



## 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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## Health and Social Care Covid Feedback Policy

### Staff:

#### DO:

- Keep to the Btec Internal Assessment Guidelines when delivering feedback.
- Hand out independent tasks once all topic teaching is completed
- Ensure sufficient time is allowed between hand-out and hand in dates (10 to 15 working days)
- Give feedback only if the submission date has been met
- Use specific criteria with which to generate and set tasks and feedback.
- Mark according to the command verb within the task criteria
- Include SPAG in feedback
- Use phrases such as 'towards' when referring to specific criteria.
- Write the specific criteria in full: e.g. A.2D1, not D1
- Praise students and use BROMCOM to generate positive feedback to parents.

#### DON'T:

- Confirm grades until Internal Verification and Standards Verification process has been completed
- Allow students to include assessment criteria annotations (e.g. p1) on their work
- Allow feedback if the submission date has not been met, without notice from parents.
- Allow a re-submission of work, if the original deadline has not been met.
- Be overly guiding when delivering feedback

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf>

Btec Guide to Internal Assessment 2020 – 2021

### SUPPORTING BOTH PARENTS AND STUDENTS IN LOCKDOWN:

- Inform parents if pupils are not attending 'live' lessons
- Keep parents informed of any concerns
- Be mindful that parents may be working from home and therefore a detailed and structured task sheet should accompany tasks; support students to be as independent as possible.

### THE TIMING AND RATIONAL OF FEEDBACK:

Feedback on the first draft should be DIRECTED TOWARDS THE PUPIL UNDERSTANDING WHERE THEY HAVE MET AWARDING CRITERIA WITH GENERALISED POINTS OF WHAT STEPS CAN BE TAKEN NEXT. It is good practice to give advice for future improvements to work, which look at higher awarding assessment criteria; e.g. skills of assessment and evaluation.

Feedback on the Assessment Record Document should be DIRECTED TOWARDS PUPIL UNDERSTANDING and therefore language and phrasing should reflected this. It is good practice to include WWW and EBI

Feedback on the final submission should be DIRECTED TOWARDS THE INTERNAL VERIFICATION AND STANDARDS VERIFICATION PROCESS. It should signpost the reader where to find evidence, within the electronic work, that matches the provisional recorded student grade.

## METHODS of GENERATING FEEDBACK IN HEALTH AND SOCIAL CARE:

Pupil/Self – Ask the student to highlight on a separate copy of either the 'assessment criteria' or 'evidence for the assignment' criteria, where they feel they have demonstrated evidence or met the criteria

Staff - staff can email students comments, give comments in teams-meetings, electronically on Documents or via recorded voice-notes. One or any combination of these are acceptable. STAFF MUST KEEP TO DO'S AND DONT'S AS LISTED ABOVE

## METHODS OF RECORDING FEEDBACK:

It is good practice to generate an 'Assessment Record Document' for each pupil to record progress of coursework. A record of feedback can be stored on this document.

It is good practice to keep a record of whether the work is 'first draft' or 'final submission'.

It is good practice for both staff and students to keep a record of feedback.

Recommend to pupils they:

- store a record of emails received from staff
- store any voice-notes received from staff
- store any documents that contain electronic notes from staff
- store Assessment Record Documents received from staff
- keep, store and amend a copy of Pupil Tracking sheets.

## HOW DO WE KNOW PUPILS ARE PROGRESSING?

Address pupils by name and use targeted questioning in Live lessons to assess engagement

Track progress against BTec examination specification

Track all work has been submitted and follow up absent tasks

Give SMART tasks that can be either measured by instant on-line feedback or followed up later in the lesson, or the following 'live' lesson.

Include considered starters and plenaries to check understanding.