

FEEDBACK

Statement of Practice



LEES BROOK
COMMUNITY
SCHOOL

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Introduction

Lees Brook Community School recognises the important role that high quality feedback has in transforming the life opportunities of pupils, developing them into highly literate and knowledgeable citizens. Similarly we recognise our commitment to staff and their workload but have faith that the time and effort required for meaningful feedback is afforded its proper place too. This document sets out the inclusive procedures and practices for the variety of methods used to give meaningful feedback to pupils at Lees Brook Community School.

Related Policies, Statements of Practice and procedures

Assessment

Statement of Practice Feedback

Why we mark, assess and give feedback:

- To check learning takes place and to correct errors or misconceptions in students' learning, informing the next stages of intervention and planning
- To track students' learning and progress and inform teachers what steps they should take to help students learn and progress further
- To instruct students how to improve their work and move learning forward, all teachers are expected to:
 - Use high quality questioning and in-class assessment to check and extend learning
 - Mark students' work regularly, giving them clear feedback, including strengths targets, that will move learning forward
 - Use assessment to inform lesson planning and personalisation of regular feedback
 - All students will receive feedback in the exercise book, folder or booklet in which they usually work

Learning Directors decide the regularity of, marking, assessment and feedback to fit in with their curriculum plans. All teachers at Lees Brook are expected to exercise high professional standards in ensuring their feedback is purposeful.

Selective marking:

The purpose of selective marking is to enable a more precise focus on areas for development, and ensure progress within them. When students have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Indicating thirty spelling mistakes in one page of an exercise book can be demotivating. Identifying 5-8 within a single section which they use correctly next time, following 'upgrade' practice, produces a much better outcome. Ignoring a misspelt word can reinforce a problem. Used well, selective marking enables faster progress overtime.

Students' work should be marked in green pen. Self and peer assessment should be completed by students using a red pen so that it is clearly distinguishable from teacher marking. The teacher may also verify the student marking with a comment, initial or date.

Assessment for Learning:

Assessment for Learning (AFL) plays a huge role in feedback within lessons at Lees Brook. AFL is learning through assessment whilst the student is still engaged in the learning process. This therefore improves the students' knowledge and understanding whilst they are still engaged in the learning process. Staff will regularly set self and peer assessment activities throughout lessons.

Student Responses:

Where appropriate, we expect students to respond to feedback or assessments. Directed response time should be given to the students which allows them to consider the feedback and respond to instructions or targets through 'Upgrade' lessons to improve the quality of their work. The 'Upgrade' lesson is designated to direct engagement with what students should improve, but its effectiveness can be diluted if it is not given enough time or effort.

Upgrade lessons:

Upgrade lessons are only effective if:

- Suitable time is allocated for students to complete them. This could take a full lesson to complete – students who are absent may be set the UPGRADE tasks as an additional homework
- Students have responded to targets fully, and ensure that work is done again if they have not. Staff will not accept half-hearted work that has not had a suitable amount of effort applied. Teachers will encourage students to self and peer assess their response to targets.

Examples of UPGRADE activities and what they might look like are:

- To complete or improve the original task set
- To improve the quality of work completed to be in line with target grades or beyond
- To complete a challenge task that will extend understanding or level of skill
- To apply a process to a different situation
- To apply understanding to an exam question

Verbal and whole class feedback:

Verbal feedback plays an important role in supporting students and is recognised by the school as an integral part of effective assessment practices.

Assessment criteria and data entry points:

Subjects' curriculum plans include formative and summative assessment points to provide data and support external assessment. At KS3 teachers assess in accordance with subjects' progress grids. At KS4, teachers assess in accordance with relevant assessment criteria and mark schemes for the relevant specification. Progress data is captured through regular data points in accordance with the calendar.