



Edward Feild Primary School FEEDBACK in a Nutshell



	<p>At Edward Feild we know that quality feedback is one of the top 10 influences on children's achievement. It is important to provide constructive feedback to children, focusing on success and the improvement expected against the learning objective and success criteria. This enables our children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. We believe that 'in the moment feedback' is the most effective form of feedback as it gives children chances to make immediate changes or improvements to their work and enables them to apply this to future learning. Staff make choices about the best kind of feedback to give. This could be 'in the moment feedback' or written feedback in books.</p> <p>The process of feedback is initially modelled by the teacher and then replicated by the children through self and peer assessment. Purple pens are used as a tool throughout the whole feedback process to edit and improve work.</p>
TEACHER LED FEEDBACK	<p>Oral feedback – it is important for all children to have oral feedback from the adult working with them. Teachers may need to correct a child's understanding or extend the child's learning.</p> <p>Mid lesson feedback stops – these stops are integral to enabling the process of self-review. After a mid-lesson stop where work has been discussed, children can make improvements to their own work. Children's work can be displayed on the board using 'Airdrop' or photocopying work.</p> <p>Follow up feedback – after reviewing the work, the teachers start the next lesson by picking up misconceptions from the previous one.</p> <p>Feedback groups – a small group of mixed attainment children working with the teacher to look at, edit and improve one another's work and discuss strengths and next steps.</p> <p>Written feedback with next steps – when the teacher feels it is appropriate, they may add written comments to a piece of work and annotate the work to show strengths and areas to improve.</p> <p>Whiteboards – teachers use the information that they are getting from observing children's responses on whiteboards throughout lessons to adapt their teaching.</p>

PEER AND SELF ASSESSING

Children self and peer assess their work to evaluate the content and also the 'professional aspects'. This may be done through:

Peer assessment sessions – working with a talk partner, the children together decide on the strengths of the work and then identify improvements that could be made. The child whose work it is makes the decision about what edits are made. Children need to be taught how to do this. Prior modelling by the teacher helps the children to give more effective peer feedback.

Self-assessment- Children are given opportunities to assess their own work in a number of ways. These may include: checking their work against the success criteria or marking their own work using provided answers. This usually consists of ticks and circles and is associated with closed tasks or work where the answer is right or wrong. This can be marked by the children, as a class or in a group.

See poster with feedback codes to use in books when feedback is given.