



## 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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## **EPQ - Assessment and Feedback Policy – 2019-2020**

The aim of this policy is to ensure that students are provided guidance towards completing their projects to the best of their ability, while remaining as independent as possible and not being reliant on the supervisor or centre coordinator.

Feedback to students should be regular and timely, related to assessment objectives and provide students with actionable techniques for increasing their attainment in the EPQ.

It is appreciated that much of the feedback given by supervisors will be verbal, rather than written. Supervisors should not feel they have to write extensive feedback to students beyond what is required by the AQA Production Log. Students should take ownership of any feedback provided by their teachers and note this down where appropriate in the production log which has specific areas designed for students to reflect on their own learning journey.

Supervisors should do everything in their power to ensure that students meet their deadlines (as per the deadlines document). Where students struggle to do this, they should be identified and parents should be contacted via the appropriate channels. Where helpful, extra teaching and learning sessions can be provided at the discretion of the supervisor and/or centre coordinator.

The following is taken from the most recent EPQ specification from the AQA exam board. This should be used closely by supervisors and the centre coordinator when giving feedback, as it represents the best possible guidance for the assessment objectives.

### **Assessment Evidence**

The evidence for assessment will comprise the following:

- the completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form
- the project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.

### **Completed Production Log and Assessment Record**

The Production Log and Assessment Record will document the planning and progress of the project, including decision-making and the student's reflections on the process:

- formal proposal and approval
- initial idea and outline plan for the project
- record of research carried out and resources used
- record of advice and support offered and action taken as a result
- note of any changes made to plan and reasons for the changes
- a review of the completed Project Product
- a record of the presentation with the supervisor's record of relevant questioning (The live presentation should be for a non-specialist audience and use media appropriate to the type of project. The presentation may involve the use of flipcharts, posters, Prezi, PowerPoint or short excerpts of video material. The presentation evidence should include examples of questions from supervisors and the student's responses to these). All substantive advice given to the students should be recorded by them in the Production Log and Assessment Record and confirmed by the Supervisor. The Production Log and Assessment Record can be downloaded from the website.

### **Appropriate Evidence of Project Product**

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment. Evidence can be provided in any form appropriate to the type of project chosen. All

project products must include a written report. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided. A project product which consists solely of a research based written report should be approximately 5000 words, for example a research report of a scientific investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form. Where the chosen product is an artefact there must also be a research based written report of approximately 1000 words. In order to appropriately evidence an artefact students may include photographs of each stage of development as well as the final product. It is not necessary to include large artefacts themselves as evidence, photographs or other media will suffice.

### **Marking of work**

As per regulations from the JCQ:

*“Any explanation or interpretation given by teaching staff must be general and not specific to a candidate’s work.*

*Assessors must give details of any additional assistance on the appropriate record form.”*

Supervisors and the centre coordinator should not give specific feedback regarding a final essay or production log.

When marking, supervisors and the centre coordinator should stick to using pre-approved phrases to highlight where they believe the assessment objectives have been met as well as to what extent.

### **Moderation and Final marks**

All supervisors and the centre-coordinator are expected to attend all moderation training and meetings during the academic year. The objective of moderation is to ensure that all marks submitted to the exam board are in line with the descriptors provided in the specification. Moderated marks must then be provided to students before the annual deadline provided by the exam board.

**Students and staff should bear in mind that marks can change, as well as grade boundaries from one year to the next.**

### **COVID-19**

Attendance to live lessons is encouraged as far as possible on TEAMS – positive points can be awarded on bromcom by teachers who feel that attendance to live lessons by a pupil is excellent. Information points should be added on bromcom to inform parents if their child has missed a live lesson.

The remainder of the above feedback policy remains valid for distance learning.

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