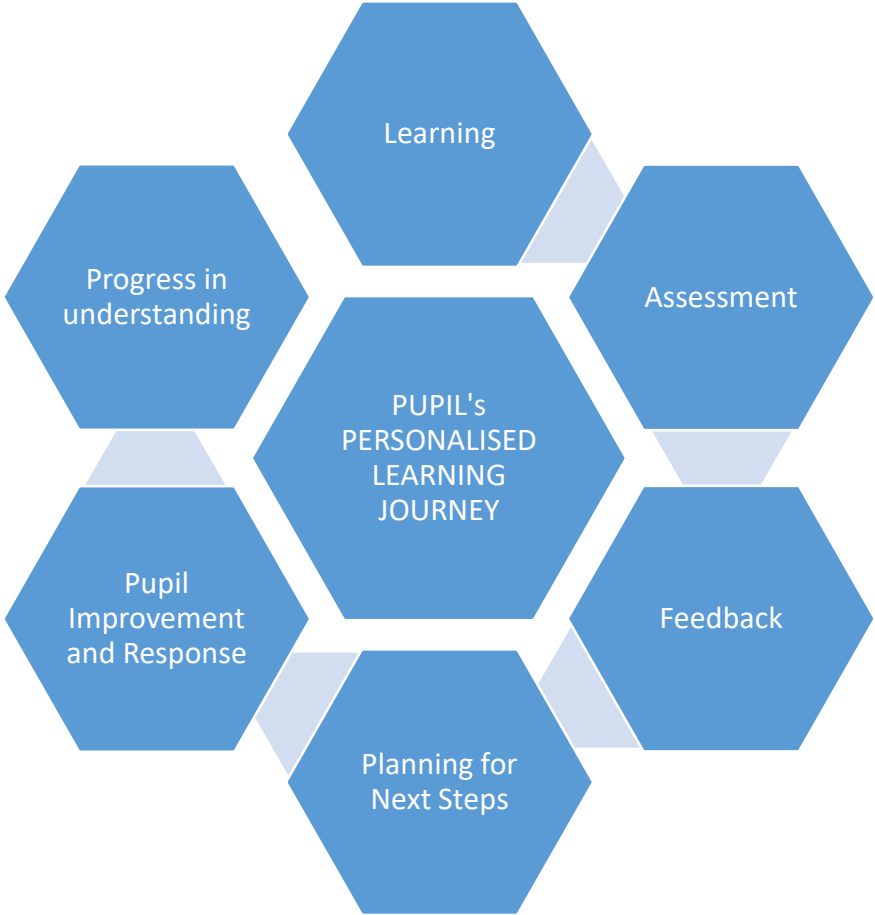


Parent Learn

Year 1

Feedback, Home-learning and Supporting Your Child to Improve

A Cycle of Learning



Feedback – the value of targeted support

Feedback is an integral part of teaching

Feedback in marking is as important as the teaching taking place in the classroom

As an extension of the differentiated, personalised learning experience in class, feedback is highly-personalised teaching, direct from the teacher to the pupil.

Verbal Feedback

Verbal feedback, at its very best, is challenging and encouraging, enabling the pupil to reflect on their own learning and question their own processes, as well as respond to teachers' questions themselves.

Verbal feedback is hard to capture, however it should form a significant portion of the contact time between teacher and pupils and there should be tangible evidence in the typicality of teacher/pupil interaction of the impact of verbal feedback on confidence-building, independent learning and progress.

Written feedback

Written feedback, at its very best, is an on-going a dialogue of learning between the teacher and the pupil and should be visible as regular and continual in any written medium of work used by the pupils, from folders to books, homework to formal assessments.

Written feedback informs both the teacher's planning and the pupil's progress in equal measure, giving clear, challenging and encouraging targets for improvement, as well as apt indication of where objectives have been met.

Written feedback should follow the policy guidance

When marked work is returned to pupils, it is imperative to plan for learning time for pupils to reflect upon comments and targets and engage in a dialogue of continual improvement with the teacher

Teachers should always record and track pupil progress, to enable accurate reporting and data entry

Austin's Butterfly – how great feedback helps

As with Ron Berger's instruction on the value of feedback when drafting and re-drafting for success in 'Austin's Butterfly' (below), we teach the children to follow these three guidelines:

- **Be thoughtful**
- **Be selective**
- **Be precise**

Marking Policies

Challenge Checklist

Marking bookmark

Highlighting, Green, Pink and Blue Pen

S, T and Q 'I wonder...?'

In Maths, no 'x' – just . and ✓c

Home Learning

The key to improving is practising

Parents can help by asking their child to think about how they might make a piece of writing 'better' – what could you change?

Rubbing out is not needed – a neat line through a mistake shows the learning and improving process

Talk about 'feedback' and explain how it can help make fine changes