



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive



Witham St Hughs Academy Feedback Policy

Introduction

At Witham St Hughs Academy we believe that feedback is a crucial process in helping children to be active partners in their learning. As such, the following policy identifies the principles which underpin our approach to the use of feedback.

Aims

At Witham St Hughs Academy, we believe that feedback has several functions all of which should impact on standards of pupil attainment. As such, the following are the key aims of this policy:

- To give praise and give encouragement to all children.
- To contribute to the assessment of children's work and to help teachers gain information for future planning.
- To provide points of discussion between children and teachers.
- To encourage self-correction, editing and improving.
- To provide consistency of approach by all staff.

Entitlement

- All children are entitled to have a clear and consistent style evident in the feedback of their work.
- All children are entitled to prompt feedback in a style appropriate to their age and ability.
- All children are entitled to have designated time to respond to feedback and targets such as morning work.
- All children are entitled to clear, realistic and achievable targets to develop their learning.

General Principles

- Feedback should always improve the learner and not solely the piece of work.
- Feedback should be timely – research evidences that extensive teacher marking too long after the completion of the piece of work, does not sufficiently impact on future work quality.
- Children must be actively engaged in the feedback process.
- Some aspects of feedback are appropriate for post-lesson rehearsal.
- Live feedback should be planned for by teachers, to provide the highest impact within the lesson.
- Pupil self-correction and editing should be encouraged through appropriate use of purple editing pens.

Feedback and Marking

Before your lesson

- Think about the group you want to provide detailed feedback for within this lesson and why. Also select a different guided group.
- Record this and your initial ideas on your feedback grid to ensure coverage across the class.
- Decide on a specific focus (based on assessment) for this group to ensure feedback will be moving learning forward.

During your lesson

<u>Guided group</u>	<u>Feedback group</u>
<ul style="list-style-type: none">• After your input, begin working with your chosen guided group with their specific focus.	<ul style="list-style-type: none">• After your input, feedback group to begin working independently.
<ul style="list-style-type: none">• Once ready, leave your guided group to continue independently.	<ul style="list-style-type: none">• Once finished with your guided group, move to your feedback group to provide live, in-lesson feedback to improve their outcomes. Feedback to each pupil individually identifying positives, any corrections/errors and providing extension/challenge/a target. Children to act on this in the moment. In UKS2, children can use purple pen to show this if appropriate.
<ul style="list-style-type: none">• Record (GW:EB) in these books.	<ul style="list-style-type: none">• Record (FG:EB) in these books and use your pen to annotate as you discuss strengths and targets.

After your lesson

- Read through all pupil books and mark ticking through and making corrections to: handwriting, letter formation and spellings + any obvious things that need addressing via written comment. No need for a positive comment at this point.
- Tag all targets for completion (these will be spelling/letter formation targets that can be meaningfully completed post-lesson)
 - Reflect - use this information to form your next groups or interventions.
- Complete your feedback grid to inform your next feedback & guided groups.

Marking Quick Guides

Feedback and Marking - Extended Writing

Before your lesson

- Ensure S2S grids for self/teacher marking against key S2S are prepared and/or stuck in.
 - Ensure any prompts or scaffolds for the lesson are prepared.
- Identify your guided group to work with in the lesson (unless an assessed write) and what this group's specific focus will be.

During your lesson

- Work with your pre-identified guided group to develop the skill identified. Ensure pupils are aware of this focus throughout the lesson and how this will improve their writing.
 - Other groups to be independent or work alongside TA.

After your lesson

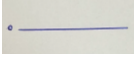
- Read through all pupil books and mark ticking through and making corrections to: handwriting, letter formation and spellings + any obvious things that need addressing via written comment. No need for a positive comment at this point.
- Tag all targets for completion (these will be spelling/letter formation targets that can be meaningfully completed post-lesson)
- As you're reading work, create your main target notes sheet - grouping children for conferencing. Note any trends for addressing in whole class teaching or for TA intervention.
 - In children's books, record target for conferencing group (CG:target)
e.g. (CG : fronted adverbials)

Conferencing - afternoon - around 1hr (not the same day)

- Pull your small groups as created on your target notes sheet when marking. Each group will be *around* 10 mins.
- Verbally praise positives seen in pupil work and talk through why these were effective in their writing. (This replaces your written positive comment).
- Then explain the group's target & model this if needed - pupils to practice as appropriate in their book under their last piece of work.
 - KS2 - pupils record their target at top of the next page.
 - KS1 - target is recorded on a post it and stuck to the next page.

Marking – Detailed Guides

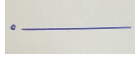
Maths

- Maths books must be marked every day by the class teacher. Teaching assistants should mark the books of the group of children they have worked with within the lesson if appropriate.
- Books should be marked by staff in black or blue pen.
- Correct responses should be indicated by a tick.
- Incorrect responses should be indicated by a dot and a line for pupils to write their correction on – see example. 
- Calculations to be marked live in the lesson where appropriate, or after the lesson on the same day.
- Purple pen may be used in UKS2 for corrections only.
- Where a pupil has a serious misconception, intervention should be put in place and the pupil should work with an adult to complete corrections or re-look at the work from the day. Evidence of adult pen (blue or black) should be evident in books to demonstrate where adult intervention has offered significant support.
- Impact of feedback in maths should be seen through the daily ‘re-stationing’ of pupils and the planning of subsequent work.

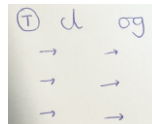
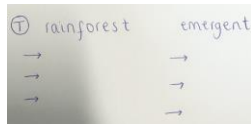
****Add in photos of maths books****

English, Reading, History, Geography, RE, Character Education, French & Science

- Books must be marked after every lesson by the class teacher. Teaching assistants should mark the books of the group of children they have worked with within the lesson if appropriate.
- Books should be marked by staff in black or blue pen.
- Correct responses should be indicated by a tick or double tick.
- Incorrect responses should be indicated by a dot and a line for pupils to write their correction on – see example.



- Purple pen may be used for corrections or edits.
- Where a pupil has a serious misconception, intervention should be put in place and the pupil should work with an adult to complete corrections or re-look at work from the day. Evidence of adult pen (blue or black) should be evident in books to demonstrate where adult intervention has offered significant support.
- Whilst planning the lesson, teachers should select 2 key groups: ‘Guided Group’ and ‘Feedback Group’. This feedback group will be identified on the teacher’s feedback grid with some notes around the focus/targets for the session.
- Guided Group – This group of pupils will work with the teacher at the start of the lesson after the input with a specific focus e.g. Use of conjunctions to extend their sentences. They will have the majority of the teacher’s time and attention. Once the teacher is ready to leave this group, they will continue working on their task independently. (GW:TI) will be recorded in these books.
- Feedback Group – This group of pupils will begin working independently following the input. Once the teacher leaves their guided group, they will move to this group to provide live, in-lesson feedback to directly improve outcomes. The teacher will feedback to pupils individually identifying positives, any corrections/ errors and providing extension/ challenge. There will be strong evidence of teacher pen (black/blue) to highlight key discussion points or targets. (FG:TI) will be recorded in these books.
- After the lesson, the class teacher will read through all pupil books – ticking to indicate correct or high quality responses and highlighting any corrections to spellings, letter formation or handwriting.
- Targets to be completed after the lesson should be spellings, letter formation or handwriting – see example.



- When a target is written in a book, it should be ‘tagged’ to flag to both staff and children that an incomplete target is present in a book.
- Once staff are happy that a target has been completed accurately, it can be ticked with a ‘c’ and the tag can be removed. Children are not to remove tags.



- After the lesson, teachers should reflect on the lesson and pupil outcomes and use this to inform the next day/week groups and/or interventions.
- Teachers should complete their feedback grid identifying the next lesson’s guided and feedback groups taking into account the lesson just completed.

Extended Writing

- Books must be marked after every piece of extended writing by the class teacher.
 - Books should be marked by staff in black or blue pen.
 - Purple pen may be used for corrections or edits.
 - Where a pupil has a serious misconception, intervention should be put in place and the pupil should work with an adult to complete corrections or re-look at work from the day. Evidence of adult pen (blue or black) should be evident in books to demonstrate where adult intervention has offered significant support.
 - Before the lesson, S2S grids should be prepared by the teacher for self/teacher marking against key S2S. Any additional scaffolds or prompts to support extended writing will also be prepared.
 - Whilst planning the lesson, teachers should identify a 'Guided Group'. This group of pupils will work with the teacher with a specific focus e.g. Use of a range of punctuation for effect. They will have the majority of the teacher's time and attention. Once the teacher is ready to leave this group, they will continue working on their task independently. (GW:TI) will be recorded in these books.
 - After the lesson, the class teacher will read through all pupil books – ticking to indicate correct or high quality responses and highlighting any corrections to spellings, letter formation or handwriting.
 - Targets to be completed after the lesson should be spellings, letter formation or handwriting – see example. When a target is written in a book, it should be 'tagged' to flag to both staff and children that an incomplete target is present in a book.
 - Once staff are happy that a target has been completed accurately, it can be ticked with a 'c' and the tag can be removed. Children are not to remove tags.
-
- As teachers are reading through extended writing, they will create a 'Target notes sheet' grouping children with common targets for conferencing. Teachers will note any whole-class trends for whole class teaching or TA intervention.
 - In pupil books, teachers will record the target for conferencing. See example:

Conferencing

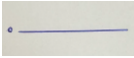
- Conferencing will take place after the extended writing lesson but not on the same day. Teachers will pull each small group identified on their 'Target notes sheet' to work on their target. These groups will last 5-10 minutes and be done either in an afternoon session the TA is teaching, a PE lesson taught by the PE coach or, possibly, during a teacher-led afternoon session where teacher time is best used in this way (for example, pupils are finishing a final art piece).
- The teacher will verbally praise the positive seen in pupil work and talk through why these were effective in their writing. This replaces a positive written comment in books.
- The teacher will then explain the group's target and model this as needed. Pupils will practice as appropriate in their book under their last piece of extended writing.
- KS2 pupils will record their target for next week at the top of their next page.
- KS1 pupils will have their target written onto a post it note and stuck to their next extended writing page.

Music, DT, Computing & PE

- These lessons will be recorded using 'Padlet'.
- Each year group and class will have an area on Padlet to record learning targets, lesson outcomes and pupil work.
- There is no expectation that every pupil has evidence for every lesson, more that a class Padlet gives a good sample of pupil learning and outcomes across all ability groups.
- Each lesson recorded on Padlet should have a date and LT clearly evident.
- Video clips and photographs will be a great way to evidence much learning in these subjects.
- For DT, children will be given opportunities to create written plans and evaluations. These should be completed in their 'Science & DT' books in KS2 or 'Wider Curriculum' books in KS1.

****Add in photos of Padlet examples****

Feedback in EYFS

- As is age-appropriate, the vast majority of feedback in the EYFS is completed verbally with pupils. The exceptions to this are:
- Phonics – Pupils will complete their phonics learning in books which will be checked by their phonics teacher after every lesson. Ticks will indicate correct responses. A dot and a line will provide pupils the space for correction. 
- Letter formation – Pupils who form letters incorrectly will always be asked to correct this alongside an adult. Depending on the stage of learning the child is working at, will determine how this looks. For some children, they will complete their correction with a dot and a line as above. Others may over-write adult letter formation in yellow pen. ***Add example of this***

****Add in photos of FS books****

Wednesday 28th June 2023 FG: HJ

LT: To develop the skill of using time conjunctions in my writing.

Order the stickers in your book order the events from your trip.
Then, using the word bank complete sentences to explain what is happening in each image.

after	as soon as possible	before
earlier	eventually	finally
later	at the end	first

Hill Holt Wood

First we walked to our amazing fun school.

Then we did some den making in the woods.

Just before lunch we tried to burn cotton wool using sparklers.

At 12 o'clock we sat down and ate lunch.

After lunch Ranger Gar picked us up and took us for a walk around the woods.

As soon as possible we went pond dipping and looked for bugs in the water.

We got to Hill Holt wood in a big, white bus.

Friday 7th July 2023 FG: HJ

LT: To show I can write a setting description.

calm, rippling ocean	greedy, squawking seagulls	strong, torrential rain	blinding	shiny
huge, narrow lighthouse	dark	bright, blue sky	golden, orange sunlight	impressive

Handwriting focus

Your letter to work on is: **t**

t t t t

The tall, narrow light^{house} sat on a stoney floor while the crashing, frothy waves are ^{exploding} crashing on the rocks. The clouds smell like a burnt marshmallow as they float in the sky. You can hear the waves bumping into the white waves and onto the stoney floor.

Friday 7th July 2023 FG: HJ

LT: To show I can write a setting description.

calm, rippling ocean	greedy, squawking seagulls	strong, torrential rain	blinding	shiny
huge, narrow lighthouse	dark	bright, blue sky	golden, orange sunlight	impressive

Handwriting focus

Your letter to work on is: **t**

t t t t

I see a bright, blue sky and I hear a calm, rippling ocean. I smell... On top of a big island there is a huge, narrow lighthouse. The beautiful, impressive sky is super shiny and bright but at nighttime it is very dark in the sky.

Friday 7th July 2023

FG: HJ

LT: To develop the skill of using subordinating conjunctions

Complete the sentences below using a subordinating conjunction.

because	if	when	although
---------	----	------	----------

The lighthouse keeper was angry	because	the birds ate his lunch.
Mr. Grinling would have been happy	if	the birds hadn't eaten his food.
Mrs. Grinling was shocked	when	she found out that the birds were eating Mr. Grinling's lunch.
The birds didn't bother Mr. Grinling anymore	although	they now bother the fisher- men.

Now, copy and complete the sentences below using a subordinating conjunction.

Mr. Grinling ate his lunch....

The scavenging seagulls squawked ...

Mr Brinkling ate his lunch because he was very hungry.

The scavenging seagulls squawked
mustard sand wiches yukth and
were ^(c) never seen again. ^(s) again

When Mr Grinling was waiting
for his lunch ^{same} ~~burn~~ of
scavenging seagulls ~~was~~ ^{was} eating
his lunch.

Handwriting focus
Your letter to work on is:

Wednesday 12th July 2023

 $f_G: HJ$

(I: To show I can write a narrative.

Write your own version of 'The Light House Keeper's Lunch'.

What features will you include?



Once there was this lighthouse keeper called Mr Grinling. Every beautiful hot summer day he carefully got onto his old wooden boat and slowly rows it. About 8 am he will come and clean his glowing bright light. No matter what weather he will clean his light. When it shines he will tender his light. Perched on the side of the hill is a small white cottage that is where Mr and Mrs Grinling live. Between the cottage and the lighthouse there is this

Slack zipline what hangs from the ^{key} cottage
and the lighthouse. When it is lunch time Mrs
Grinling ^{sends} cooks a delicious scrumptious lunch then
sends it down the zipline. But one day Mrs
Grinling had prepared an appetising lunch
but this pesky ^{varmint} ~~varmint~~ dived the lunch up.
Mr Grinling shouted get back here you ^{pesky}
^{varmint} ~~varmint~~! They were as pesky as a bandit. So they
had to think of a plan so their beautiful ginger
cat got put in a bucket he was called ^{Orish} ~~Orish~~.
^{Orish} ~~Orish~~ was an accomplished seagull ^{Cham} ~~Cham~~ so they
put ^{Orish} ~~Orish~~ in the bucket. 2 minutes later ^{Orish} ~~Orish~~
got stuck on the zipline and crash as he
go's. The ^{pesky} seagull ^{squashed} ~~squashed~~ delicious lunch!
Sadly the plan didn't work. ~~the~~ the next day
Mr and Mrs Grinling were thinking of a ^{very}
ingenious plan. ^{Orish} ~~Orish~~ they could stop the seagulls.

Tuesday 18th July 2023 FG: HJ
LT: To develop the skill of using possessive apostrophes.

Possessive apostrophes

1) Insert the missing apostrophes for possession in the correct place.

That very day young Jim Lad went to Matilda's school. Though no one else would sit by him, Matilda did. Jim Lad's shoes were bare! The teacher said he should wear shoes. Jim Lad's uniform was wrong too. Jim Lad showed the other children a picture of his ship on the teacher's board.

2) Write a sentence for each image using a possessive apostrophe.

The pirates had gold, silver and diamond since they found lots of treasure and they were pirates. Then the little pirate a letter to his new friend.

→ The pirate's demands.

→ The boy's glass.

The pirate left their neighbour's treasure. ✓

Monday 3rd July 2023 FG: HJ
LT: To develop the skill of using tense accurately in my writing.

Look carefully at the sentence.

1. Identify if it is written in the past or present tense.
2. Rewrite it in the opposite tense.

The troublesome seagulls are eating the scrumptious sandwiches.

Present ☒ Past ☐

The troublesome seagulls were eating the scrumptious sandwiches and miche's.

Mr and Mrs Grinling were racking their brains for a new and clever plan.

Present ☐ Past ☒

Mr and Mrs Grinling are racking their brains for a new and clever plan.

They want to stop the pesky seagulls eating the delicious sandwiches.

Present ☒ Past ☐

They wanted to stop the pesky seagulls eating the delicious sandwiches.

Mrs Grinling was carefully packing mustard sandwiches and sent them off down the wire to the expectant seagulls.

Present ☐ Past ☒

Mrs Grinling is carefully packing mustard sandwiches and sent them off down the wire.

Friday 7th July 2023 FG: HJ
LT: To develop the skill of using subordinating conjunctions.

Complete the sentences below using a subordinating conjunction.

because if when although

The lighthouse keeper was angry	because	the birds ate his lunch.
Mr. Grinling would have been happy	if	the birds hadn't eaten his food.
Mrs. Grinling was shocked	when	she found out that the birds were eating Mr. Grinling's lunch.
The birds didn't bother Mr. Grinling anymore	although	they now bother the fishermen.

Now, copy and complete the sentences below using a subordinating conjunction.

Mr. Grinling ate his lunch....

The scavenging seagulls squawked ...

Mr Grinling ate his lunch because he was hungry. The scavenging seagulls squawked when they ate the mustard sandwich is. ✓

Friday 9th June 2023
LT: To develop the skill of punctuating speech accurately.

Kinsake's Kingdom SPEECH

Challenge 1 Punctuate the given speech on SeeSaw. Use split speech if you can.
Challenge 2 Write sentences using speech, action and split speech.

1. "I'm not moving, Micheal," Mum announced sadly. "I was born here!" ✓

2. "What are we doing here?" my mother asked. ✓

3. "Here she is!" he blurted, "let me introduce you!" ✓

4. Dad pointed to the boat and shouted, "This is the peggy sue!" (FG: HC) ✓

5. "And I'll be the skipper, you say?" asked mum. ✓

6. "Aye aye Captain!" my father laughed. ✓

7. "Barnacle Bill will tutor us all," explained Dad. ✓

"I've got something to tell you Eddie," Micheal confessed nervously while kicking the football. ✓

"What is it?" asked Eddie while bouncing the football on his head, little did he know this will change his life forever. ✓

Friday 16th June 2023
 To develop the skill of writing a fact file using a range of sentence types.

Michael Morpurgo Fact File (FG:HC)
 Background knowledge

Michael Morpurgo is a famous children's author, who grew up in St Albans, Hertfordshire. He was born October 5th 1943 and has 3 children: Sebastian, Rosalind and Horatio. Later in his life he went to London University and studied English and French. Once he finished school, he wrote a poem inspired by Ted Hughes which was called 'a love letter to trees'. Surprisingly, the book *Kensuke's Kingdom* is a true story which actually happened.

Early life

Michael Morpurgo taught a Y6 class for many years and was the head teacher in that school. He encouraged him to publish the book *Kensuke's Kingdom*. His students had loved the book he knew that because they had hated the book that he used to read to them but then his students' emotions changed toward story time. Some time in his life, him and his wife started a charity called 'Farms for City children'. This charity let children live on a farm for a week to then see how it is like. Later in this year, he is eighty years old which means he is seventy-nine now. Michael Morpurgo full name is Michael Andrew Morpurgo it could be Michael Andrew Briggs but he had dropped his step dad's last name. Unbelievably he has written over 102 books however his 2 most popular books are *War*

	Title
	Subtitles
	List of equipment
	Chronological order
	Numbered steps
	Short introduction
	Imperative verbs
	Time connectives

Before the Highwayman to the local law enforcement
 After you have finished your surprise attack, you will deliver the dramatic Highwayman to the local law enforcement; it will be immediately identified.

Wait for the Highwayman to approach the carriage
 In the dark of night, that probably in the moonlight people move (under the cover of night) for their darkest secret. Waiting along, he will approach on his trusty steed: Midnight black, darker than the midnight sky; "trotted - you, sidled up and on velvet hooves."

(FG:HC)

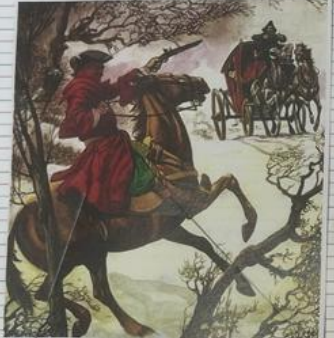
Wait your own ladies inside the carriage
 In the middle of the night when your own are in the carriage along the road, soon your people don't nothing is going to happen within the Highwayman, but that same trouble...

Friday 12th May 2023
 To develop the skill of writing a character description.

French - Hot
 cocked
 pirate - shape
 hat

blood-stained
 as brown as a stick

moon
 Pistol




following him Red velvet
 like a cloak
 tail Scarlet

pitch-black
 doe-skin
 boots
 breechers

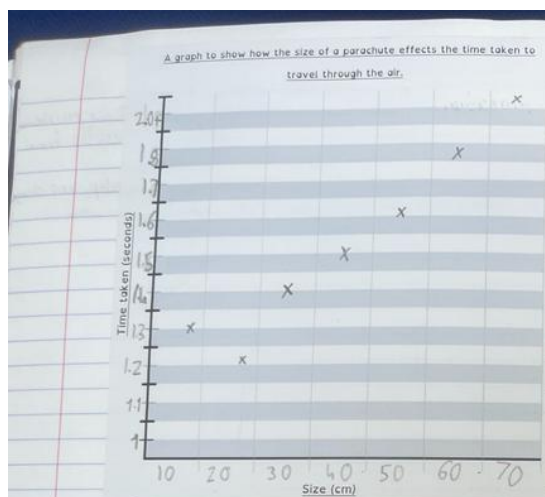
Character Description

Coat Hat Cape Mask
 Horse Personality Boots
 Hair Skin Actions
 : ; () - ... ?



Perked on his ^{companion} he road into the night, his cape swishing behind him in the night moonlight. Riding, riding, riding across the overgrown moor, He galloped, galloped, galloped to the old inn-door. He wore a French-cocked hat, and boots, which were pitch-black, his cloak was red, and his trousers were deer (obviously dead).

(FG:HC)



What did you investigate?
 How did you ensure it was a fair test?
 What do your results and your graph show?
 Does this agree or disagree with your prediction?
 Are there any anomalies in your results? Why?
 How could you improve your experiment in the future?

1. We investigated how long would it take for parachutes to touch the ground in different heights.
2. We dropped it at the same height.
3. it shows that 20cm of parachute is faster than 10.
4. I disagree with the 20cm parachute, that was not in my prediction.
5. because its faster than 10cm.

*1: probably. TESTING THE EFFECTS OF AIR RESISTANCE ON PARACHUTES OF DIFFERENT SIZES.



*1: We could test the 27cm parachute again because it took faster than the parachute that was 10cm smaller. So this result appears to be an anomaly and I would like to make it more accurate.

(FG:HC)

Tuesday 16th May 2023

LT: To show I can identify and explain the effects of water resistance.

WS: To select the most appropriate way to answer a scientific question.

I think the cylinder will go down the fastest and the circle one (the ball) will go down the slowest because the cylinder is long and thin and almost like a diver going in the water.

Tuesday 18th May 2023

To make sure this is a fair test, we'll be doing multiple things: keep the same amount of water in the beaker, same people dropping and timing and will have the same amount of height. We will make sure all shapes are being dropped 3 times by the same angle as well. Hopefully each time we drop the shape 3 times the results will be the same or just really similar. The only thing we change is the shape as after doing it 3 times, we will change the shape of the ball and we'll do 4 different shapes. We made sure that is the shape as it will make things changes.

My diagram



Stomach

Shape of plasticine	Test 1 (seconds)	Test 2 (seconds)	Test 3 (seconds)	Mean / Average (seconds)
circle flat	3.00	3.20	2.95	3.05
cylinder 3D	1.37	0.63	0.50	0.83
ball 3D	1.00	0.55	0.98	0.84
cone 3D	0.74	0.60	0.70	0.68

We recorded our results in a table because it would be easier and it would remind us to do each 1, 3 times and is very important as we need to make sure our results are reliable. We also had two people timing because if I wouldn't work then we can check the other and this came very useful when doing it.

We all found out that the fastest shape was the ball as after looking at the results it makes sense since it had the smallest surface area. After looking again, I found that the slowest shape was the flat one or maybe the cone with it had the greatest surface area nearly touching the sides. This meant that there was greater water resistance.

(FG:HC)

Feedback Focus Group Lesson: English <i>Extended writing</i> w/c: 17th May	
Tuesday - Focus: sentence structures/ lengths Ellis William Grace Willow	Monday - Focus: Punctuation Declan : ; Leonardo Erin Pedro : ; Freya Olivia : ; Seamus , Filip ; : Stacia Flo : ; Skye ; Luiza
Thursday - Focus: sense Theo J Raife	Wednesday - Focus: Editing & improving Rosie Zach Lizzie Edward Bonnie Mason Theo A Sofia Lilian
	Friday - Focus: Handwriting Phaelen Franked adverbials Amelia

Feedback Focus Group Lesson: Reading w/c: 26.06.23	
Tuesday - Focus: Themes Lizzie Ellis Lilian Pedro Filip Olivia	Monday - Focus: character perspectives
Thursday - Focus: Book review Willow Skye Grace Phaelen Flo Erin	Wednesday - Focus: Timeline Raife William Leonardo Declan Theo A
	Friday - Focus:

Feedback Focus Group
Lesson: English

Extended Writing

w/c:

Tuesday - Focus: Description

Mason
William
Theo A

Thursday - Focus: Tense

Grace
Skye
Olivia

Monday - Focus: Openers

Amelia
Seamus
Sofia
Zach
Flo
Phaelen
Lilian
Leonardo
Filip

Wednesday - Focus: Punctuation

Seamus	Pedro
Rosie	William
Willow	Freya
Grace	Declan
Edward	Theo J
Erin	Stacia
Flo	Finlay
Lizzie	
Ellis	
Luisa	

} basic

Friday - Focus: Proof read

Bonnie
Theo A

Feedback Focus Group
Lesson: Extended writing

w/c: 12/06/2023

Tuesday - Focus: Figurative language

Leonardo (tense and fig language)
Raife (fig language & punctuation)
Flo (fig language and punctuation 2nd paragraph)
Erin
Amelia
Skye
Luisa (fig language and punctuation)
Zach (fig language and cohesion)
Ellis (fig language and punctuation)

Thursday - Focus: Write like an author

Bonnie
Sofia
Rosie
William

Monday - Focus: Tense

Lizzie (tense)
Seamus (tense and punctuation)
Phaelen (tense and handwriting)

Wednesday - Focus: Punctuation

Theo J (basic punctuation)
Theo A (main clause before colon, tense and fig language) .
Stacia
Grace
Mason
Edward
Declan
Filip (joins and sense too)
Willow
Lilian (and homophones)
Pedro

Friday - Focus: Fronted adverbials and sense

Olivia (fronted adverbials for manner)

Feedback Group log- Reading

		w/c 26.06.23	w/c 26.06.23	w/c 03.07.23	w/c 03.07.23	w/c 10.07.23	w/c 10.07.23	w/c 17.07.23	w/c 17.07.23
Allen	Elizabeth	✓							
Arnold	Theo		✓						
Burge	Luisa								
Carr	Willow			✓					
Cook	Skye			✓					
Cornwall	Ellis	✓							
Donegan	Grace			✓					
Du Rose	Phaelen			✓					
Fuller	Florence			✓					
Hardy	Raife		✓						
Hill	Stacia								
Hill	Erin			✓					
Holland	William		✓						
Johnson	Theo								
Kholwadia	Mason								
Letherby	Olivia	✓							
Loureiro- Brooks	Lilian	✓							
Martinez	Leonardo		✓						
McGuinness	Seamus								
McNeil	Edward								
Morais	Pedro	✓							
Raikes	Freya								
Saini	Bonnie								
Saphier	Rosie								
Szczepanski	Filip	✓							
Tomlinson	Zachary		✓						
Toward	Declan								
Viscomi	Sofia								
Wilkins	Amelia								
Wilson	Finlay								

****Add in photos of Y1 books/folders/grids****