

St Hilda's School Feedback Policy

Department: Science

Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 3	Key Stage 4	Key Stage 5
<p>How often will <u>review feedback</u> (may be away from the point of teaching) happen?</p>	<p>Where possible, and if appropriate, approximately twice within six weeks depending on SOL. These common assessments are sign posted within every scheme of learning and will be used across the department. Each assessment could be based on past exam questions covering subject content and application, extended writing for 6 mark questions or practical write ups. Synoptic assessments (exams) occur at two assessment points throughout the year resulting in grades based on cohort and exam grade boundaries.</p>	<p>Assessments should take place in every topic. Where possible, and if appropriate, approximately twice within six weeks depending on SOL. These common assessments are sign posted within every scheme of learning and will be used across the department. Each assessment could be based on past exam questions covering subject content and application, extended writing for 6 mark questions or practical write ups. Synoptic assessments (exams) occur at two assessment points throughout the year resulting in grades based on cohort and exam grade boundaries.</p>	<p><i>Across 2 teachers</i> Where possible, and if appropriate, approximately twice per 6 weeks The assessments will be based upon past exam questions or endorsed practicals. Synoptic assessments (exams) occur at two assessment points throughout the year resulting in grades based on cohort and exam grade boundaries.</p>
<p>Typical feedback strategies evidenced:</p>	<p>Teacher's written feedback and marking will be in purple pen. Detailed written feedback on the common assessment highlighting 'What Went Well' and 'Even Better If' Highlighting of key content/answers and 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</p>	<p>Teacher's written feedback and marking will be in purple pen. Detailed written feedback on the common assessment highlighting 'What Went Well' and 'Even better If' Written feedback on one skill only. Highlighting key content and 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 Use of a checklist/success criteria/crib sheet</p>	<p>Any teacher feedback will be in purple pen. Typically teachers will mark assessments highlighting strengths and areas to develop/correct using prompts and questions. Highlighted mark schemes Feed forward sheets Highlighted/annotated model examples One-to-one tutorials Peer/self assessment Verbal feedback (whole-class/group/individual)</p>

How will students typically respond to feedback?	In green pen if it is a written response, correction, annotation or specific DIRT task regardless of format. Verbally via question answers in whole class discussion, paired work presentation or group discussion.	In green pen if it is a written response, correction, annotation or specific DIRT task regardless of format. Verbally via question answers in whole class discussion, paired work, presentation or group discussion	In green pen if it is a written response, annotation, correction or specific DIRT task regardless of format. Verbally via question answers in whole class discussion, paired work, presentation or group discussion
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?	Grade/ exam marks will be given on common assessments using exam mark scheme if appropriate Grades will also be awarded at the two school assessment points recorded on SIMS based on whole cohort and grade boundaries.	Grade/ exam marks will be given on common assessments using exam mark scheme if appropriate Grades will also be awarded at the two school assessment points recorded on SIMS based on whole cohort and grade boundaries.	Students will be given raw marks in assessments using exam mark schemes which can be converted to grades if appropriate. Mock examinations will be converted into grades using exam board boundaries and professional judgement.
What data will be collected? How will it be recorded?	Common Assessment marks will be recorded by teacher in individual mark books. Summative Grades will be recorded in the department tracker and on SIMS in line with the two school assessment points.	Common Assessment marks will be recorded by teacher in individual mark books. Year 10 Grades will be recorded in the department tracker and entered on SIMS in line with the two school assessment points. Year 11 Mock data will be collected in Dec and March and recorded in a department tracker and entered on SIMS in line with school data collection point.	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). 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. Common assessments will have embedded DIRT tasks to help students to improve in specific skills or knowledge retention. Whole school assessment points will be planned into the SOL each year. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.	Suggested progress check point tasks will be highlighted on the SOL including whole school assessment points for year 10 and mock exams for year 11. Common assessments will have embedded DIRT tasks to help students to improve in specific skills or knowledge retention. Assessment and feedback will be integrated into all lessons in line with the Teaching Standards.	Suggested formal written assessments/practical pieces will be recorded on the SOL. 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>How will exercise books/folders be used to track progress?</p>	<p>All students will have a yellow book (and additional orange book if two teachers), which will be used to take notes, complete classwork and homework when appropriate. Misconceptions in books will be addressed at the earliest opportunity. Students will write a simple LQ (Learning question) at the start of each lesson. Any teacher marking will be in purple pen and any student responses (self marking / annotations/ corrections and DIRT tasks will be in green pen. Specific teacher/peer and self assessments and DIRT will be clearly labelled in books.</p>	<p>GCSE students will have a green exercise book for Biology, purple for Chemistry and blue for Physics which will be used to take notes, complete classwork and homework tasks. Misconceptions in books will be addressed at the earliest opportunity. Students will write a simple LQ (Learning question) at the start of each lesson. Any teacher marking will be in purple pen and any student responses (self marking / annotations/ corrections and DIRT tasks will be in green pen. Specific teacher/peer and self assessments and DIRT will be clearly labelled in books.</p>	<p>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.</p>
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