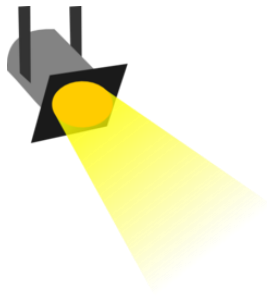


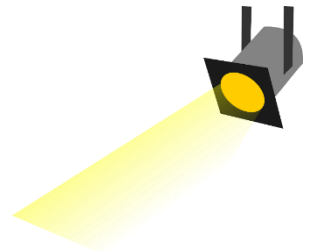


Fir Tree Junior School

'Learning and Growing Together'



Spotlight on feedback



We are very much looking forward to welcoming families into school for the forthcoming Parent/Teacher meetings. We know that as part of this process you will be keen to look through your child's work. We therefore thought it useful to summarise our approach to feedback.

At Fir Tree, we strive to be an evidence informed school. In doing so, we implement approaches which are grounded in research and which make a difference in the classroom. We know, for example, that effective feedback can make a significant difference. Delivered effectively, it can help pupils make rapid progress. The Educational Endowment Fund (EEF) has carried out work in this area you can read a summary of this [here](#)

Feedback is said to be most effective when delivered during or soon after the learning process. Colleagues therefore strive to provide feedback 'in the moment' during a lesson. The majority of this feedback is verbal and there is no expectation placed on colleagues to provide written feedback in books. Teachers are trusted to use their professional judgement as to when detailed written feedback should be used. This is more commonly used on longer written tasks. Again, they are encouraged to provide these during or soon after the learning process and to give children decent opportunities to reflect on their comments before attempting to improve their work.

We want colleagues to spend the time they are in school after the children have gone home productively. A 'whole class feedback' model is therefore sometimes followed. When looking through pupil books, teachers might uncover common misconceptions in perhaps six examples of work. The most productive next step is for teachers to spend time with these pupils the next day, working through examples and responding to misconceptions. In such a scenario, there is no expectation that written feedback should be used.

Colleagues are mindful of prior attainment when providing feedback and aim to follow the 'Goldilocks Principle' (not too much, not too little). Feedback should be concise because too much feedback can be overwhelming for some children. Teachers work to break feedback into small and achievable steps.

In some instances, peer feedback is used and this, when carried out correctly, can be highly effective in supporting the learning process. Teachers model how to provide kind, specific and

helpful comments to help children to improve their work. This process is exemplified in a short YouTube video you can access by clicking [here](#)

In all schools, the vast majority of lessons are based on a single learning objective (LO). Previously at Fir Tree, at the start of most lessons pupils were asked to copy out the learning objective. A decision was recently taken to change this approach. Evidence suggests that this was not a good use of a pupil's time and added very little to the learning process. Teachers still work hard to ensure that the intention of the lesson is clear, but pupils write a short title so that they can focus more closely on the learning itself.

As ever, please do not hesitate to contact your child's teacher if you have any queries in this regard.