

Effective Feedback



The Cawdor Way

"The only important thing about feedback is what students do with it."

[Dylan William](#)

From 'A Team Cawdor Lesson – Our Ingredients'

Plenary and Feedback

Throughout the lesson we use the success criteria to support children's understanding of what they need to include or the steps to follow to be successful. We use a plenary in our lessons to revisit the learning intentions, success criteria and main points.

We identify the most appropriate opportunities to provide feedback. This will be throughout the lesson as well as when we are assessing children's application. When giving feedback, we use the success criteria to identify children's strengths and next steps.

[STAFF CLICK HERE – LEARNING CONVERSATIONS AND FEEDBACK RESOURCES](#)

Effective Feedback – The Why

Feedback, when given effectively, has a powerful impact on children's learning with the potential of adding 7+ months to a child's learning. The effects of high-quality feedback are slightly greater in primary school than in secondary school, and the research shows that verbal feedback shows a slightly higher impact on learning than written feedback. In Cawdor, effective feedback should be kind, specific, and helpful.

[Education Endowment Foundation: Teaching and Learning Toolkit](#)

The Feedback Bridge

In each lesson or series of lessons, teachers identify a clear learning intention. This is what children will know, understand, or be able to do.

Effective feedback is the bridge between what children know, understand, or are able to do, and the aim of the lesson set out by the teacher.

What can I do?

What was the goal?

Success Criteria Drives Feedback

The success criteria are the ingredients that children need to include, or the steps that they need to follow to achieve the learning intention that has been identified.

Only the success criteria will be used when giving feedback. For example, if the success criteria in writing is focused on punctuating sentences, we provide feedback on punctuation, not other aspects such as spelling and handwriting.

Who Provides Feedback?

Initially adults will provide feedback to children using the success criteria. This includes Cawdor staff, as well as families through our ongoing 'Sharing the Learning' opportunities.

Self-assessment is the next stage. Children use the success criteria to identify their strengths and next steps.

Peer assessment is the final stage. This is when children use the success criteria to identify strengths and next steps for someone else.

The How

Teachers use their judgement as to how feedback is best delivered based on the content of the learning using either verbal feedback or written feedback.

The success criteria is used to provide feedback about the strengths and next steps in learning. Feedback supports next steps in teaching.

Feedback Types

When verbal feedback is used, it takes place either during the lesson or after evidence of learning has been reviewed. Ongoing verbal feedback in a child's jotter will be marked with a "Verbal feedback given" stamp or marked as "VFG". Children will also have extended learning conversations to reflect on strengths, next steps, and targets. These will be recorded in their Profile.

When written feedback is used, it usually takes place after evidence of learning has been reviewed. Feedback details strengths and next steps. When given written feedback, children must have the opportunity and time to use this feedback to move forward.

Feedback is often individual. When working collaboratively, feedback will be given to a group. Whole class feedback may also be used as an approach after evidence of learning has been reviewed. Through whole-class feedback teachers identify the areas of success, the next steps, and their next steps in teaching. The evidence is in teachers' planning, not in jotters.