



Feedback Statement

Following development work within the Cluster in November about Feedback as part of the Moderation Cycle, in March we developed this statement of what feedback should look like and sound like at Rosehearty School. This will form part of a wider Teaching and Learning Policy.

At Rosehearty School, we recognise that quality feedback is important to help children know how well they are doing and what they need to do to improve. (Article 6 UNCRC – our children have the right to grow and develop physically and academically)

Effective feedback is verbal, immediate and linked to the success criteria of the lesson. Written feedback in jotters is not always effective for pupils as it comes after the lesson when the focus has changed and often children do not take the time to read it. Therefore there may not be a lot of marking evident in jotters. Evidence of quality feedback should be noticeable by improvements over time in the quality of work produced. Where it is evident that children have not met the success criteria, the teacher will plan to re-teach the concept. Children are encouraged to give peer and group feedback within the classroom.

To give quality feedback to pupils

- We talk to children during the lesson.
- We give children the time and opportunity to act on the feedback given.
- We encourage children to be reflective and to consider their own next steps.