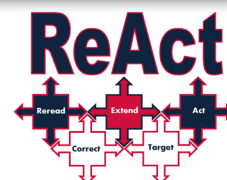


GUIDANCE FOR STAFF



When assessing

- Plan ahead to ensure that the specific assessment task tests students' understanding of the topic or skills being taught
- Focus your feedback on this assessment task
- Feedback is likely to be most effective if it focuses on the **task, the subject or self regulation**.
- Feedback may be focused on improving a specific **task**. It can comment on whether an answer is correct or incorrect, can give a mark or grade and will offer specific advice or a task in relation to improving the work.
- Feedback may be focused on an underlying process used in the task which relates across a **subject**. The feedback may be applied to other pieces of work in the subject.
- Feedback may be focused on the students' own **self-regulation** such as their planning, monitoring and evaluation of their own work.
- Remember that feedback is a two-way process and so it needs to be understood - be specific, clarify and check understanding.
- Teachers should provide students with opportunities to use feedback in order to improve and close any learning gaps. Feedback tasks might involve proof-reading, redrafting, correcting, summarising, reflecting or responding.
- The term '**ReAct**' should be used when providing feedback tasks to students in order to emphasise their role in acting on their teachers' feedback and provide consistency across the school.
- Feedback shouldn't **only** come at the end of the process; use it to guide students along the way.

Remember