

Using Feedback Across the Curriculum



What is Feedback?

Feedback is information and support which allows a learner to make progress.

Why is it important?

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

Feedback should be motivating, meaningful and manageable. At Bank View we use a range of feedback mechanisms in relation to what is appropriate for the child and the type of learning.



Live Marking

Adults circulate the room and give verbal feedback in the moment. They identify errors and misconceptions then discuss and model improvements. Finishing with giving positive praise.



Responding to Feedback

Adults need to give pupils time to respond. Adults will encourage pupils to have time to check, edit and improve.



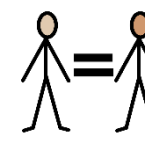
Whole Class Feedback

Adults identify common mistakes and misconceptions. Feedback and discussions with the whole class, including modelling of correct method. Create a chance for pupils to have another go



Self Marking

Teacher feedback and modelled explanations allows the pupils to start identifying their own errors, making improvements and use these going forwards.



Peer Feedback

Working in pairs pupils discuss each others work, telling each what works well and what they can do next time to make it even better.



Praise

Pupils are given specific praise for what they are doing well. Adults ensure that all children are praised for their efforts.



Written Feedback

When appropriate written feedback is concise, relates to the success criteria and relates to individual pupil's work. Children are given time to read their feedback.