Tooloaa State High School – Feedback Policy
(to be read in conjunction with Tooloaa SHS Assessment Policy)

Rationale

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

Feedback

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

Feedback as part of a teaching and learning process

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

Features of effective feedback

How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together assessment and feedback support continuous, collaborative, active and self-directed learning.

To support evaluation, self-reflection and improved understanding, feedback should be:

- ongoing
- individualised
- specific to the teaching, learning and assessment
- related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

Gradual Release of Responsibility

- The gradual release of responsibility from teachers to students around assessment occurs over Year 7 to Year 12.
- This release of responsibility is focused on the scaffolding of assessment from Year 7 to Year 12 and does not impact the amount or type of feedback students received at the draft stage.

Checkpoints

Checkpoints are key stages in the assessment process at which students engage with the teacher (and potentially also their peers) to check they are on track for both content and assessment conditions, e.g. mode, response length. Checkpoints are set when the assessment task is distributed to student. Feedback at checkpoint stage is minimal as checkpoints are intended to be progress checks and do not replace the full drafting process.

Feedback on Drafts

For all drafts, **written feedback** is to be provided to the student as per the expectations outlined below:

- Feedback must direct a student to reflect on strategies to refine their response i.e. what aspects of the response need to be improved or developed to meet the requirements of the assessment instrument/ISMG/standards.

- Feedback on a draft must not compromise the authenticity of student work. Teachers **must not** introduce new ideas, language or research to improve the quality of student responses.

- Teachers identify through highlighting/annotations on the ISMG/criteria matrix the draft's match of evidence to standards and complete a faculty-specific feedback framework.

- Each faculty will use a faculty-specific, task-specific and criteria-specific framework for teachers to provide written feedback in addition to annotations on the student draft. This provides teachers an opportunity to comment on each element of the criteria that is task-specific, thus giving students more directed feedback.

- Feedback can include advice to:
    - consider other aspects of the text, report, performance or activity they are creating or responding to

    - develop their response to show more awareness of the intended audience or purpose

    - rearrange the sequence and structure of the response to prioritise the most important points
    - investigate further to expand the response
    - synthesise the response by editing or removing excess information
    - make qualitative changes regarding the cognitions and quantifiers to complete the task

    - adhere to the task's required word limit/page limit/time limit by editing and refining the response, checking for relevance or repetition, etc.

    - adhere more closely to the APA referencing style.

- Teachers must not edit or correct all errors in a draft; however teachers should indicate some key errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing. (NB. More errors will be identified in junior year levels, with gradual release of responsibility being implemented across Years 7 to 12.)

- Final task is due at least 5 days after draft returned to students.

- Students must be provided with an opportunity to engage with their feedback in a meaningful, purposeful and directed way after whole-class feedback is provided. Possible questions for post-class feedback include: Do I understand why my teacher gave this

feedback/made their decision about my draft? What are x number of things do I need to do to improve?
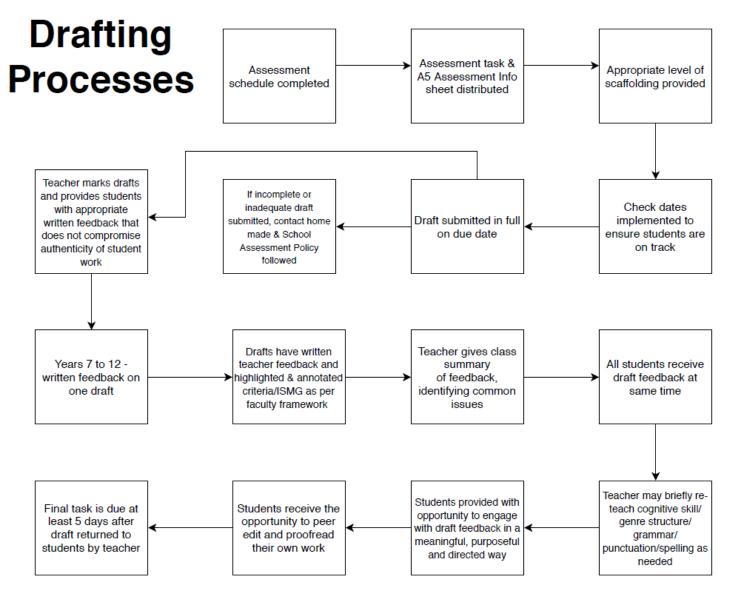
Whole-class Advice

- The whole class must be provided with a written summary of feedback and advice of commonly-occurring concerns across all student drafts.

- If needed, the teacher may briefly re-teach cognitive skills, generic structure or grammar/punctuation/spelling.

- Encourage peer editing and proofreading using the techniques identified in class.

- Lesson/s allocated within unit unpacking whole class feedback and then student engagement with teacher feedback and their draft

Practical Assessment

- Teachers identify on the ISMG/criteria matrix the match of evidence to standards.

- Teachers indicate aspects of the practical performance/product that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.

English Spoken/Signed Assessment Tasks

English spoken/signed assessment tasks will only receive feedback on written scripts, not on performance.

Drafting Processes

Assessment schedule completed → Assessment task & A5 Assessment Info sheet distributed → Appropriate level of scaffolding provided

Teacher marks drafts and provides students with appropriate written feedback that does not compromise authenticity of student work ← If incomplete or inadequate draft submitted, contact home made & School Assessment Policy followed ← Draft submitted in full on due date ← Check dates implemented to ensure students are on track

Years 7 to 12 - written feedback on one draft → Drafts have written teacher feedback and highlighted & annotated criteria/ISMG as per faculty framework → Teacher gives class summary of feedback, identifying common issues → All students receive draft feedback at same time

Final task is due at least 5 days after draft returned to students by teacher ← Students receive the opportunity to peer edit and proofread their own work ← Students provided with opportunity to engage with draft feedback in a meaningful, purposeful and directed way ← Teacher may briefly re-teach cognitive skill/ genre structure/ grammar/ punctuation/spelling as needed

Note: Checkpoints will be used where appropriate. Feedback at checkpoint stage is minimal as checkpoints are intended to be progress checks and do not replace the full drafting process.