



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: Polish

KS4	KS5
Self and peer assessment in green pen for: all comprehensions tasks, listening practice, matching tasks, T/F, homework sheets, that can be marked using the board as a guide.	Self or peer assessment for class work: reading and listening comprehension tasks, listening practice, grammar/verb practice and vocab tests.
Writing tasks conducted at end of every module- marked by T with Polish Department codes and formative comments for improvement (see list of targets attached EBI-WWW or CTQ) Re-drafted or improved with green pens.	All submitted work (essays, translations, questions) is marked for SPAG, using feedback sheets, or exam marking criteria. WWW/EBI
1 active and 1 passive skill assessed termly and graded using exam criteria.	Oral feedback in every lesson on class discussions, debates, presentations, etc.
Mock exam feedback, grade, WWW/EBI	Mock exam feedback, grade, WWW/EBI

Polish marking codes

Sp:	Spelling Error
P:	Punctuation missing/Error
Gr:	Grammar Error
Exp:	Expression needs changing
WO:	Word order needs improvement
Te:	Wrong tense
C:	Capital letter is needed
//	New Paragraph (Akapit)
!	Use of PEEL
L	Link to the context
?	Improve the depth of your analysis
T	Target for improvement (SMART Targets)

POLISH COVID Feedback Policy:

KS4
Writing tasks conducted remotely at end of every module - marked by T with Polish Department codes and formative comments for improvement (see list of targets attached Oral and written feedback given by T via firefly
Self-assessment in green pen for: all comprehensions tasks, listening practice, matching tasks, T/F, homework that can be marked using the board as a guide.
1 active and 1 passive skill assessed termly and graded using exam criteria.