



*Burscough Priory  
Science College*

**FEEDBACK FOR LEARNING  
POLICY**

DRAFT

## Feedback for Learning Policy

*We use high quality, sharply focused and engaging feedback strategies to engage young people so they 'close the gap' between what they have achieved and what they aspire to achieve.*

### What is highly effective feedback to improve pupil progress?

- A powerful tool in the improvement of a person and learner, is high quality, positive and 'stepped' feedback that is **prompt** and **regular**.
- Diagnostic feedback on what students have done well and how they can improve. It is positive and specific to the learning outcome and success criteria.
- Feedback must develop and sustain high levels of student engagement and interest.
- Students must be given the opportunity to **reflect** and **act** on feedback because focused practice leads to learning mastery.
- The most effective feedback is delivered closest to the point of action

### Who is it for?

Feedback has the sole function to further children's learning.

### What is it for?

- To correct mistakes and misconceptions
- To assess progress towards their individual route
- To develop understanding and reflect on learning

### What form can feedback take?

#### Immediate –

- Includes teacher gathering feedback from teaching, incl. reviews of progress in lesson via mini whiteboards, book work, answers verbally etc.
- Takes place in lessons with individuals or small group
- Often given verbally to pupils for immediate action
- May involve use of a TA to provide support or further challenge
- May redirect focus of teaching or the task
- May include highlighting/annotations following department policy

#### Summary –

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take the form of self or peer assessment against agreed success criteria
- In some cases, may guide a teachers further use of review feedback, focussing on areas of need

#### Review –

- Takes place away from the point of teaching
- May involve written comments/annotations that the pupils may need to respond to
- Provides opportunities for teachers to assess understanding
- Leads to adaptations of future lessons through planning, grouping or adaptation of tasks
- May lead to target setting for the pupil

The class teacher is responsible at all times for the feedback provision for a student or group of students. ITT students are subject to the BPSF Feedback Policy and as such they should be coached and their feedback monitored to ensure consistency and high quality. The timetabled teacher should sign and date to indicate where their feedback finishes. The ITT student should sign and date the child's book at the end of their placement.

### QA

Monitoring can be done via:

- Lesson observations (immediate, summary and review )
- Work scrutiny focussed on improvements made ( Immediate and summary)
- Work scrutiny focussed on SA and PA (Summary)
- Work scrutiny focussed on long term progress (review)

DRAFT

## Appendix 1 - Department Feedback Protocols

<b>Maths</b>	As school policy
<b>English</b>	<p>BPSC English department follow the school feedback policy with the addition of the following elements.</p> <p><u>When should feedback be given?</u></p> <ul style="list-style-type: none"> <li>- Feedback should be regular and should have a clear impact on student progress</li> <li>- Feedback should be provided to students as and when it is required to develop attainment and support pupil progress</li> <li>- Students should receive staff feedback on formal assessments which occur half termly</li> <li>- Students should be given time to reflect on feedback and act upon it to show progress</li> </ul> <p><u>What should the feedback look like?</u></p> <ul style="list-style-type: none"> <li>- Staff should provide WWW and EBI comments for formal assessments</li> <li>- Students should be given the opportunity to complete MRI tasks</li> <li>- Staff should use a colour other than black or blue to provide feedback</li> <li>- Students should receive feedback which develops their Literacy skills</li> <li>- Self and peer assessment could be used as a feedback strategy</li> <li>- Crib sheets could be used as a feedback strategy</li> </ul>
<b>Science</b>	<p>Marking stamp used and that books to be marked to support progress and improvement. Opportunities are in place for pupils to act on feedback. Books marked as and when appropriate to actively support learning.</p> <p>Pupil responses can be seen in purple.</p>
<b>Geography</b>	<p style="text-align: center;"><b>Assessment, Homework, Tracking, Marking, and Feedback Policy</b></p> <p><i>Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.</i></p> <p style="text-align: right;">Department for Education, 2016</p> <ol style="list-style-type: none"> <li>1. Learners will be formatively and robustly assessed regularly through a variety of methods.</li> <li>2. All marking should be meaningful, manageable and motivating.</li> <li>3. Progress Check pieces will be assessed using GCSE (1-9) criteria and graded using the BPSC track indicators; CR, BR, OR, AR, WR, and PR.</li> <li>4. Progress Check pieces will be set at least twice every half term for Key Stage 4, and at least once every half term for Key Stage 3.</li> <li>5. Strengths and areas of development will be highlighted to learners using <i>what went well</i> (www) and <i>even better if</i> (ebi). Students will respond using <i>my response is</i> (mri).</li> <li>6. Learners' exercise books will be monitored. All Progress Check pieces and homework to be kept in the learner's Assessment Folder.</li> </ol>

	<p>7. Learners' progress is to be monitored and recorded on the Geography Progress Tracker and displayed using the Geography Route Progress Tracker on the learner's Assessment Folder.</p> <p>8. Homework to be set no more than once a week for Key Stage 4 and no more than once a fortnight for Key Stage 3.</p> <p>9. Progress Check pieces and homework are to be marked for literacy. Up to three spelling and grammar errors to be identified per piece. Punctuation and capital letter errors to be identified where appropriate. Learners will correct errors.</p>
<b>History</b>	As school policy
<b>Modern Foreign Languages</b>	<ul style="list-style-type: none"> <li>• For EBI, ask pupils to explain and illustrate a specific grammar point. Allow pupils time to read over work and to do this.</li> <li>• Have answers to simple practice exercises on the board ready for pupils to mark work themselves and write SA comments</li> <li>• Make PA and SA marking criteria explicit so that pupils can mark work specifically rather than giving an imprecise, general comment which then requires subsequent teacher re-marking</li> <li>• Minimum 2 pieces of writing per half term. This might be a paragraph or several (at KS4 especially) and it will be diagnostically marked with the usual detailed feedback.</li> <li>• We won't correct work - underline or circle it so that pupils have to fix the problem themselves. For example, circle a wrong word and write "adj" "vb" "op" "T/P" "ww" etc in the margin.</li> <li>• Pupil dialogue is now an established feature of exercise books. It should not replace the "Notes To Self" page at the back of work books where we continue to encourage pupils to take responsibility for their own learning/progress and revision reminders.</li> <li>• Similarly, recording of weekly vocab/verb tests by pupils on their progress checker in back of work books is well established. This is in addition to more formal specific topic vocab tests set by teacher.</li> <li>• Signpost where to find marked work at KS4 which might be on paper in topics or in a regular workbook for practice purposes.</li> <li>• Short pieces of writing, more often are better than long pieces less regularly. The latter clearly has more mistakes and can be demotivating.</li> <li>• Pages in CGP books should be noted/dated as "deberes" if set as such and "corregido" once marked. A note should also be made in ex book to refer to the CGP work set.</li> </ul> <p>Target routes and NC levels should be recorded on front of ex book</p>
<b>Computing &amp; ICT</b>	<p style="text-align: center;"><b><u>ICT &amp; Computing, Business Studies and Child Development</u></b> <b><u>Feedback and Marking Policy</u></b></p> <p><b>Key Stage 3 ICT &amp; Computing</b></p> <p>The Department follows the school's Feedback and Marking Policy with some following additions. Nearly all work in KS3 ICT &amp; Computing is completed online, however, students keep a Learning Journey Wallet where students/teachers can choose key pieces of work (if applicable) or homework to showcase some of their achievements. Most work, however, is kept online as working documents. Students are given verbal feedback, peer feedback and</p>

	<p>written feedback as and when needed as well as outcome indicators of the learning outcomes achieved in lessons.</p> <p>End of Unit feedback includes a score%, WWW comments and an EBI. End of Unit Moodle %s are averaged and converted into a progress code for the flight path each student is on. This is then recorded on the student's Progress Code Tracker Sheet each term at the front of their Learning Journey Wallet. At reporting times throughout the year, the overall current Progress Code is reported on, not the current unit of work.</p> <p>Learning Journey Wallet:</p> <ol style="list-style-type: none"> <li>1. Progress Code Tracker</li> <li>2. End of Unit Moodle % score</li> <li>3. Printed/Handwritten Homework</li> <li>4. Some Example Class Work if applicable from Unit chosen by student/teacher</li> </ol> <p><b>Key Stage 4 ICT &amp; Computing, Business Studies &amp; Child Development</b></p> <p>The Department follows the school's Feedback and Marking Policy with some following additions. Nearly all work in KS4 is completed online, of which some are working documents under controlled assessment conditions so all feedback and marking follows the Instructions for conducting controlled assessments (legacy GCSE qualifications) written by the Joint Council for Qualifications 1 September 2016 to 31 August 2017 as well as the Course Specifications/Instructions listed by the chosen Exam Board.</p>
Design Technology	<p><b><u>Criteria by which pupils work will be assessed</u></b></p> <p><b><u>KS3</u></b> – In line with Lancashire Assessment Programme Matrix</p> <p><b><u>KS4</u></b> – In line with Lancashire Assessment Programme Matrix and AQA &amp; WJEC Assessment tracking sheets.</p> <p><b><u>Marking</u></b></p> <p>All marking should be meaningful, manageable and motivating to ensure the student is challenged and driven to promote progress. Literacy and numeracy will be take into consideration in line with the whole school policy.</p> <p><b><u>Marking</u></b> – Marking will be thorough to include www &amp; ebi. Students will be encouraged to self and peer assess throughout the rotation as often as the teacher sees value in enhancing progress. Marking for literacy and numeracy will be in line with the whole school policy.</p> <p><b><u>KS3</u></b></p> <p>All marking will be in line with the whole school policy. It has been decided that the department will mark a detailed piece of work per rotation to include www &amp; ebi, as well as SA &amp; PA also at least once per rotation. Practical work will be given verbal feedback throughout with the final finished piece given a mark</p> <p>All marks will be entered onto the department KS3 tracking sheet at the end of each rotation.</p> <p><b><u>KS4</u></b></p> <p>Marking will be continuous with feedback given in line with the examination board ruling as all KS4 work is controlled assessment... Tracking sheets are used and displayed monthly to help students track progress.</p> <p>Abbreviations used: -</p>

	<p>WWW – What Went Well  EBI – Even Better if  SA – Self Assessment  PA – Peer Assessment  SPAG – Spelling and Grammar</p>
<b>Religious Education</b>	<ol style="list-style-type: none"> <li>1. Progress Check pieces will be assessed using GCSE criteria (and the Lancashire Agreed Syllabus in years 7 and 8) and graded using the BPSC track indicators; CR, BR, OR, AR, WR, and PR.</li> <li>2. Progress Check pieces will be set twice every half term for Key Stage 4 and at least once every half term for Key Stage 3.</li> <li>3. Staff will record marks for key pieces outlined below in the RE department tracker. This will be done every six weeks in line with whole school policy.</li> <li>4. Pupils will keep a record of their own progress in their RE Progress Tracking Sheets in the front of their books and in their Personal Learning Checklists for each unit.</li> <li>5. Strengths and areas of development will be highlighted to learners using <i>what went well</i> (www) and <i>even better if</i> (ebi). Students will respond using <i>my response is</i> (mri).</li> <li>6. Where marking stickers are used, learners work will be highlighted to show where the www and ebi comments relate to.</li> <li>7. Books will be monitored on a regular basis using a combination of self, peer and teacher assessment.</li> <li>8. Year 7 students will be assessed on the following key pieces over the year: three 5 mark GCSE questions, the 8 mark GCSE questions and one 15 mark GCSE exam question.</li> <li>9. Year 8 students will be assessed on the following key pieces over the year: two 5 mark GCSE questions, two 8 mark GCSE questions and two 15 mark GCSE questions.</li> <li>10. Year 9, 10 and 11 students will be assessed on at least one of each type of GCSE question per term (a, b, c, d) in addition to their end of unit assessment.</li> <li>11. Homework will be set no more than once a week at Key Stage 4 and no more than twice a fortnight at Key Stage 3.</li> <li>12. Most homework will be peer assessed using set criteria, and will be checked over by the teacher.</li> <li>13. Post cards will be sent home every half term to share positive feedback with parents.</li> </ol>
<b>Music</b>	<p><u>Key Stage 3</u></p> <p>Students follow a programme of four topics each academic year, including performing, composing and listening tasks.</p>

	<p>All students utilise Showbie in the Music department, enabling them to access tasks, resources and feedback both in school and at home. Progress is plotted on a series of radars designed to illustrate and encourage achievement. Audio and video recordings are uploaded at key points in each topic to illustrate the learning journey of each student. The recordings are accompanied by student and staff comments detailing WWW (what went well) and EBI (even better if/next steps). There is an emphasis on and positive and motivational comments to encourage and reward progress. Verbal feedback is an integral part of the learning process in Music lessons.</p> <p>Each topic includes at least one summative assessment and one formative assessment.</p> <p><u>Key Stage 4</u></p> <p>Students are assessed regularly on performing, composing, and listening tasks.</p> <p>All students following G.C.S.E. Music courses utilise Showbie. Each student also has an exercise book in order to complete music theory, listening, and appraising tasks. Verbal feedback is an integral part of the learning process.</p> <p>Performance assessments are recorded every term and are uploaded in to Showbie. These assessments are marked in line with the Eduqas G.C.S.E. Music criteria and students receive a mark sheet with written feedback in line with that utilised for the final practical assessment. They will always be given detailed written feedback on how to improve upon the mark achieved.</p> <p>Listening assessments are completed weekly, both in class and at home and there are regular summative assessments to track progress in the learning process. Weekly scores are logged and an ongoing average score calculated.</p> <p>Composing tasks are completed regularly and every term, at least two are uploaded in to Showbie. Teacher comments and student responses are given on Showbie detailing the learning journey. Motivational written feedback will track the creative learning journey.</p>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Follow school policy of WWW, EBI, MRI.</li> <li>• Setting of differentiated questions related to EBI's and target grades.</li> <li>• Encourage use of subject specific literacy through peer assessment and self-assessment in lessons.</li> <li>• Encourage feedback through peer assessment and self-assessment to evaluate performance.</li> <li>• The above can be done using recording through iPads for self-assessment.</li> </ul>
<b>Drama</b>	<p>Key Stage 3 Drama</p> <p>The Department follows the school's Feedback and Marking Policy with some following additions. Formative feedback is solely verbal, as they are working to create practical pieces. Each half term there is a performance, where students complete a summative evaluation. Assessments are marked out of 30: 10 marks for evaluation skills, 10 marks for rehearsal discipline, and 10 marks for performance. Therefore progress over the year is clearly monitored and progress/concerns can be evidenced.</p> <p>Key Stage 4 Drama</p>

	<p>The Department follows the school's Feedback and Marking Policy with some following additions. Consistent verbal feedback and facilitated discussion after every practical performance – encouraging students to use evaluation and analytical skills they will use in their written exam. Each half term students will have a formal assessment grade given. Students also have written portfolios of evidence under controlled assessment conditions so all feedback and marking follows the Instructions for conducting controlled assessments (legacy GCSE qualifications) written by the Joint Council for Qualifications 1 September 2016 to 31 August 2017 as well as the Course Specifications/Instructions listed by the chosen Exam Board.</p>
<p><b>Art and Design</b></p>	<p><b><u>Criteria by which pupils work will be assessed</u></b></p> <p><b><u>KS3</u></b> - Lancashire Assessment Programme Matrix  <b><u>KS4</u></b> – Lancashire Assessment Programme Matrix and AQA Assessment Grid/Objectives</p> <p><b><u>Frequency of detailed marking and monitoring of other work</u></b>  Students should have at least one form of detailed written feedback with specific assessment criteria per half term for KS4, once a term for KS3 or when appropriate. Verbal feedback is given every lesson across KS3 and KS4. Feedback is given using WWW and EBI in line with whole school policy.  KS3 – For each unit there is an Assessment for Learning sheet which clearly states which pieces of work are to be Teacher, Peer or Self assessed, each is clearly marked in sketchbooks SA, PA or teacher initials. (Trial KS3 procedure for recording VF)  KS4 – work is uploaded to Showbie either by teacher or the student at home. Individual pages are marked, regularly (depending on how regular it is completed and uploaded.) Feedback can be written or as verbal recording on Showbie.</p> <p><b><u>How pupils are involved in tracking their own progress</u></b></p> <p><b><u>KS3</u></b>  All students have their own learning route (flight path) on front of their sketchbooks and their target destination. Each project/unit has an assessment for learning sheet which each student fill in with bands they have achieved and self-assessment of each task. They will also have an end of unit band and write their own target for the next.</p> <p><b><u>KS4</u></b>  All students have the four assessment objectives on their Showbie accounts, these are also displayed in the classroom with methods explaining how to meet each one. Students upload work to Showbie they need/want marking/feedback from. Students re upload work they have amended to show improvements they have made. Students also receive progress grade updates from me each half term.</p> <p><b><u>Rewards and sanctions which arise from marking of work.</u></b>  Good work and effort should be rewarded using the school reward system. There should be evidence of this in students' portfolios (merit stickers, teacher stamp and postcards.) All students studying art are entered into the 'artist of the month' in which several individual students can be awarded for producing outstanding work. Successful artists of the month have their work displayed on the school newsletter, and receive a certificate. The school sanctions system is followed if lesson or homework tasks are not completed.</p> <p><b><u>Record-keeping and how the department uses pupil records to inform progress, planning and reporting</u></b></p> <p><b><u>KS3</u></b>  Record keeping of progress is kept on Idoeco app teacher gradebook. This data is collated to give accurate data to say whether each student is "on route", "below route", "above</p>

route” at regular intervals throughout the academic year in accordance with the school assessment calendar.

**KS4**

Record keeping of progress is kept on an electronic attainment spread sheet, Idoceo teacher app. This data is collated to award students a GCSE number or grade (depending on yr10 or yr11) and to state whether each student is “on route”, “below route”, “above route” at regular intervals throughout the academic year in accordance with the school assessment calendar.

Marking for literacy	<b>Annotations</b>	<b>Use</b>
	sp	Spelling. - Teachers must identify spelling mistakes of words which are on the <b>‘25 words most often misspelled by pupils’</b> list in the homework diaries. They should also correct the identified <b>‘key words’</b> for that current topic. These corrections should be written, by the teacher, in the margin or ‘sp’ should be used and pupils look the word up in the dictionary. <b>Pupils must then write the correct word in the margin. They should also write the correct spelling on the spelling page in their homework diary.</b> Pupils should be encouraged to use the <b>‘look, say, cover, write, check’</b> method for learning spellings. Allow pupils time to write corrections.
	P  cp	Punctuation. - ‘P’ should be written in the margin to accentuate the correction. Teachers should also identify problems with <b>capital letters(cp)</b> (at the beginning of a sentence); capital letters (for proper nouns); <b>apostrophes</b> (for abbreviation); apostrophes (for possession); <b>commas; quotation marks, question marks and direct speech</b> punctuation, where appropriate.
	NP//	New Paragraph. - All teachers should indicate where a new paragraph should begin by writing ‘NP’ in the margin and ‘//’ where it should begin. Teachers should explicitly teach the rules for starting a new paragraph and the importance of <b>‘topic sentences’</b> at it applies to their subject.  All teachers should specify <b>the difference between paragraphs when hand writing</b> (do not leave a line-indent) <b>and paragraphs when typing</b> (leave a space - do not indent).

	LT	Literacy target. - Where appropriate, include a <b>'literacy specific' target</b> as part of assessment feedback/ 'EBI'/ 'MRI'/ 'wish' etc. in addition to subject specific targets.
--	----	--

DRAFT