



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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English Books & Folders

In English pupils will have multiple books – a classwork book (blue) and assessment books:

- KS3 students will have one green assessment book;
- KS4 students will have one assessment book per exam paper for each GCSE taken (this equates to two for literature [orange] and two for language [red]);
- KS5 - English re-sit students will have one red assessment book each;
 - Language students will have one purple book for each exam paper;
 - Literature students will have one orange book for each exam paper.

As far as possible, student assessment books in KS4&5 should be continued throughout the course. A new book should be issued once an existing one is full.

At KS3 students will also have a green folder. This will contain:

- Their blue classwork book;
- Their green assessment book;
- Booklets/resources for learning;
- Homework and paper resources should be stored or glued into books as appropriate.

At KS4 students will have a red folder for each GCSE (literature and language). This will contain:

- Their blue book. This will need to change folder each week or can be stored separately at the teacher's discretion;
- Two assessment books. **September 2020 onwards. All assessed work will be completed on lined paper and stored in appropriate folders with tracking sheets.**

Set texts which belong to the students (*The Strange Case of Dr Jekyll & Mr Hyde*, *Romeo and Juliet* & the poetry anthology) should always be taken home by students or collected and stored separately at the teacher's discretion. NB: each classroom contains a class set of 'An Inspector Calls' this should be left in an accessible space in that classroom for the use of all staff.

Work produced in the assessment book will be assessed using teacher, peer and self-assessment.

Classwork

Classwork will be completed in classwork books. This will include notes, summaries, class tasks and practise paragraphs.

Teachers will give clear criteria for work that is to be self or peer assessed. Teachers may also give verbal feedback and award merits on work completed in these books. The emphasis is on pupils to correct their work. The work in classwork books will build towards assessments.

Homework

Students will submit and receive feedback to homework on firefly. Feedback may be verbal and/or typed but will aim to always be online.

Teacher assessment and feedback

Pupils will be given formal teacher feedback in each unit through one summative assessment. Each year group will also complete one tracking assessment per term. Feedback from assessments will be given either a mark or level and will use questions to support students in improving their work.

Tracking assessments will be marked using a whole class feedback sheet.

Reflect and Correct

It is vital that pupils use teachers' feedback to progress. It is expected that pupils will use lesson time, after an assessment, to reflect on their work. Teachers will give verbal feedback on improvements so pupils will know whether their work has improved.

KS4 assessment books organisation

A cyclical feedback model will be implemented through clear systems. Students' assessment books will be divided in accordance to the questions of each exam paper. Assessments will not be recorded chronologically but rather in a systematic manner which corresponds to their exams. The intention behind this is to enhance students' reflection experience in order to propel progress.

Teachers will provide lesson time and guidance for students to fill in their tracking sheets, recognise linking skills across components and use feedback to directly improve on their next assessment.

Feedback Policy for: KS5 English Organisation

- All students are expected to have folders where they keep their resources, notes made in booklets / on paper and any additional reading. Feedback on these aspects will not be required.

Assessment books / Completion of essays

- Students should have an assessment book for each section of the exam.
- Tracking sheets / unit overviews should be at the front of a student's assessment book and should record assessments completed, and where relevant, a final level/mark and grade.
- There will be an interim, tracking and end of unit assessment completed. These:
 - o Must be written by hand, unless SEND needs state otherwise;
 - o Can be completed in timed conditions in school and/or for homework;
 - o May focus on specific assessment objectives, questions tailored to individual texts and/or full examination type responses. These may be smaller paragraphs initially focusing on an assessment objective, eventually leading to a full response.

Feedback in Assessment books

- Students will have a mark sheet for each unit where teachers tick or highlight what went well
- Even better if will be supported by learning questions which are linked to assessment objectives to enable students to develop their progress – these should be annotated within the essay.
- There should only ever be a maximum of 6 questions where possible.
- The learning dialogue will result from students answering the questions which teachers have raised within the body of their work.
- Students will set their own targets based on the questions and assessment objective they need to work on.
- Verbal feedback may also be provided and there is no requirement to record this.

NEA

- Students are entitled to verbal feedback on their course work following drafts of completed work. The feedback should allude to assessment objectives which the

- student needs to work on but MUST NOT provide any specific guidance, for example with detailed comments on paragraphs.
- Final pieces of coursework must be annotated in full using the exam board mark schemes and an official cover sheet completed.
 - Students must be informed of final grades by March during their year of entry and be given an opportunity for a mark review. If this is requested by a student, the subject lead and exams officer must be informed.

COVID AMENDMENT

English department remote learning feedback policy

During this period of remote learning, pupils' lessons will be made up of 50% live content and 50% independent learning tasks set by the class teacher. Across key stages pupils will receive ongoing feedback during their live lessons. Attendance to scheduled live lessons are compulsory and fundamental to pupils' progress in English. Teachers will notify parents/carers of lack of attendance via My Child at Home.

If you have any questions, then please do email the subject teacher in the first instance. Please [CLICK HERE](#) for access to emails.

Key stage 3 (year 7-9)

As a part of pupils' independent learning lessons they will be required to submit a piece of work on Firefly at least once a fortnight. Within a week of submission, staff will offer a comment on the work via Firefly. Please note that this work is not assessed and therefore pupils will not receive a formal mark or grade.

In addition, at least once a half term, pupils will complete an assessed piece of work which should be submitted on Firefly. Within a fortnight, pupils will receive detailed summative feedback on this work indicating what they have done well, how they can improve and any relevant mark or grade.

Where pupils do not submit work requested, they will be reminded on Firefly in the first instance and then a notification will be sent to parents via 'My Child at Home'.

Key stage 4&5 (year 10-13)

Pupils will receive ongoing formative feedback in their live lessons as well as completing at least two pieces of assessed work per half term. Pupils should submit this work as directed by their teacher (this may be on Firefly, via email or on TEAMS). Within a fortnight of submission, pupils will receive detailed summative feedback on this work indicating what they have done well, how they can improve and any relevant mark.

Setting and marking of this assessed work will always be in accordance with the relevant GCSE or A-level examination material.

Where pupils do not submit work requested, they will be reminded on Firefly or in a live lesson, in the first instance, and then a notification will be sent to parents via 'My Child at Home'.

A reminder of qualifications and awarding bodies:

GCSE English Language- Edexcel

GCSE English literature – Edexcel

A level English literature – OCR

A level English language - AQA