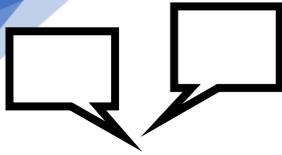


Supporting children by using feedback across the curriculum



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 aptitude.

Feedback is:

- Goal referenced
- Tangible
- User-friendly
- Timely
- Consistent
- Focused
- Proactive
- Descriptive

Why is it important?

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

Feedback should be motivating, meaningful and manageable. At Bleak Hill we use a range of feedback mechanisms in relation to what is appropriate for the child and the type of learning. Feedback opportunities are planned throughout all subjects.



LIVE MARKING

Circulate and give verbal feedback in the moment. Identify errors and misconceptions, discuss and model improvements. Give positive praise for effort and continue.



WHOLE CLASS FEEDBACK

Identify misconceptions or errors when marking. Feedback and discussion opportunities to the whole class including chances to use modelled examples to have another go. Target and address individual errors.



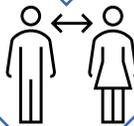
RESPOND TO FEEDBACK

Give time for pupils to respond. Encourage pupils to have time to check, edit and improve. Children to explain corrections – can they see what they needed to do?



PEER FEEDBACK

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



POSITIVE PRAISE

Specific praise on what the child is doing well. Share with whole class, celebrate the success of others. Ensure all children are recognised for efforts and improvements.



SELF MARKING

Teacher feedback and modelling allows children to start to identify their own errors, make improvements and use these going forward. Children can say what they have done well and included.



WRITTEN FEEDBACK

Written feedback provided when appropriate. Feedback is concise, relates to success criteria and relates to individual work. Children are given time to read this feedback to absorb advice.

