**Rationale:**
Feedback is an essential part of the learning process and, when done well, is a collaborative partnership that engages student and teacher, and results in improved learning. Feedback is used to recognise, encourage, challenge and improve student performance.

**Aim:**
- To communicate and explain to each individual student how he/she is performing in all learning tasks.
- To clearly communicate to a student how his/her work can be improved.
- To maximise individual student achievement.
- To allow students to take an active role in their learning by focused effort, clear and explicit expectations.

**Implementation:**
**When**
- Occurs throughout the learning process. It is not restricted to times when a formal piece of assessment is returned to students.

**What**
- Attends to the targeted learning.
- Aligns with the features and standards expected in a quality response. If it is formal assessment, the feedback should align with the task-specific assessable elements and descriptors of quality.
- Focuses on the quality of the student performance and not on the student. It does not compare the student’s work with that of their classmates, but focuses on the learning expectations.
- Reinforces the strength of the performance as well as indicating areas for improvement.

**How**
- Is a two-way process with the teacher providing opportunity for the student to discuss and clarify the feedback, share opinions about the quality of the work and for each to pose follow-up questions.
- Is timely, frequent, constructive and instructive.
- Goes beyond a simple grade and provides information leading to a better performance.
- Is often descriptive and helps the student understand the gap between the performance and the expected standard. For example, when a student responds to questions, the feedback should be focused and pertinent, “Yes, it is correct that adolescent girls need to have iron-rich food. Remember that the explanation must say why — so let’s start adding “because” after each statement. Are you ready to try again?”
- Needs to be specific and clear. Comments like “Some good ideas”, “Improving” and “Satisfactory” provide little clarity in how the student is progressing. It is more helpful if the specific strengths and ‘gaps’ are identified, for example, “The analysis captures the environmental perspective very well. It is
concise yet identifies an insightful range of local and global factors. Further detail on each of the points would have provided a more comprehensive analysis.”

- If formal assessment, it is accompanied by student reflection on what they have learnt that will help them to perform better next time.

- Is sensitive. At one extreme, negative feedback can destroy confidence. At the other end, failure to provide appropriate feedback due to concerns about demoralising the student can result in little progress by the student. Feedback must take into account the student’s personality — whether to ‘push’ or give more encouraging feedback. It should take into account what the student can do and is capable of achieving. Sensitivities are particularly important when giving public feedback such as responding to a student who incorrectly responds to a class question; however, it must not be allowed to go uncorrected by, for example, “Anyone else care to answer?” A more constructive response would be “I can understand why you have suggested that, but it is not correct because ... Would you like to try again?”

- Is appropriate to the situation, typically being for the individual but also for a group or for the whole class. Care is needed when giving whole-class feedback. Generalising about whole-of-class performance can give wrong messages to individual students if they do not have feedback on their own performance. For example, if the class has, overall, performed well on an assignment, feedback indicating a quality performance can lead all members of the class to think they have achieved well, when that might not be the case.

- It is expected that you will be able to show evidence of the feedback that you have provided to students upon request (this request may be made by administration staff or the student’s parents). This will include, but is not limited to, written feedback in student work books, written feedback on student draft work or notes of oral feedback provided on student draft work, etc.