

## St Hilda's School Feedback Department Policy Document

### Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

### Department: English

	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>Four</b> review points across each learning block (LB), <b>two for Literature and two for Language.</b> Plus <b>two application reviews.</b></p>	<p>Year 10 <b>Two per exam section, plus two application exams.</b> Year 11 <b>Two per exam section, plus two sets of mock exams.</b></p>	<p>sixteen for year 13 (including mocks) seventeen/eighteen (including end of year 12 exams) <i>Across 2 teachers</i> <b>OR</b> Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)</p>
<p><b>Typical feedback strategies:</b></p>	<p>Detailed written feedback on a short piece of written work or on one section of a longer piece. Written feedback on one skill only. Highlighting of key skills. Use of codes for content, with a key. Literacy codes. Feedforward sheets. 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 Crib sheet Visualiser*</p>	<p>Detailed written feedback on a short piece of written work or on one section of a longer piece. Written feedback on one skill only. Highlighting of key scales. Use of codes for content, with a key. Literacy codes. Feedforward sheets. Highlighted mark schemes. Highlighted/annotated model examples. Live marking Sample marking Peer assessment Self assessment Verbal feedback (acted upon) Use of a checklist/success criteria Crib sheet Visualiser*</p>	<p>Typically (for Literature) assessment cover sheets will be used, which will include teacher written feedback. Highlighted mark schemes. Feed forward sheets Highlighted/annotated model examples One-to-one tutorials Peer/self assessment Success criteria Verbal feedback (whole-class/group/individual)</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. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher <b>may</b> request the student to highlight where they feel they have met the target and made progress. Verbally via a presentation/group discussion.</p>	<p>In green pen if it is a written response regardless of format. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher may request the student to highlight where they feel they have met the target and made progress. Verbally via a presentation/group discussion</p>	<p>In green pen if it is a written response regardless of format. If feedback is being applied to a new piece of work, the previous target will be written at the top, and the teacher may request the student to highlight where they feel they have met the target and made progress.</p>
<p><b>Will a student's response to feedback be reviewed?</b></p>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p>	<p>The teacher may use a progress sticker or write target met if progress has been made.</p>
<p><b>Will grades be given?</b></p>	<p>Grades will be given at the two school assessment points recorded on SIMS.</p>	<p>Grades will be given at the two school assessment points recorded on SIMS.</p>	<p>Students will be given a raw mark, followed by an overall Band. End of year 12 and Mock examinations will be converted (as much as possible) into a grade.</p>
<p><b>What data will be collected? How will it be recorded?</b></p>	<p>Grades will be recorded on SIMS in line with the two school assessment points. A skills mat for Literature and Language will be used to track students' progress.</p>	<p>Year 10 Grades will be recorded on SIMS in line with the two school assessment points. Year 11 Mock data will be collected and recorded on a department tracker.</p>	<p>Class teacher will record assessment data in a format of their choosing, which they can refer to when producing holistic grades for students (in collaboration with their teaching colleague). All assessments will be kept in a student's KS5 progress folder. Mock data will be recorded on a central tracker in order to generate mock data in line with the most recent examination mark boundaries.</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.</p>	<p>Progress checkpoint tasks will be highlighted on the SOL, including whole school assessment points for</p>	<p>Suggested formal written assessments/practical pieces will be recorded on the SOL.</p>

	<p>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>year 10 and mock exams for year 11. Dedicated feedback session/s will be delivered following assessments. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.</p>	<p>Dedicated feedback session/s will be delivered following assessments. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.</p>
<p><b>How will exercise books/folders be used to track progress?</b></p>	<p>All students will have a purple A4 exercise books, 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>GCSE students will have an English Language progress book (pink A4), and an English Literature progress book (yellow A4). Student will keep additional notes in separate English Language and English Literature ring binders. Folders will be subject to checks for organisation, quality of notes and independent learning.</p>	<p>A' Level students will organise their notes, classwork and homework tasks in a dedicated A4 ring binder. All assessments subject to feedback will be stored in a subject specific progress folder. A separate folder will be used for coursework. Folders will be subject to checks for organisation, quality of notes and independent learning.</p>