

Purpose

"...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student." – Dylan William

The impact that feedback should have is that a child understands a concept better after intervention. It should raise their aspirations to achieve and also encourage pride in their work. It should help inform teachers' next steps.

Principles

Feedback alone is useless; a child must **use** the feedback to improve over time. This applies to structured teaching and child-led provision. These are the key principles of feedback:

1. The vast majority of feedback happens at the point of misconception, identified through continual checking for understanding activities. Feedback may involve remodelling to individuals or to the class where there is a common misunderstanding
2. Feedback is specific and focussed. Incremental improvements will lead to long-term progress. You cannot try to improve everything at once
3. The benefits of feedback outweigh the time cost
4. The emphasis is on the children to take responsibility for improving their work - with guidance from the teacher - not for the teacher to improve it for them
5. Feedback should be continually happening across all stages of the day, including during structured whole-class teaching and child-led provision

What does feedback look like?

- Without frequent checks for understanding, the teacher cannot know what the child understands and therefore cannot give effective feedback. Therefore, the children frequently having the chance to respond to 'check for understanding' questions is a prerequisite to effective feedback.
- Praise is a central part of teacher-child interaction. Children should be praised for effort and attempting challenges to encourage participation and develop confidence.
- To encourage children, practitioners will repeat what the child said in the correct structure and using the correct vocabulary. They will use their judgement about whether to directly correct a child and ask them to repeat it correctly.
- We cannot remember everything. To reduce the chance of missed opportunities or forgetting, written systems are used to record gaps in learning:
 - Tick lists are completed for each planned objective, identifying children that can do it and those that need more support. Codes may be used to clarify this. These children's initials are then annotated onto the 'Children' section of the planning as focus children. Once they have achieved the objective, their name is ticked off. If they do not achieve it, their name is transferred to the following week's planning. Where there are gaps in learning in all areas, phonics, maths and communication and language should be prioritised in Reception and in Nursery it should be the prime areas.

- In the 'evaluation' section of planning, general misconceptions and next steps are recorded. Where these have been addressed they can be ticked off; where these remain, they should be explicitly planned into the following week.
- Where appropriate, hinge point questions are used – a diagnostic question that checks for understanding and highlights misconceptions that can then be immediately addressed. These can also be used at any point in the lesson/provision as part of 'checking for understanding' activities.
- Remember, re-teaching the same content in the same way will likely get the same results. Teachers will consider what they need to do differently.

Peer and self-assessment

- These skills are **taught** and carefully structured in order to be effective. Success criteria and exemplars should be used to help guide children.
- Children should use plan-do-review when using the provision, with the 'review' being their self-assessment of their success.

How will we know that our feedback is effective?

- Children's errors/misconceptions are identified and they stop making them over time. For example, a child might mistakenly refer to a dentist as a doctor initially, but is able to differentiate them with support
- Children show progress over time. For example, a child might begin the year unable to count, but over time develops one-to-one correspondence.
- Work and interactions show progress over time – the child is clearly getting better. This can be seen through, for example, improved letter formation, wider vocabulary and increased sentence length.
- Where a child is identified as having a misconception or gap in learning, this is systematically addressed.