



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

PREPARED BY:
APPROVED BY:

Staff
C Soraghan

January 2018
February 2021

Feedback Policy for: History

KS3 Year 7 and 8

1. Assessment Sheets are attached to the front of exercise book.
2. **Book Marking** Where appropriate books should be marked with green and pink highlighters. The LQ is highlighted as follows: Green is working well, pink is needs improvement. SPG annotations noted as follows (Sp = spelling error; C = capital letter error; ? = don't understand please clarify. Questions posed to students as part of marking and feedback and should be answered by students in green pen.
3. **Assessment marking.** Students will be 'Working Towards', 'Expected' or 'Exceeding' the level for their year group. This will be circled on the relevant part of the Assessment Overview sheet.. There is reflection at the end of class feedback on WWW and EBI, students annotate their books with green pen.

KS3 Year 9

As above, including:

1. **Assessment marking.** Students should complete GCSE style questions as their assessments. They will be completed on A4 paper and be given a GCSE grade (converted from the percentage of marks achieved) Student will keep their assessments in a plastic document wallet that will be kept in their class box. In the front of their books will be an Assessment Overview sheet, that will record their grade, WWW and EBI. Students have SMART targets to work towards each half term.

KS4/5

Exam questions – self assesses using mark schemes criteria.

KS4/5

Half termly essay exam question, marked as above. Checked by teacher.

Feedback sheets completed by staff, and then students reflect and comment. EBI box and WWW noted. Teacher available for further clarification if necessary.

- **General classroom feedback: dot/symbols.**
 - **Green student reflection/pink = teacher comment.**
 - **For each annotation student reflects and writes what they think is good/needs improvement.**
- **If this doesn't happen in class, then 5 min self-reflection on WWW and EBI in the lesson using green pen.**

Covid Jan 2021 Feedback

Every lesson, whether delivered by Teams or PowerPoint task will be graded.

Teams lesson attendance will be noted. Work from the lesson should be submitted to the Firefly task. A lesson will be graded from 0-3. 3=excellent knowledge, understanding and work completed; 2=good knowledge, understanding and work completed; 1=poor knowledge, understanding and work completed. 0=no work submitted. There will be weekly quizzes set on Firefly which are marked out of 10 or thereabouts. Students get mark and %.

GCSE and A Level groups.

Lessons will also be graded as above. Quizzes will also be set.

In addition, GCSE and A level questions will be set and completed and feedback given via Firefly. Students should submit this work on Word document where comprehensive feedback can be given. Feedback is more limited when a photo of the work is submitted on Firefly.

S Marshall
Head of History
February 3 2021