



Feedback - the St Monica's Way

Principles of Feedback in Maths

How is feedback provided in your subject?

In Mathematics, feedback is most effective when it is **specific, timely,** and **directly linked** to the learning objectives and success criteria that underpin the mathematics curriculum. It supports students in the development of their Mathematical conceptual knowledge, methods and reasoning.

The main types of feedback used include **formative verbal feedback**, which is given during **mini whiteboard activities** and think out loud modelling to **guide students' thinking** and improve their **mathematical method** and confidence.

We use **summative feedback**, which is provided after assessments to evaluate overall understanding. **Whole class feedback** is shared which addresses common misconceptions and is linked to the success criteria.

When is feedback provided in your subject?

Feedback is provided throughout every lesson. Initially pupils complete a retrieval task and use **green pens** to carry out **self-assessment** in the lesson.

Mini whiteboards are used in every lesson, allowing the teacher to give immediate verbal feedback.

Throughout **question and answering sessions verbal feedback** is given. Based on information seen **on the mini whiteboards**, the teacher can give immediate feedback through modelling which the students copy down in **green pen**.

Whole class feedback at the end of a topic allows pupils to measure their progress. An **end of unit assessment** followed by a **student evaluation sheet** with linked MathsWatch videos allows for further progress and independent learning.

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

Pupils are expected to use **green pens** extensively in lessons. They should respond to verbal prompts as well as ones that are written to **self-assess** their work and make improvements where necessary.

Self-assessment is a tool which allows pupils to engage fully with learning that takes place in the classroom. We **encourage deeper thinking through** prompts which encourage students to revise, reflect, or justify their reasoning.

When **peer-assessment** takes place, the feedback that pupils receive should be acted upon in a **respectful manner** as learning is not just facilitated by the teacher in the classroom.

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

We ensure pupils respond to **feedback directly**. For example, pupils might correct an answer or make improvements in green pen based on verbal feedback.

Teachers also talk to pupils during lessons to **check** they've understood the feedback and know what to do next.

We often ask pupils to **reflect** on their work using green pens to show how they've made changes.

Each half term, we complete a **book look** to look for improvements in students' work to see if they have acted on the advice. This helps us know that they are **making progress** and **learning** from their **feedback**.