

# St Hilda's School Feedback Policy Document

Department: D&T/Food

## Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 3	Key Stage 4	Key Stage 5
<p><b>How often will <u>review feedback</u> (may be away from the point of teaching) happen?</b></p>	<p><b>Food &amp; D&amp;T</b> 5 times per 18 week rotation inc EOY Assessment &amp; baseline in Y7 (Feb for first rotation/ June for second rotation)</p> <p><b>Y7 D&amp;T</b> Baseline Assessment&gt;Levelled DIRT Task 1 &gt;Levelled DIRT Task 2&gt;Levelled DIRT Task 3&gt;EOY Assessment</p> <p><b>Y7 Food</b> Baseline Assessment&gt;Levelled Practical DIRT Task 1 &gt;Levelled Theory DIRT Task 2&gt;Levelled Practical DIRT Task 3&gt;EOY Assessment (order of theory/practical may change)</p> <p><b>Y8 D&amp;T</b> Levelled DIRT Task 1&gt;Levelled DIRT Task 2 &gt;Levelled DIRT Task 3&gt;Levelled DIRT Task 4 EOY Assessment</p> <p><b>Y8 Food</b> Levelled DIRT Practical Task 1&gt;Levelled DIRT Theory Task 2 &gt;Levelled DIRT Practical Task 3&gt;Levelled DIRT Theory Task 4 EOY Assessment</p>	<p><b>BTEC Engineering Y10</b> As per BTEC Engineering assessment plan: S:\Design &amp; Technology\BTEC Engineering 2019 2020 Plus one DIRT Assessment Based on supportive prior learning</p> <ul style="list-style-type: none"> <li>- 3 times per component</li> <li>- 11 inc Mocks and EOY assessment</li> </ul> <p><b>GCSE D&amp;T / Non BTEC</b> 11 including the two school assessment points. 9 for year 11 (including mocks) <b>OR</b> Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)</p> <p><b>Level 2 Hospitality &amp; Catering</b> As per WJEC L2 H&amp;C assessment model. 5 points of feedback during Unit 1/5 points of feedback during Unit 2 (one per learning aim for each unit)</p> <ul style="list-style-type: none"> <li>- Plus EOY assessment</li> </ul>	n/a at present
<p><b>Typical feedback strategies evidenced:</b></p>	<p>Students to be provided with success criteria led DIRT Task sheets based on skills/content covered (WBI./WA/WBy.). Students to complete tasks relative to their target/working level)</p> <p>Written feedback on one skill only. Highlighting of key skills. Literacy codes.</p>	<p>Students to be provided with success criteria led DIRT Task sheets based on skills/content covered (WBI./WA/WBy.). Students to complete tasks relative to their target/working level)</p> <p>Written feedback on one skill only. Highlighting of key skills. Literacy codes.</p>	n/a at present

	<p>Live marking  Sample marking  Peer assessment  Self assessment  Verbal feedback (whole class/group/individual)  Use of a checklist/success criteria</p>	<p>Highlighted mark schemes.  Highlighted/annotated model examples.  Live marking  Sample marking  Peer assessment  Self assessment  Verbal feedback (whole class/group/individual)  Use of a checklist/success criteria</p>	
<p><b>How will students typically respond to feedback?</b></p>	<p>In green pen if it is a written response regardless of format.</p> <p>Students to respond to DIRT task, informed by previous attainment, target and success criteria. Teachers may request indication of where students feel they have met criteria/targets.</p> <p>Students to respond to literacy in green with corrections.</p>	<p>In green pen if it is a written response regardless of format.</p> <p>Students to respond to DIRT task, informed by previous attainment, target and success criteria/coursework criteria/past paper mark scheme. Teachers may request indication of where students feel they have met criteria/targets.</p> <p>Students to respond to literacy in green with corrections.</p> <p>As per BTEC/Vocational marking policy.</p>	n/a at present
<p><b>Will a student's response to feedback be reviewed?</b></p>	<p>The teacher may use a progress sticker, DIRT stamp, initial to acknowledge or write target met /if progress has been made.</p>	<p>The teacher may use a progress sticker, DIRT stamp, initial to acknowledge or write target met if progress has been made.</p>	n/a at present
<p><b>Will grades be given?</b></p>	<p>Grades will be given at the two school assessment points recorded on SIMS &amp; success criteria will be relative to grades at formative feedback points in between.</p>	<p>Grades will be given at the two school assessment points recorded on SIMS &amp; success criteria will be relative to grades at formative feedback points in between.</p>	n/a at present
<p><b>What data will be collected? How will it be recorded?</b></p>	<p><b>Y7:</b>  Baseline grades added to SIMS at school assessment point 1  EoY Assessment grade added to SIMS at school assessment point 2</p>	<p><b>D&amp;T/Non Vocational:</b>  <b>Year 9</b>  Grades will be recorded on SIMS in line with the two school assessment points. Non –exam</p>	n/a at present

	<p>Levelled DIRT tasks 1/2/3 recorded on Dept tracker stored on staff share</p> <p><b>Y8:</b> Levelled DIRT tasks 1 grade added to SIMS at school assessment point 1 EoY Assessment grade added to SIMS at school assessment point 2 Levelled DIRT tasks 2/3/4 recorded on Dept tracker stored on staff share</p>	<p>performance recorded on depts. trackers stored centrally.</p> <p><b>Year 10</b> Grades will be recorded on SIMS in line with the two school assessment points. Non –exam performance recorded on depts. trackers stored centrally.</p> <p><b>Year 11</b> Mock data will be collected and recorded on a department tracker. Non –exam performance recorded on depts. trackers stored centrally.</p> <p><b>Engineering/Hospitality &amp; Catering add-on:</b> Progress to be covered in line with BTEC Assessment tracker stored centrally/in folders.</p>	
<p><b>How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning.</b></p>	<p><b>Suggested</b> progress check point tasks will be highlighted on the SOL. Whole school assessment points will be planned into the SOL each year. Dedicated feedback session/s will be delivered following progress checkpoints/review feedback. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.</p>	<p>Progress checkpoint tasks will be highlighted on the SOL, including whole school assessment points for year 10 and mock exams for year 11. Dedicated feedback session/s will be delivered following assessments, including practical elements. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.</p>	n/a at present
<p><b>How will exercise books/folders be used to track progress?</b></p>	<p><b>D&amp;T:</b> All students will have an A4 exercise book, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity.</p> <p><b>Food:</b> All students will have an A4 folders, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity.</p>	<p><b>Engineering</b> All students will have an A4 exercise book, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity. Engineering student will also have an A4 card wallet for storage of and management of BTEC course work in line with BTEC assessment plan and policy. Completed BTEC work to be stored centrally by staff.</p>	n/a at present

		<p><b>D&amp;T:</b> All students will have an A4 exercise book, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity.</p> <p><b>Hospitality &amp; Catering</b> All students will have a ring binder folder, which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity.</p>	
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