

What is Feedback?

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback @ Three Bridges

- I. To help pupils make progress
- II. To provide strategies for pupils to improve
- III. To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- IV. To inform planning and structure the next phase of learning
- V. To facilitate effective and realistic target setting for pupils and/or the teacher
- VI. To encourage a dialogue to develop between pupil and teacher
- VII. To encourage pupils to have a sense of pride in their work
- VIII. To encourage pupils to perfect presentation
- IX. To correct mistakes with a focus on literacy and mathematics skills and strategies

Principles of Feedback @ Three Bridges

- I. Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- II. A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- III. Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- IV. Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.

Type and Frequency of Verbal Feedback @ Three Bridges

- I. This is the most frequent form of feedback.
- II. It has immediacy and relevance as it leads to direct pupil action.
- III. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.

Type and Frequency of Peer Feedback @ Three Bridges

- I. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
- II. Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.

Type and Frequency of Self Reflection, Assessment & Feedback @ Three Bridges

- I. Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs
- II. Teachers should both help uncover and share the elements of success in learning where appropriate

Formative & Oral Formative Feedback Strategies @ Three Bridges

- I. In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled. These strategies form part of the school's pedagogic model and are not 'bolted on' to lessons. Formative & oral formative strategies, such as:
 - The ABC Strategy (agree with...build upon...challenge...)
 - TPPPTPPP Strategy (teacher, pupil, pupil, pupil, teacher...)
 - Visible Learning strategies through Explain Everything (iPad provisions)
 - Live editing (iPad provision)
 - Group Guided or Shared Activities
 - Teacher / Pupil metacognitive sharing/modelling
 - Think/Pair/Share
 - One-to-one sessions
 - Opinion Lines
 - Enquiry Walls & Post-it Responses
 - Learning Spies
 - Anchor tasks
 - Procedural and Conceptual Variation

Type and Frequency of Written Feedback @ Three Bridges

- I. Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
- II. Written feedback will model all aspects of our presentation/handwriting expectations
- III. When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work

- IV. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these

English & Mathematics Feedback

- I. If the English standards of our pupils are going to improve we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realize that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback.
- II. We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

Support & Development @ Three Bridges

- I. We are all the stewards of every child and ultimately responsible for the highest standards of work from ourselves and our children. Senior Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year.
- II. We, both teachers and senior leaders, share in the expectation and responsibility that all pupils will progress in their learning. This may involve INSET training, informal teacher-initiated conversations or more formal approaches, such as Lesson Study.
- III. A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at Three Bridges: conversation with pupils and staff, work celebrations, internal exemplification & moderations, lesson study conclusions, etc.