# St Thomas More Catholic School

## Feedback Policy

## Philosophy

Feedback, assessment and recording are integral to the teaching and learning process. All must meet statutory requirements and be uniform within a Department so as to be readily understood by their audiences.

## Feedback

Feedback can take many forms, from verbal to a checklist approach, and is dependent on the Department giving it. During times of remote education feedback policies have been amended to reflect how each department is giving feedback.

Each Department will adopt a feedback process that will ensure consistency and quality, which both supports and develops the progress of students in all Key Stages.  Feedback should be carried out on a regular basis as decide by the department and recorded as stated in the department section overleaf.  It must not be left for so long that feedback becomes irrelevant.  Realistic strategies during remote learning should be employed to ensure that the work of all students' work is seen and commented upon, but should not be time consuming and at the expense of planning of quality lessons. In the event of prolonged staff absence, the department will take the necessary steps to ensure feedback for all students has occurred.

Feedback must have a purpose.  It should be consistent, fair and constructive, emphasising the positive, whilst also providing an improvement target.  Students should have the opportunity to respond to feedback with their teachers, through the form of a learning dialogue if necessary, and be able to establish a realistic idea of the action required to improve the level of their achievement however during remote education opportunities to do this maybe limited. Feedback should be a motivator for students.

Students should know the criteria against which they are assessed.  Success criteria for all Key Stages should be readily accessible for example in such places as Firefly/classroom walls/at front of books/folders.

**The purpose of feedback is:**

- To provide a performance indicator to students, so they understand what they are trying to achieve, how well they have achieved it, and how to move forward

- To provide reliable assessment data which can be used formatively within departments and the school

- To help students/parents understand how well the student is progressing

- To monitor the progress of work being completed

- To evaluate how well a class/individual has understood the set work in order to inform teaching the next series of lessons

**PREPARED BY:**     **Staff**              **January 2018**
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| KS3 | | | |
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| **Type of Feedback** | **Purpose** | **How it will look** | **Frequency** |
| Firefly Feedback | Enable students to identify the level that they are working at and how their work could be developed. Summative assessment of understanding and progress. | Written feedback will be provided on Firefly which addresses the quality of work. Provides informative feedback on how to develop practical work/skills and may address students' attitude to learning. *Students are of course, welcome to share work in progress to gain verbal/written feedback in teams lessons or Firefly where they feel this is needed.* | At the end of sustained pieces of work. Given within 1 week of the submission of work. (Provided work is submitted in a reasonable amount of time after the relevant lesson). |
| Success criteria-linked labels | Students review their work as it progresses. Students take ownership of their progress and areas for improvement. Staff are able to gain a quic overview of students' understanding and progress. | Success criteria driven self-assessment tasks that are written or shared using Teams tools such as 'Polls'. | Per task. (This may span over 2-3 lessons). |
| KS4-5 | | | |
| **Type of Feedback** | **Purpose** | **How it will look** | **Frequency** |
| Comments upon digital sketchbooks on Teams. *This may take place on FF where Teams cannot be used.* | Detailed, summative feedback from teacher as tasks are completed. | Tasks are reviewed and feedback given. Action might be given by the teacher, or determined through discussion with the student and recorded. All feedback is informed by the GCSE/A Level Assessment Objectives | At the end of each sustained task. |
| Target Tick Sheets (Y11 Only) | Regular review of quality of work throughout tasks. | To be used by students, lesson by lesson, reviewing the quality of their work. This also forms a checklist of work that needs to be completed to meet the assessment criteria. | Each lesson. |
| KS5 Only | | | |
| Group Critique | Support peer review and prepare for university/ Increase position on AO grid – visually show progress | Group assessment over Teams, this is based on the A Level Assessmet Objective Grid, with supporting questions. | Once a term in Y12 Once a project in Y13 |