

Effective Feedback				
Strand		Developing	Establishing	Enhancing
1 Planning for feedback and developing a classroom climate where all learners make progress towards clear learning goals	Teachers	<p>Lesson planning, by the teacher, focuses on learning intentions and some reference may be made to the longer term purpose of the learning. The teacher shares the information with students ensuring they can distinguish between the task and the intended learning.</p> <p>The teacher understands progression in the subject concepts and skills and there is some exemplification, for the students, by the teacher of the expected standards within the context of the lesson's learning intention.</p> <p>The teacher plans to review the learning for the students, towards the end of the lesson.</p>	<p>The teacher has a good understanding of concept and skill progression in their subject and can utilise this understanding to identify appropriate success criteria for the intended learning.</p> <p>The teacher shares with students, the intended learning, the task outcome and what different standards of work may look like. They may sometimes, use strategies to support students generating their own success criteria.</p> <p>The teacher encourages students to review their learning but may need to summarise it for them, particularly next steps for improvement.</p>	<p>The teacher has a thorough understanding of progression in the skills and concepts being taught and this is reflected in the choice of learning intentions, and/or outcomes, methods of assessment and lesson activities. Learning intentions are routinely shared, discussed and understood by students in all lessons</p> <p>The teacher involves students in establishing success criteria and plans to actively involve them in determining their progress through peer and self assessment.</p> <p>Active review by students in relation to the lesson's learning intentions, is a routine part of lessons and its outcomes inform future planning</p>
	Students	<p>Most students understand what they are trying to learn in the lesson and can explain this with some use of subject specific language. They may be able to verbalise the longer term purpose (big picture) of what they are learning.</p> <p>Some students understand how they can show success and they are beginning to identify what is good about their work and how they could improve it.</p>	<p>With some prompting, all students are able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve.</p> <p>Students are developing increased capacity and willingness, to discuss the progress they are making, against the learning intentions, with each other and with their teacher.</p> <p>Most students understand the progression in the concepts and skills they are learning and can distinguish between different standards of work.</p> <p>Students, when supported, are able to recognise and improve their achievements against predetermined success criteria and some are beginning to contribute to determining the criteria for themselves.</p>	<p>All students understand what they are trying to achieve and why and routinely review their progress against the learning intentions for the lesson.</p> <p>They understand progression in the skills and concepts they are learning.</p> <p>All students can use success criteria to engage in extended and focussed dialogue about their learning.</p>

2 Oral feedback	Teachers	<p>The teacher is beginning to use questions to probe progress against the learning intentions and outcomes to help students improve their work.</p> <p>The teacher sometimes targets specific individuals and groups of students for feedback in lessons</p> <p>The teacher provides opportunities for students to give feedback to their peers (in relation to learning outcomes).</p>	<p>The teacher uses a varied repertoire of types of oral feedback (e.g. reminder prompts; scaffold prompts; example prompts; models of answers etc) ; that help learners understand what they need to do to improve</p> <p>Feedback encourages/ motivates students to take the next steps</p> <p>The teacher structures and models quality oral feedback to students and encourages them to develop skills in giving feedback to others.</p>	<p>The teacher ensures that oral feedback from student to teacher, teacher to student and student to student forms part of a dialogue that relates directly to learning intentions and outcomes.</p> <p>The teacher confidently and skilfully judges where and when to use different types of feedback</p> <p>Questioning of students promotes higher level thinking (e.g. analysis/synthesis/ evaluation/ transfer to other contexts)</p> <p>Feedback is insightful, constructive and informative and enables & motivates students to take the next steps in their learning</p>
	Students	<p>Most students listen carefully and respond to oral feedback from the teacher, understanding that it is supporting their learning.</p> <p>They are beginning to see oral feedback as having a distinct value.</p> <p>Most students are able to provide useful feedback to other students and similarly respond to feedback from their peers.</p>	<p>Students recognise fully the value of oral feedback and know it is related to their learning. They listen carefully and respond appropriately.</p> <p>Students will readily engage in focused peer feedback, in relation to learning outcomes, and are beginning to develop a vocabulary and skill set to do this.</p> <p>Students' work shows evidence of a response to oral feedback.</p>	<p>All students recognise that oral feedback is focused on their learning and is as important as written feedback.</p> <p>Students know that feedback is valuable and listen carefully to each other and their teachers. They respond to feedback to engage in dialogue about their learning.</p> <p>Students give regular, detailed oral feedback related to learning objectives and outcomes to peers and teachers.</p> <p>Students are clear where in their work they have improved in response to feedback.</p>

3 Written feedback	Teachers	<p>The teacher provides written feedback in line with policy (departmental and whole-school).</p> <p>Written feedback usually directly relates to the learning objectives and outcomes.</p> <p>Written feedback increasingly clarifies for students precisely what they need to do to improve.</p> <p>Opportunities for students to act on teacher feedback are usually provided.</p>	<p>The teacher marks in detail the learning milestones and key tasks identified by the department.</p> <p>Written feedback helps all students understand what they have done well and how they can improve, and motivates them to take the next steps.</p> <p>The teacher routinely provides time for students to reflect on, and respond to written feedback, resulting in improvements to the standards of work</p>	<p>Written feedback is based on learning objectives and outcomes and focuses on improving standards in the subject.</p> <p>Written feedback clearly identifies next steps for learning and regular opportunities are provided for students to consider and act on it.</p>
	Students	<p>Most students understand that written feedback is related to the learning objectives and outcomes of the lesson.</p> <p>Most students can explain what the written feedback means and can act upon it.</p>	<p>All students act on written feedback provided.</p> <p>All students routinely use written feedback to improve their work.</p> <p>Pupil work shows evidence of a response to written feedback.</p>	<p>Students routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.</p> <p>Students understand how feedback relates to their longer-term goals and can set their own targets for improvement.</p> <p>Students are clear where in their work they have improved in response to feedback and transfer that learning to other contexts.</p>

4 Use of peer and self assessment - review of learning	Teachers	<p>The teacher plans opportunities for peer and self assessment, e.g. using established strategies such as model answers to help learners understand the standards they are working towards.</p> <p>Learning objectives and outcomes are made explicit and transparent so that students can identify how well they have met the success criteria.</p>	<p>The teacher effectively plans for peer and self assessment opportunities at key points in the lesson</p> <p>The teacher provides success criteria which describe progression in aspects of the subject against which students assess and improve their own work.</p> <p>The teacher selects from a range of peer and self assessment strategies and uses them with confidence.</p> <p>The teacher trains students to work effectively in group discussions and models how to give constructive and informative feedback.</p> <p>Time is provided for students to reflect independently or collaboratively on what they have learned and how they have learned.</p>	<p>The teacher works with students to identify success criteria related to progress in the key concepts and skills for the subject.</p> <p>The teacher orchestrates and maintains pupil dialogue with timely intervention to accelerate understanding and develop independent learning.</p> <p>The teacher continues to explore with students how they learn most effectively and how they can apply this.</p> <p>Planning enables success criteria for cross-curricular skills to be identified and used for peer and self assessment.</p>
	Students	<p>Some students are beginning to assess their own work and that of their peers against the learning objectives and learning outcomes.</p> <p>Some students are gaining confidence in paired and group discussion and are beginning to provide constructive feedback.</p>	<p>Students can use success criteria to assess and improve their own and their peers' work They recognise the standards they are aiming for in the subject.</p> <p>Students are increasingly confident in assessing their own work and provide informative and constructive feedback to others.</p>	<p>Students can independently identify how to move their learning forward.</p> <p>Students readily relate success criteria to progression in the subject.</p> <p>Students can engage in extended and focused dialogue about their learning.</p> <p>Students apply an understanding of how they learn to make better progress in other contexts.</p>