Bishop Rawstorne Church of England Academy

Feedback Policy

I have come in order that you might have life—life in all its fullness.
John 10:10

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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Review date: November 2019
Next review date: November 2020
Reviewed by: Mrs Winter

FEEDBACK POLICY

Bishop Rawstorne is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish.

Our Vision

- To have a consistent, effective approach to feedback that supports students to make progress.
- To encourage resilience, independent enquiry and a growth mindset.
- To ensure students are challenged and have opportunities to advance their learning.
- To foster a dialogue between students and teachers that shows individuals how to take action to improve progress but also value effort and learning from mistakes.

Types of feedback

Feedback provided by teachers/ students could take any of the following forms:

- **Immediate feedback** - during class and can be verbal or written.
- **Summary feedback** – takes place at the end of a lesson or activity and can be whole class, group, self or peer assessment, against an agreed success criteria.
- **Review feedback** – takes place away from the point of teaching, generally written but may also be verbal.

Verbal
- Verbal feedback should be regular, interactive and direct, targeted at individuals or groups, or indirect where verbal feedback is provided to an individual/ group of students and other students are able to make progress as a result.

Written

- Written feedback can be formative, ideally for homework or classwork tasks, and summative for end of module/ termly assessments across all subjects. There is no need for extensive written comments - marking codes/flash marking, live sampling, electronic marking and peer and self- assessment against a clear success criteria are all acceptable.
- There is no expectation for teachers to feedback on redrafted/ corrected work, as when students are provided with appropriate actions, opportunities to ask questions, modelling and scaffolding, this should not be necessary.

- There is no expectation to mark classwork unless the students are being asked to improve work.

- Live Marking is a useful and recognised effective form of valid feedback

AR Marking Procedure No grades or pathways should be used; these are to be used only for the purpose of tracking and improvement. Some work may be more appropriately marked by awarding a score (e.g. 16/20) however, these should not equate to grades or bands. There is no expectation to

<u>AR mark every piece of homework</u>, unless it provides the opportunity for the student to review and improve their work. This is at the discretion of the individual classroom teacher.

Formative feedback will be provided using the following codes:

A = Action – identify clear steps for improving/ correcting/ redrafting work that students can act upon

R = Response – students complete the actions set using their green pen

When AR marking all teachers must mark for literacy, by circling the error and writing the following codes in the margin:

PR = poor presentation

S = spelling error

C = capital letter error

P = general punctuation error

// = new paragraph needed

HOMEWORK POLICY

The frequency and setting of homework is at the discretion of the curriculum leader but should take into account the following:

- any homework set should be challenging, as well as 'meaningful, manageable, motivating' and **age and stage appropriate**
- it should take into account the need to manage teacher workload and allow more time for planning effective teaching and learning
- it should allow students to carry out deliberate, repeated and independent practice and improvement of work
- it should promote self-regulated learning (learners are aware of the strengths and weaknesses and the strategies they use to learn)
- it should consolidate learning, deepen understanding and prepare students for work to come

Completion Deadlines and Recording

Students should be given at least three school days to complete homework and homework should be recorded on SIMS.

Non-submission and Late or Poor Quality Homework

Teachers can reasonably expect all homework to be handed in on the due date unless problems are communicated and considered reasonable. The sanctions system should be utilised for late or inadequate homework and students should be asked to re-do or complete.

Homework Tasks

There are a wide variety of meaningful, motivating and challenging homework tasks that could be set, depending on the age and stage of the student.

Homework should also take into account the following principles:

Preparation: engaging with new material

Practising: based on previously taught material

Extension: expanding beyond what has already been learnt

Homework should take into account the following methods:

Spiral learning - a teaching method based on the premise that a student learns more about a subject each time the topic is reviewed or encountered. The idea is that each time a student encounters the topic, the student expands their knowledge or improves their skill level.

Spaced learning - a method that suggests information can be remembered by recalling it at short intervals before gradually increasing the time before the information is recalled again. This technique can be used alone or with assistance from someone else.

Interleaving – a method of mixing different topics and skills together while learning. Most often, it is either the mix of actually different topics, like math and chemistry, or the mix of old and new material