



## 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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**APPROVED BY:**

**Staff**  
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## Design Technology HV Purple ES Green SP Red TP Blue

### KS3:

- *In school: Year 7, 8 and 9 design folders will have a marking and assessment sheet attached; that identifies success criteria and tracks performance across the year and disciplines. Teachers will set targets linked to assessment criteria and review tracking grades logged onto these sheets. Marking will also be present on design development work with structured comments to identify success and improvement points and peer assessment will form part of the dialogue to achieve best quality outcomes. Current adaptations are that FF is used to provide one aspect of feedback alongside that given in TEAMS lessons:*
- All students completing the FF work will have written feedback focusing to positive aspects of work. Verbal feedback will be delivered in Teams lesson with extension and improvement to tasks. The food curriculum is following as much as possible the normal SOL. Some practical recipes are changed so that there is a specific Youtube / video demonstration linked to task setting to watch. Bromcom is used to notify parents about missed teams lessons and missing / substandard work in FF.
- Textiles students have been sent practical packs to support learning activities and where possible encourage the development of practical skills and work. As such, the planned SOLs and arrangements for marking and feedback is frequently delivered via TEAMS and responding to work uploaded by students to the VLE. Positive feedback is given, improvement and extension points made and Bromcom is used to notify parents about missed teams lessons and missing / substandard work in FF.
- Year 8 RM students have received a pack in the post to enable practical activities to continue following the existing SOL, Yr7 and 9 with adaptations are able to continue the design projects in preparation for practical sessions on their return to school. Feedback is via TEAMS and FF. Bromcom is used for recording positives/ lack of work is followed and further action followed as per Dept guidelines.
- For year 9 and 10s the work is set through Firefly in prepared PowerPoint Files where appropriate.  
Where PowerPoint files are not appropriate then pupils will submit images of their completed work in a range of formats. Pupils are requested to submit the completed files by the set deadline. The work is marked by SP. The mark for each piece of work is put into the ADD MARK section in Firefly for each individual student. A positive encouraging comment is also added in the COMMENT section for each individual student. The completed marked student file is attached to the individual student task area. The students in the COMMENT section are advised to open the attached marked file to read the feedback on areas for improvement. If the submitted work is not up to the required standard the marked file will be attached in the individual student's area & a request for resubmission will be added. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom following the Dept. policy.

### KS4

*In school GCSE feedback sheets will record comments and will reflect generic progress against checklists and follow the framework guidance from Exam Boards. Self, peer and verbal feedback conducted will be recorded to enable students to identify next steps, review progress and respond to their individual target grades. Non – exam board work will have specific feedback.*

- Food GCSE feedback sheets will record comments and will reflect generic progress against checklists and follow the framework guidance from Exam Boards. Self, peer and verbal feedback conducted will be recorded to enable students to identify next steps, review progress and respond to their individual target grades. Non – exam board work will have specific feedback. This is found in: Food HV/ES VLE COV19
- All students completing the Food and Nutrition tasks will have written feedback. Feedback is also given verbally in Teams lessons. Students follow the normal SOL as much as possible including practical work at home. Bromcom is used to inform parents at first instance of missed Teams lessons and FF work. Emails and phone calls are also used to keep parents aware of their child’s progress. Students will be required to resubmit / to do missing work in FF.

#### Textiles and RM:

Firefly - written feedback back on all tasks including improvement target set, comment on grammar/punctuation as per dept. guidelines.

Some students at GCSE prefer contact via email and word documents with photos to aid next steps and EBI points, others are happy to receive feedback via the VLE as a first choice and attach photo evidence here of design work undertaken.

Verbal feedback is given during Live lessons on positive contribution.

Use of positive points for good work/contribution to lesson etc. given on Bromcom.

Contact with parents via email positive praise.

Contact with parents/carers given via email (Head of dept. cc where necessary)/Bromcom coding for missed lessons/deadlines etc.

Lack of engagement email contact with parent/carers use of negative points recorded on Bromcom

GCSE feedback sheets will record comments and will reflect generic progress against checklists and follow the framework guidance from Exam Boards. Self, peer and verbal feedback conducted will be recorded to enable students to identify next steps, review progress and respond to their individual target grades. Non – exam board work will have specific feedback still current and evidence collated following photographic evidence provided of portfolio development pieces (individual student TEAMS tutorials for GCSE and A Level students.

Textile – collating evidence of feedback screen shot/ verbal and written comments forms part of the evidence collection for feedback

- For year 10s and 11s; marking is in the ‘mark’ section on Firefly and present for each individual student. A positive encouraging comment is also added in the COMMENT section for each individual student. The completed marked student file is attached to the individual student task area. The students in the COMMENT section are advised to open the attached marked file to read the feedback on areas for improvement. If the submitted work is not up to the required standard the marked file will be attached in the individual student’s area & a request for resubmission will be added. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.
- For Yr.11 NEA tasks – In line with the current AQA requirements non practical tasks are set via PowerPoint example files. The pupils are given clear guidance about how to complete each task within the AQA regulations. When completed the pupils submit the work through Firefly or directly to SP via email. Work will be marked by SP & in line with AQA regulations feedback will be provided in the form of group feedback & NOT

individual feedback. Positive feedback will be provided in Firefly (if submitted this way) or directly via email. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.

- A Level feedback sheets and tutorial logs will record individual targets and development points, essays will have tracked feedback and focus on students raising the bar on attainment in both design portfolios and tested exam practice but will follow exam board guidelines.
- An improvement target should occur within the positive feedback comment.
- Marking for Literacy and Numeracy will follow whole school policy
- **Textiles Sixth Form:**  
Class group and additional individual tutorials are set via TEAMS to cover the extended essay/ personal study component and practical sessions – extensive verbal feedback with pre-typed comments and tips are given to each student.  
Every newly submitted and updated version of the personal study is accompanied by a TEAMS meeting to go through the feedback alongside looking at TP's typed feedback. This is then attached as an email and sent to each individual student with new targets/ development points and a booking for the next TEAMS tutorial whilst in the present meeting.
- For Yr.12 – Exam style practice questions tasks are sent in prepared PowerPoint Files. Pupils are requested to submit the completed files by the set deadline. The work is marked by SP. The mark for each piece of work is put into the ADD MARK section in Firefly for each individual student. A positive encouraging comment is also added in the COMMENT section for each individual student. The completed marked student file is attached to the individual student task area. The students in the COMMENT section are advised to open the attached marked file to read the feedback on areas for improvement. If the submitted work is not up to the required standard the marked file will be attached in the individual student's area & a request for resubmission will be added. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.
- For Yr.12 NEA style tasks – In line with the current AQA requirements non practical tasks are set via PowerPoint example files. The pupils are given clear guidance about how to complete each task within the AQA regulations. When completed the pupils submit the work through Firefly or directly to SP via email. Work will be marked by SP & in line with AQA regulations feedback will be provided in the form of group feedback & NOT individual feedback. Positive feedback will be provided in Firefly (if submitted this way) or directly via email. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.
- For Yr.13 – Exam style practice questions tasks are sent in prepared PowerPoint Files. Pupils are requested to submit the completed files by the set deadline. The work is marked by SP. The mark for each piece of work is put into the ADD MARK section in Firefly for each individual student. A positive encouraging comment is also added in the COMMENT section for each individual student. The completed marked student file is attached to the individual student task area. The students in the COMMENT section are advised to open

the attached marked file to read the feedback on areas for improvement. If the submitted work is not up to the required standard the marked file will be attached in the individual student's area & a request for resubmission will be added. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.

- For Yr.13 NEA style tasks – In line with the current AQA requirements non practical tasks are set via PowerPoint example files. The pupils are given clear guidance about how to complete each task within the AQA regulations. When completed the pupils submit directly to SP via email. Work will be marked by SP & in line with AQA regulations feedback will be provided in the form of group feedback & NOT individual feedback. Positive will be provided directly via email on an individual basis but still within the AQA regulations. If a pupil fails to complete & submit a piece of work by the set date then this will be reported as failure to complete a task in Bromcom.

**Reviewed by: SP, HV, ES**

**DPT Consultation February 2021**

**Design Technology**

**T Perry**

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