St Hilda's School Feedback Department Policy Document

Whole-school approach:

- **Immediate feedback**
- **Summary feedback**
- **Review feedback**

Department: MFL

	Key Stage 3	Key Stage 4	Key Stage 5
How often will <u>review feedback</u> (may be away from the point of teaching) happen?	11 including the two school assessment points. **OR** Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)	11 including the two school assessment points. 9 for year 11 (including mocks) **OR** Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)	16 for year 13 (including mocks) 17-18 (including end of year 12 exams) *Across 2 teachers* **OR** Where possible, and if appropriate, approximately twice per scheme (based on an average of 6 weeks)
Typical feedback strategies:	Detailed written feedback on a piece of written work. Written feedback on one skill only. Highlighting of key skills. Literacy codes. MFL codes Feedback stickers 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	Detailed written feedback on a piece of written work. Written feedback on one skill only. Highlighting of key skills. Literacy codes. MFL codes Feedback stickers. 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	Numerical marks for grammar and vocab tests. Extended written feedback for essays on books/films/presentations/topic work/exposes. Highlighted mark schemes. Highlighted/annotated model examples One-to-one tutorials Peer/self assessment Success criteria Verbal feedback (whole-class/group/individual)

How will students typically respond to feedback?	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.	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	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.
Will a student's response to feedback be reviewed?	The teacher may use a progress sticker or write target met if progress has been made.	The teacher may use a progress sticker or write target met if progress has been made.	The teacher may use a progress sticker or write target met if progress has been made.
Will grades be given?	Effort grades will be given and attainment grades will be given at the two school assessment points recorded on SIMS.	Effort grades will be given and attainment grades will be given at the two school assessment points recorded on SIMS.	Students will be given a numerical mark or an indication of attainment level. Grades will be given at end of year 12 and Mock examinations.
What data will be collected? How will it be recorded?	Grades will be recorded on SIMS in line with the two school assessment points.	Year 9 and 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.	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 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.
How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning	**Suggested** progress check point tasks will be highlighted on the SOL. Whole school assessment points will be planned into the SOL each year.	Progress checkpoint tasks will be highlighted on the SOL, including whole school assessment points for	Suggested formal written and speaking assessments will be recorded on the SOL.

	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.	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.	Dedicated feedback session/s will be delivered following assessments. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.
How will exercise books/folders be used to track progress?	All students will have an 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.	All students will have an 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. Speaking preparation work will be kept either in a folder or A4 exercise book.	A' Level students will organise their notes, classwork and homework tasks in a dedicated A4 ring binder. Folders will be subject to checks for organisation, quality of notes and independent learning.