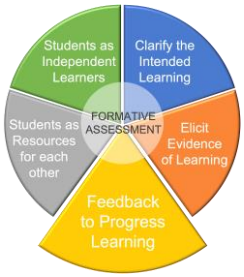

'Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

…Assessment Reform Group (2002)

Feedback to Progress Learning

Clear, actionable feedback to make the learning more visible and improve student learning

WHAT does Effective Feedback do?

- identifies success and achievement
- indicates suggestions for improvement
- provides steps to attain these goals
- focuses on the learning and not the student
- prompts student thinking
- allows time for improvement to take place

SO WHAT might this sound like in the Music classroom?

COMMENT-ONLY FEEDBACK…

- uses no grades or calculations
- might ask students to identify the area for improvement
- utilises the *sandwich approach* i.e., what worked well, what needs improving and suggestions as to how to improve
- Could identify where is the work the errors are and ask the students to create the comments

ACTING ON GROUP FEEDBACK

- Using your knowledge of the students and the learning in hand, decide whether students seem to have understood to a sufficient depth or re-teach for better understanding
- You might also decide to defer the re-teach to a future lesson, perhaps after asking students to review or practice independently in the meantime
- Where common errors happen across the class, you might decide to re-teach focussed elements and give a new task or learning experience for students to engage with
- As soon as you give the feedback, allow time for students to consider your comments and make immediate improvements. This will make them think about the quality of their work and talk to you directly if necessary

ORAL FEEDBACK

'Direct oral feedback, given in the heat of the moment while learning is actually taking place, is likely to have the greatest influence on students'

…Savage & Fautley, Lesson Planning for Effective Learning, p.115

Students acting on oral feedback could…

- continue playing and replaying; rehearsing until they get it right
- write down in their own words how they might practise this section at home
- draft and redraft their compositions for their portfolio

For more supports download NCCA Focus on Learning Booklets

Share another approach that works for you in your music classroom

NOW WHAT?

- To what extent do I/we structure feedback on the processes students have used to complete the task, and/or on their ability to manage their learning?
- How might I/we design feedback so that students feel their efforts are being recognised and valued?
- What type of feedback can I/we use that will result in students having to think?

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