

HOW WE TEACH...



WHAT IS IT?

Feedback is information allowing a learner to reduce the gap between what they can do now and what they should be able to do in line with their age or expectation.

Feedback is:

- goal referenced
- tangible
- actionable
- user-friendly
- timely
- consistent
- focused
- proactive
- descriptive.

WHY IS IT IMPORTANT?

Research, for example, John Hattie (2011), suggests that quality feedback contributes towards improving the rate of learning in one year by at least 50%.

SUMMARY

Feedback should be motivating, meaningful and manageable. We use several different feedback mechanisms in relation to what is appropriate for the child and the type of learning. Feedback is planned for and children are given time to respond.

FEEDBACK

So that children think about and further develop their knowledge and skills.



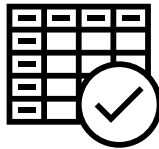
LIVE MARKING

Circulate and give verbal feedback in the moment. Identify misconceptions, discuss and model improvements. Give specific praise.



WHOLE CLASS FEEDBACK

Identify misconceptions or errors. Feedback and discussion opportunities to whole class with modelled improvements. Target and address individual errors.



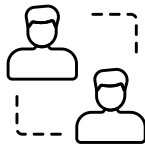
PERSONAL FEEDBACK

Plan time in teaching sequence for 1:1 or targeted group discussion and feedback. Pupils identify where they would like feedback.



RESPOND TO FEEDBACK

Ring fence time for pupils to respond. Encourage pupils to self regulate. Ask pupils to explain corrections.



PEER FEEDBACK

Work in pairs to mark work. Discuss in pairs and support each other to identify misconceptions. Feedback to whole class discussion.



PRAISE

Specific praise of what they are doing well. Share with whole class. Ensure ALL children are recognised for efforts.



SELF MARKING

Teacher feedback and modelling allows child to start to identify their own errors and make improvements. Children can make remarks about what they have done well.



WRITTEN FEEDBACK

Provide written feedback when appropriate. Feedback is concise and relates to success criteria. It relates to individual child's misconception. Indicates spelling errors.