

St Hilda's School Feedback Policy Document

Department: Computing/IT

Whole-school approach:

- Immediate feedback
- Summary feedback
- Review feedback

	Key Stage 3	Key Stage 4	Key Stage 5
<p>How often will review feedback (may be away from the point of teaching) happen?</p>	<p>Computing – Years 7-9 Students will have two lessons per fortnight in KS3</p> <p>During the first half term, Year 7 students will sit Baseline Assessment – approximately 3 weeks into the term</p> <p>End of Unit Assessment to take place every half term for every Year group (approx. every 6/7 weeks). DIRT lessons will take place at the end of the unit of work and students can reflect on their own learning.</p>	<p>Creative iMedia As per the SOL, there will be regular assessment points for Year 10 and Year 11. On average every 4-6 weeks depending on the content covered in the SOL. DIRT Assessment lessons following formal assessments</p> <p>Computer Science Regular assessment points are built into the SOL., on average every 4-6 weeks. Students will be assessed each half term on their theoretical understanding (Paper 1) and their practical skills (Paper 2). DIRT Assessment lessons following formal assessments.</p>	<p>BTEC IT 5 lessons per week</p> <p>As per the BTEC IT assessment plan and SOL. Formal mock examinations and practice tasks for externally assessed units as indicated on the SOL. With a dedicated feedback lesson to review the students work and address common misconceptions after each.</p>
<p>Typical feedback strategies evidenced:</p>	<p>Students will mostly be using MS Teams to submit their work for feedback. Teachers will provide electronic feedback to students with comments and success criteria highlighted within rubrics for each assessment.</p> <p>Students will also receive Peer Assessment and conduct their own Self Assessment</p> <p>Verbal feedback (whole class/group/individual)</p>	<p>Feedback strategies could include:</p> <p>Written feedback. Highlighting of key skills. 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>Computing Use of PRIMM techniques when coding – Predict, Run, Investigate, Modify and Make. Students will be encouraged to apply their taught knowledge to</p>	<p>Assessment criteria shared with students in internally assessed assignments and formal BTEC assessment documents completed in line with guidelines to give feedback to students that is recorded.</p> <p>Students to be provided with success criteria and mark schemes led DIRT Task sheets based on skills/content covered Feedback strategies could include: Written feedback. Highlighting of key skills. Highlighted mark schemes. Highlighted/annotated model examples. Live marking Sample marking Peer assessment</p>

		a new scenario to show the stages in their coding development in order to address misconceptions.	Self assessment Verbal feedback (whole class/group/individual) Use of a checklist/success criteria
How will students typically respond to feedback?	<p>Students to respond to DIRT task, informed by previous attainment, target and success criteria.</p> <p>Teachers may request indication of where students feel they have met criteria/targets.</p> <p>Students to respond electronically or written when appropriate – written responses will be in coloured pen.</p>	<p>Computer Science & Creative iMedia – 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 electronically or written when appropriate – written responses will be in coloured pen</p>	<p>In line with BTEC IT guidelines, students can be given minimal feedback about their internally assessed assignments (U3 & U6) and then are given the opportunity of a 15 working days window to redraft and resubmit their work. Copies of their original submission, teacher feedback and resubmission are stored securely by the department and sent to BTEC for moderation.</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 electronically or written when appropriate – written responses will be in coloured pen</p>
Will a student's response to feedback be reviewed?	The teacher may use a progress sticker, initial to acknowledge or write target met /if progress has been made.	The teacher may use a progress sticker, DIRT stamp, initial to acknowledge or write target met if progress has been made.	Internally assessed assignments Students will be given the opportunity (if BTEC guidelines have been adhered to) to resubmit their work and respond to feedback – once for each assignment. Students have 15 working days to act upon their feedback and resubmit their work for marking.
Will grades be given?	Grades will be given at the school assessment points recorded on SIMS & success criteria will be relative to grades at formative feedback points in between.	Grades will be given at the school assessment points recorded on SIMS & success criteria will be relative to grades at formative feedback points in between.	Grades will be given at the school assessment points recorded on SIMS & success criteria will be relative to grades at formative feedback points in between.

			<p>Results of internal assessments – assignment, resubmission and retake (when appropriate) will be in line with the BTEC Assessment Plan.</p> <p>Formal BTEC results from externally and internally assessed units will be available in March & August following the exam series.</p>
<p>What data will be collected? How will it be recorded?</p>	<p>Grades of all formal assessment will be recorded on the departmental tracker, stored on the staff shared area.</p> <p>Informal marking and homework data will be stored electronically in teacher markbooks.</p> <p>Unit assessment grades will be recorded on SIMs and reported home accordingly.</p>	<p>Creative iMedia & Computer Science</p> <p>Formal assessments (in line with SOL) will be recorded on the departmental tracker stored on the staff share.</p> <p>Informal marking and homework data will be stored electronically in teacher markbooks.</p> <p>SIMs will be used to store formal data at assessment points</p>	<p>Internally assessed units</p> <p>Formal assignments, resubmission and retake grades will be recorded on the departmental tracker stored on the staff share.</p> <p>Externally assessed units</p> <p>Formal assessments (in line with SOL) will be recorded on the departmental tracker stored on the staff share.</p> <p>Informal marking and homework data will be stored electronically in teacher markbooks.</p> <p>SIMs will be used to store formal data at assessment points</p>
<p>How will feedback be integrated into the curriculum planning? Consider long term, medium term and short term planning.</p>	<p>Suggested progress check point tasks are highlighted on the Scheme of Learning (SOL).</p> <p>Whole school assessment points will be planned into the SOL each year.</p> <p>Dedicated feedback session/s will be delivered following progress checkpoints/review feedback. Assessment and feedback will be integrated into all lessons.</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.</p> <p>Assessment and feedback will be integrated into all lessons.</p>	<p>Progress checkpoint tasks will be highlighted on the SOL, including formal assessment points for both internal and external assessments</p> <p>Dedicated feedback session/s will be delivered following assessments, including practical elements.</p> <p>Assessment and feedback will be integrated into all lessons. Feedback to students following internal assessments will be in line with BTEC guidelines.</p>
<p>How will exercise books/folders</p>	<p>Computing</p> <p>All students will have an A4 folder, which will be used to record their paper based classwork/homework.</p>	<p>Creative iMedia</p> <p>Students will have an A4 card wallet for storage of and management of their course work in line with the board policy.</p>	<p>BTEC IT</p> <p>All students will have an A4 card wallet for storage of and management of BTEC course work in line with BTEC assessment plan and policy.</p>

<p>be used to track progress?</p>	<p>The department uses electronic marking and feedback of work, with students turning in their assignments on Microsoft Teams – therefore students will have electronic evidence of their work and teacher feedback. Folder organisation is key for students and this is embedded within the KS3 curriculum.</p> <p>Student misconceptions will be addressed at the earliest opportunity.</p>	<p>Completed coursework to be stored centrally and securely by staff.</p> <p>Student classwork and marking will mostly be electronic and the evidence will be via Microsoft Teams. Misconceptions will be addressed at the earliest opportunity.</p> <p>Computer Science All students will have an A4 wallet folder/book, which will be used to take notes, complete classwork and homework when appropriate. Student work and marking will mostly be electronic and the evidence will be via Microsoft Teams. Misconceptions will be addressed at the earliest opportunity.</p>	<p>Completed BTEC work to be stored centrally by staff in a secure area. Paper based submissions and formal feedback are in line with BTEC guidelines</p> <p>The department uses electronic marking and feedback of work, with students turning in their classwork and homework on Microsoft Teams – therefore students will have electronic evidence of their work and teacher feedback.</p>
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