

A parents'/carers' guide to feedback

The point of feedback

The whole point of giving children feedback is so they know how to make improvements to their work.

To that end, our teachers do not use outdated practices such as 'ticking and flicking' exercise books. Instead, our teachers use a wide range of approaches which pupils will find more meaningful.

It is impossible to list all of the different approaches our teachers use as they are encouraged to use the best approach for their subjects, their individual classes and, sometimes, individual pupils. However, these are some of the most effective approaches your child experiences:

- Whole class feedback, addressing the most pressing misconceptions – sometimes on a sheet or pupils might copy from the board the feedback relevant to them.
- One-to-one verbal feedback, when pupils have very specific misconceptions.
- Use of model answers so pupils can see what the best examples look like.
- Live modelling of how to improve answers (teacher shows them how to produce improved outcomes by writing on the board, sometimes asking for pupil input).

Pupils will often complete corrections and improvements to their work in green pen.

Literacy misconceptions (e.g. spelling, punctuation and grammar issues) will not always be addressed with red pen. Continually having every issue picked up is demotivating and can take the focus away from addressing subject-specific work. Instead, literacy issues will often be addressed with follow-up lesson activities and tests/quizzes.

How do I know if my child is receiving meaningful feedback?

Your child should always know the answers to these two questions in all of their subjects.

What am I doing well in this subject?

What do I need to do to improve my work in this subject?

For example:

'What are you doing well in English?'

'What do you need to do to improve in maths?'

What can I do to support my child's progress?

Pupils will be asked questions above repeatedly in school so it would be very beneficial for your child if you were to ask them these questions at home as well. This will reinforce their understanding and help them to progress more quickly.

Of course, we live in the real world: we know that it can sometimes be quite difficult to get detailed answers out of children. If you are used to asking 'what did you learn at school today?' and getting a one word response, it is hoped that these more specific questions will furnish you with the information you really want. However, if you are concerned that your child genuinely does not know how they are doing in any of their subjects, please contact Mr Lowbridge-Ellis (Deputy Headteacher).