

# Feedback Statement of Practice



## Bluecoat Wollaton

believe in yourself, in others, in God

### Our Christian Vision is:

*Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.*

### Our Christian Values are:

*Faith, Hope and Love*

### Our Bluecoat Family is:

*Inclusive  
Committed to Staff  
Highly Literate  
Grounded in Faith  
Knowledgeable  
Rooted in Respect  
Dedicated to Character Development*

Document Owner	Vice Principal/Assistant Principal, Teaching & Learning
Date Reviewed	November 2021
Approved by AAB	November 2021

## Introduction

Bluecoat Wollaton Academy recognises the important role high quality feedback has in **transforming the life** opportunities of pupils, developing them into **highly literate** and **knowledgeable** citizens. Similarly we recognise our **commitment to staff** and their workload but have **faith** that the time and effort required for meaningful feedback is afforded its proper place too. This document sets out the **inclusive** 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.

## Related Policies, Statements of Practice and procedures

- **Teaching & Learning**
- **Assessment**

## Statement of Practice

As a **faith** school, our **hope** is for pupils at Bluecoat Wollaton Academy to achieve exam results which will **transform their life** chances by making them **highly literate** and **knowledgeable** as they leave for further education and the world of work. 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-assessment, 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
  - Provide feedback on student's work regularly, giving them clear feedback, including targets, that will move learning forward
  - Use assessment to inform lesson planning and personalisation through regular marking, assessment and written feedback. All students must receive 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.

## 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. The school-based assessment is used at key points through the year, where students at KS3 and KS4 complete formal assessment which track their progress. This highlights strengths and areas for development and will happen twice per academic year for most students.

Subject Leaders design relevant questions and corresponding criteria in order to assess pupil understanding. 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.