

## Student Survey

	Never	Not very often	Sometimes	Often	All the time
This teacher makes it clear what I will learn when I start this class					
When I am working on something I know what I am aiming for					
This teacher helps me set learning goals that challenge me					
This teacher helps me understand what I need to do to be successful in this class using exemplars and work samples					
This teacher helps me understand what I need to do to be successful in this class by discussing the assessment criteria					
This teacher explains to me what I need to do to improve my learning					
This teacher helps me understand how well I am learning					
This teacher helps me understand my mistakes					
This teacher helps me keep track of my own learning progress					
This teacher explains my test results to me so I know how I am doing					
My teacher praises me so I feel good about my work					
My teacher says my work is good even when I know I could do better					
Feedback from this teacher has helped me understand things I did not understand					
I understand the feedback I get from this teacher					
My teacher gives me written feedback					
My teacher gives me verbal feedback					
My teacher tells me how my work has improved from previous work					
My teacher provides feedback that motivates me to try again and improve					
There are opportunities for me to ask my teacher questions about the feedback I receive					
There are opportunities for me to apply the feedback I receive in another draft, or in other similar tasks					
I like feedback that clearly explains things I am supposed to be doing					
I like feedback that helps me understand what I need to achieve					
I like feedback that helps me to monitor and improve my thinking about my strategies during the task					
How often is the feedback from your classmates more useful than feedback from your teacher?					
How often do you receive feedback from your classmates?					
How often is the feedback given by your classmates helpful?					

## Teacher Reflective Tool

	Never	Not very often	Sometimes	Often	All the time
I see student assessment data as feedback about my teaching					
I evaluate my practice using student data					
I use student data to discuss learning steps with my students					
I use data to drive my professional learning					
I alter my programs in response to student feedback					
I reflect on student data to inform my practice					
I identify how successful I have been as a teacher by using student data					
I talk to other teachers about student data, and together we consider our next steps					

## Observation Tool

### The pre-conditions for a feedback rich environment

	Never	Not very often	Sometimes	Often	All the time
<b>In planning:</b>					
Learning Intentions & Success Criteria are documented in planners					
Learning Intentions & Success Criteria are linked to relevant Curriculum Documentation in planning					
Learning Intention states a broad learning focus					
Success Criteria use instructional verbs to explicitly communicate 'what success looks like'					
Learning Intentions & Success Criteria are written in student friendly language					
Learning Intentions & Success Criteria cover a range of lessons / entire learning sequence					
Learning Intentions & Success Criteria target surface / deep level learning					
Planners document Summative Assessment strategies					
Planners document Formative Assessment strategies					
Formative Assessment utilises teacher voice					
Formative Assessment utilises peer voice					
Formative Assessment provides opportunity for students to self-monitor / reflect on learning					
<b>In classrooms:</b>					
Learning Intentions & Success Criteria are visible <u>at all times</u> in the classroom					
Learning Intentions & Success Criteria are positioned so learners can see them whilst working					
Learning Intentions & Success Criteria are consistent between classes					
Learning Intentions & Success Criteria are referred to at the start of the lesson					
Learning Intentions & Success Criteria are revisited at the end of a lesson					
Students understand the purpose of these statements					

### Diagnosing staff comments

When tabulating how staff communicate their understanding of: 'What does feedback mean?'. Use the following matrix as a system for categorising.

	Frequency
<b>Feedback answers the questions of:</b>	
Where am I going? (Feed forward)	
How am I going? (Feed back)	
Where to next? (Feed forward)	
<b>Feedback focuses on the levels of:</b>	
Self (praise)	
Task	
Process	
Self-Regulation	
<b>Other focus keywords may include:</b>	
Timely	
Specific	
Summative (Grade)	
Formative	
Peer	
Teacher	
Improvement	
Information	