St. Martin de Porres School
Avondale Heights
FEEDBACK POLICY

RATIONALE

Feedback is ongoing, constructive communication to enhance future performance. It can be verbal, non-verbal or written and should be formative, specific and timely.

Feedback is most effective in improving learning outcomes if it is predominantly positive and constructive. It should be given in a respectful manner - focussed, logical, clear and precisely directed. At St Martin's school, the language of "*What's Working Well…..*", (termed WWW) "*It would be Even Better If ….*" (termed EBI) and "*Feed Forward….*" (termed FF) is to be used by staff, students, parents and parish personnel who interact with the school to provide feedback to each other.

The purpose of feedback is to :

➢ improve student and staff learning and performance;

➢ equip parents with procedures and a language to receive understandable information about student progress and for them to provide appropriate responses;

➢ acknowledge successes;

➢ challenge, modify and improve current goals and practices;

➢ develop self-reflection for and in all school and parish community members;

➢ express appreciation;

➢ identify concerns;

➢ inform and maintain partnerships with and between parents;

➢ develop ownership for change initiatives;

➢ maintain open and honest communication between all school and parish community members.

Student feedback which is ongoing communication directed by the student to a peer or peers, or to school staff in relation to their learning, will improve their engagement and outcomes throughout the learning cycle. Student feedback can also be the constructive communication given by a peer or staff member in relation to the student's performance of a task or written work.

Constructive feedback related to staff - staff, staff – parent, staff – parish, parent – parish and student – parish personnel, is also to be developed and enhanced in order for teaching and learning practices and learning outcomes to be improved across the community. Pearsall's (2016) tools, techniques and processes' resources have also been adopted to improve teaching and learning practices.

Consequently, it is intended that all students, school parents, school staff and parish pastoral personnel understand, accept and be skilled in giving and receiving feedback as described in this policy.

GOALS

- ✓ To embed feedback procedures which will enhance staff, student and parent communication and performance.

- ✓ To skill staff, students and parents in the use of feedback language - that is, '*What's Working Well*', '*Even Better If*' and '*Feed Forward*'

- ✓ To embed feedback procedures and student voice throughout St. Martin de Porres' Learning & Teaching Cycle.

- ✓ To expand the use of these feedback processes to include parish personnel who work in the school community.

IMPLEMENTATION

- ◆ Collaborative development by the school staff - participating in a CEM 'Feedback Collective' of four North Western Zone catholic primary schools over the next 12 months to develop policy, procedures and practices for the giving and receiving of appropriate feedback between students, parents, school staff and St. Martin de Porres parish personnel.

- ◆ Incorporation of 'Student Voice' Change2 processes.

- ◆ By September 2015 – a shared definition of 'feedback'.

- ◆ By December 2015 – identification of a common feedback language.

- ◆ From July 2015, participation in a four school 'Feedback Collective' to share learnings.

- ◆ By April 2016 – identification of feedback structures and practices.

- ◆ April 28ᵗʰ 2016 – 'Feedback Collective' staff professional development day at St. Martin's.

- ◆ May 2016 – incorporation of Pearsall techniques into Feedback policy and practices.

- ◆ By July 2016 – feedback should be evident in everyday practice.

SCHOOL STAFF

Improved learning and performance to be developed via :

- ◆ training / practising of "What is working well…" (WWW), "It would be even better if….." (EBI) and "Feed Forward" (FF) language for providing feedback;

- ◆ feedback to and by colleagues at planning meetings, professional development days;

- ◆ Annual Review Meetings with the School Principal;

- ◆ analysis of Insight SRC Data sets;

- ◆ Circle Time on a weekly or fortnightly basis;

- ◆ End of Term celebrations;

- ◆ analysis of Testing data;

- ◆ writing formal School Reports at Mid Year and End of Year;

- ◆ student progress reports given orally at Parent/Teacher interview times;

- ◆ progress reports via Termly Program Support Group (PSG) Meetings;

- ◆ Change 2 implementation;

- ◆ participating in weekly Professional Learning Team meetings – collegial feedback;

- ◆ providing 'point of need' interventions.

STUDENTS

Improved learning and performance to be developed via :

- training / practising of "What is working well..." (WWW), "It would be even better if....." (EBI) and "Feed Forward" (FF) language for providing feedback;

- written feedback on student work samples;

- oral feedback by school staff or peer during work conferencing;

- oral or written feedback to parents;

- student goal presentations at parent / teacher interviews;

- use of stickers and certificates for positive feedback on performance;

- receiving 'Think Sheets' for inappropriate behaviours;

- participating in Circle Time on a weekly or fortnightly basis;

- undertaking peer conferencing;

- giving and receiving 'point of need' interventions.

PARENTS

Giving and receiving feedback via :

- training / practising of "What is working well..." (WWW), "It would be even better if....." (EBI) and "Feed Forward" (FF) language for providing feedback;

- student Learning Journals and digital journals (e.g. See Saw);

- formal Termly Parent / Teacher Interviews and Reports;

- formal and informal parent/teacher dialogues;

- email and telephone conversations;

- student awards;

- attendance at fortnightly School Assemblies;

- Termly Program Support Group (PSG) Meetings;

- fortnightly Newsletters;

- 'point of need' interventions.

PARISH PERSONNEL

Improved learning and performance to be developed via :

- professional learning briefing of parish personnel staff on the Feedback Policy by mid 2016;

- training / practising of "What is working well..." (WWW), "It would be even better if....." (EBI) and "Feed Forward" (FF) language for providing feedback during 2016, particularly when addressing sacramental groups.

EVALUATION

Developed 2015, reviewed 2016, 2018.