FEEDBACK POLICY 2019

Vision

In all faculties, students access quality feedback to maximise performance outcomes.

Shared Mental Model

Albany Creek State High School supports all students in developing learning potential and achieving success by providing quality feedback at key junctures throughout a student's educational journey. Quality feedback values and practices are informed by research and are demonstrated in whole-school and faculty-specific processes. Every teacher provides feedback to students to help them to answer three key questions: *Where am I going? How am I going? Where to next?*

At Albany Creek State High School, we recognise that feedback is:

- Based on evidence of learning
- Information about the learner's performance for use by the learner and the teacher
- Both formal and informal
- Both a means of checking for understanding, as well as responsive to formative/summative assessments
- Delivered in a timely way at key junctures in the learning journey
- Linked to learning goals, success criteria, task-specific criteria, unit objectives or outcomes
- Supportive, in that it provides students with teacher direction on how to improve as well as validation of success and what has been achieved

At Albany Creek State High School, feedback should:

- Empower students by building their capability to take ownership over and responsibility for improving their own work
- Enable students to reflect and action feedback to understand where they are headed and how to get there
- Direct teaching and learning and inform future practice
- Foster the educational journey as a partnership that engages teachers as mentors
- Be a collaborative activity, involving students and teachers as participants in and parents as contributors towards student learning

Assessment at Albany Creek State High School is categorised as either:

- Formative Assessment, which refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course **(Assessment FOR learning)**.
- Summative Assessment, which evaluates student learning at the end of an instructional unit by comparing it against a standard, criteria or benchmark **(Assessment OF learning)**. This type of assessment is used for reporting purposes.

Feedback at Albany Creek State High School falls into two distinct categories:

1. Feedback for teachers (Checking for Understanding) refers to feedback gathered by the teacher as a part of their pedagogy in order to determine what content has been understood and where there are gaps in student knowledge thus far. This type of feedback informs the teacher's future practice by allowing them to adjust their lesson planning to address areas of common concern or where students continue to be challenged in demonstrating their knowledge.

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Eg. exit cards, proficiency scales, quizzes, learning goal tracking sheets

2. Feedback for students (Detailed Feedback) refers to feedback delivered to students in response to formative and summative assessment items. This type of feedback informs the student about their demonstrated performance and provides specific suggestions about ways in which they can improve. Eg. checklists, proficiency scales, one-on-one conferencing, class feedback, peer feedback

Patterns of Behaviour

- Teachers track students' progress and regularly check for understanding through an array of *Checking for Understanding* processes
- Formative assessment provides detailed feedback in order to allow teachers and students the opportunity to address areas of concern *before* they are required to submit summative assessment
- Summative assessment may provide a further opportunity for feedback
- Formal reporting and opportunities for parent-teacher conferencing take place twice yearly

Events/Threshold

Checking for Understanding processes will occur regularly throughout a unit to allow teachers to track student progress.

Detailed Feedback processes should occur in response to an item of formative assessment (eg. a draft, a pre-test). Feedback on drafts will be provided to students within a reasonable timeframe from the date of submission, as negotiated within the faculty and agreed upon amongst the teaching team. Students will be given sufficient time to respond to the feedback before submitting summative assessment.

Feedback is provided on all assessments submitted for summative assessment.

Systemic Structures

Drafting

A draft is a preliminary version of a student's response to a summative assessment instrument. The quality of a draft may vary from a brief outline to a response that is nearing completion. The type of draft students submit differs depending on the subject and assessment technique.

- Teachers should not edit or correct all errors in a draft.
- Teachers may indicate some errors in spelling, grammar, punctuation and calculations, and remind students that the draft requires more editing.
- Teachers may not introduce new ideas, language or research to improve the quality of student responses. However, they may indicate aspects of the response that need to be improved or developed to meet the requirements of the assessment instrument, ISMG, instrument-specific standards or syllabus standards.
- Where a draft does not reach or exceeds the word limit, teacher feedback should remind students of this requirement.
- Feedback strategies may differ depending on the mode of response and may include written feedback, verbal feedback, feedback provided through questioning and class feedback, among others. *Further suggestions for feedback strategies can be found in the 'Detailed Feedback' flipbook.*
- Teachers should not allocate an overall result for the draft student response.

In Junior Secondary:

- Teachers may provide feedback on more than one draft of each student's

In Senior Secondary:

- Teachers provide feedback on a maximum of one draft of each student's response. A draft may be submitted in sections and each section may be given feedback separately, however all sections are to be given feedback only once.
- Before submitting a draft, students may be required to develop an outline or discuss their approach with the class teacher. This does not constitute a draft feedback process – this is part of the teaching and learning process.

Student Responsibilities

- Students actively engage in processes that allow for Checking for Understanding wherever conducted across a unit of work.
- Students complete formative assessments as thoroughly as possible.
- Students actively participate in guided processes of reflection in order to comprehend and apply detailed feedback.
- Students engage in self-driven reflective processes.

Bibliography

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