



Feedback - the St Monica's Way

Principles of Feedback in Music

How is feedback provided in your subject?

In Music, we use the full range of feedback to help students improve their **musical understanding, performance, and creativity.**

Our subject naturally allows staff to provide lots of immediate and actionable verbal feedback. Feedback shared by the class teacher is specific. It focuses on precise articulation of next steps such as:

"Your dynamic contrast in the crescendo was excellent—it added a lot of emotion. Next, work on intonation in the second phrase; you're a bit sharp on the high G."

Pupils will use both peer and self-assessment to develop and critique their musical performance.

When is feedback provided in your subject?

All pupils receive **clear, constructive, and supportive** verbal feedback on a daily basis, within each lesson taught.

Verbal feedback in Music lessons **identifies improvement** and next steps to build and develop pupil performance and composition.

Summative assessments, are **teacher marked with personalised written feedback** or whole class feedback sheets. Feedback is aligned to GCSE Music subject content.

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

Responding to feedback takes place routinely in Music lessons, where students respond to immediate feedback from both their teachers and peers by **adapting their musical performance** with the aim of performing more successfully.

Students respond to all **verbal feedback** either individually or with their peers. Time is allocated for students to address the feedback they have been given. The teacher will dedicate time during the lesson to identify common misconceptions and incorrect knowledge.

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

In Music lessons we use a variety of methods to check that pupils have understood the feedback shared. Pupils will be asked to **repeat, reperform or rephrase** the skill or knowledge shared.

We use **pupil demonstration**, asking them to demonstrate the skill again, applying the feedback shared.

We also use **peer teaching** in Music lessons when we ask students to explain or model the feedback to a partner. Teaching reinforces and consolidates any knowledge and identifies any gaps in pupil understanding.