



Types of feedback you will see in our classrooms

A. 'In the moment' verbal feedback

- Once children have been allocated a task, the teacher² is visible, on the move around the classroom, pen in hand, checking that all children have understood the learning and are on track. EYFS staff are on the move around the classroom in discussion with children, engaging in conversation, observation and modelling, and interaction is a fluid, continual exchange.
- Teacher spots misconceptions and 'eavesdrops' to ascertain who needs more support or extension, or need their learning extending. The teacher will intervene and refocus or reteach the task as appropriate.
- The teacher/teaching assistant will use paired talk, whiteboard responses, questioning and group problem-solving tasks to inform the direction of the lesson. In independent provision in EYFS, children take a photograph of their work, so that the teacher/teaching assistant is actively aware of their independent learning and can give instant feedback.
- Verbal feedback:
 - may be given to individuals, groups or the whole class
 - often requires immediate action by the child to change or improve their learning there and then
 - may involve the teacher/teaching assistant 'marking' some work that the child has produced, but will be accompanied by verbal suggestions and next steps, and will be done alongside the pupil
 - allows the child to try out, develop and implement suggestions or targets, or to apply improvements to another piece of work
 - is task-related, not ego-related, so staff are mindful of using the same tone and language for both lower and higher attaining children.

B. Post lesson feedback

- Teachers/teaching assistants may read the work of all pupils or a representative group of pupils, at the end of a lesson or unit and note down strengths or misconceptions that will be fed back or taught by the teacher/teaching assistant at the start of the next lesson
- Some aspects may be pertinent to individuals or a small group of children, and may be used as future teaching points
- EYFS practitioners may share examples of learning within child-led, teacher-led or teacher directed tasks to the class; a discussion around the task feeds back strengths and weaknesses within the learning and how to progress further
- Written marking should be used with caution and should only be used if the following points are adhered to:
 - The marking is suited to the child and the child can access it
 - There is time for the child to read and respond to the comments

¹ This is a research-based document, the evidence sources which can be found [here](#).

² Teacher and/or Teaching Assistant

- Teachers/teaching assistants believe that the impact on the child's learning will be worth it
- It should NOT be acknowledgement marking

C. Child-led feedback

- It is essential that children learn to take ownership of their own learning and improvements and therefore, these approaches need to be continuously modelled and explicitly taught so that they become an integral part of the learning process.

D. Self-marking

- This provides children with immediate feedback so that they can correct work or ask for support to make improvements
- It can be effective in Maths lessons for children to self-mark the first few calculations, so that they can either ask for support or proceed to a harder challenge
- Teachers/teaching assistants model different ways of checking answers and then ask children to do the same – they can 'proof-read' calculations or use the inverse operation to check answers

E. Self-Review

- Children mark their own work against a set of success criteria or previous 'next steps' – this allows them to reflect upon their own progress and to take control of their own learning. Younger children may start this process verbally with sentence stems given by an adult.
- Children reflect and consider how effective their own learning was, ensuring that they then use this information to improve their learning
- Older children may write their own self-evaluation comment to feedback to the teacher/teaching assistant at the end of a lesson or unit – this is powerful, as it again gives children control of their own learning, but also gives the teacher/teaching assistant vital information about what the child understands

F. Peer Feedback

- It is essential that teachers and teaching assistants continually model how to provide effective peer feedback – both written and verbal. In Bagthorpe, the children work towards using purple pens to review and revise work from Year 2. When peer marking, the author of the piece of work holds the purple pen and remains in control of his/her learning whilst listening to suggestions from his/her peer. Dialogue about learning is an important skill that we seek to develop and children should review each other's work against a clearly defined set of success criteria or previous next steps.
- Peer feedback allows opportunities for children to develop the language of learning and to see the work of others, which may expose them to a higher standard of work - a variety of pairings will be used in order to facilitate this.