



Principles of Feedback

At Windmill we believe that feedback is a vital and essential part of the Teaching & Learning cycle. We also believe that there is not one single way to feedback to children that is more effective than other ways. Different forms of feedback are appropriate for different learners, subjects and lessons. As a staff, we have agreed that all feedback at Windmill will focus on the following principles:-

1) Feedback is to further learning for the children

The reason a teacher provides feedback is to promote learning for a child or a group of children. Feedback is not given to prove to others that teaching has taken place.

2) Feedback takes many forms

Feedback can be verbal or written. It can be given individually or to a whole class. Some forms of feedback are more effective for different learners and at different times. For example, written feedback has no value if a younger learner is unable to read it. Verbal feedback aimed at learners at a particular stage of learning is not effective for learners who have already mastered that particular concept. In every classroom there will be a mix of feedback types to promote learning for every individual. Praise and encouragement are vital elements of feedback.

3) Feedback is more effective if it is at the point of teaching

Feedback delivered closest to the point of action is most effective. We recognise that feedback given in lessons (verbal or written) is more effective than comments provided at a later date.

4) Feedback is effective when it is specific

Learners will benefit most from feedback when it clearly relates to the learning. It enables learners to identify where they have been successful and also provides opportunities to develop areas for improvement.

5) Feedback is not just provided by teachers

We can all provide feedback. At Windmill teachers and teaching assistants will provide feedback throughout lessons but children are also supported to be part of the teaching and learning cycle. Children are able to self-assess and effectively provide their own feedback. They also work collaboratively to provide feedback to their classmates.

6) Feedback is most effective when it is part of a culture of success

Staff and children at Windmill understand they are part of a learning community. Feedback is seen as a positive tool to help all learners achieve and everyone understands the role they can play in providing feedback to improve learning. All members of the Windmill community welcome and actively seek out feedback; we are all learners and feedback is essential in the learning process.

These Principles of Feedback are discussed as a staff and referred to regularly to make sure that feedback at Windmill allows every child to reach their full potential.

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