



"Feedback is best when you need it"



Parent Fact Sheet

– Year 3/4 Turner Student

We believe that learning is facilitated by effective feedback.

Every day in our school you will see all students receiving feedback that is relevant and timely, targeted and constructive.

Feedback is based on research. It identifies and helps continuously drive a student's understanding or performance towards a learning goal. It is designed to take students to the edge of learning and build agency as learners, instilling a positive mindset and values.



An Established Classroom Feedback Culture involves:

- building growth mindset and self-esteem – building student efficacy
- students feeling safe to take risks and make mistakes as they progress
- reflective and collaborative with time to allow reflection and implement feedback
- visible ongoing assessment strategies and supports so that the classroom is the 'second teacher'
- individual goal setting and reflection

Principles of Effective and Meaningful Feedback

- Developmental and Personal
- Targeted (to learning goals and/or intentions)
- Purposeful
- Given with clear strategies for development
- Affirmative
- Balanced and Descriptive
- Manageable
- Timely
- Ongoing
- Collaborative- Provided by school adults, peers and by the student themselves.

Learning Intentions and Success Criteria

A carefully framed learning intention introduced at the start of a lesson will direct students' attention to the learning. The learning intention emphasises what the students will *learn and understand*, rather than what they will *do*.

Success criteria are co-constructed with the students, displayed and explicitly explained. The success criteria guide the students to know what success will look like.

Feedback is linked to the learning intention and success criteria and it happens as the learning is occurring – so that it is formative as well as clarifying misunderstandings. Students are empowered to recognise, through self-assessment, their own achievement against the success criteria.

Ongoing and Responsive (Formative) Assessment – Stretching Students to the Edge of their Learning!

At Turner we use strategies where formative assessment engages student voice and provides the teacher with opportunities to check in and adjust learning.

When is the right time for feedback?

- Feedback needs to be timely – given when it is needed
- Teachers are experts at establishing structures and routines that enable students to receive timely feedback
- We use a 1/3:2/3 workshop model in our lessons (where 1/3 is explicit instruction and 2/3 is independent and collaborative work), enabling teachers to plan for feedback and time to confer regularly with students

Peer Feedback and Self-Assessment

Students are explicitly taught how to give and receive feedback, with teachers modelling regularly (initially using structures such as TAG – see below) to promote thinking and engagement.

TAG Feedback

T: Tell something you liked

A: Ask a question

G: Give a positive suggestion / constructive feedback



