 'proofread' again.