



## Feedback Policy

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 may be 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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**APPROVED BY:**

**Staff**  
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**January 2018**  
**February 2021**

## **Feedback Policy for Psychology A level**

- **Marking will be based on Essays, Assessments and Practice Exam Questions**
- **These will be marked according to the A level mark schemes and given a mark and grade.**
- **Grades and marks will be recorded and RAG rated according to target grades. This will be shared with parents and students.**
- **For exam practice questions and assessments comments will be made on the script and a target given for improvement. This will be used for formative assessment.**
- **Notes taken during lessons will not be marked**

## **Covid Jan 2021 Feedback**

- Marking will be based on Essays and practice Exam Questions
- These will be marked according to the A level mark schemes and given a mark and grade.
- Grades and marks will be recorded and RAG rated according to target grades. This will be shared with parents and students.
- Comments will be made on the script and a target given for improvement. This will be used for formative assessment.
- Comments will be made electronically and on Firefly when the work is submitted on Firefly