Dronfield Henry Fanshawe School	**Policy: C13**	Revision No:	1
		Date Issued:	January 2019
		Committee:	Curriculum
	Feedback and Improvement Policy	Author:	AJM/SCO/SLT
		Date Adopted:	April 19
		Minute No:	18/57
		Review Date:	April 2021

Introduction:

Linked policies: Learning and Teaching Policy, Assessment, Recording and Reporting Policy, Curriculum Policy, Homework Policy, CPD Policy, Internet Policy, Attendance Policy, Behaviour and Discipline Policy

What is feedback?

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). Feedback studies tend to show very high effects on learning. Research studies suggest that an impact of half a GCSE grade per subject for each student is achievable through more effective feedback (extract from Education Endowment Fund, 2018).

Our Vision

Personalised feedback from teachers, that is responded to by students and moves learning forward, results in outstanding progress. Feedback and improvement at Dronfield Henry Fanshawe School should be meaningful, manageable and motivating. Students learn to improve their own work and take great pride in the quality and presentation of their work.

Key aims of feedback and improvement

1. To offer feedback to the learner on how best to develop their knowledge, skills and their attitude to learning (AtL)
2. To ensure that the student responds appropriately to this feedback
3. To train students to self-improve though editing, redrafting, self and peer assessment so that their reliance on the teacher is gradually reduced.
4. To mark strategically, allowing teachers to save time and energy in order to plan and deliver exciting, vibrant lessons
5. To focus evaluative/QA systems on student output
6. To produce a policy which outlines expectations for strong and effective practice at the same time as trusting professionals to use their judgement and experience.

Key features of our approach

- **Verbal feedback** - teachers and other staff offer formative feedback to help students improve. This can be done verbally or in writing. It is important that students understand that verbal feedback is as important as written feedback. Students should see every interaction between a member of staff and a student as a valuable learning experience where feedback may be given. It is important that students act on this feedback as much as they do with written feedback. For this reason, *it may be prudent for students to make a written note of any verbal comment if it helps them to remember what was discussed, for their future reference*. In some subjects, where frequent written feedback is more difficult to achieve, students will undertake regular self-reviews to enable them to reflect on the verbal feedback they have received over several lessons, how they have improved as a result and any EBI areas for development. Verbal feedback and self-reviews will always refer to the common language of feedback and improvement (please see below).
- **Written feedback** - feedback on pieces of work will always include, in red pen:

Common language:	What does this	What does this mean?	Example of what might be written

what is seen on paper (e.g. ex. books, folders, portfolios, etc.)	stand for?		down in red pen
WWW	What Went Well	A comment that indicates a particular strength(s) that you want the student to maintain in future work	**WWW:** You have mentioned both sides of the argument in developed explanations.
EBI	Even Better If	A comment that indicates a specific priority area(s) for development in future work, over the medium-term	**EBI:** You must remember to use supporting evidence to back-up every point you make.
DIRT Task	'Dedicated Improvement and Reflection Time' Task	A specific and challenging task or question that the student needs to complete or answer to demonstrate that the student can bridge the learning gap and improve their work. This will directly relate to the EBI.	**DIRT Task:** Research and add a sentence to each of your 3 paragraphs that provides some supporting evidence. A DIRT Task may also include a comment of self-reflection by the student about their learning. For example, I need to remember that I tend to write more detail than I need in the shorter questions, where I fully gain all marks in the first half of my answer, but run out of time on the larger final questions.

- For whole-school consistency and ease for students to understand, **WWW, EBI** and **DIRT Task** will be used, as common language of feedback, by all classroom-based staff in all parts of the school. No other language will be used (e.g. strengths, next steps, targets, etc.)
- Teachers and TAs will offer **formative feedback** during schemes of work so that students can improve. Formative feedback cannot, by definition, be offered when it is too late for a student to improve their submission. Pre-tests or pre-drafts can be used to identify areas where students can improve before an assessment
- **Feedback must be timely to have impact**. Generally, teachers should return work in a similar time-frame to that in which it was completed (1 week to complete = work fed back within 1 week)
- **Teachers and TAs need to differentiate between a** 'mistake' – something a student can do, and does normally do correctly, but has not on this occasion – and an **'error'**, which is the result of an ongoing misunderstanding or gap in knowledge. Mistakes should be identified and, in most cases, underlined corrected by the student in order to ensure learning; **errors** will require that a teacher uses appropriate strategies (e.g. a DIRT task) to correct the misunderstanding or fill the gap in learning
- In order for DIRT time to be well spent for all students, teachers and TAs should ensure that DIRT tasks are **appropriate to the student 'learning need'**. For example, if a student achieved 100% in a piece of work, they should be given a DIRT task that pushes their learning to a higher level (e.g. a GCSE-style question for a Y9 student). The purpose of learning is not to simply meet the requirements of an exam but the ongoing pursuit of knowledge and skills development
- Teachers need to use their professional judgement to decide when to push on with content (**substantive knowledge**) and when to slow down in order to reflect on gaps in learning, address misconceptions and develop the skills-based element of learning (**disciplinary knowledge**).
- Various strategies for supporting student progress can be made, for example highlighting student work, class feedback, annotations within the margin, etc. However, the most important component to the feedback is that there is a clear commentary that includes WWW, EBI and a DIRT task. This is to ensure that students are clear with: the strengths to maintain in future work (WWW); the priority area(s) to develop in future work (EBI); and a DIRT improvement task that enables students to improve their current piece of work. Book sweeps (or skim reading) can also be used as a valuable tool for teachers to assess the extent of understanding or misconception outside of times when written feedback is given. Consequently, misconceptions can be addressed in adaptive future teaching.

Responding to teacher feedback

- Students MUST respond to teacher feedback to justify the time invested by the teacher. Students will usually respond during DIRT
- Teachers are encouraged to use lesson time for this high impact activity but, **where students are appropriately trained** in response to DIRT, a teacher may decide to set this for homework. In order for all students to see the link between our valuable feedback and their improved DIRT work, it is essential that **space is left below their original piece of work, for teacher feedback comments and the student's DIRT development**. Where this has not been possible, the student is expected to write a title that makes the connection (e.g. DIRT Improvement for Hamlet Homework)
- Using a visualiser via 'Show Call' can help us to share WAGOLLs (what a good one looks like) and WAPOLLs (what a poor one looks like) with students. This does not only apply to initial pieces of work but also DIRT responses and the presentation of work
- A student's repeated failure to respond to feedback should be reflected in discussions and judgements around ATL (attitude to learning) and ATH (attitude to homework). **SIMS achievement and behaviour points** will offer teachers and TAs the option of praise and sanction relating to DIRT issues, that occur repeatedly
- Teachers will need to use their professional judgement as to whether they want to re-mark the improvement work. This may be an opportunity for peer assessment. Equally, a teacher may wish to be strategic with checking the DIRT response for key underachieving students. Where the DIRT task has not enabled a given student to close a gap in learning, the teacher can reflect on the appropriateness of the set task.

The crucial importance of self-regulation, metacognition and attitude to learning

- Metacognition includes knowing what we know, what we can do and what our cognitive abilities are
- At DHFS we believe that a student's attitude to learning and ability to self-regulate directly influences not only their academic progress, but also their onward life chances
- All classroom staff are responsible for maximising students' AtL and ability to self-regulate. The 3Rs AtL grid (see appendix 3) should underpin **very regular** feedback around attitude to learning, both verbal and written
- Teachers can choose to reject incomplete DIRT work which is clearly the result of a lack of effort, just as they would do with the quality of any work. Repeated inadequate response to DIRT task should warrant SIMS behaviour points. Students should always be showing us their best
- Teachers may choose to offer feedback on AtL in prose (see examples in appendix 3) or with a 1-4 AtL score. If using scores, teachers MUST accurately evaluate whether or not the inclusion of a score is distracting students from responding to DIRT tasks
- As students progress through the school they should be more able to pre-assess the quality of their work, making improvements as appropriate before they submit their work for teacher feedback. Families can play a role in this by checking a child's work before they submit. In addition, parents and carers can engage further in supporting the young person's learning if, for example, the teacher uses 'talk to parent/carer….' homework task (see appendix)
- DHFS' 3Rs are Responsibility, Resilience and Reflection. Students can only grow in each of these 3 areas if we create opportunities for them to develop. Responding to feedback can strengthen all 3Rs.

Type of work to be assessed and regularity of feedback

- It is strong pedagogical practice to regularly assess students' learning and progress, identify gaps in learning and enable students to narrow these through a response. As well as providing the student with feedback that helps them to improve, this is also a vital part of the personalisation process. Feedback provides us with teacher-responsive learning points that aid near-future planning and adaptive teaching. Assessment and feedback is as valuable for us as it is to students
- **Curriculum Leaders** are responsible for sharing clear expectations about which pieces of work are to be assessed. It is these leaders who are responsible for getting the balance between regular and valuable feedback on key agreed pieces of work (to inform students and teachers of learning, progress and misconceptions) and staff work-life balance. A summary table in the appendix illustrates the feedback and improvement expectations in each faculty
- Teachers and TAs are expected to make appropriate use of both well designed **peer feedback and self-assessment/reflection** in order to further improve students' work. Teachers are expected to use these strategies only if they generally result in demonstrable improvement. Careful planning is needed to ensure these activities train students to provide accurate and specific feedback to themselves or others

- Heads of Faculty will also provide clear expectations on when peer- and self-assessment opportunities should be taken, on which pieces of work and at what frequency. This will be indicated within schemes of work
- In addition, teachers may choose other opportunities for teacher, peer and self-assessment beyond the faculty expectations. For example, a strategy outlined in **Student Progress Scrutiny (SPS)** may involve more frequent feedback and DIRT tasks for key underachieving students.

The criteria for evaluation of feedback and improvement for quality assurance, CPD and appraisal purposes is shared in appendix 2.

Literacy and presentation standards across all subjects

It is each teacher's responsibility to help students develop their reading, writing, communication and maths skills (RWCM). Teachers and TAs are expected to mark written work for literacy as agreed in this whole school policy. As a matter of course, errors in spelling, punctuation and grammar should be identified by the teacher or TA and then remedied by the student. When identifying literacy mistakes, teachers and TAs across the school must use the whole-school Code Watch codes (see appendix).

The 'find and fix' approach to feedback

For high attaining students, teachers should consider using the 'dot feedback concept' for literacy mistakes (e.g. 3 dots in the margin mean 3 literacy mistakes on this line – the student's job is to find and correct them). For lower attaining students or those with SEND needs who present many RWCM mistakes on one page, the focus here should be on reducing these mistakes over time. Teachers might strategically choose to focus on one or two key areas for development at a time, for example, spelling of key terminology. Equally, indicating with a P (for punctuation error) on the same line (e.g. in the margin), indicates to the student there is a punctuation error on this line – their challenge is can they find it and fix it?

Where literacy mistakes persist unchallenged through a student's exercise book (e.g. where a student continues to write 'we was' rather than 'we were') an appraiser is likely to flag this as a target for development during work scrutiny.

Presentation

There is an expectation that all work will have the student's name clearly identified and:
- be written in blue or black ink (see colours section below)
- have a title and a date, underlined with a ruler
- all graphs, diagrams and table should be drawn using a pencil and with a ruler for straight lines

Colours

Teachers mark in RED (orange and pink are acceptable variants). Students use GREEN for proof reading, editing, corrections, reflections and responses to teacher feedback (DIRT tasks). This is important because we need to be able to differentiate between student and teacher annotation in order to ensure teacher time is well spent and students are routinely responding to advice given.

Feedback codes

a) Literacy codes

Through the use of Code Watch (see appendix 4) throughout the school we aim to save teachers' time, encourage consistency and crucially raise standards of reading, writing, communication and maths (RWCM).

b) Specific coding and decoding for individual pieces of work

Many teachers have seen the benefits of using coded marking as a means of providing personalised and specific feedback while also effectively managing workload in a time-efficient way. This is strong practice. To ensure **longevity** of our feedback and future usefulness for students (e.g. for revision purposes), teachers should ensure students clearly decode any coded feedback (e.g. from a PowerPoint slide) or provide students with a small resource for them to stick in books or folders, that indicates what these codes mean. See Code Watch and examples in appendix.

Note: These codes should NOT be used for coursework, NEA or exam courses if syllabus specifications dictate otherwise.

Appendix 1- Quick Glance Strong Practice Guide

Good practice in line with DHFS policy:	Practice to avoid:
✓ **Showing their best** - always ask ourselves the question: Does this work show the student's best? If not, politely ask them to improve or re-do so that it becomes their best.	✗ Avoid offering any formative feedback which does not require a student response, usually through a DIRT task
✓ Offer constant formative feedback to students making it clear at all times how the student can improve	✗ Avoid use of levels in KS3- they detract from formative feedback
✓ **Focus for improvement** - focus on choosing a feedback strategy which results in student improvement	✗ Avoid praising outcome: *"Wow full marks well done!"* or perceived genius/ intelligence: *"You're a natural at this!"* could lead to a fixed mind-set and a reluctance to approach high challenge tasks
✓ **Consider when you need to provide grades** (e.g. E, M, N and W) and when you don't. Research suggests that giving comments alone ensures that students focus on improvement. Grades can detract from this focus.	
✓ **Consistency of approach** - feedback is in line with Head of Faculty's consistent expectations for the faculty	✗ Avoid vague praise: *"Great!"*
✓ Make your own expectations regarding standards of work clear using AfL techniques such as WAGOLL or WILF. Show these using visualisers	✗ Avoid praising students who often stay in their comfort zones by doing well at unchallenging tasks
✓ **Student do more** - aim for a 1:4 ratio of teacher feedback versus student response. Students should work harder than teachers in securing their own improvement. Students should be working harder on their DIRT improvement than you did on your feedback.	✗ Don't waste time marking work that doesn't reflect a student's best efforts. Politely ask that they resubmit
✓ **Use codes** but ask students to de-code them before undertaking any DIRT tasks	✗ Use codes that the student do not understand in future lessons, making is impossible to refer back to them when tackling new pieces of work.
✓ Underline 'errors' and expect students to self-correct using appropriate sources	
✓ Identify 'errors' and use appropriate strategies (often a DIRT task) to rectify the misunderstanding or gap	
✓ Use the **Code Watch feedback codes** to ensure students get consistent feedback on their work and RWCM and can see the common themes between different subjects	
✓ **Use praise carefully**- poorly judged praise can make things worse. Praise students' process: *"Well done, you tried a different approach there and it worked!"*	
✓ **Celebrate mistakes** as an opportunity for learning: - *interesting mistake: complete this DIRT task…"*	
✓ Feedback continuously on specific aspects of a students' AtL profile (see 3Rs AtL grid)	
✓ **Use self-assessment and peer feedback** in such a well-planned way that they secure improvement	
✓ Feedback also informs and shapes our future planning, lesson design and teaching. We respond to the feedback and learn as much as students do from it.	

Appendix 2- School QA Criteria Regarding Feedback and Improvement

Please apply the criteria below using a best-fit approach

DHFS Work scrutiny criteria NEW February 2019 (for guidance – please apply professional judgement)	Judgement
✓ **WORK SUGGESTS STUDENTS ARE MAKING OUTSTANDING (BETTER THAN EXPECTED) PROGRESS** ✓ **TEACHER'S ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT ACCURATELY MATCHES THE STANDARD OF THE WORK** ✓ Students' work improves very significantly over time In lessons (e.g. during drop-ins and observations), students can articulate how specific feedback has helped them improve Students' work shows their best and where is does not, the teacher is challenging the student. ✓ Timely feedback from the teacher consistently results in students improving their work. For example, DIRT sessions have obviously been used to give the students time to redraft and retry and this has resulted in rapid improvement ✓ Work demonstrates a thirst for knowledge and a deep understanding of subject matter ✓ Activities are closely matched to the students' needs and are making the students consistently think hard, including during personalised and challenging DIRT tasks ✓ Expectations around RWCM are routinely very high and spelling, punctuation and grammar are improving as a result of teacher input ✓ Quality of student presentation is consistently impressive as a result of teacher expectations	Outstanding
✓ **WORK SUGGESTS STUDENTS ARE MAKING GOOD (EXPECTED) PROGRESS** ✓ **TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT MATCHES STUDENT'S WORK** ✓ In lessons (e.g. during drop-ins and observations), students can articulate how specific feedback has helped them improve ✓ Students' work improves steadily over time ✓ Appropriately regular feedback results in improvement as DIRT sessions have clearly been used to, for example, rewrite a section of writing as a result of teacher feedback or tackle learning gaps ✓ Work demonstrates a real interest in and good understanding of the subject ✓ Activities are generally well matched to students' needs and makes the students usually think hard, including in DIRT tasks ✓ Expectations around RWCM are generally very high and spelling, punctuation and grammar are improving as a result of teacher input ✓ Quality of student presentation is mostly high as a result of teacher expectations	Good
✓ **WORK SUGGESTS STUDENTS ARE MAKING LESS THAN EXPECTED Progress** ✓ **EVIDENCE FROM BOOK DOES NOT STRONGLY SUPPORT TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT** ✓ In lesson (e.g. during drop-ins and lesson observations) students find it difficult to articulate how most feedback has helped them to improve. Feedback is present but they student struggles to remember what this means or how their improved answer was any better ✓ Students' work shows limited improvement over time suggesting that teacher marking/ feedback is not fully effective ✓ Often students complete very similar work despite their differing learning needs. Students are sometimes often not thinking hard, including on DIRT tasks ✓ Presentation shows a lack of pride and is sometimes messy/ incomplete/ minimal ✓ Feedback is often a 'dead end' which does not result in improvement and targets may be in code with no indication of what they are in the long-term to enable the student to refer back to. ✓ Feedback may be repetitive in a series of comments after several different pieces of work, indicating students are not responding to feedback or the DIRT tasks are not tackling the gap in learning. ✓ Expectations around RWCM are not high enough and spelling, punctuation and grammar are not improving enough as a result of teacher input ✓ Quality of student presentation is inconsistent as a result of ineffective communication of teacher expectations/ ineffective checking and follow up	Requires Improvement
✓ WORK SUGGESTS STUDENTS ARE MAKING INADEQUATE PROGRESS ✓ EVIDENCE FROM BOOK DOES NOT MATCH TEACHER ASSESSMENT OF THE STUDENT'S PROGRESS AGAINST STARTING POINT FOR THIS STUDENT ✓ In lesson (e.g. during drop-ins and lesson observations) students find it difficult to articulate how feedback has helped them to improve. Feedback is present but they student struggles to remember what this means or how their improved answer was any better ✓ Students' work shows very limited improvement over time suggesting that teacher marking/ feedback is not effective ✓ Work continues to be poorly presented and/or incomplete. Presentation may even deteriorate over time. ✓ Students' improvement of work is rarely evident- students do not get DIRT time to redraft work ✓ Expectations around RWCM are low and spelling, punctuation and grammar are not improving as a result of teacher input ✓ Quality of student presentation is poor as a result of teacher expectations not being enforced	Inadequate

Appendix 3- 3Rs ATL and ATH Grid

	Responsibility	Resilience	Reflection
1 Outstanding	**Learner habitually:** ➢ Prepares effectively for lessons and loves to learn ➢ Establishes the use and context to them of anything to be learnt ➢ Makes links with things they have learnt before and things they would like to learn about in the future ➢ Identifies their own misunderstandings and asks questions or completes activities to help themselves catch up ➢ Takes responsibility for meeting homework deadlines and completing to best standard ➢ Takes responsibility for the wellbeing of others	**Learner habitually:** ➢ Chooses and enjoys high challenge tasks, including challenging DIRT tasks ➢ Bounces back from setbacks and sees failure as an opportunity for learning ➢ Persists until the task is completed to the best of their ability ➢ Directly links their success to their working habits ➢ Expects the most from themselves and never accepts less than their best ➢ Understands that success often comes from working smarter, not harder ➢ Speaks out for the rights of others	**Learner habitually:** ➢ Actively seeks and acts on feedback from teachers, parents/ carers and peers even where this feedback is challenging ➢ Uses feedback to make immediate and significant improvements ➢ Edits, checks and redrafts their work, almost always rejecting their first attempt ➢ Celebrates their own strengths and has plans for areas of improvement ➢ Reflects on their impact on others
2 Good	**Learner often does the things above but not yet habitually**	**Learner often does the things above but not yet habitually**	**Learner often does the things above but not yet habitually**
3 Requires improvement	**Learner is occasionally 'good' but too often:** ➢ Is improperly prepared for lessons (mentally and/or with respect to equipment) ➢ Is a passive learner allowing teachers and others to 'spoon feed' them in the learning process ➢ Comes up with excuses for underachievement ➢ Does not support the learning of others and/or does not accept responsibility for others' wellbeing	**Learner is occasionally 'good' but too often:** ➢ Gives up too easily on tasks within their grasp letting themselves or others down, including in challenging DIRT tasks ➢ Does not believe in their own potential ➢ Thinks that others' success is down to ability not attitude ➢ Takes critical feedback personally ➢ Does not see failure as an opportunity to learn	**Learner is occasionally 'good' but too often:** ➢ Fails to actively seek feedback ➢ Offers limited response to feedback, often ignoring it ➢ Submits work which suggests they accepted their first attempt without editing/ re-drafting ➢ Can make the same mistake too frequently ➢ May not reflect on their impact on others
4 Inadequate	**Learner:** ➢ Is passive and lets others (teachers, peers/ parents/ carers) take responsibility for their learning ➢ Rarely thinks about what/why/how they are learning ➢ Asks few questions / makes a limited contribution ➢ Forgets equipment or is often disorganised in their learning ➢ Affects negatively the learning of others ➢ Can have little regard for the wellbeing of others	**Learner:** ➢ Uses setback or challenges as excuses to give up ➢ Expects far too little of themselves, showing little or no self-belief. For example failing to respond to a teacher's feedback/DIRT task ➢ Sees failure as a result of their ability rather than their 3Rs ➢ Rarely produces work of which they are capable ➢ Relies too much on teacher, parents or peers for encouragement	**Learner:** ➢ Shows a resistance to feedback and rarely attempts to respond appropriately ➢ Submits work which has clearly not been checked/ edited/ redrafted by anyone ➢ Continues to make the same mistakes by ignoring feedback ➢ Is defensive around feedback ➢ Often struggles to reflect on their impact on others

Appendix 4 - DHFS' Whole-School Feedback and Improvement Codes
'Code Watch'

Code	WAGOLL – What A Good One Looks Like
WWW – What Went Well	• Celebrate your achievements • Recognise what led to your success
EBI – Even Better If	• Understand how to improve • Make an effort to work on these areas
DIRT (Dedicated Improvement and Reflection Time) Task	• Read your teacher feedback • Respond in detail to targets to the best of your ability
IP – Improve Presentation	• Date and title underlined with a ruler • Neat handwriting • Crossing out with a single straight line • Diagrams and drawings in pencil • Sheets glued in, in the correct place • Organised layout of work
SP – Spelling Error	• Spellings corrected in green pen 3 times (e.g. in margin).
HW – Label Any Homework	• All homework clearly labelled with a title and date
ATL and ATH	• Aim for an ATL and ATH of 1 or 2 • Complete classwork and homework to the best of your ability • Contribute and listen in lessons
GR – Grammatical Error	• Use the correct tense, word order, full sentences and appropriate formality
P – Punctuation Error	• Correctly use a wide variety of punctuation (e.g. capital letters, comma, semi-colon, full stop, etc.)
// – New Paragraph	• Change paragraphs whenever you change time, place, topic or person (TIPTOP)
SWO – Show Workings Out	• Show workings out
U – Add Units	• Units
SF – Check Significant Figures	• Check your significant figures
R – Check Rounding	• Check your rounding
CE – Calculation Error	• Calculation/ calculator error i.e. the working is right but the answer is wrong
E – Exceeding Expectations **M – Meeting Expectations** **N – Not There Yet** **W – Well Below Expectations**	Codes that relate to targets are used sparingly as these codes, as with grades and marks often distract attention away from the valuable qualitative comments we provide on how to improve. When they are used we use the following: • Exceeding expectations • Meeting expectations • Not there yet • Well below expectations

Consider how the codes above are used in order to ensure that students are thinking hard when they reflect on their learning and make corrections.

SIMS comments relating to feedback and improvement

Achievement point	*Excellent reflection on feedback, leading to improvement.*
Behaviour point	*Unsatisfactory DIRT response to feedback.*

The 'find and fix' approach to faster feedback

For high attaining students, teachers should consider using the 'dot feedback concept' for literacy mistakes (e.g. 3 dots in the margin mean 3 literacy mistakes on this line – the student's job is to find and correct them).

For lower attaining students or those with SEND needs who present many RWCM mistakes on one page, the focus here should be on reducing these mistakes over time. Teachers should not leave mistakes unidentified to 'protect students' feelings' but in these situations the teacher should strategically choose to focus on one key area of development at a time, for example, spelling of key terminology. Equally, indicating with a P (for punctuation error) on the same line (e.g. in the margin), indicates to the student there is a punctuation error on this line – their challenge is can they find it and fix it?