



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

PREPARED BY:
APPROVED BY:

Staff
C Soraghan

January 2018
February 2021

Feedback Policy for: Religious Education

General information regarding feedback.

Improvements/extensions can take the form of:

- Higher order thinking skills
- Higher order thinking questions
- A question for the student to find the answer to
- A section that is highlighted or a box drawn around a section so that they are then asked to re-write a section.
- Spelling improvements to find.
- Extra information or explanation that is required.

KS3:

- Throughout books there will be a mixture of teacher, peer and self-assessment.
- Once a month one piece of work will be marked by the teacher with www, ebi or a higher order question will be set.
- Students will respond to the ebi or the higher order question and make improvements to their work based on the feedback in a different colour.
- Homework must be set on firefly and in organisers. Feedback from homework is given the lesson it is due and all homework is either peer or self- assessed completed using criteria set by the class teacher in a different coloured pen
- Once a term there is a formal assessment that is recorded on to BROMCOM and teachers will give WWW and EBI and respond to feedback in green
- Assessment overview sheets will be stuck in books and students can highlight progress on these.

KS4:

- In the 5 lessons over a fortnight a variety of exam questions will be completed by students; of these one will be a 12 mark exam question. Exam questions will be marked with www and ebi. Students will then make changes/corrections/re-write and make improvements to their actual exam (in a different colour) based on the ebi. At times these exam questions can also be peer marked and self-assessed using ebi and www.
- Once month exam questions will be marked with WWW and EBI
- Once a half term (tracking point) assessments are completed on paper. These will be stuck into their books. Teachers will use www and ebi and write these onto the paper. Students will make changes and improvements to their actual assessment in a different colour.
- Homework must be set on firefly and in organisers. Feedback from homework can in the lesson the homework is due peer assessment / self- assessment of the tasks can be completed using criteria set by the class teacher. All homework to be self-assessed / peer assessed in GREEN pen

KS5:

- Students will have a separate book for all their essays to go in for each part of the course (NT, Ethics and Philosophy) (**FROM** September 2018)
- All essays will be marked using our A level feedback sheet (essay feedback sheets to be rejigged) and stuck into their essay book. These essay feedback sheets have peer assessment, www, ebi and targets. They also have a space for student to make improvements.
 - No marking of class notes.

RE department COVID feedback policy.

- Every timetabled lesson work will be set on firefly or it will be a LIVE lesson on TEAMS. Either will be set as a task on firefly so that students are aware of what they have to do. If it is a LIVE lesson the firefly task will state TEAMS or LIVE lesson.
- During a TEAMS lesson feedback may be given during the individual student or whole class whilst they are on the call, meaning that students don't have to send work on firefly for feedback if they have already received feedback in the lesson. For example a task in a TEAMS lesson might be ordering a set of pictures linked to evolution, the students complete this task and then the teacher goes through the answer in the TEAMS lesson meaning no evidence of this tasks needs to be sent to the teacher.
- Many TEAMS lessons will not be for the whole hour and may include a longer task for the student to complete during the remainder of the lesson. This should be sent on firefly or emailed to the teacher at the end of the lesson.
- Where lessons are not on TEAMS work should be completed and sent via firefly or email for feedback.
- Teachers will complete feedback on firefly or email by a week after the work was set.
- Feedback on firefly will take the form of a comment completed by the teacher and sent to the students. This could be by writing a comment for each student's piece of work, or an audio recording which can be uploaded to the student or class's firefly.
- Feedback via email will take the form of a comment about the work – response will be via email.
- If no work or attendance at TEAMS lessons teachers will record this on Bromcom. If no work sent on firefly teachers will request a resubmission of work.
- At the end of each unit there should still be the normal assessment for the topic as there would be if we were at school – feedback should be sent via firefly or email. WWW and EBI to be included with a grade.
- Year 12 and 13 will still be set essays for each of the areas of study either in a lesson or in addition to lesson content as normal. These should be sent to their teacher via firefly or email and feedback the grade and WWW and ebi comments will be given.