



Feedback - the St Monica's Way

Principles of Feedback in Science

How is feedback provided in your subject?

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

The main types of feedback used include **formative verbal feedback**, which is given during **experiments** or investigations to **guide students' thinking** and improve their **scientific method**.

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.

Throughout **question and answering sessions verbal feedback** is given. **Live marking** takes place where pupils are given instant written feedback in the exercise books as they are completing a task.

Whole class feedback at the end of a topic allows pupils to measure their progress. Following an assessment, a feedback lesson is delivered where pupils engage with the knowledge that they have acquired.

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 improve a piece of work or correct a mistake based on the comments they received.

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 simple checklists or green pens to show how they've made changes.

Over time, we look for improvements in their work to see if they have acted on the advice. This helps us know that they are **making progress and learning from their feedback**.