



<b>Policy Area:</b>	Feedback Policy		
<b>Date:</b>	September 2023	<b>Policy code:</b>	F11
<b>Last reviewed:</b>	September 2025	<b>Reviewed by:</b>	Esma Izzidien
<b>Next review:</b>	September 2026	<i>(For all review dates see end of document)</i>	

### What is the purpose of our primary curriculum at CMS?

This policy establishes a consistent, developmentally appropriate approach to feedback across all classroom environments. It ensures that feedback:

- Supports independence, intrinsic motivation, and self-regulation
- Respects the child as an active constructor of knowledge
- Aligns with Montessori pedagogy and developmental stages
- Promotes reflection, mastery, and meaningful progress

### Core Principles of Montessori Feedback

Across all age phases, feedback must be:

#### 1. Observational, not judgmental

- Based on what the adult sees and hears, not evaluation or praise
- Focused on process rather than outcome

#### 2. Timely and purposeful

- Given when it will support learning, not interrupt concentration

#### 3. Minimal and precise

- Avoid over-explaining; allow discovery

#### 4. Intrinsically motivating

- Avoid rewards, and excessive praise. (Please note grading is appropriate for some Elementary work and in secondary where they must appreciate national grade boundaries).
- Encourage satisfaction from mastery

#### 5. Individualised

- Rooted in careful observation of each learner

#### 6. Respectful of independence

- Encourage self-correction and autonomy

## **How should staff be giving feedback to students:**

### **A. Verbal Feedback**

- Conversations, prompts, and reflections during or after work
- Guided by observation and curiosity

### **B. Written Feedback**

- Records of progress, reflections, or guidance
- Used increasingly with age

### **C. Self and Peer Feedback**

- Encouraged progressively from Lower Elementary onward

## **When should feedback be given:**

- During lessons “corrections” should be given there and then to ensure we embed correct practice.
- On any finished piece of work.
- By reviewing books at least weekly
- During independent work time by the TA and Teacher checking in periodically on work that is taking place.
- At any other opportunities that are appropriate in line with the principles above.

## **Feedback expectations by classroom environments:**

As with all aspects of our Montessori practice, feedback should be given in line with the child’s development and will change as children progress through the school.

## **TODDLER COMMUNITY**

### **Verbal Feedback**

- Simple, descriptive language
  - “You carried the tray carefully.”
- Acknowledge effort and action, not the child as a person
- Use modelling rather than correction
- Redirect gently without criticism

### **Written Feedback**

- For adults only (observation records)
- No written feedback given directly to children

## **Key Practices**

- Avoid praise like “good job”, instead “you did that all by yourself”
- Focus on naming actions and building language
- Support emotional regulation through calm acknowledgement

## **CHILDREN’S HOUSE (3 – 6 years)**

### **Verbal Feedback**

- Correction through modelling- eg an older child writes 21 instead of 12- “You wrote 12, I am going to write 21, this is how we write 21”.
- Descriptive and linked to materials
  - “You matched all the cylinders correctly.”
- Encourage self-correction using control of error
- Ask reflective prompts:
  - “What do you notice?”

### **Written Feedback**

- Not used directly with children
- Teachers maintain detailed observation records
- Sometimes on work completed (such as writing books- mainly for staff reference)

### **Key Practices**

- Protect concentration—avoid interrupting deep work
  - Reinforce independence
  - Use indirect correction where possible- for most presentations this involves the teacher making note of the error and re-presenting the lesson another time until the child gets it right.
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## **ELEMENTARY**

- ➔ Always correct students during lessons when new concepts are introduced and check the practice work they do after presentations to ensure corrections are given early in the learning process. ie these pieces of work should be corrected the same day, or next day if submitted later in the work cycle.
- ➔ Ensure that written work / books are reviewed weekly at least and any mistakes are feedback to in the appropriate manner.

### **Verbal Feedback**

- Begin reflective dialogue:
  - “How did you solve that?”
- Encourage explanation of thinking
- Introduce constructive guidance gently
- Guided reflection:
  - “What went well?”
  - “What will you try next?”

### **Written Feedback**

- Introduced in simple forms:
  - Short comments in work journals on work pieces
  - Guidance questions
- Focus on process, not correctness alone

### **Self/Peer Feedback**

- Introduced in structured ways
- Guided reflection:
  - “What went well?”
  - “What will you try next?”

### **Key Practices**

- Support growing reasoning and moral awareness
- Encourage ownership of learning

## **SECONDARY**

- Books are reviewed weekly at least and any mistakes are feedback to in the appropriate manner.
- All set follow up work is reviewed and fed back to students
- Appropriate use of mocks, tests and assessments to inform students of where improvements are needed and success areas to be celebrated

### **Verbal Feedback**

- Collaborative and coaching-based
- Respect student voice and autonomy
- Focus on real-world application where possible

### **Written Feedback**

- May include:
  - Rubrics (criteria-based, not purely numerical)
  - Narrative comments
  - Reflective prompts

### **Self/Peer Feedback**

- Central to learning
- Students expected to:
  - Set goals
  - Evaluate their own progress
  - Engage in peer critique

### Key Practices

- Balance Montessori principles with external requirements (e.g., exams)
- Maintain intrinsic motivation while preparing for formal assessment

Date of review	Reviewed by	Notes
September 2024	Esma Izzidien	
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