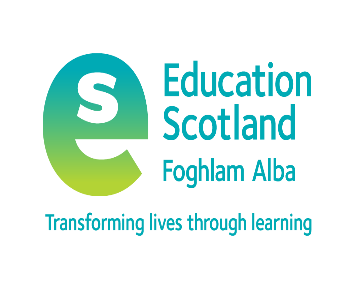
**Moderation of Feedback**

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|  | Feedback | Comment |
| **1** | ‘You’ve completed the task with a score of 9/10. Next time remember the date.’ |  |
| **2** | ‘Good effort, great work. Totally perfect!’ |  |
| **3** | ‘🟌Your writing has good detail  🟌It is well presented  W. Use more ambitious vocabulary, make it more engaging for the reader and come up with a better ending.’ |  |
| 4. | “I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?” |  |
| 5. | “You put in a lot of effort today. Well done for persevering with the task.” |  |
| 6. | “You’ve included lots of persuasive language in this letter.  Add a final short paragraph to summarise your points and bring the letter to a powerful, emphatic close.” |  |
| 7. | “You completed half of the questions. Next time, try to speed up a bit.” |  |
| 8. | “🟌You’ve included most of the features of a bar graph.  🟌Your data has been presented clearly.  W. Can you add the X and Y axis?’ |  |
|  | **Feedback** | **Possible Comments** |
| 1 | *‘You’ve completed the task with a score of 9/10. Next time remember the date.’* | Focused on task completion and score with no reference to specific area of focus in learning. Focused on a daily routine rather than linking to the learning.  Doesn’t help the learner move forward. |
| 2 | *‘Good effort, great work. Totally perfect!’* | Positive but not linked to the learning. Although there is a place for motivational feedback, like “good effort”, it should be combined with specific comments relating to the intended learning and be specific about areas of strength and development. Some skills can be “perfectly” achieved but this wouldn’t be appropriate for written work. |
| 3 | *‘*🟌*Your writing has good detail*  🟌*It is well presented*  *W. Use more ambitious vocabulary, make it more engaging for the reader and come up with a better ending.’* | Gives some indication of what has been done well but needs to be more specific – why was the detail good? Was presentation part of the intended learning? If not, this isn’t relevant. Too many next steps, and these are vague too – what sort of “ambitious vocabulary”? Adjectives? Imagery? Where should these go? What will make it more engaging? How can the ending be better? |
| *4.* | *“I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?”* | Gives specific information about what has been done well. Indicates there is an area for improvement and uses questioning to challenge the learner to explore this themselves. |
| *5.* | *“You put in a lot of effort today. Well done for persevering with the task.”* | Motivational comment but does not indicate strengths and next steps in learning. |
| *6.* | *“You’ve included lots of persuasive language in this letter. Add a final short paragraph to summarise your points and bring the letter to a powerful, emphatic close.”* | Could define ‘persuasive language’ more. Gives a clear next step, with details about what the pupil should do (write final paragraph) and how they should do it (short; summarising points; emphatic tone). |
| *7* | *“You completed half of the questions. Next time, try to speed up a bit.”* | Is based on amount of work completed rather than learning. Not helpful to move learning forward. How should they speed up? Is there a particular method they can use, like writing in note form, not copying the question, asking a friend, etc.? |
| *8* | *“🟌You’ve included most of the features of a bar graph, which I have ticked.*  *🟌Your data has been presented clearly.*  *W. Can you add the X and Y axis?’* | Clear successes, which the teacher has indicated on the work. Gives a clear next step which the pupil can immediately act upon, and which – if they get it wrong – shows the teacher that they need to spend more time on this topic. |