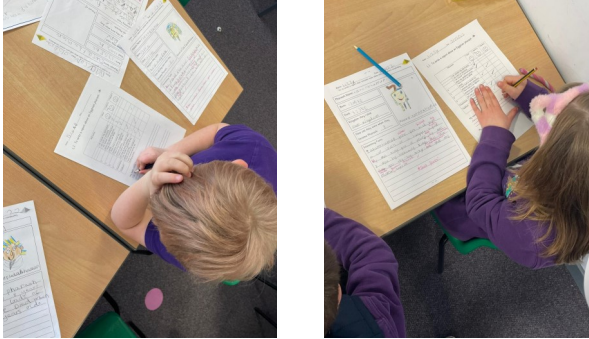


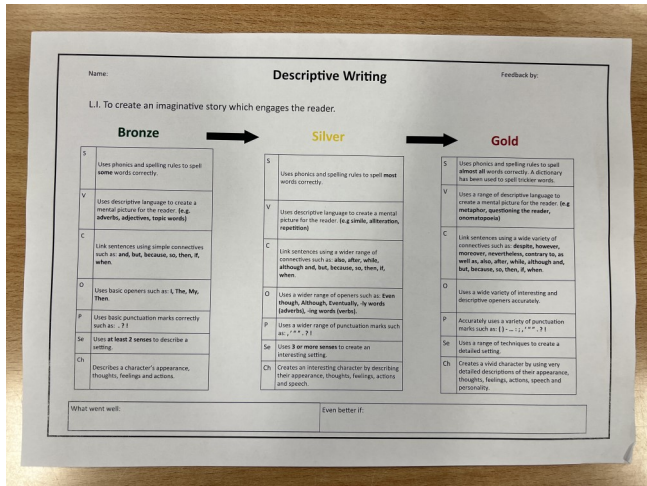
- Feedback tools**

SC Evaluations (used in Early and First Level P1-4).



Rubrics (used in Second Level P5-7)

A rubric is a document that breaks down the SC and shows three levels: Bronze, Silver and Gold.



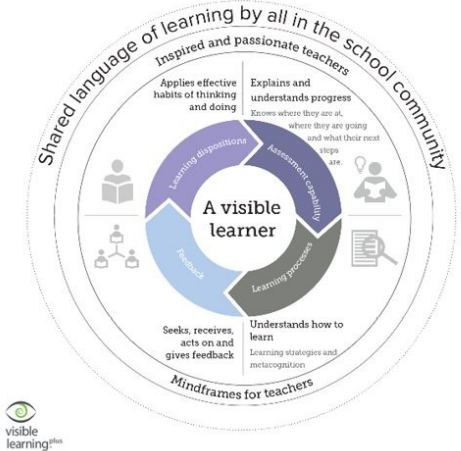
- Protected feedback time**

Teachers plan dedicated time in the week to give and receive feedback from pupils.

To support our work in school on developing a language of learning, we would encourage you to discuss learning at home too. Here are some ideas of questions you might like to use at home:

- What was the best thing that happened at school today?
- Was there anything you found really tricky? What strategies did you use to help you in your learning?
- Tell me one thing you learned at school today and I'll tell you one thing I learned at work.
- How were you challenged in your learning today?
- What are you working on in Art/PE/ Numeracy/reading/writing?
- What are you looking forward to at school tomorrow?
- Did you make any mistakes at school today? Tell me what you learned from them.
- What challenged you most today?
- What are your next steps on your learning journey in numeracy/ science?

Langlands Primary School



Visible Learning is an approach to learning and teaching based on the work of educational researcher John Hattie. The research evaluates what *actually* works best in schools to help pupils be successful in their learning and make progress.

Visible learning strategies should enable children to answer the three big questions about their learning:

Where am I going?

How am I doing?

Where to next?



Key ideas:

Pupils are at the centre of a Visible Learning approach.

Learning is visible – pupils know what they are learning and how they learn

The whole school uses a shared language of learning

Assessment Capable Learners– pupils can talk about their learning and create next steps

Feedback needs to be meaningful and personal to the child and their own progress

Why Visible Learning?

Where am I going?	How am I doing?	Where to next?
The learning intention is:	You have met / not met the success criteria by:	Your next step(s) is / are...

At Langlands we want our learners to be able to discuss their learning and identify their own progress and next steps. When pupils can do this, achievement is accelerated.

Learning Intentions and Success Criteria


Learning Intentions (LI) communicate the aim of a lesson. Success Criteria (SC) show children how they can achieve the Learning Intention successfully.

All teachers in all lessons will share the LI with

- LI: to include capital letters and full stops in most sentences.
- LI: to retell a story

Let's look at a WAGOLL.

Goldilocks was incredibly hungry and decided to have a look in an empty cottage. In the house she could see four chairs and 4 bowls. She tried each chair but only the smallest was just right. While enjoying the porridge that was at the right temperature she was startled to see 3 brown bears.



Remember to make your sentences interesting!

You could change small details of the story if you would like to challenge yourself.

Success Criteria:

- ★ I can write at least 4 sentences.
- ★ I can use capital letters, finger spaces and full stops in most sentences (circle in green).
- ★ I can use ambitious words in my sentences (underline in red).
- ★ I can include a connective (underline in purple) in at least 2 sentence
- ★ I can check my writing makes sense.

learners. Teachers and pupils will co-create the SC needed to achieve the LI. The LI and SC are revisited throughout the lesson and used to aid reflection at the end.

27.01.22 Abacus Textbook 2 Page 32
 H: to use long multiplication to multiply 3-digit and 4-digit numbers

I feel confident with translating but I still need a little help to reflect.

Feedback

In order to make feedback more meaningful to the children, it must be linked to the LI and SC. We have developed a number of strategies to help pupils and teachers to give and receive effective feedback.

Prior learning

Children are involved in giving important feedback to teachers about what they already know. Establishing prior learning helps teachers plan appropriate challenge for all pupils.

