



## Feedback - the St Monica's Way

### Principles of Feedback in Religious Education

#### How is feedback provided in RE?

In **RE** feedback is given in different ways;

**Verbal feedback** in class – in recognition of good answers, and contribution made, to praise and encourage pupils to participate and develop knowledge in our lessons.

**Peer feedback** allows pupils to read good answers and apply their knowledge giving feedback based on success and exam criteria.

**Written (teacher) feedback** is given to yellow and blue tasks to identify progress.

**Whole class** and **personal feedback** is then given - WWW, what went well and EBI, even better if, specific targets set T, or a CQ given.

#### When is feedback provided in RE?

In RE some form of feedback is given in **every lesson**. However, outlined below are specific feedback points.

**KS3** - In response to **blue tasks**; these are usually assessment style tasks (and other examples of formative assessment). The blue tasks help build a picture of the progress a pupil is making and present opportunities for intervention allowing for specific targets to be set as a result of feedback given.

**Yellow tasks** – these are summative assessments, completed at the end of a unit of work (each half term). Pupils will be given both personal feedback, specific targets, and whole class feedback to improve a piece of work and ensure progress is made- We want our pupils to **know what they must do to improve** and to ensure **they can do it**.

**KS4** - We **embed** knowledge of course content and exam technique through continued practice in class.

In **year 10 and 11** pupils will also complete summative assessments – end of unit assessments and PPE's.

In KS4 each example of **formative and summative** assessment presents an opportunity for **peer, self and teacher feedback** with necessary actions to **move forward and make progress**.

#### How are pupils expected to respond to feedback in RE?

When feedback is given, **pupil response is expected**.

The most obvious way to identify pupil response is **green pen** in exercise books. Green pen stands out and is used to show a pupil has met a specific **target**, responded to an **EBI** or answered a **CQ** – challenge question.

**Time is given** in lessons to enable pupils to reflect on their own learning, to **respond** appropriately and apply knowledge and understanding of **how to improve**. Students are often given the opportunity to look at a WAGOLL – what a good one looks like- so they can identify **good practice** and apply this to their own work.

For all yellow tasks, end of unit assessments and all PPE's pupils will fill in a 'pupil response sheet'. This provides an opportunity for **honest and meaningful reflection** and ensures all pupils consider **next steps**. As a result of feedback, pupils can identify areas to focus on and create **purposeful targets for improvement** as they move onto the next topic or unit of work.

#### How do you check the feedback has been understood and actioned by pupils in RE?

Teachers take time to **read over** pupil responses to feedback.

Pupil responses help **inform teaching** – creating opportunities for pupils to demonstrate what they have learnt and knowledge gained about how to improve their work.

**Challenge statements** identified on termly reports also reflect a specific focus of feedback in RE. Teachers will be able to check challenges have been met by pupils by ensuring the challenges become a task or activity in future lessons.

With careful advice and guidance through various methods of feedback we hope all our pupils enjoy, engage and **make progress in RE** and achieve their **true potential!**