St Thomas More Catholic School

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 decide 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

Feedback Policy – Maths

Primary Feedback

A baseline assessment will occur for all year groups in September.
All teachers should LIVE mark during ALL lessons, to ensure that books are regularly seen by teachers.
Teachers are not required to write commentary in books but students are expected to correct misunderstandings. Students' corrections should be made in green pen. Teacher's feedback, when written, should be in red/pink pen.

Year 7-10

Assessments will be carried out once per term. These should be marked by teachers. Gap analyses will be completed for each assessment. Gap analyses of assessments will be printed for every student on white paper (previously blue paper). The most recent gap analysis should be transferred into any new book.

Year 11

Students should complete a baseline assessment at the beginning of Year 11. This will help to inform gaps in students' learning from previous years. Another assessment will be completed at the beginning of Autumn Term 2. Again, this should identify gaps in students' learning and inform revision ahead of December Mock Examinations. Both of these assessments should be marked in class with students and gap analyses completed following both assessments. Gap analyses of assessments will be printed for every student on white paper (previously blue paper). The most recent gap analysis should be transferred into any new book.
Mock Examinations will be completed twice per year and marked by students' teacher. Gap analyses will be completed and stuck in student's most recent book.
Any other assessment can be carried out at the teacher's discretion. There will be no formal record of these assessments kept departmentally.

Year 12-13

Assessments will be carried out at the end of every unit. This assessment will include some material from previously learned units. Most recent assessment will be used to inform Tracking for that term. Gap analyses will be completed for each assessment. The purpose of the assessment is to identify, for the students, the progress that has been made in their learning, and also to identify remaining gaps in learning. Gap analyses will be printed for every student on light blue paper. The most recent gap analysis should be transferred into any new book.

Homework

Format and volume of homework is at the discretion of the teacher, but a minimum of one homework per week must be set. Homework should be marked regularly. This can be marked in lesson by students or by the teacher, outside of lesson. Students should be encouraged to reflect on their own homework. Homework, when written, must be printed on green paper.

Year 7 – 11 students will have one book only. Homeworks should be stuck into books.

Year 12-13 will have a classwork book as well as a Homework Book. All homework should be completed in the Homework Book. Homework should be set at the discretion of the teacher, but no less than once per unit.

Maths COVID Feedback Policy

The department is currently using the following learning platforms for class work and assessments.

1. Dr frost Maths
2. Mathswatch
3. Mymaths
4. Pearson Active Learn

The platform allows communication between teacher and students. Teachers uses the learning platforms to give feedback to students and students can respond to feedback given.

Students are given
- Weekly one to one feedback
- Whole class feedback during live lessons
- Individual feedback after each task set.

The feedback is provided in different forms such as video clips, loom audio comments, Bromocom comments, and firefly markbook

All assessments done on the platform is uploaded on a spreadsheet.