

Feedback Statement of Practice



Bluecoat Wollaton

believe in yourself, in others, in God

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This document sets out the arrangements for the variety of methods used to give meaningful feedback to students at Bluecoat Wollaton Academy and details of the procedures and practices implemented in line with the Trust policy for Assessment.

Statement of Practice

At Bluecoat Wollaton Academy we believe marking, assessment and feedback is essential for both teachers and students to check and track learning, and know how to move learning forward. Feedback includes a variety of forms including written, verbal, peer, self-assessment, computer assessed, formal assessments, controlled assessment and questioning.

Why we mark, assess and give feedback:

- To check learning takes place and to correct errors or misconceptions in students' learning, informing the next stages of intervention and planning
- To track students' learning and progress and inform teachers what steps they should take to help students learn and progress further
- To instruct students how to improve their work and move learning forward

All Bluecoat Wollaton Academy teachers are expected to:

- Use high quality questioning and in-class assessment to check and extend learning
- Mark students' work regularly, giving them clear feedback, including targets, that will move learning forward
- Use assessment to inform lesson planning and personalisation

Regular Marking, Assessment and Written Feedback

All students must receive marking and written feedback in the exercise book, folder or booklet in which they usually work. Subject leaders will issue guidance of regularity, and how marking, assessment and feedback fits in with curriculum plans. Teachers are also expected to exercise high professional standards in ensuring their marking is purposeful.

Three Part Assessment

Teachers at Bluecoat Wollaton Academy are expected to use the three part assessment methodology to engage students in a dialogue of formative assessment. Subject leaders will outline expectations and the best practice in the use of these.

Student Responses

Where appropriate, we expect students to respond to feedback / assessments. Directed response time should be given to the students which allows them to consider the feedback and respond to instructions / targets.

Verbal Feedback

Verbal feedback plays an important role in supporting students, and is recognised by the Academy as an integral part of effective assessment practices.

Assessment Criteria and Data Snapshots

Subjects' curriculum plans include formative and summative assessment points to provide robust data and support external assessment. At KS3 teachers assess in accordance with subjects' progress grids. At KS4 teachers assess in accordance with relevant assessment criteria and mark schemes for the relevant specification. Progress data is captured through regular data snapshots in accordance with the calendar.