



## 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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# Feedback Policy for: GCSE Physical Education

- Students are issued an exercise book for note taking and a folder for work sheets, homeworks and tracking tests.
- Each student to have a homework tracking sheet in their GCSE PE folder. On this is a list of titled homeworks. Their name, predicted grade and half term tracking test results are written on here by the students regularly.
- Each student to have topic/notes checklist (from the specification). This will be completed by the students at the end of a topic. This can then be used by the students to identify gaps in notes.
- Exercise books containing the students own notes will not be marked.
- Worksheets, homeworks and assessments are either peer marked or teacher marked and kept in their GCSE PE folder.
- Teacher marking is in red. Constructive feedback and percentage given. Less than 65% in a test or homework is deemed as a fail.
- Peer marking of worksheets or exam questions is in green and highlights the errors or areas for improvement. Green pen gives the students the 'correct' examiners answers and should be used by students for revision.
- **Covid Policy:**
- Teachers to provide feedback via Firefly be it written or Audio.
- Year 11 and Year 13 are completing coursework and this has been emailed at times to their teacher and then the teacher is providing feedback on the work and returning it.