

# St Hilda's School Feedback Policy Document

Department: Physical Education

## Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 3	Key Stage 4- GCSE PE	Key Stage 5- BTEC PE
<p><b>How often will <u>review feedback</u> (may be away from the point of teaching) happen?</b></p>	<p>Due to the practical nature of the subject, students will receive review feedback once, at the end of each unit of work 11 times per year.</p>	<p>For theory element of the GCSE course students shall receive review feedback approximately 12 times during the year including the two school assessment points. Where possible, and if appropriate, twice per scheme, where the use of exam style questions will be reviewed. On average every 3 weeks.</p>	<p>For coursework units, feedback will be in line with the whole school approach to BTEC feedback. Whilst students are undertaking an assessment, teachers, will continue to provide general verbal feedback and support, particularly around the development of knowledge, understanding and skills.</p> <p>Feedback will not consist of assessment specific assignment evidence as students are generating it or confirm the achievement of specific assessment criteria, this happens only when formal assessment takes place.</p> <p>Once assignments have been completed, coursework is marked and written feedback is given on the published BTEC assessment record sheets. If a resubmission is required, students will have a two week period to action the feedback. For examination based units, students will receive written feedback 12 times including end of year assessments or mocks. Where possible, and if appropriate, approximately twice per topic.</p>
<p><b>Typical feedback strategies evidenced:</b></p>	<p>Students will be given a category of Gold, Silver or Bronze that links to a performance criteria description sheet (pre-written feedback).</p> <p>Physical Education naturally allows staff to provide lots of immediate and summary feedback to students the following are typical immediate and summary methods</p> <p>Verbal feedback Visual feedback</p>	<p>Due to the combination of both practical and theory assessment at GCSE, students will receive the following typical feedback strategies:</p> <p><b>Immediate</b> Verbal feedback Visual feedback Peer feedback Self-feedback</p> <p><b>Summary</b> Symbol/dot/live marking</p>	<p>Typical feedback strategies used within BTEC are as follows:</p> <p><b>Immediate and summary</b> (Feedback strategies used for GCSE PE may be adapted or used fully within feedback for BTEC PE)</p> <p>Verbal feedback Visual feedback Peer feedback Self-feedback Symbol/dot/live marking</p>

	Peer feedback Self-feedback Plenary sessions	Modelling <b>Review</b> Detailed written feedback WWW, EBI Whole class crib sheets on class assessments	Modelling <b>Review</b> Typical review feedback strategies used, will be teacher written feedback using the WWW and EBI in order to explain to students what they have done well and why and how their work can be developed clearly outlining methods or areas for development. Additional methods teacher may use are; tutorials, verbal feedback as a class, modelling of answers or use of highlighted mark schemes.
<b>How will students typically respond to feedback?</b>	Responding to feedback is an ongoing process in lessons, where students respond to immediate feedback from both their teachers and peers by adapting their movement patterns, with the aim of performing more successfully. At the end of unit of work, the students should complete a 'time for reflection' sheet online for homework, recording the feedback they have been given from their teacher including their category of performance and identifying their strengths and weaknesses with that activity.	Students will respond to all written feedback in green pen regardless of the format that has been given. DIRT time should be given in a subsequent lesson (e.g. starter activity) for students to address the feedback they have been given. Students are to be made aware that anything they are unable to complete in the time allocated to review, must be addressed as an independent study task before the next time review feedback is given. During unit test feedback lessons or upon completing an end of unit assessment, students must address their feedback and also complete a 'time for reflection' sheet which shall then be stuck in their books.	Students will respond to all written feedback in green pen regardless of the format that has been given. DIRT time should be given in a subsequent lesson (e.g. starter activity) for students to address the feedback they have been given. Students are to be made aware that anything they are unable to complete in the time allocated to review, must be addressed as an independent study task before the next time review feedback is given.
<b>Will a student's response to feedback be reviewed?</b>	Student's response to feedback will be checked visually by their class teacher that feedback has been acted upon by completing a self-reflection sheet.	Student responses to written feedback may be reviewed using the house point stamp/progress sticker if progress has been made or symbol mark to show acknowledgement to develop answer further.	Student responses to written feedback may be reviewed using the house point stamp or progress sticker if progress has been made or symbol mark to show acknowledgement to develop answer further.
<b>Will grades be given?</b>	Students will receive a grade for each physical activity they take part in. However, due to the difference from one activity to another, an average of these grades will be used when it comes to providing grading at the two assessment points recorded on SIMS and reporting to parents.	Where the use of exam questions have been used students should receive a numbered score for what the answer would receive. Students will receive grades on all assessment pieces that they complete during the year in line with the grade boundaries from the previous year with slight increase.	For responses to exam questions, students will be given a raw mark, followed by an adjusted grading system linked to percentages that are close to grade boundaries.

<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. Teachers own mark sheets saved in subject folder, will show students categories achieved in each unit.</p>	<p>Where a grade has been given, (Assessment points) these grades will be recorded in the teachers tracking sheet and will inform grades to be inputted on SIMS alongside larger assessments completed at assessment points.</p>	<p>Teacher will record and track all assessment data in a format of their choice but electronic saved in the shared area. The teacher should be able to refer to this in order to produce a holistic grade for a student in combination with their teacher colleague.</p>
<p><b>How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning.</b></p>	<p>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. 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>Due to be being completely practical subject at KS3, students will not have exercise books, but should have a folder for reflection sheets in student share folder under the class teacher.</p>	<p>Students will have exercise books for the theory element of the course. These books will include all classwork and homework. Student's self-reflection sheets completed after each assessment will also be stuck into books to show progress in assessments. Students are also provided with a plastic folder where assessments shall be kept to show marks awarded and corrections to answers.</p>	<p>Students shall make use of folders or exercise books depending on teacher's choice for keeping work together. These folders or books shall show all classwork and homework. Student's assessments shall also be kept in their folders or books for reference to assessments.</p>