

# FEEDBACK IN THE MATHS DEPARTMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge, and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class "live" marking and to model tasks for pupils.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. This could be in the form of "I do, We do, You do", silent teacher demonstrations or the use of non-examples to support student understanding.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually or as part of a group. This may or may not involve some written feedback in a pupil's book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and correcting our weekly learning checks for 10 minutes the following lesson or it could be a whole lesson of target time following on from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following a learning check to support pupils in making corrections and also following assessments once we have identified areas that the whole class needs further support.

# FEEDBACK IN THE ENGLISH DEPARTMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one. For example, retrieval task feedback, and as an accompaniment to written feedback.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions to extend. These are used to facilitate retrieval of prior knowledge and to encourage debate.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. As an example, this could be in the form of "I do, We do, You do", silent teacher demonstrations or the use of non-examples to support student understanding.

## VISUALISER

These can have a variety of uses in lessons: teachers will use them to share style of annotations, deconstruction of key passages, excellent work, to support whole class "live" marking and to model expected presentation of workings for pupils.

## REFLECTION

Students reflect by utilising our spiral curriculum, embedding key skills across the year groups through the use of unseen assessments and modular assessments. Students use the action point sheets to reflect on previous targets prior to assessment, then produce practice paragraphs to demonstrate progression.

## WHOLE CLASS FEEDBACK

This could be a whole lesson of target time following on from an assessment where pupils work on personalised targets, rewriting key sections of responses, and developing an understanding of specific key skills and how to apply these to unknown texts.

# FEEDBACK IN THE HISTORY DEPARTMENT

## VERBAL FEEDBACK

Verbal feedback is used in lessons directly to address misconceptions and give students feedback on extended writing questions and classwork. This will allow students to go back and correct or add additional ideas to their answers.

## QUESTIONING

Questioning is used in lessons to give students instant feedback to enable them to develop and expand on their verbal and written answers. We encourage students to challenge their peers and question ideas and thoughts with evidence and explanations. This will help students reach and develop their final judgements.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class "live" marking and to model the expected presentation of workings for pupils.

## MODELLING

Modelling is used in the History classroom to demonstrate the key skills needed in History, for example how to apply and use various types of sources and ideas for assessment questions. We often model by reducing the support given slowly once students are confident in a task, e.g. 'I do, we do, you do'.

## LIVE MARKING

Teachers will check exam answers in class, as the students are completing them and provide immediate feedback, this may not always be written. In KS3 live marking often takes the form of checking spellings and understanding of key terms in the correct context.

## REFLECTION

In History, students are given a specific target after an assessment which enables students to reflect on their knowledge and effort. Students are then encouraged to reflect on these previous assessments before beginning new ones, to ensure that students are acting on feedback in a reflective way.

## WHOLE CLASS FEEDBACK

Following an assessment teachers will provide whole class feedback. Students receive dedicated DIRT time after assessments to act on the feedback given. Students can see the progression needed for each History skill using the given feedback and the History progress grid. This will enable pupils to apply and improve in future assessments.

# FEEDBACK IN THE MFL DEPARTMENT

## VERBAL FEEDBACK

Verbal feedback is when teachers provide immediate, spoken responses to students' work during lessons. For example, if a student mispronounces a word, the teacher can correct them immediately, ensuring proper pronunciation is practised.

## QUESTIONING

This might include asking students to translate phrases, conjugate verbs, or use new vocabulary in sentences. This technique helps teachers gauge students' comprehension and encourages active participation, which is crucial for language learning.

## VISUALISER

A visualiser can be used to display student work, annotate texts, or demonstrate how to complete an exercise. For instance, the teacher can show how to write a paragraph in the target language, highlighting important grammatical structures and vocabulary.

## MODELLING

Teachers might model correct pronunciation, sentence structures, or conversational phrases. By seeing and hearing the correct usage, students can imitate and practice, which helps them internalise the language.

## LIVE MARKING

Live marking involves the teacher reviewing and giving feedback on students' work during the lesson rather than after. In an MFL class, this could mean the teacher walking around the room, checking written exercises, and providing instant advice on grammar or vocabulary use.

## REFLECTION

This might involve students writing or discussing what new vocabulary they've learned, what they found challenging, and what strategies helped them learn best.

## WHOLE CLASS FEEDBACK

This could mean the teacher discussing common mistakes in verb conjugation or pronunciation that many students made, providing tips and practice to the whole class.

# FEEDBACK IN THE RELIGION, PHILOSOPHY & ETHICS DEPARTMENT

## VERBAL FEEDBACK

Verbal feedback is used in lessons directly to address misconceptions and give students feedback on extended writing questions and classwork. This will allow students to go back and correct or add additional ideas to their work

## QUESTIONING

Questioning is used in lessons to give students instant feedback to enable them to develop and expand on their verbal and written answers. We encourage students to challenge their peers and question ideas and thoughts with evidence and explanations.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class "live" marking and to model the expected presentation of workings for pupils.

## MODELLING

Modelling is used in the RE classroom to demonstrate the key skills needed in RE, for example how to apply religious sources and ideas to assessment questions. We often model by reducing the support given slowly once students are confident in a task, e.g. 'I do, we do, you do'.

## LIVE MARKING

Teachers will check exam answers in class as the students are completing them and provide immediate feedback, this may not always be written. In KS3 live marking often takes the form of checking spellings and understanding of key terms in the correct context.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. In RE students are given a specific target after an assessment which enables students to reflect on their knowledge and effort. Students are encouraged to reflect on their previous assessments before beginning new ones, to ensure that students are acting on feedback in a reflective way.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following an assessment. In RE students receive a dedicated DIRT lesson after assessments to act on the feedback given and make improvements to their answers, to ensure progress can be made. This could be in the form of whole lessons or small retrieval tasks.

# FEEDBACK IN THE MUSIC DEPARTMENT

## VERBAL FEEDBACK

Students receive verbal feedback from teachers throughout the lesson. This may involve addressing the whole class, small groups, or individual students. Verbal feedback helps students immediately understand what they are doing well and where they can improve, ensuring they stay on track with their musical skills and knowledge.

## QUESTIONING

Teachers use a variety of questions to check students' understanding and to encourage deeper thinking about music. This includes open-ended questions to explore ideas, closed questions for specific knowledge checks, and challenge questions to push students further. Cold calling will often be used to encourage all students to think and participate. Questioning helps students recall what they have learned and apply it to new musical contexts.

## MODELLING

Modelling is a key part of our feedback. Teachers demonstrate musical techniques and performances, often following the "I do, We do, You do" approach. This means the teacher first shows how to do something, then does it with the students, and finally, the students try it on their own. This method helps students understand exactly what is expected and builds their confidence in their abilities.

## PEER FEEDBACK

Students are encouraged to give feedback to each other. This can involve listening to a peer's performance and offering constructive comments based on clear success criteria, on what was good and what could be improved. Peer feedback helps students develop critical listening skills and learn from each other, fostering a collaborative learning environment.

## VISUALISER

Visualisers are used in lessons to display music notation, demonstrate techniques, and share excellent student work. This tool helps the whole class see detailed examples of finger placements, or how a piece of music should be played. It supports live marking and modelling tasks, making complex ideas clear and accessible.

## LIVE MARKING

Live marking provides immediate feedback during the lesson. As students practice, the teacher moves around the room, giving real-time advice and corrections. This could be individual feedback on a specific technique or group feedback on a common issue. Live marking ensures that students can make adjustments straight away, improving their learning efficiency.

## SELF ASSESSMENT

Students are guided to assess their work. They reflect on their performances, identifying strengths and areas for improvement, through clear success criteria. Self-assessment encourages students to take responsibility for their learning and develop a more objective view of their skills. This reflection is often structured with specific criteria to help them understand what to look for in a successful performance.

# FEEDBACK IN THE DANCE DEPARTMENT

## VERBAL FEEDBACK

Verbal feedback is when the teacher gives spoken advice and comments to students during and after their dance performances.

During the lesson, the teacher watches the students dance and provides immediate feedback on their technique, expression, and overall performance. This helps students understand what they are doing well and what they need to improve on right away.

## QUESTIONING

Questioning involves the teacher asking students questions to check their understanding and stimulate their thinking about dance concepts.

The teacher asks questions about dance terminology, techniques, and the reasons behind certain movements. This encourages students to think critically about what they are learning and helps the teacher assess their understanding.

## VISUAL EXAMPLE

A visual example will be used in the lesson to show videos or other content.

The teacher uses a visual example to show videos of professional dance performances or to demonstrate specific dance techniques. This visual aid helps students see exactly what they need to do and understand how it should look when performed correctly.

## MODELLING

Modelling is when the teacher demonstrates a dance move or sequence for students to watch and learn from.

The teacher performs the dance steps or routines in front of the class, showing the correct technique, posture, and expression. Students can then try to replicate what they have seen, which helps them learn through observation.

## LIVE MARKING

Live marking is when the teacher gives feedback and grades on students' performances as they are happening.

During practice or performance time, the teacher walks around and observes students, providing instant feedback and making notes on their progress. This helps students make immediate adjustments and improvements.

## PEER FEEDBACK

Peer feedback is when students give each other constructive comments and advice on their dance performances.

After performing in pairs or small groups, students watch each other and provide feedback based on specific criteria set by the teacher. This collaborative approach helps students learn from each other and develop their critical thinking skills.

## SELF ASSESSMENT

Self-assessment is when students reflect on their performance and identify their strengths and areas for improvement.

Students watch videos of their performances or think about how they felt while dancing, then write down or discuss what they think they did well and what they need to work on. This encourages self-awareness and personal growth in their dance skills.

# FEEDBACK IN THE COMPUTING DEPARTMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one and will be targeted towards helping the student to improve their current piece of work.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class "live" marking and to model tasks for pupils.

## MODELLING

Teachers will provide a range of examples and models. This could be a demonstration of a piece of software or an example answer to questions.

## ASSESSMENT FEEDBACK

Students and parents will receive written feedback at the end of each half-term. This will detail suggested areas for development to help move the student forward in their learning with links to additional resources they can use to help them. Students and parents will also receive 'traffic light' improvement sheets which will show progress towards targets for areas of the curriculum.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could involve responding to specific feedback for a piece of work and improving it or it could be a whole lesson of improvement time for a whole-class focus identified from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following an end of topic assessment to support pupils in making corrections to their work. This is also used to identify whole-class areas of development.

# FEEDBACK IN THE GEOGRAPHY DEPARTMENT

## VERBAL FEEDBACK

Every lesson all students will receive some verbal feedback from their teacher. This may be directed to individuals through secondary questioning of answers in lessons, praise, clarification of points or encouragement of improved vocabulary to 'speak like a geographer!'

## QUESTIONING

Teacher led questions check students' knowledge and understanding, encouraging students to think hard about a geography topic.

One to one questioning helps teachers to check understanding and identify any misconceptions students may have.

To develop deeper thinking in students' teachers may use Socratic questioning.

## VISUALISER

Demonstrate how to use graphs such as climate graphs & population pyramids. Build up a spider diagram or annotate a map stage by stage inc. student contributions, labels and highlighting key details.

Constructing a model answer & share the thinking behind how it is constructed inc. student ideas and the editing of mistakes.

## MODELLING

Teachers 'think aloud' modelling the thinking process. This will help you provide links with prior knowledge and help prevent misconceptions/pitfalls in understanding. (I-We-You)

Teacher breaks down the process into small steps. Using mnemonics / creating a story can help do this.

Makes clear the expected outcome of the task.

## LIVE MARKING

Extended writing task – as students complete their work teacher circulates & marks work.

Teacher may;

- Address common errors
- Circle highlight errors in books and support students to correct them.
- Remind students to write dates & titles and underline using a ruler.
- Provide support with spelling.

## REFLECTION

Students correct answers/misconceptions using WAGOLL or mark schemes. They will then either redraft or redo part or all of their answer as appropriate.

Students will respond to questions left by their teacher and respond to spelling errors by writing out the corrected spelling three times.

## WHOLE CLASS FEEDBACK

Whole-class feedback may be given when several students have made a similar mistake.

The teacher may halt the class and address a misconception, giving verbal feedback and immediate guidance to the whole group. This might also necessitate re-teaching of the knowledge.

# FEEDBACK IN THE TECHNOLOGY DEPARTMENT

## VERBAL FEEDBACK

Students receive verbal feedback. In Technology, this is a constant process given the practical nature of the subject. Verbal feedback can be a quiet 1:1, aimed at a group or the whole class. Verbal feedback is timely and relevant to that moment in the lesson. It is constructive, supportive and positive, in order to move the learners on at their own pace.

## QUESTIONING

Questioning is used by teachers in demonstration sessions, practical lessons and theory. This can be to gauge pupils' levels of understanding, encourage pupils to think deeper and identify misconceptions or gaps in knowledge. Especially useful when discussing Health & Safety issues.

## MODELLING

In Technology, teachers model correct practical techniques, new skills and safe ways of working in the kitchen or workshop. Modelling may take place to the whole group as part of a whole class demonstration, or as a focused demonstration to an individual who needs to see the modelling again or in a different way. Lead/expert learners work is used to model quality and best practice.

## REFLECTION

Pupils are given the opportunity to reflect on their learning at the end of a lesson or at the start of the next. Pupils are expected to reflect on their work, identifying What Went Well and Even Better If. Pupils are encouraged to take on board feedback received and use that to identify how they might improve next practical. In addition to self-reflection, pupils are given the opportunity to reflect against another pupils' work to help them identify their next steps.

## VISUALISER

In Technology, the visualiser is used regularly in Food lessons when the teacher is demonstrating a recipe. The visualiser enables pupil across the room to easily view the skills being demonstrated and the teacher can give a close up on specific learning points e.g. knife grips, cutting techniques. The visualiser is also used when modelling answers in theory work, especially long mark exam paper answers.

## LIVE MARKING

Live marking gives learners immediate feedback about their work in the workshop or kitchen. The teacher circulates the room, giving verbal feedback and direction, offering support or challenge as required. Live marking is a perfect opportunity to give learners praise for their effort and outcomes.

## WHOLE CLASS FEEDBACK

In Technology, whole class feedback may happen on an ad hoc basis, mid lesson, to address an issue, especially if related to H&S or practical skills, or it may happen at the end of one lesson or start of another to address misconceptions, evaluate success or look at next steps in learning.

# FEEDBACK IN THE ART & PHOTOGRAPHY DEPARTMENT

## VERBAL FEEDBACK

Verbal feedback happens throughout the lesson, this can be from peers and teaching staff. This feedback can support the progression of skills and exploration of the subject and improve critical thinking and independent learning.

## QUESTIONING

We will question for students' scaffold and direct students to make progress and explore ideas.

These questions can help students who struggle to refine ideas; sometimes, it is easier to talk it out!

## VISUALISER

Visualiser is often used for demonstrations.

This can also be used to provide feedback and show how suggestions can impact work in live time.

## MODELLING

We will often model what is expected in a task visually.

We will demonstrate how materials can be used, or technical skills to ensure progress and understanding.

## LIVE MARKING

Live marking gives immediate feedback during the lesson. As the teacher moves around the room, giving real-time advice and corrections. This could be individual feedback on a specific technique and identify issues that many find challenging. This feedback can help students to gain confidence in their work.

## REFLECTION

Students are asked to reflect on their work as an individual and collectively, this helps give students direction of further development and ownership of their work.

## WHOLE CLASS FEEDBACK

This can link work back to the key outcomes of the lesson and allow a chance to build towards the next lessons/stage of progression.

*Aspire* TODAY *Inspire* TOMORROW

# FEEDBACK IN THE SCIENCE DEPARTMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are sometimes used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class “live” marking and to model tasks for pupils. Visualisers are also used to share instructions for practical work or show live demonstrations that open the lesson for questioning.

## MODELLING

Teachers will provide a range of examples and models to support student understanding. This could be in the form of “I do, We do, You do”.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually, as part of a group, or the whole class as patterns in understanding emerge. This may or may not involve some written feedback in a pupil’s book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and completing targets set by a teacher following feedback from a compass task in Year 7 or 8, or an end of topic test.

# FEEDBACK IN THE DRAMA DEPARTMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class “live” marking and to model tasks for pupils.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. This could be in the form of “I do, We do, You do”, silent teacher demonstrations or the use of non-examples to support student understanding.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually or as part of a group. This may or may not involve some written feedback in a pupil’s book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and correcting our weekly learning checks for 10 minutes the following lesson or it could be a whole lesson of target time following on from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following a learning check to support pupils in making corrections and also following assessments once we have identified areas that the whole class need further support.

# FEEDBACK IN TRANSFORM

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class “live” marking and to model tasks for pupils.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. This could be in the form of “I do, We do, You do”, silent teacher demonstrations or the use of non-examples to support student understanding.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually or as part of a group. This may or may not involve some written feedback in a pupil’s book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and correcting our weekly learning checks for 10 minutes the following lesson or it could be a whole lesson of target time following on from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following a learning check to support pupils in making corrections and also following assessments once we have identified areas that the whole class need further support.

# FEEDBACK IN CORE PE

## POSITIVE FEEDBACK

Students will be told what they have done correctly to enable students to continue to improve their technique.

## KNOWLEDGE OF PERFORMANCE

Students will receive feedback on their technical and tactical ability within sports. They will be able to act immediately to this feedback to improve performance.

## EXTRINSIC FEEDBACK

Students will receive feedback from their teachers and peers throughout lessons to enable them to act on advice and improve their tactical nous and technical ability.

## PEER-TO-PEER FEEDBACK

Students will play the roles of performers, coaches, and officials. They will be able to give and receive feedback via all these roles in order to improve performance and act on advice.

## SELF-ASSESSMENT

Students will have opportunities to assess their performance graded against marking criteria. These will be guided tasks as students gain experience and knowledge of the sports.

## EXTRA-CURRICULAR ACTIVITIES

Students will be given the opportunity to further develop their performance levels in external fixtures. Here the feedback will be more tailored to a higher-level of performance, including all of the above, but also negative feedback (being told what went wrong in order to self-manage performance) and knowledge of result (statistical data, outcome, success/failure). They will also be encouraged to focus on improving their intrinsic feedback (self-analysis of performance).

# FEEDBACK IN THE JUNCTION

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class “live” marking and to model tasks for pupils.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. This could be in the form of “I do, We do, You do”, silent teacher demonstrations or the use of non-examples to support student understanding.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually or as part of a group. This may or may not involve some written feedback in a pupil’s book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and correcting our weekly learning checks for 10 minutes the following lesson or it could be a whole lesson of target time following on from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following a learning check to support pupils in making corrections and also following assessments once we have identified areas that the whole class need further support.

# FEEDBACK IN GCSE PE AND SPORT STUDIES

## VERBAL FEEDBACK

During the lesson staff will observe student performance and give immediate feedback. This will inform them of how to improve critical thinking and independent practice.

## VISUAL GUIDANCE

Students will be guided on techniques via visual guidance, this will be through visual demonstrations in practical lessons and model answers in theory work. The visual aids will give students a model to work from.

## PEER FEEDBACK

Students will gain opportunities to assess their peers' performance in practical lessons to gain an understanding of the expectations and marking criteria in their chosen sports. This will also extend their experience of coaching roles.

## MODELLING

Staff will model examples in practical and theory lessons to give students visual guidance of how to execute strong performance levels. The students can then model their own work to the given example.

## LIVE MARKING

Students will receive written or verbal feedback from staff as they rotate the room and read their work. This will give students a chance to make immediate amendments and improvements to their work.

## ASSESSMENT FEEDBACK

Students will have opportunities to receive feedback on their assessments via marking and whole-class feedback and act on this to review and analyse their performance.

## QUESTIONING

Students will be asked to comprehend their learning and knowledge in order for the teacher to gauge their understanding and encourage active participation.

## SELF ASSESSMENT

Students will have opportunities to assess their performance graded against marking criteria in order to improve their ability to self-reflect. These will be guided tasks as students gain experience and knowledge of the course.

## WHOLE CLASS FEEDBACK

Students will receive whole-class feedback which can indicate general feedback for the class if common misconceptions are identified. Students will be able to act on this to improve their understanding.

# FEEDBACK IN CHILD DEVELOPMENT

## VERBAL FEEDBACK

Students will receive verbal feedback from teachers. This can come in the form of addressing the whole class, small groups or one-to-one.

## QUESTIONING

Teachers will use a range of open, closed, hinge and challenge questions in lessons. These are to check for understanding, to help recall prior knowledge and to develop student responses and thinking. Mini-whiteboards are often used to help with this.

## VISUALISER

These can have a variety of uses in lessons. Teachers will use them to share excellent work, to support whole class “live” marking and to model tasks for pupils.

## MODELLING

Modelling is central to our feedback. Teachers will provide a range of examples and models. This could be in the form of “I do, We do, You do”, silent teacher demonstrations or the use of non-examples to support student understanding.

## LIVE MARKING

Live marking is providing feedback in the moment. This could be done individually or as part of a group. This may or may not involve some written feedback in a pupil’s book.

## REFLECTION

Time is built into our lessons for pupils to reflect and act upon feedback given. This could be reflecting and correcting our weekly learning checks for 10 minutes the following lesson or it could be a whole lesson of target time following on from an assessment.

## WHOLE CLASS FEEDBACK

We will provide whole class feedback to a class following a learning check to support pupils in making corrections and also following assessments once we have identified areas that the whole class need further support.