

Whole School Feedback Policy

BCHS is a school where:

- Where aspiration, knowledge and kindness are at the heart of all that we do.
- Where every child is respected, valued and supported to achieve their very best.
- Where high expectations, engaging learning and a culture of respect enable every child to succeed.
- Where children feel safe, happy and encouraged to grow into independent and responsible young people.
- Where achievement, character, leadership and personal development are recognised and celebrated.
- Where strong partnerships between staff, students, parents and governors support a thriving school community.

Policy owner (Name):	Kelly Forster
Policy owner (Job Title):	Deputy Head teacher
Governing body oversight:	Policy Review Committee
Date of review:	Operational policies are reviewed internally on an annual basis
Date of next review:	July 26

This policy is for the whole school and The Credo School, our designated provision at Birchwood Community High School.

Rationale:

To create a feedback policy that is **meaningful, manageable and motivating** and one which centres on addressing misconceptions to enable students to feel supported to move forward.

Aims:

- To provide accurate, useful feedback to our students that makes a difference to their academic outcomes.
- To provide regular opportunities to assess understanding at key end points throughout lessons, schemes of work and key stages.
- To allow students to access feedback that supports them in making progress and developing their knowledge.
- To allow teachers to determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied in a meaningful way.

Expectations:

- All of our assessments are thoughtfully mapped out within each subject's curriculum to ensure that they underpin and develop the key knowledge and skills required to flourish in each subject.
- Checking students' understanding is embedded throughout lessons, schemes of work and key stages. Assessment should improve students' learning - not just measure their learning.
- Assessment is used to inform teachers about students' learning and to identify any misconceptions, as well as gaps in knowledge and skills.
- Assessment is used to inform future curriculum design.
- Assessment is used to support long-term retention of key knowledge.
- Information from assessments is used to plan lessons and provide students with feedback on how to develop and further their learning.
- RAP (Respond, Action, Progress) assessments are planned at meaningful points within the curriculum to provide ongoing feedback. RAP assessments are low stakes and are used to help to address misconceptions, reteach and inform curriculum planning.
- Whilst the principles of assessment remain the same, subjects adapt the nature of their assessments to complement the specific requirements of their subject and their wider curriculum.
- Our approach to assessment and feedback is underpinned by our commitment to staff wellbeing. The aim is for this to be manageable for staff and motivating for students.

Feedback

- We want our students to understand the purpose of feedback and how it exists to help them to build upon their knowledge and improve their ability to apply subject-specific skills.
- As part of checking for understanding, students receive regular, precise feedback at meaningful intervals throughout lessons, schemes of work and key stages.

- Real time feedback using green pen will be used at appropriate times within lessons to highlight good practice, address misconceptions, encourage independence and promote challenge for all.
- Teacher feedback will be in green pen and codes A, B & C will be used where appropriate to guide students on their next steps.
- As part of the feedback loop, teacher responses to RAP assessments are given to students via whole-class feedback sheets. These documents capture the strengths and misconceptions that have arisen and allow students to understand what they need to do in order to progress within a specific area of the subject.
- To support this process, response lessons and activities are the next key part of the feedback loop. Teachers ensure that students are given targeted reteaching, guided modelling and the opportunity to put their refined approach into practice.
- Response lessons will take place as part of the RAP (Respond, Action, Progress) model. However, response activities will also take place in response to over-shoulder marking, questioning, low-stakes knowledge tests.

When and how do we report on student progress in KS3?

In Key Stage 3 we report student performance twice a year:

- Mid year: How effectively students are learning the curriculum at this point (informed by ongoing formative and summative classroom assessment.)
- End of year: How well students remember what they have learned this year and in their previous learning

We also provide an additional report at the end of half term 1 which solely focusses on effort in class and at home. This is an opportunity for students and staff to reflect on scholarly habits and ensure that students are supported to reach their full potential and remove any barriers that may be posed by any pastoral issues that may arise.

During Key Stage 3, we will set KaSTs (Knowledge and Skills Tests) which will assess cumulative knowledge and skills at key assessment points. This information will be shared with parents at the end of term 1 and at the end of the year.

KaSTs (Knowledge and Skills Tests) will use the following descriptors; Developing, Securing and Extending. Each subject has their own criteria for this which is a triangulation of the KS2 and KS3 curriculum as well as external markers of national progress.

To make the learning journey more personalised and meaningful, we also use a '+' and a '-' to add more detail as to how well they are progressing within the curriculum.

Each year, the curriculum builds and becomes more challenging over time. Therefore, the criteria underpinning each descriptor also becomes more challenging. A student who maintains the same descriptor (that is in line with their KS2 data) throughout KS3 is therefore making expected progress.

We do not put students on a specific pathway because we want them to feel able to flourish and not feel limited by the grade descriptors. This is complemented by our mixed ability setting at KS3 (with the exception of maths).

Underperformance at KS3 is addressed through the feedback model and the intervention cycle.

The reporting is heavily influenced by the KaST test but students' work from across the year is also taken into account.

KS3 SKILL DESCRIPTOR	SKILL SUMMARY
Extending +	Demonstrated a comprehensive understanding of all the concepts and skills in the curriculum
Extending	
Extending -	
Securing +	Has a secure understanding of the main concepts and skills when applied to familiar contexts
Securing	
Securing -	
Developing +	Grasped some of the main idea and skills in a unit of work, others require development
Developing	
Developing -	

When and how do we report on student progress in KS4?

In Key Stage 4 we report student performance twice a year:

- Mid year:

Year 10: Students will receive a forecast grade range based on their learning of the curriculum at this point (informed by ongoing formative and summative classroom assessment.)

Year 11: Students will receive a GCSE grade that is based solely on their performance in their mock examinations, as well an overall forecast grade for the end of the year.

- End of year:

Year 10: Students will sit mock examinations at the end of the summer term. They will receive a GCSE grade that is based solely on their performance in their mock examinations, as well an overall forecast grade for the end of the year 11.

Year 11: Students will sit mock examinations in term 2. Again, they will receive a GCSE grade that is based solely on their performance in their mock examinations, as well an overall forecast grade for the end of the year.









We also provide an additional report at the end of half term 1 which solely focusses on effort in class and at home. This is an opportunity for students and staff to reflect on scholarly habits and ensure that students are supported to reach their full potential and remove any barriers that may be posed by any pastoral issues that may arise.

Appendix 1

Presentation – The Birchwood Way

AD MELORIA – Toward better things

Presenting your work “The Birchwood Way”

<p>Always start a new lesson either on a new page or by putting a line underneath your previous work.</p> 	<p style="text-align: center; font-size: small;">Monday 2nd July 2023</p> <p>The date to be written and underlined on the right-hand side at the top of the page at the start of a new lesson.</p>	<p>Leave one line and then the title to be written in the middle of the line and underlined at the start of a new lesson.</p> 	<p>Only write in black pen and in your best handwriting – neat and clear throughout.</p> 	<p>We all make mistakes sometimes, if you do, use your ruler to put a neat line through the mistake, we don't need to scribble in our books.</p> 
<p>If you need to draw a diagram, use a pencil and ruler for any straight lines.</p> 	<p>If you put any sheets into your book, ensure the sheet is dated and you are carefully following your teachers instructions about how and where to place them.</p>	<p>Make sure that there are no rips or bent corners of pages.</p> 	<p>Your responses to self, peer and teacher feedback must be written in purple pen.</p> 	<p>Your book should be showing your very best effort, every lesson – no doodling please. Always present your work “The Birchwood Way”.</p> 

Appendix 2 – Example of a RAP

<p>RAP assessment: (title)</p> <p>Date of feedback: (date feedback was given)</p> <p>Date of response: (feedback lesson)</p>	<p>Common literacy errors:</p>
<p>Teacher response: (what students have done well)</p>	
<p>Teacher actions: (what students individually need to do to progress)</p>	
<p>Whole class misconceptions: (common misunderstandings across the class)</p>	