



## FEEDBACK AT ABBOT ALPHEGE ACADEMY

Providing feedback to children about their learning is well evidenced as having a high impact on learning outcomes. Feedback can be given in a number of ways and, here at Abbot Alphege Academy, we strive to strike the balance between giving excellent feedback to children about their learning, and supporting the manageable workload of our teachers and support staff.

### **Feedback in lessons**

Feedback can be during, immediately after or some time after learning (retrospective).

Feedback can be written or verbal.

Studies have shown that verbal feedback during or immediately after learning is the most effective, so this is where we focus our feedback.

Teachers will only retrospectively mark pieces of work on occasion and children will always be given the opportunity to respond to this marking. Teachers are not expected to provide lengthy written comments within this marking.

We prioritise live marking whenever possible, with children often marking their own or their peers' work. This serves to give children immediate feedback about their learning and also decreases teacher workload.

Although teachers are not expected to mark every child's day to day work, they are expected to monitor their progress closely and support, scaffold and challenge as necessary.

For more information about effective feedback in lessons, see

[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm\\_source=/education-evidence/teaching-learning-toolkit/feedback&utm\\_medium=search&utm\\_campaign=site\\_search&search\\_term=feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?utm_source=/education-evidence/teaching-learning-toolkit/feedback&utm_medium=search&utm_campaign=site_search&search_term=feedback)

This single information sheet should be read in conjunction with our Assessment Policy.