



Feedback - the St Monica's Way

Principles of Feedback in English (subject)

How is feedback provided in your subject?

Feedback is provided to students in their **English** lessons in a way which **supports learning, builds confidence, and guides students** toward improvement. Teachers provide students with **verbal feedback** through **questioning**, and also as they circulate the room and **monitor the written work** completed by students.

Teachers provide **whole-class feedback** on feedback sheets every tenth lesson. Students will complete an extended response which teachers will read and provide feedback on. A feedback lesson is created to address misconceptions. The feedback links to shared success criteria and clearly identifies the next steps for students.

When is feedback provided in your subject?

Each term students complete a **summative assessment** which is marked, graded and written feedback is shared by teachers. This assessment is created by the department and a **common mark scheme** is provided for teachers to use to identify if students are working at developing, securing or mastering.

Every three weeks (or every tenth lesson) students in English receive **whole-class feedback** based on an extended writing task completed. This feedback is formative, no grade is awarded to students.

Verbal feedback is shared in **every lesson**. After a prior knowledge starter activity, teachers respond to students' answers and give them the opportunity to improve their work or address misconceptions. Students also receive verbal feedback throughout the lesson for their oral and written responses.

How are pupils expected to respond to feedback in your subject?

Students at St Monica's are **ambitious and aspirational**: they want to achieve excellent grades and are keen to make progress. We expect all students to respond to the feedback shared by completing a green pen paragraph.

Students are expected to use the feedback provided to improve the quality of their written work. Using green pen students will **focus on the key feedback** in the lesson to improve an element of their writing. This may be scaffolded using an **I do, we do, you do**, model, or teachers may provide students with sentence starters to enable them to improve their analysis of a text or their own descriptions.

How do you check the feedback has been understood and actioned by pupils in your subject?

Teachers may ask students to **share examples** of their improved work in lesson. This would be done through the visualiser.

Alternatively, teachers will **circulate the room** and check the quality of the work being produced.

Teachers will use **questioning** to check that the feedback shared has been understood.

Feedback and progress is not linear, so it may be that a similar analysis task is given to students in two weeks, and teachers can then see if the feedback has been effective in helping the students to make progress.