



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 decided 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

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Year 10 GCSE Business

Students work in exercise books

- Written homework set and marked fortnightly.
- Reading / research homework set and checked fortnightly (alternate with written piece) – feedback not necessary for this piece, checking for completion only.
- Assessment completed at the end of every unit (5 in total, feedback given).
- Mock controlled assessment completed in May, assessed by teacher and individual reflection.
- Mini-tests of key terms and formulae completed where necessary
- Spelling, punctuation and grammar corrected using the 'Business Department Marking for Literacy' sheet.
- Classwork tasks peer/self-marked during lesson time where applicable (on-going).
- Class notes will be **not** be checked.
- Students to respond in green pen to feedback from teacher.
- Assessment folders with end of unit tests
- Homework books will be checked, assessed by teacher and individual reflections

Year 11 GCSE Business

Students work in exercise books

- Written homework set and marked fortnightly.
- Reading / research homework set and checked fortnightly (alternate with written piece) – feedback not necessary for this piece, checking for completion only.
- Assessment completed at the end of every unit (5 in total, feedback given).
- Mock controlled assessment completed in May, assessed by teacher and individual reflection.
- Mini-tests of key terms and formulae completed where necessary
- Spelling, punctuation and grammar corrected using the 'Business Department Marking for Literacy' sheet.
- Classwork tasks peer/self-marked during lesson time where applicable (on-going).
- Class notes will be **not** be checked.
- Students to respond in green pen to feedback from teacher.
- Assessment folders with end of unit tests and tracking sheets
- Homework books will be checked, assessed by teacher and individual reflections

BTEC Business

Students work in exercise books

- Teachers will set tasks on the course content in preparation for assessment.
- Spelling, punctuation and grammar corrected using the 'Business Department Marking for Literacy' sheet.
- Class notes will **not** be marked.
- Teachers will assess all BTEC work using the guidelines from the Exam Board (see BTEC booklet prepared by K Bernard).

A Level Business

Students work in exercise books / folders (teacher preference)

- Written essay / exam question set and marked fortnightly by both teachers (using essay / exam question)
- Reading / research homework set and checked fortnightly (alternate with written piece) – feedback not necessary for this piece, checking for completion only.
- Assessments completed every half term (feedback given).
- Mini-tests of key terms and formulae completed where necessary.
- Spelling, punctuation and grammar corrected using the 'Business Department Marking for Literacy' sheet.
- Class notes will **not** be checked.
- Students to respond in green pen to feedback from teacher.
- Assessment folders or homework books with end of unit tests, exam questions and tracking sheets
- Homework books will be checked, assessed by teacher and individual reflections

Financial Studies

Students work in exercise books / folders (teacher preference)

- Written essay / exam question set and marked fortnightly by both teachers (using essay / exam question).
- Reading homework set every week and books provided need to be highlighted/or revision notes taken – teachers check that it has been completed.
- Assessments completed at the end of each topic either online or via exam question (feedback given).
- Mini-tests of key terms and formulae completed at least each fortnight.
- Class notes will **not** be checked.
- Students to respond in green pen to feedback from teacher.
- Students will be assessed via exam questions and will be tracked on Bromcom.
- Homework books will be checked, assessed by teacher and individual reflections

Covid – 19 Update

- **Work will be set on Firefly, where possible**
- **Work set will be asked to be completed in the lesson or in lesson time where possible**
- **Feedback will either be given via Firefly or directly to the students on Teams lessons for set assessment work**
- **Assessment of progress will be varied to stimulate students involvement and enjoyment of lessons e.g. online quizzes, projects to be submitted, via Kaboodle, Kahoot and even directly in break-out rooms on Teams etc**
- **Where work set is project or assessment based it will be assessed either by feedback to the whole class, by annotating work and sending back to students or directly to individuals and small groups via Teams**