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FEEDBACK FOR LEARNING POLICY

YEAR 7 – YEAR 12

LAST REVIEW DATE	NEXT REVIEW DATE
September 2023	September 2025
RESPONSIBLE OFFICER	Jo Surman <i>Director of Teaching & Learning</i>



POLICY STATEMENT

St Dominic's Priory College students are encouraged to grow in wisdom, courage and understanding and are supported to achieve excellence in their studies and confidence in their future.

RATIONALE / LEARNING STATEMENT

It is our intention to promote student independence and responsibility for learning through the various processes and practices whereby students seek feedback on their work.

PREAMBLE

Feedback is an important element of written, multi modal and spoken task preparation. To reach their potential, it is strongly recommended in Middle and Senior School that students draft and self-edit assessment tasks. With support, students are encouraged to develop drafting skills and strategies to improve the quality of their work. This may involve seeking the assistance of others to proofread. At the teacher's discretion, students may submit one complete draft for feedback.

During any drafting process, it is important to remember that *"...all work that students submit for school assessment and external assessment must be their own, produced without undue assistance from other people or sources"* (SACE Supervision & Verification record 2020). The purpose of any assistance in drafting is to support this premise and provide feedback for improvements.

Students should only submit the task to their teacher for feedback when they have carefully edited and revised the work themselves. Teachers may use a variety of strategies to guide and inform students during the drafting process.

STUDENT'S ROLE AND RESPONSIBILITIES

- Check the specific task requirements, performance standards and assessment criteria have been understood
- Adhere to due dates
- Carefully read over their own work, checking for relevance to question / task and mode of presentation
- Check expression, spelling and punctuation
- Apply a spell check and correct errors to the best of their ability. Where it is provided, refer to a checklist for self-editing
- Ask a friend or family member to read through and comment on – but not correct or make changes to the task
- Upload the final draft to Turnitin via SEQTA before final submission of the task. This provides the student with the opportunity to detect any unintentional plagiarism.

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TEACHER'S ROLE AND RESPONSIBILITIES

The purpose of a teacher reading a draft is to provide constructive feedback to guide students in amending and preparing their final submission for assessment.

This feedback is an important part in the process of authenticating a student's work and can be productively done in conversations with students during lesson time, with their draft on hand.

Teachers may indicate whether the student is meeting the requirements of the task and assessment criteria, commenting on areas that have been covered well, and where there is room for further development.

Teachers may comment on but not correct errors. It is not the teacher's responsibility to correct all errors in written expression, grammar, punctuation and sentence structure.

Teachers work in partnership with students in a way that best suits their subject area and year level. Feedback can therefore take a variety of forms which may include, but is not limited to:

- Individual conversations
- Recorded spoken feedback using SEQTA
- Large and small group conferencing, modelling and scaffolding
- Written feedback

Supporting Details:

1. Comments provided by the teacher will not necessarily cover every aspect of the task. They may be limited to the most obvious areas for improvement but are designed to assist students in improving the quality of their work.
2. The submission of a draft to a teacher does not guarantee a high ('A') grade for the student's final piece, as the feedback provided to the student is a reflection of their understanding at that point in time.
3. The amount of feedback on a task may be in proportion to the year level, student needs and the type of task.
4. Students may be required to submit drafts with their final submission in order to verify their work.
5. A teacher may model a sentence, a paragraph or a section of a task. The student may then use the model to inform the construction of her own task. It is not appropriate for a student to copy and submit the work of a teacher.
6. While teachers make every effort to return drafts quickly, sometimes delays will occur. It is therefore a student's responsibility to submit the draft as early as possible and by the teacher's set due date. Drafts submitted outside of this date will not be prioritised.
7. Teachers will not indicate the grade on the draft. Providing feedback on a draft is not the same as marking or assessing a task. (Note: SACE guidelines on this are very clear in the "*Supervision and Verification of Students' Work Policy and Procedures*" documents.)

Learning is a process to which the role of the student is central, and the importance of support from teachers is vital. The desired outcome is that students form a relationship with learning to achieve the best that they can in an educational environment which places high expectations on them, but one which also journeys with them through high levels of support in learning.

REVISION RECORD

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