St Mary's Catholic High School

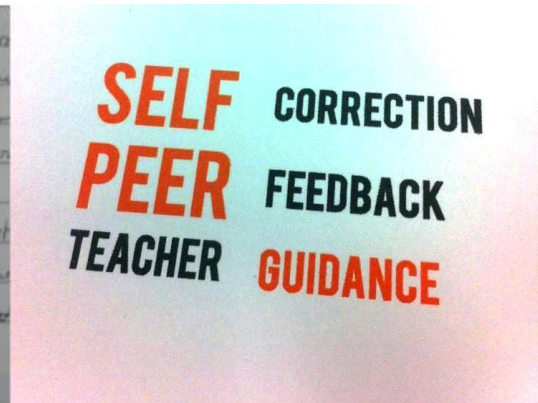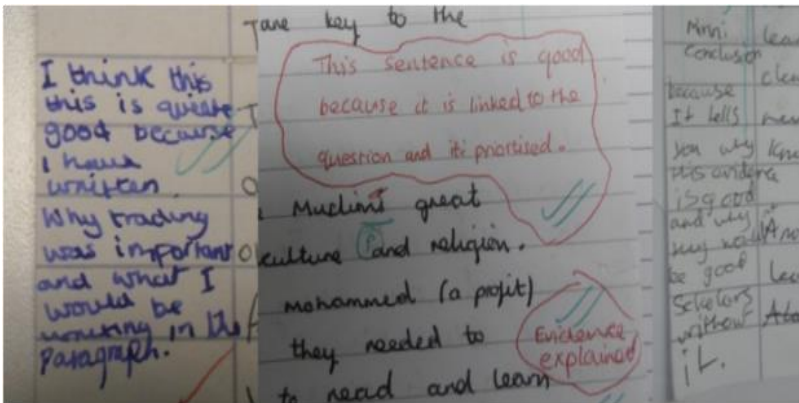## Feedback Policy

Created: Sept 2015   Updated: June 2022   Review by: Autumn 2024

"Feedback" has been identified as the top strategy for improving children's learning; it redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be verbal, written, or given through tests or information and communication technology, and can be about:

- the learning activity itself
- the process of activity
- the student's management of his/her learning or self-regulation

All feedback:
- informs pupil progress, making it *meaningful*
- has a positive impact on pupil outcomes, meaning it is *motivating*
- is a good use of teachers' time, ensuring it is *manageable*

Effective feedback:

Begins with <u>effective instruction</u>. Teachers will deliver;
- high quality instruction, through the setting of learning intentions, which feedback will aim towards.
- effective formative assessment to assess learning gaps which feedback will aim to fill

It may be;
- **task focused e.g.** telling pupils during an ordering task in mathematics that two items

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are the wrong way around and they should revisit the order and try again.
- **Subject focused e.g.** explaining the need for more quotations to be used during practice of GCSE English questions and providing opportunity for pupils to try this. **or**
- **self-regulation-focused feedback** e.g. prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing.

Less Effective Feedback would be person focused e.g. "I am surprised you made this mistake – you are usually so good at math's!" or "great work!".

Effective feedback will prompt teachers to consider how feedback will be received and subsequently used by their pupils. Strategies for ensuring pupils act on the feedback they receive could include:
- **discussing the purpose of feedback**. The key is to emphasise that feedback is provided because the teacher has high standards and fully believes pupils can meet them, rather than to be critical.
- **modelling the use of feedback.**
- **providing clear, concise, and focused feedback** (sometimes less is more!); and
- **ensuring pupils understand the feedback given**.

Pupils should then be provided with opportunities to use feedback we call this **Direct Improvement** and **reflection Time** (DIRT).

Ensuring pupils do something with the feedback, whether through editing or redrafting work, finding and correcting errors, discussing the feedback as a class, or other activities, will help to close the 'feedback loop'.

As all subjects are very different, and have vastly contrasting assessments and requirements for extended writing, each department at St Mary's have composed their own unique feedback policy, which is specific and entirely appropriate for the work produced by pupils.

1. Roles and responsibilities

The headteacher is responsible for:
- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.

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- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Curriculum Leaders are responsible for:
- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:
- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

2. Whole School Feedback Policy

A teacher should only write in a pupil's book if it is going to impact on progress

At St. Mary's we encourage the use of **time-efficient approaches to feedback** which manage teacher workload and fulfil the principles of effective feedback. We recognise that the key principles underlying feedback are more important than the method through which it is delivered. As professionals, the method is best left for the teacher to decide. Suggested ways may include:
• coded feedback;
• live marking;
• 'thinking like the teacher' (where pupil's correct mistakes before handing work in); and
• verbal feedback delivered during the lesson.

Whilst observing the following essential feedback elements, each subject area at St Mary's has developed and published their own feedback policy which is deemed most appropriate for their curriculum.

- All teacher written feedback should be in red pen.

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- All pupil feedback should be in green pen.
- Exercise books should be **reviewed regularly**, please see departmental policies for each subject area.
- Department specific whole class feedback sheets will be issued once a half term. All feedback sheets will be printed on yellow paper so they can be easily identified in pupils' books.
- DIRT will be completed on whole class feedback sheets only, with sufficient designated time to ensure it is carried out and completed effectively.

When giving feedback, teachers should employ positive discrimination techniques to disadvantaged pupils and in the review of their books. This includes:

1. Reviewing disadvantaged pupil's books first, when fresh, and in greater detail.
2. Live marking for disadvantaged pupils during lessons.
3. Regular verbal feedback and engage in their paired/group dialogue.
4. Shape feedback as questions and instructions which prompt pupils to an active response.

3. Literacy Feedback

All teachers, irrespective of their subject specialism, must ensure that they:

- ✓ Where appropriate, identify up to 5 literacy errors in each piece of work, including key words USING THE ANNOTATIONS GIVEN BELOW so that practice is consistent across the curriculum
- ✓ Encourage students to CORRECT ERRORS in SPAG (Spelling and Grammar) by planning for DIRT in lessons
- ✓ CHECK PUPILS' CORRECTIONS to ensure that progress is being made and mistakes are not perpetuated, and direct pupils to access help where misunderstandings persist
- ✓ CELEBRATE and REWARD work in which pupils demonstrate high standards of literacy or in which there is evidence of improvement

Standard annotations for use in the feedback of literacy:

Symbol	Indicates to pupil
P	Punctuation error. Check commas, speech marks etc.
Sp	Spelling error. Write out the correct spelling at the end of your work. Or, have you used the wrong homophone? E.g. there / their / they're or to / too/ two.

Cp	Capital Letter. Have you missed one or put one in by mistake? Remember proper nouns (names) also need capital letters.
//	A new paragraph should start here.

4. Departmental Feedback Policies

- Religious Studies
- English
- Mathematics
- Science
- Expressive Arts
- Technology
- Humanities
- Modern Foreign Languages
- Physical Education
- PSHCEE

5. Religious Studies Feedback Policy

Intent

To provide feedback to pupils which is meaningful; allowing them to move their learning forward in order to make progress towards their true potential.

Implementation

1. Written feedback will be given after every key assessment completed by the pupils. Feedback will be given in various ways; written, verbal and whole class (modelling with the visualiser).
2. Feedback stickers for exam questions will be used in class; the frequency of these will be at the professional discretion of each member of the department. In addition, there will be opportunities in lessons for self/peer assessment and teacher verbal feedback. Evidence will be seen with addition of green pen in the pupil's book.
3. Feedback after assessments will be given in various forms; verbal, written and modelling with the use of the visualizer.
4. Teachers will provide opportunities for pupils to respond to feedback given; so as to allow them to make progress with their learning.

6. There will be no need to mark class notes, other than for the feedback for SPAG and key Religious words/ terms.

7. Live marking will take place where deemed appropriate by class teachers. Pupils will therefore be given instant feedback and support of where to make improvements.

6. English Feedback Policy

Intent:

To give positive feedback to pupils which is meaningful; allowing them to make the necessary 'Next Steps' in order to make progress towards their true potential.

Implementation:

1. Frequency of **feedback (verbal, written, live)** to be every 6-8 lessons.

2. **SPAG Feedback** – there will be evidence of appropriate SPAG feedback, including key words. Notes will not be marked for SPAG when these are specific to mind maps/bullet point notes.

3. Department specific assessment **yellow feedback** sheets will be used at least twice per half term at KS4 (one per book – green and either blue/purple depending on which topic we are on) and twice at KS3.

4. In addition to the feedback sheets we will use our WWW/NEXT STEPS stamps to impact pupil progress prior to an assessment, where appropriate.

5. We also complete **live** marking during lessons, which will be stamped using the orange live marking stamp when it is useful to aid pupil progression. Pupils will continue their work in green pen where they have been given **verbal** feedback. Pupils will also be given the opportunity to **peer** and **self-assess** pieces of work throughout the term.

6. DIRT will be completed directly on the **feedback** sheets after each assessment or the week where the books have been stamped.

7. Homework is assessed using the blue homework stamp and merits will be awarded accordingly for effort.

7. Mathematics Feedback Policy

Intent

The intent is to provide pupils with information of what standard they are currently at and what they need to do in order to improve and consolidate their academic progress and mathematical knowledge.

Implementation

1. Frequency of written feedback

   KS3 – all KS3 pupils get written feedback from the end of unit assessments and formal assessments. This will be around 2/3 times per half term depending on the length of the units and the timeframe.

   KS4 - all KS4 pupils get written feedback from their teacher from their end of unit assessments and formal assessments. This will be around 2/3 times per half term depending on the length of the units and the timeframe.

2. In addition to this, feedback will be given in other ways. There is no exhaustive list on how this can be provided and will be initiated as appropriate by the class teacher.

   Verbal feedback can be one on one with a pupil if they need help during a lesson or if a teacher finds that the issue is a common one, this verbal feedback will be to the whole class.

   Written feedback can be from the pupil themselves, their peers or the teacher through live marking, dependent on the task. All feedback should include direction to improve. This could be a worked example or an explanation of the source of the error.

3. After every unit test, pupils will be directed to complete a DIRT task. There will be a maximum of four development points for each unit. Which one needs to be done will be dependent on the pupil's assessment outcome. Modelled examples will also be provided for the students. The tasks will be on the screen so pupils can see all of them. If appropriate, pupils may wish to do the DIRT task of the next level once the one that they have been directed to do has been completed.

4. Whole class feedback sheets will be issued after every formal assessment which takes
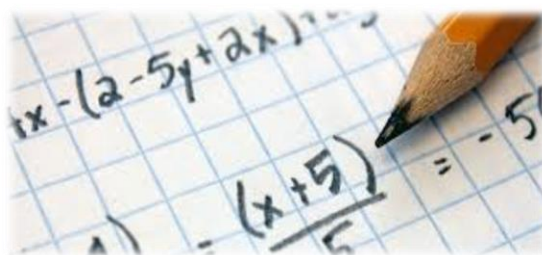
place before - and feed into - each of the data capture points. These cover all work done in-between assessment points and will provide pupils (and carers) an opportunity to highlight areas of strength as well as those of concern.

8. Science Feedback Policy

Intent

To provide learners in Science timely guidance on how to improve the quality of learning though feedback in the classroom and on the next steps in learning.

Implementation

Feedback within Science should be timely and appropriate and used every lesson, for example, after assessing the learning in a lesson if the whole class is struggling teachers should not move on from the lesson but plan the next lesson based around closing the gaps.

Feedback can be provided in a variety of ways e.g. verbal, whole class, written. This will be different on a class by class basis but feedback will be provided regularly. Books should be monitored at the end of every topic, when possible, and misconceptions will be addressed using whole class feedback sheets tailored to the class.

Feedback should be purposeful and planned into lesson time allowing students appropriate amount of time to effectively close gaps in their learning.

All independent work should be self-assessed in green pen, where possible and work improved in response to teacher feedback.

Impact

In pupil's books there will be a purple key-outcome tracker, that will be marked or self-assessed by the pupils when appropriate. These key-outcome tasks will be highlighted/boxed off in green each lesson and self/peer assessed and improved.

Pupils work will be marked as per policy, codes indicating where merits have been gained, spelling and grammar, and where a conversation with the teacher has taken place.

Pupil voice will show that pupils know where they are in their learning and what they need to do to improve.

9. Expressive Arts Feedback Policy

INTENT

The policy has been designed to support pupil in making progress across both key stages and focuses on the following key principles:

- Ensuring students understand the requirements and criteria in order to succeed
- Feedback is appropriate to the individual student at the appropriate time in their learning journey to support their progress
- Students are able to engage with feedback and use it to further develop their understanding of the key skills.
- Self-regulation strategies are an integral part of the process as students learn the "how" and the "why" to help themselves make progress.

IMPLEMENTATION
Music

1. Student work should be reviewed regularly. As the subject is practical this may take the form of a written comment, update of radar diagrams, verbal feedback or note on Showbie. This would be expected part way through a unit of work.
2. Homework is located on the platform Focus on Sound where evidence can be found of feedback for students at both KS3 and KS4.
3. Timescales for feedback – KS3 – once every 6-8 weeks, KS4 -every 3 weeks
4. Each unit should be marked summatively at its end with identifications made of strengths, how the work has met the criteria set and how work can be improved further. Targets should be able to be transferred from unit to unit to allow for continued progression and student understanding of how skills link through Scheme of Learning progression.
5. Expectation of each student receiving feedback at an appropriate point during the Scheme of Learning (this being best for the student in their learning journey). This feedback can be verbal, written down by the teacher, written down by the student or recorded virtually using Showbie.
6. Expectation of student to respond to feedback and show how they have done this.

Examples could include a written dialogue between teacher/student, work dated with feedback acted on or verbal dialogue on Showbie.

7. Students will be given the opportunity to reflect on their own learning and set targets to be acted on through the use of PLC's and general reviews.

8. Peer feedback to be used as a supportive mechanism at appropriate points in a student's learning journey.

9. DIRT activities will be in an appropriate place relating to the students work, e.g. on the feedback sheet, on the composition, on the performance log, on the notated piece of music.

10. Literacy should be addressed relating to spelling and understanding of key vocabulary as outlined by the elements of music and knowledge organisers. Literacy errors will be identified using the whole school standard annotations for use in the feedback of literacy.

11. Students should correct errors in DIRT time and these corrections should be checked.

Art

Feedback in Art is designed to promote pupil progress through the development of practical skills and knowledge.

1. Student work should be reviewed regularly. As the subject is practical this may take the form of a written comment, update of radar diagrams, verbal feedback or note on Showbie. This would be expected part way through a unit of work.

2. Timescales for feedback – the same frequency as other departments with singular lessons, at least once per half term in key stage 3, monthly at GCSE.

3. Each unit should be marked summatively at its end with identifications made of strengths, how the work has met the criteria set and how work can be improved further. Targets should be able to be transferred from unit to unit to allow for continued progression and student understanding of how skills link through Scheme of Learning progression.

4. Expectation of each student receiving feedback at an appropriate point during the Scheme of Learning (this being best for the student in their learning journey). This feedback can be verbal, written down by the teacher, written down by the student or recorded virtually using Showbie.

5. Expectation of student to respond to feedback and show how they have done this. Examples could include a written dialogue between teacher/student, work dated with feedback acted on or verbal dialogue on Showbie. At KS4 this is linked directly to the assessment objectives for the GCSE course.

6. Students will be given the opportunity to reflect on their own learning and set targets to be acted on through the use of PLC's and general reviews using the MRI (My

Response Is) section.

7. Peer feedback to be used as a supportive mechanism at appropriate points in a student's learning journey.
8. DIRT activities will be in an appropriate place relating to the students work, e.g. on the feedback sheet, in sketch pads, on the assessed piece of art work.
9. Students should correct errors in DIRT time and these corrections should be checked.

Drama

1. Student work should be reviewed regularly. As the subject is practical this may take the form of a written comment, update of radar diagrams, verbal feedback or note on Showbie. This would be expected part way through a unit of work.
2. Timescales for feedback – the same frequency as other departments with singular lessons, at least once per half term in key stage 3, monthly at GCSE.
3. Each unit should be marked summatively at its end with identifications made of strengths, how the work has met the criteria set and how work can be improved further. Targets should be able to be transferred from unit to unit to allow for continued progression and student understanding of how skills link through Scheme of Learning progression.
4. Expectation of each student receiving feedback at an appropriate point during the Scheme of Learning (this being best for the student in their learning journey). This feedback can be verbal, written down by the teacher, written down by the student or recorded virtually using Showbie.
5. Expectation of student to respond to feedback and show how they have done this. Examples could include a written dialogue between teacher/student, work dated with feedback acted on or verbal dialogue on Showbie.
6. Students will be given the opportunity to reflect on their own learning and set targets to be acted on through the use of PLC's and general reviews.
7. Peer feedback to be used as a supportive mechanism at appropriate points in a student's learning journey.
8. DIRT activities will be in an appropriate place relating to the students work, e.g. on the feedback sheet, on the script, written work or virtual dialogue.
9. Students should correct errors in DIRT time and these corrections should be checked.

BTEC Performing Arts

As this subject is a BTEC the specification states that written feedback on assessed units of work is not allowed other than in the form of the summative feedback sheets which are completed at the end of a unit. Verbal dialogue with students is encouraged and to this end

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students keep a study log in which they can write areas of strength and targets for development following conversations with teachers. Teachers should check this regularly at least twice in a half term.

Separately teachers should keep a log of students' progress on the key units to allow for accurate assessment and evidencing progress over time. This then also allows for early intervention to be put in place in a timely manner.

Students should email the teacher their ongoing component work every 3 weeks to allow the teacher to update their progress log and provide the student with verbal feedback for their student logs.

10. Technology Feedback Policy

Computing (Key Stage 3):
- At least once every 3 lessons the pupils will undertake an AfL activity (usually the plenary) to assess progress. This is stored on the central KS3 Tracker using a Blue, Bronze, Silver, Gold system.
- Detailed feedback to be provided to the pupils at the end of a unit – our Scheme of Learning suggests one unit per half term/6 lessons.

Methods of feedback:
- Feedback to be used in lessons will be **instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via AB Tutor**.
- **Written formative feedback** to be used in Creative Technology where project booklets are printed out. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked. (Please note that there is no printed work for Comp Sc as work is saved electronically)
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
    - Target grade
    - Skills demonstrated
    - Next Steps
    - Teacher Comments (focussing on conduct and effort)
    - Literacy Comments
    - Level Awarded
    - Effort Grade
    - Extension Question

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DIRT:
- At the end of each unit of work, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with feedback data during the final DIRT lesson.
- Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

Computing (Key Stage 4):

Frequency of feedback:
- Classwork is assessed throughout each lesson – verbally as pupils work on PCs
- At the end of each sub topic pupils will be formally assessed. The frequency may vary depending upon the topic and where possible will be in line with school policy – this on average is around every 3 weeks. The format involves formal 'exam style' questions. These are marked by staff with DIRT lessons to follow to reflect, research and refine answers.
- At the end of each sub topic class notes are to be submitted and reviewed for quality.
- Homework to be reviewed each week (either teacher or peer assessment) and scores to be tracked on KS4 Comp Sc Tracker

Methods of feedback:
- Feedback to be used in lessons **for instant feedback** on practical work (esp. programming). It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via AB Tutor.**
- Programming task booklets are used which are signed and dated by staff when a working program has been seen.
- **Written formative feedback** to be used for class notes. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked.
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
  - Target grade
  - Knowledge/Skills demonstrated
  - Next Steps
  - Literacy Comments
  - Extension Question

  Please note that feedback writers are electronic and have been populated with standard comment banks to ensure consistency in the quality of feedback given. All templates can be found in W:\Technology and Computing\Computing\Key Stage 4 and only require to be populated with pupil data (which can be copied from either SIMS or the KS4 tracker.)

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DIRT:
- Homework questions and end of unit assessments are to be corrected in green pen in line with mark schemes provided by the teacher
- At the end of each sub topic, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with assessment data during this lesson.

Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

NEA:
- Due to Computer Science having a 20 hour practically assessed NEA element, school feedback policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.

Technology (Key Stage 3):

Frequency of feedback:
- Verbal feedback regarding practical skills to be given **each lesson**
- Interim feedback to be provided to the pupils at least once **every 6 lessons or at the end of each stage of the technology cycle (Design, Make, Evaluate, Knowledge)**
- Summative Assessment to be given at the **end of each technology cycle** (usually 10 weeks)

Methods of feedback:
- Feedback to be used in lessons **for instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via AB Tutor or visualizer.**
- **Written formative feedback** to be used in Technology booklets. SPAG (5 errors if possible), praise and extension questions which encourage higher level thinking to be asked. Please note that the extension questions must be useful and allow for the pupil to show progression rather simply demonstrate more of the same skill.
- **Feedback writers** to be used as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
    - Target grade
    - Level Awarded
    - Effort Grade
    - Skills demonstrated (shown in a progression grid)
    - WWW/Next Steps
    - Pupil Response

  o Extension Question

  o Literacy

DIRT:

- DIRT opportunities are given in lessons where feedback has been given as pupils will need to refine and improve practical work immediately.
- At the end of each rotation, feedback and DIRT opportunities MUST be provided in the final lessons. Folders must not be passed onto the next teacher to pick up DIRT.
- At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued to pupils at the start of the year) must be completed with feedback data during the lesson.
- Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

Technology (Key Stage 4):

Frequency of feedback:

- During practical work, verbal feedback will be given each lesson either from a teacher, technician or as part of a peer evaluation exercise.
- At the end of each sub topic class notes are to be submitted for feedback

Methods of feedback (which may vary dependent upon the subject being taught and the nature of practical versus theory work):

- Feedback to be used in lessons **for instant feedback** on practical work. It is not feasible for this to be logged. This may include **verbal feedback, peer assessment, class grading of a piece of work via AB Tutor or visualizer.**
- **Written formative feedback** to be used for written class notes/tasks/assessments. Praise and extension questions which encourage higher level thinking to be asked.
- **Feedback writers** to be used where appropriate as evidence for **summative assessment**. Feedback writer to be printed on yellow in line with school policy to include:
  o Target grade
  o Knowledge/Skills demonstrated
  o Next Steps
  o Literacy Comments
  o Extension Question

DIRT:

- Homework questions and end of unit assessments are to be corrected in green pen in line with mark schemes provided by the teacher

- At the end of each sub topic, feedback and DIRT opportunities are to be provided. At this stage, pupils are to respond to any feedback and answer any extensions questions given. This must be completed in green pen and dated by the students.
- Progress trackers (issued at the start of the year) must be completed with assessment data during this lesson.

Pupils are to be encouraged to reflect upon their progress to target and progression from previous units.

NEA:
- Due to all technology subjects having a practically assessed NEA element, school feedback policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.

11. Humanities Feedback Policy

Intent

To provide pupils with positive effective feedback which allows pupils the structure and support to take the 'next steps' towards expressing their true ability and making relevant progress.

Humanities (KS3):
- Each unit within Humanities across all subjects have a set amount of tier 2 and tier 3 words. The spelling, meaning and application of these words will occur within that unit. The use of these words in pupil work will be highlighted.
- Bespoke assessment DIRT feeding forward lessons will follow end of unit assessments that target knowledge & understanding. The type of feedback for these activities is flexible considering the nature of the assessments and the pupils.
- Prior to an end of a unit there will be designated mid-topic assessments which purely focus on knowledge. These knowledge tests will identify misconceptions and feeding forward activities will address the misconceptions and pupil individual weaknesses.
- All feeding forward activities must be completed with pupil books in green pen.
- Teachers will review pupils work following both mid-topic and end of unit assessment ensuring that pupils misconceptions have been addressed correctly.
- Verbal feedback is used through KS3 lessons to identify and address common misconceptions.

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Humanities (KS4):

- Each unit within Humanities across all subjects have a set amount of tier 2 and tier 3 words. The spelling, meaning and application of these words will occur within that unit. The use of these words in pupils work will be highlighted.
- Bespoke assessment DIRT feeding forward lessons will follow end of unit assessments that target knowledge & understanding. These assessments will be GCSE based exam papers. These will be marked by the teacher and areas for improvements to be highlighted.
- Prior to an end of a unit there will be designated mid-topic assessments which purely focus on knowledge. These knowledge tests will identify misconceptions and feeding forward activities will address the misconceptions and pupil individual weaknesses.
- All feeding forward activities must be completed with pupil books in green pen.
- Teachers will review pupils work following both mid-topic and end of unit assessment ensuring that pupils misconceptions have been addressed correctly.
- Verbal feedback is used through KS3 lessons to identify and address common misconceptions.

12. Modern Foreign Languages Feedback Policy

Intent

Whenever possible, mark schemes and success criteria should be shared with students before they produce their work and at several intervals, to provide engaging targets.

Teachers assess students continuously by observing and supporting some of their work during lessons, questioning a sample of pupils and providing regular opportunities for self or peer-assessment.

Live marking of a sample of books with the support of the visualiser is a good opportunity for AfL.

Verbal feedback is an integral part of teaching and learning which, by the nature of its frequency, does not need to be recorded.

Feedback and correction of work should be positive, providing students with a helpful assessment of work done and supporting them to set targets for future improvement. Students are given time and support to show that they have acted on targets set.

Implementation

Exercise books should be reviewed regularly (two or three times per half-term), in red ink by the teacher. Not every exercise needs to be marked by the teacher as self and peer assessments are engaging forms of learning. Most short Reading and Listening exercises done as part of general practice can be marked by pupils. A differentiated logging sheet (see next page) can be used.

 The "over marking" of a piece of Writing can result in a page full of red ink which is difficult for the student to decipher, and it would seem more profitable to focus on particular aspects in order to draw attention to these and not to over-face the students. As such, about 5 SPAG errors, plus key words are more manageable. Students must be made aware that not all mistakes are highlighted. There will be cases where a teacher finds it more appropriate to mark every mistake e.g.: a GCSE model response (if not overwhelming for either the teacher or the student) and they are free to do so. Similarly, teachers will not be expected to spot every mistake and are encouraged not to worry about quotas when a pupil's accuracy is excellent.

Whenever possible, a feedback grid should be used. It should be photocopied on yellow paper to be easily identified by students (examples below). Stamps and stickers are entirely optional.

Students act on targets set / correct their own mistakes during D.I.R.T. time, which is provided is sufficient amount and with a range of support (e.g.: vocabulary sheets, model responses, peer…).

Examples

WWW:			Next Steps:	
I know likes and dislikes.	3		Justify opinions.	
I can produce 4-5 sentences.	3		Use connectives.	
I use conjunctions, intensifiers or modifiers.	3		Add more details (5Ws).	
I can express simple justified opinions.	4		Revise the spelling of key words.	
I write several small paragraphs.	4		Check for missing words.	
I know 2 tenses.	5		Revise the present/future tense.	
Literacy: - - - - - Redraft area marked R:				

St Mary's Catholic High School   Let your light shine
Class feedback sheet:

WWW: 1: Good degree of accuracy.	Common Literacy errors:
Next Steps:	Visualiser:

Note: The latest example will be populated as we assess and would benefit from students preparing the following box in their books.

WWW:	Next Steps:

My personalised progress card

Skills	Score	Words or structures I need to revise/practice	Retrieval

Let your light shine

13. Physical Education Feedback Policy

Intent

We believe feedback should provide constructive support to every child, focusing on success and improvement needs against learning objectives. The goal of feedback is to enable pupils to become reflective learners, providing insight that helps them to close the gap between current and desired performance.

How a pupil's work is received and the nature of the feedback given will have a direct bearing on learning attitudes and achievement.
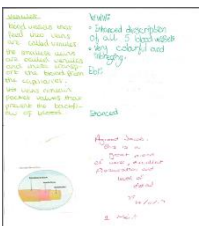
Implementation

- The Frequency of **feedback** to be every 6 theory lessons.
- Department specific whole class **feedback** sheets will be used at least once per half term at KS4, with sufficient designated time to ensure it is acted upon out and completed effectively. This will be printed on Yellow paper.

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- NEA- Due to Sports Studies comprising of 75% controlled assessment and the GCSE PE course a 14-hour controlled coursework element, the school making policy cannot apply. Staff to adhere to exam board regulations and quality assurance when it comes to both formative, summative and documentation of feedback and moderation.
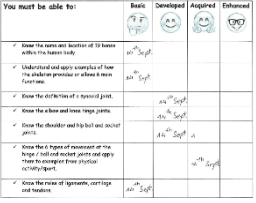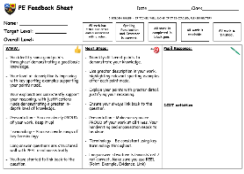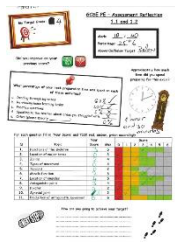
Methods of feedback may include:

Feedback Policy and Guidelines

Type of Feedback	Example of use	How to complete
Additional questions		Comments phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process. - Red pen to be used - Yellow box to highlight is OPTIONAL
Quality feedback by the students		Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should be as above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. **This should be done in GREEN pen**.
Feedback coding sheet		To reduce tick flick marking and ensure more meaningful feedback, teacher to place a symbol when relevant in a pupil's work. Pupils will then refer to their coding sheet to determine what the symbol means.

- Pupils to complete assessment tracking sheet in front of folder after each summative assessment.
- Assessment reflection sheets to be completed at the end of each summative assessment.
- Individual topic reflection sheets to be completed throughout the topic and re-assessed at least once.

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- Whole class feedback to take place once every half term. To be printed on yellow paper and placed in folder.
- Verbal feedback to be used appropriately as and when necessary. Stamp optional to indicate use.

Type of feedback	Example of use	How to complete
Individual topic reflection sheet		Pupils to read objectives and decide how confident they are. Pupils to write the date in box relating to their confidence (basic, developed, acquired, enhanced) Pupils to re-assess themselves as the course progresses. If their confidence has increased they should write the new date this happens.
Whole class Feedback	WWW/Next Steps 	<u>WWW/Next Steps</u> This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work. "WWW"- highlight positive comment(s) which relates to the learning objectives /success criteria "Next Steps" – highlight area(s) where the success criteria were not met / or a suggestion on how to improve next time. **Pupils then complete a response and DIRT task based on feedback given.**
Assessment reflection sheet		Pupils to complete at the same time as DIRT feedback summative assessments. Pupils complete: - The mark they achieved - Whether or not they have improved since their last summative assessment - How much revision they have done - Tick of the mark achieved in each question - Determine how they are going to improve
Assessment tracker		Pupils to fill in tracker sheet at the front of folders with result achieved, date of assessment, and a comment on their perceived progress.

PE Feedback Sheet

Date _____ Class_____

Name: _____

Target Level: _____

Overall Level: _____

All work has titles and dates and is underlined with a ruler.	Spelling, Punctuation and Grammar is correct.	All work is completed in black pen.	All work is readable.	All work is finished.

WWW: 👍

- You identify some good points throughout demonstrating a good basic knowledge.

- Your level of description is improving with key sporting examples supporting your points made.

- Your explanations consistently support your reasoning, with justifications made demonstrating a greater in-depth level of knowledge.

- Presentation – You are clearly PROUD of your work. Keep it up!

- Terminology – You use a wide range of key terminology.

- Long answer questions are structured well with PEEL used consistently.

- You have started to link back to the question.

Next Steps: 🎯

- Identify different points to demonstrate your knowledge.

- Use greater description in your work, highlighting relevant sporting examples after each point made.

- Explain your points with greater detail, justifying your reasoning.

- Ensure your always link back to the question.

- Presentation – Make sure you are PROUD of your work at all times. Your handwriting and organisation needs to be clear.

- Terminology – Be consistent using key terminology throughout.

- Long answer structure is inconsistent / not correct. Make sure you use PEEL (Point, Example, Evidence, Link)

Pupil Response:

DIRT activities

14. PSHCEE Feedback Policy

Intent:

To give informative feedback to pupils which is meaningful; allowing them to reflect on their personal ideas and decision-making processes in line with positive personal development. Thus, ensuring students grow to become safe, effective contributors to society. Their 'Next Steps' will serve to challenge their ideas, facilitate them in making better decisions whilst also ensuring their literacy, spelling, punctuation and grammar is practiced and refined.

Implementation:

Frequency of feedback to be regular, at least twice per rotation.

Feedback for SPAG to be 5 literacy errors in each piece of work, plus key words.

Department specific whole class **feedback** sheets are glued in and will be used at least once per topic. All feedback sheets will be printed on yellow paper so they can be easily identified in pupils' books.

In addition to the feedback sheets, we will use flash feedback codes which are glued on to the back of each pupil's exercise book for reference. These will be used every topic for all written work. For example, in a 6-lesson rotation, you will see flash feedback codes on each piece of work and a yellow assessment **feedback** sheet. You will also see a yellow progress quiz at the start and end of each topic.

DIRT will be completed in exercise books following the glued in **feedback** sheets.

We also complete live marking during lessons which will be undertaken using the flash codes. Pupils will respond to flash codes written in red pen, in green.

Verbal feedback is essential in PSHCEE lessons and will form the majority of feedback received by pupils.

Peer, self-assessment and feedback will be undertaken in green pen following the issue of specific success criteria.