QEGS –Feedback

Feedback

- **Follow the departmental feedback policy consistently.**

"Feedback should cause thinking: it should be focused; it should relate to the learning goals that have been shared with students; and it should be more work for the recipient than the donor." **Dylan William**

Summative assessment – At least one formal teacher marked assessment per half term for every subject and for every year group including 6th form.

Can students answer the following questions:

1. *What am I doing well in this subject?*
2. *What do I need to do to improve my work in the subject?*

Principles of feedback:

1. Feedback is timely - The more quickly we provide feedback, the better the chance it has of landing.
2. Feedback is precise - Ensure that we are giving students subject - and task - specific feedback that allows them to improve on a granular level.
3. Feedback feeds forward - it should be actionable, as in it gives them the opportunity to re-draft, rehearse, revisit and respond, re-learn/re-test or research and record (Sherrington, 2017).

Whole Class Feedback:

Instead of writing feedback in every student's book (and often repeating the same 3-4 pieces of feedback), you can plan for activities that fill in the gaps in their knowledge. "To show common errors and misconceptions and discuss examples of excellent work" (Pearce, 2022)

Live Feedback

Live feedback could be for individuals, groups, or, again, the whole class. When circulating the room, go hunting to try and see who needs support (Lemov, 2015), and provide them with it. This mean that if things aren't going in the direction you want, you can stop the class and address any issues that have arisen. You can also use a visualiser to exemplify excellent work from the class

Peer and Self-Feedback

The biggest considerations to take into account when choosing to implement peer or self-feedback are that students are not the experts in the field in which they are providing said feedback.

Chiles (2021) describes how it can end up with "generic unhelpful comments that didn't allow for meaningful improvement".

One of the most effective ways I've seen this utilised is when students self- or peer check work against success criteria, before submitting a piece of work for teachers to check.