



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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Feedback Policy for: Drama and Performing Arts

KS3:

All students will receive their Drama journal at the beginning of the year. This allows students to have one hard copy of their development in drama and will include their progress throughout the year and the homework projects set. The teacher is to input written feedback for the student at the end of every assessment ensuring a target is set for next term. Students are to respond to the feedback and self-evaluate their own development in order to create a learning dialogue with their teacher. Teacher to refer to grades in year 9 and 'working towards', 'expected' and 'exceeding' grading in year 7 and 8 for students understanding.

Verbal feedback is given at strategic points in lessons, for example in response to student's creative process. The feedback should be given in such a way that students clearly understand how to improve their work prior to any formal assessment.

Data is entered onto tracking and can be monitored.

Teacher consistently moves around each group throughout lesson on how to make instant changes within their group.

Peer assessment during lessons and assessment on targets.

COVID ADJUSTMENTS – During periods where the school is closed to all but vulnerable children and children of key workers, feedback will be given in response to tasks set on Firefly. This will include comments on the elements of the work that have been done well, as well as targets for improvement. Expectations of the standards required are expressed in the task setting. Where work falls short of the expected standard a resubmission will be requested, with specific details of the reasons for the request.

Some feedback will also be given verbally during live online lessons, particularly where a student has been able to 'perform' under these circumstances.

KS4:

GCSE students are marked on live performance, written portfolio work and evaluations following performances. Specific guidance is given on how to achieve a higher grade as this is permitted for GCSE (as opposed to BTEC, which we have very recently transitioned from).

Comments on written work must be tailored so that improvements are encouraged prior to final submission. Students are at all times aware of the grade descriptors and criteria for each grade. This is embedded into lesson planning and teaching.

Instant verbal feedback is given throughout lessons.

COVID ADJUSTMENTS – During periods where the school is closed to all but vulnerable children and children of key workers, feedback will be given in a combination of ways including but not limited to responses to tasks set on Firefly, email communication for longer pieces of coursework such as essays, and verbal feedback from teachers and peers during live online lessons. Guidance given will be specific to the needs of the individual student, but may include simple strategies such as WWW/EBI or more nuanced feedback to encourage the student, particularly where they are struggling whilst isolated from peers.

KS5: Verbal feedback is given throughout lessons at KS5. Live performance is also regularly recorded for reference and to allow students to be self-reflective. Written work is marked in accordance with BTEC policy and, as such, students cannot be told prescriptively how to achieve a higher grade. Comments on written work must be tailored so that improvements are encouraged prior to final submission. Students are at all times

aware of the grade descriptors and criteria for each grade. This is embedded into lesson planning and teaching.

A-level students are marked on live performance, written portfolio work and evaluations following performances. Specific guidance is given on how to achieve a higher grade as this is permitted for A-level (as opposed to BTEC, which we are in the process of transitioning from).

Comments on written work must be tailored so that improvements are encouraged prior to final submission. Students are at all times aware of the grade descriptors and criteria for each grade.

Instant verbal feedback is given throughout lessons.

COVID ADJUSTMENTS – During periods where the school is closed to all but vulnerable children and children of key workers, feedback will be given in a combination of ways including but not limited to responses to tasks set on Firefly, email communication for longer pieces of coursework such as essays, and verbal feedback from teachers and peers during live online lessons. Guidance given will be specific to the needs of the individual student, but may include simple strategies such as WWW/EBI or more nuanced feedback to encourage the student, particularly where they are struggling whilst isolated from peers.