



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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Media Studies (Key Stage 4 and Key Stage 5)

Students will have at least 50% of their lessons delivered with some live teaching and will be set work in tasks on Firefly for non-live lessons.

Students for Mrs Treliving have been provided with electronic workbooks. Work will be completed in these every lesson.

Students for Mrs Dosanjh are working through Powerpoint lessons in TEAMS. Work is completed and fed back by students who attend those lessons. If a student is absent from a live lesson, an alert will be sent home to parents. Persistent absence will be followed up with a contact home.

Workbooks will be submitted for checking every 2 weeks to ensure students are up to date and understanding content that is being taught. They will be graded using the following grading structure which is provided for the students in the firefly task:

1	Excellent work submitted. You have attempted all of the tasks and the work has very few or no errors in it.
2	Good work submitted. You have attempted most of the tasks but may have missed out a couple of the smaller parts of the task/got a couple of parts of the task incorrect.
3	You have submitted work but lots of it is missing and/or it is incorrect. This is not an acceptable level of work and you should practice the skills attempted in the task.
x	No work has been submitted for this lesson.
Resubmit	The work you have submitted is incomplete or contains mistakes, that if you were to read through the tasks again, you may not make on the next submission.

Formal Assessments:

- Assessments could include short analysis paragraphs, answers to individual exam questions, full timed exam responses to publicly available examination papers.
- For GCSE students this will be twice per half term and once a fortnight for A Level students.
- All formal assessed work is compulsory

Marking of assessments:

- Teachers should identify literacy errors and mark for any other SPaG errors
- Guidance for students to make progress should be provided through learning questions and/or summative targets at the end of a piece of work.
- Targets should be linked to either the relevant mark scheme for the unit or assessment objectives
- All examination assessment pieces should have marks and/or grades given (Year 11 and 13 will receive a mark only. No grades will be provided)
- Marked work from Mrs Dosanjh can be found in students TEAMS folder, under the heading 'examination assessments'

ICT Core – Key Stage 3 & 4

Students will have at least 50% of their lessons delivered with some live teaching and will be set work in tasks on Firefly for non-live lessons.

- Students are asked to submit their work back to the firefly task each lesson
- Feedback will be provided every 2 weeks using the following grading structure which is provided for the students in the firefly task.

1	Excellent work submitted. You have attempted all of the tasks and the work has very few or no errors in it.
2	Good work submitted. You have attempted most of the tasks but may have missed out a couple of the smaller parts of the task/got a couple of parts of the task incorrect.
3	You have submitted work but lots of it is missing and/or it is incorrect. This is not an acceptable level of work and you should practice the skills attempted in the task.
X	No work has been submitted for this lesson.
Resubmit	The work you have submitted is incomplete or contains mistakes, that if you were to read through the tasks again, you may not make on the next submission.

- Teachers will provide a grade (above) and some feedback for the work
- Students will have **TWO** days to submit their work after the deadline for it to be marked before the task is archived and closed. If work is not submitted this will be recorded on firefly as an X and a message will be sent home to parents to inform them of this.
- No homework will be set during lockdown

Computer Science GCSE / L3 BTEC IT

Students will have at least 50% of their lessons delivered with some live teaching and will be set work in tasks on Firefly for non-live lessons.

Worksheets / Tasks are completed every lesson and are expected to be submitted at the end of a lesson. These are checked weekly. They will be graded using the following grading structure which is provided for the students in the firefly task:

1	Excellent work submitted. You have attempted all of the tasks and the work has very few or no errors in it.
2	Good work submitted. You have attempted most of the tasks but may have missed out a couple of the smaller parts of the task/got a couple of parts of the task incorrect.
3	You have submitted work but lots of it is missing and/or it is incorrect. This is not an acceptable level of work and you should practice the skills attempted in the task.
x	No work has been submitted for this lesson.

Resubmit	The work you have submitted is incomplete or contains mistakes, that if you were to read through the tasks again, you may not make on the next submission.
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- Students must submit their work at the end of a lesson. If work is not submitted this will be recorded on firefly as an X and a message will be sent home to parents to inform them of this.

Students are formally assessed twice per term

- This may include: MCQs, self-assessed / teacher assessed end of topic tests, answers to individual exam questions, full timed exam responses to publicly available examination papers.
- Students will be provided a GCSE/BTEC grade for this assessment (Marks will be provided to Year 13 students, no grades will be given)

Marking of Assessments:

- Teachers should identify literacy errors and mark for any other SPaG errors
- Guidance for students to make progress should be provided through learning questions and/or summative targets at the end of a piece of work.
- Targets should be linked to either the relevant mark scheme for the unit or assessment objectives
- All examination assessment pieces should have marks and/or grades given