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

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St Thomas More Science Department- Feedback Policy February 2020
(Covid Compliant)

Rationale:
- The sole purpose of feedback is to promote student progress
- Evidence of feedback is incidental to the process of learning
- Written comments should only be used if they are accessible to students
- Feedback is most effective when delivered closest to point of action thus feedback delivered in lessons is more effective than comments at a later date
- Feedback is provided both to teachers and students as part of assessment for learning in the classroom- this takes many forms alongside written comments

In class assessment for/of learning tools expected to be seen in lessons:
- Quality differentiated verbal/written questioning
- Whiteboards
- RAG cards
- Verbal feedback (As you go round class.. look at student responses-discuss with student, then highlight misconceptions/errors to whole class)
- Progress checks//PLC's according to specification

Covid-19 update	**FULL LOCKDOWN** • All work (teams' appointments and homework and assessments) for KS3, KS4 and KS5 must be set on firefly • Quality differentiated verbal questioning during live lessons(teams) • Kerboodle formative/summative instant feedback is considered as students' feedback there is no need to feedback again on firefly • Kerboodle mark book will be used to track students' progress during lock down for KS3 and KS4 **and where appropriate additional feedback on firefly.** • Verbal feedback (on teams as you listen/ look at student responses (through chat-discuss with student, then highlight misconceptions/errors to whole class) • Give written feedback on end of unit assessment on firefly • KS5 will continue to give feedback on firefly and emails **IN SCHOOL COVID 19** • Feedback on tests or worksheets will follow two routes: • Route 1 – Tests put in collection box and left for 48 hours, teacher then marks these tests and are returned to quarantine box for another 48 hours. These can then be collected by the students. • Route 2 – Upon entry into the classroom every student sanitises their hands, they are then seated and will complete the test. Upon completion of the test, it is put into the collection box and the student sanitises their hands. The teacher will sanitise before touching the tests and these can be marked. • All students will be bringing their own green pens, any worksheets or resources that will be given will be sanitised or quarantine for 72 hours
Year	**Expected Feedback**
Y7 & Y8	• Class notes/bookwork will not generally be teacher marked • Every lesson should have peer or self-assessment- this is recorded as green pen annotations in student books • Every student should have a topic overview gird in the front of their exercise book. The students should tick off periodically what they think they have achieved in each lesson • Where appropriate students should write a learning reflection in green pen and share verbally with staff on lesson exit • End of teaching unit tests/mock papers given more detailed feedback by teachers (WWW/EBI)// marks by question on each test to spot gaps in students learning that can be analysed by teacher/HOD>>feeding into quality first classroom interventions.

	• Homework should be mostly teacher assessed and included in either the assessment folder **or** stuck into the exercise books. • Low stakes tests or activities should be evident in exercise books these can be either teacher assessed self-assessed or peer assessed.
Y9 Y10 Y11	• Class notes/bookwork will not generally be teacher marked. • Every lesson should have peer or self-assessment- this is recorded as green pen annotations in student books • Where appropriate students should write a learning reflection in green pen and share verbally with staff on lesson exit • Low stake exam questions linked to lesson aims should be used as regularly as possible (every ½ lessons min.) in exam conditions to check progress. These will be mostly teacher assessed (some peer/self) and placed in assessment folders and marks added to student/staff tracking sheets • Feed-forward activities should be used following student reflections/exam questions to promote progress in the following lessons. • Homework should be mostly teacher assessed and included in either the assessment folder **or** stuck into the exercise books. • End of teaching unit tests/mock papers given more detailed feedback by teachers (WWW/EBI)// marks <u>by question on each test to spot</u> gaps in students learning that can be analysed by teacher/HOD>>feeding into quality first classroom interventions.
Y12 Y13	• Class notes will not be marked • Within each subject, every week one piece of quality homework should be set (e.g. exam question pack, long research task). While these can be assessed by peer and self, there is an expectation that every third homework is teacher assessed and quality feedback given. Marks should be added to tracking sheet in folders. • If not teacher assessed then students should write in what is needed to raise their attainment. • Regular low stakes tests/ work sheets will be set to promote exam outcomes-these must be marked by teachers and comments to improve given. Marks added to tracking sheet in folders. • CPAC Lab Books- each practical should be checked and graded against criteria (sticker and electronic tracking or Performa in the lab book) • End of teaching unit tests/mock papers given more detailed feedback by teachers(WWW/EBI)// marks <u>by question on each test to spot</u> gaps in students learning that can be analysed by teacher/HOD>>feeding into quality first classroom interventions.