



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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The guidance below applies to Year 9 and Key Stages 4 and 5.

Book feedback

Feedback related to notes and classwork will be completed by the teacher at their discretion. There is no expectation that any notes/classwork will be given feedback by teachers. The only exception being examination questions where knowledge is being applied. Not all examination questions should be teacher marked; therefore utilisation of other feedback methods should be used, such as peer marking, checklists, RAG sheets

Homework

Marking of homework will be dependent on the task being set. As a minimum homework tasks should be checked that they are completed (if not follow homework not done procedure). If applicable comments/grades should be given either via books or via FireFly.

Tracking tests

Tracking tests to be completed once a term and represent the opportunity for detailed feedback on pupil's ability to apply knowledge. Feedback on shorter questions (multiple choice) can be completed by self/peers as a whole class. Longer mark questions to be marked by staff and feedback given on a question by question basis. This can take many forms including; personalised feedback, whole class check sheets, DIRT sheets etc. Pupils are given the opportunity to respond to the marking at this point to show ability to close gaps when applying knowledge.

Literacy

Marking for literacy will only be evident in longer 9 mark examination answers, with the focus being on the geographical terminology.

COVID AMENDMENT

Work submitted on Firefly

Teacher will feedback on work submitted at least once a fortnight. This can be in the form of whole-class feedback, grading of work based on completion and effort, or comments. The feedback may be posted on Firefly or reviewed in a TEAMS lesson. More detailed feedback would be given for pre-planned assessment points and exam questions (KS4/5) based on success criteria and mark schemes (for KS4 and KS5).

More detailed feedback related to submitted work will be completed by the teacher at their own discretion. There is no expectation that all work set will be given feedback by teachers. For KS4/5 not all examination questions should be teacher marked; therefore, utilisation of other feedback methods should be used, such as checklists, RAG sheets or self-marking using the mark scheme. Time could be set aside in TEAMS lessons to carry this out.

Parents will be alerted via Bromcom of the following:

- If a student does not submit work by the deadline set. It is not expected that teachers feedback on work that is submitted late. Reminders can be sent on Firefly if deadlines are approaching and work is yet to be submitted.
- If completed work is not evidenced on Firefly
- If a student misses an assessment point
- If a student does not attend a TEAMS lesson

