

**GRAND AVENUE PRIMARY AND NURSERY SCHOOL**  
**REFLECTION ON LEARNING AND RESPONSE TO FEEDBACK**

This document sets out the year group expectation for the majority of the children in each year group in two main areas

- 1- Reflection on own learning
- 2- Response to teacher feedback

It is acknowledged that for a very small number of children with Special Needs the expectations will be taken from the year below.

More able children will be challenged by the expectations from the year above.

The aims of the document are to set out agreed vocabulary and expectations to be used throughout the school, therefore aiding continuity and progression. This approach will be viewed as a continuous journey through the year groups and adapted for the needs of each class.

Agreed by staff and governors – Spring term 2021

Review date – Spring term 2024

## Reception

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year</b> <b>Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>The vocabulary of 'learning'</p> <p>What is good learning?</p> <p>A learning journey</p> <p>Learning takes effort</p> <p>How to get ready to learn</p> <p>Using clues to help them learn eg picture cards</p> <p>The idea that it's good that some tasks are tricky</p>	<p>Talk about their learning and identify 'good learning'</p> <p>Explain how to get better at something</p> <p>Talk about tasks and challenges that are easy/difficult</p>
<b>Response to feedback</b>	<p>The importance of discussing their learning</p> <p>The importance of celebrating effort and achievement</p> <p>I can't do this ...yet</p> <p>How to ask for help</p>	<p>Talk about and try to identify their next steps in their learning</p>

## Building on from Rec to Year 1

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year</b> <b>Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>The importance of looking back at a piece of learning</p> <p>The use of appropriate vocabulary to describe learning</p> <p>The use of prompt and reminder</p>	<p>Indicate by use of for example, smiley/straight/sad face how they felt about a task</p> <p>Use a range of resources to help with their learning eg sound mats, cubes</p>

	<p>cards</p> <p>Using prompt and reminder cards to check their learning</p> <p>The importance of being able to reflect on how much learning has occurred</p> <p>Identifying appropriate resources that can help support learning</p> <p>I can't do this...yet</p>	<p>To choose appropriate resources independently</p> <p>Identify how much learning has occurred during a lesson by the use of a range of strategies eg Thumbs up /down or traffic light system ('I learnt a lot/I learnt a bit/ I didn't learn anything')</p> <p>Show the teacher that they are ready for a challenge eg use of a hands on head strategy</p>
<p><b>Response to feedback</b></p>	<p>The idea that work produced can always be improved</p> <p>The need to practice in order to get better eg spelling/letter formation</p> <p>The use of marking symbols eg dot for a maths correction</p> <p>Reading carefully written comments made by an adult</p> <p>How to respond to feedback (either written or verbal)</p>	<p>Talk with confidence about their learning and how to improve their work</p> <p>Discuss and share the next steps in their learning</p> <p>Read a simple comment written by an adult and respond in writing using a simple sentence</p> <p>Respond to a question about their learning either by writing or verbally</p>

## Building on from Year 1 to Year 2

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year</b>  <b>Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>Using the learning challenge as a point of reference when reflecting on learning</p> <p>'What Makes Good?'</p> <p>Skills being learnt</p> <p>How to move forward if 'stuck'</p> <p>Talking with a partner about own learning</p> <p>I can't do this...yet</p> <p>The GRAND learner skills</p>	<p>Choose from a range of suggested reflections to record their own reflection on learning</p> <p>Complete 'thought bubbles' – which focus on skills</p> <p>Discuss work with a peer using 'What Makes Good' criteria</p> <p>Talk about work that meets targets set</p>
<b>Response to feedback</b>	<p>Responding appropriately to written feedback from an adult</p> <p>The importance of understanding where mistakes have been made</p> <p>The need to go back and correct mistakes or up level work</p> <p>Reading questions posed by marker carefully</p>	<p>Respond to written feedback on their work; showing understanding of the symbols used by marker eg a dot showing an answer needs correcting, a thought bubble may mean think again, a highlighted sentence may need up levelling.</p> <p>Find a mistake on a given line or group of answers</p> <p>Write a short explanation of their thinking, linking to skills being taught</p> <p>Respond to feedback questions both independently and with a partner</p> <p>Show some understanding of feedback</p>

### Building on from year 2 to year 3

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year</b>  <b>Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>Responding appropriately to questions asked</p> <p>The importance of sharing 'good mistakes' as a way of learning</p> <p>Recording reflections using appropriate vocabulary</p> <p>Working with a partner can improve learning</p> <p>A learning journey</p> <p>The GRAND learner skills</p>	<p>Share reflections with a partner</p> <p>Use a variety of strategies for support when needed eg use an expert/ask the teacher/use a dictionary etc....</p> <p>Identify when work shows a target has been met</p> <p>Peer assess a partners work</p> <p>Talk about a learning journey</p>
<b>Response to feedback</b>	<p>The importance of reading written feedback very carefully</p> <p>How to respond to written feedback</p> <p>Written feedback becoming a dialogue between adult and pupil</p>	<p>Read and respond to all written feedback in writing</p> <p>Use appropriate vocabulary in written feedback</p> <p>Interpret symbols used by marker eg a dot in margin on line where a sentence can be improved</p> <p>Answer a written question completely, using a full sentence</p> <p>Use a 'polish pen' to up level own work</p>

## Building on from year 3 to year 4

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>How to explain specifically the level of difficulty experienced</p> <p>The importance of identifying next steps in learning</p> <p>Using a class learning journey to support next steps</p> <p>Using learning challenges and next steps as a basis for reflection</p> <p>The GRAND learner skills</p>	<p>Explain and record clearly what has been done well and why</p> <p>Show when a set target has been met</p> <p>Use the vocabulary of learning with understanding and confidence eg challenge, steps to success, what makes good and learning journey</p> <p>Choose from given reflections one that matches own reflection</p> <p>Self and Peer assess</p>
<b>Response to feedback</b>	<p>Responding to feedback and marking using appropriate vocabulary</p> <p>The need to identify next steps in learning</p> <p>The importance of the written dialogue between adult and pupil</p>	<p>Talk about the next steps in learning with partner</p> <p>Give detailed answers to written feedback in the form of a question</p>

## Building on year 4 to year 5

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>Spotting and solving problems</p> <p>Reflections using a learning journey</p> <p>Refining ways of reflecting</p> <p>Proof reading and editing accurately</p> <p>The importance of a regular review of learning over a period of time</p> <p>The GRAND learner skills</p>	<p>Polish own work independently</p> <p>Use teacher marking as a model for peer assessment</p> <p>Self assess own work and identify clearly when targets have been met in a variety of contexts</p> <p>Write own reflections</p>
<b>Response to feedback</b>	<p>The importance of showing ideas on how to move own learning forward</p> <p>The need to be responsible for own learning</p> <p>Reading developmental marking questions and responding appropriately</p> <p>Interpreting feedback correctly and discussing new understanding</p>	<p>Use a given marking code appropriately</p> <p>Begin to use coaching techniques to support learning</p> <p>Demonstrate a new skill and explain new understanding</p>

## Building on from year 5 to year 6

	<b>Teachers will focus on the children's understanding of</b>	<b>Expectations by the end of the year Pupils will be able to;</b>
<b>Reflection on learning</b>	<p>The need to be responsible for own learning</p> <p>How do I become 'unstuck?'</p> <p>What the next steps in learning are; using personal targets and learning journey</p> <p>Sharing learning with others eg what have I learnt? What are my next steps?</p> <p>The importance of a regular review of learning over a period of time</p> <p>Showing the learning journey ie good mistakes, aha moments, reasoning , aids to success</p> <p>The GRAND learner skills</p>	<p>Review own work independently</p> <p>Undertake a detailed reflection without prompts</p> <p>Peer and self assess work accurately using learning challenge and next steps</p> <p>Show when targets have been met in a variety of situations and identify next step independently</p> <p>Write own reflections which lead onto further learning</p>
<b>Response to feedback</b>	<p>Reading and using marking codes</p> <p>Being able to answer written questions</p> <p>Being able to give reasons for answers to questions</p> <p>The need for feedback on learning not just for praise</p>	<p>Take on responsibility for responding to marking</p> <p>Respond to marking codes appropriately and with confidence</p> <p>Mark and critique own work</p> <p>Explain why certain comments have been made on work</p>