Student Feedback Policy

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<u>Oasis Academy Brislington Feedback Policy</u>

Oasis Academy Brislington aims to provide high quality feedback to students, enabling them to maximise progress and incrementally improve their subject knowledge and skills.

The <u>majority of feedback provided to students is in lesson</u> using a variety of "best" strategies suggested and outlined below.

<u>Live / Verbal Feedback:</u>

This can be done in a variety of ways. The main intention is that by recognising errors or misconceptions, the students are coached and then given the opportunity to correct their error / misconception.

Examples:

- Boxes – Teacher spots an error / misconception in a student's work. Teacher has a conversation with the student and provides adequate feedback that the student can correct the error. Teacher draws a box; student re-drafts their work in the box.
- Dot corrections – Teacher anticipates a series of misconceptions / errors they would expect from student work. Teacher assigns student a 'dot' next to a piece of text which corresponds to a series of Directed Improvement Tasks on the board. Student redraft and improve their work.

<u>Using whole class / sampling for feedback:</u>

Following a planned Exit Ticket the teacher may select students to gain a cross section of student understanding within the class. The teacher will then identify the highest leverage misconceptions / errors. The teacher will then address the highest leverage before progressing with students learning.

Examples:

- Feedback sheets – The teacher fills out a short 'whole class' feedback sheet for all students with accompanied questions which directly tackle the higher leverage error. The sheet is distributed at the start of next lesson.
- Examiner's report – Following the identification of an error the teacher write a short examiner's style report which advises students exactly how to avoid repeating this mistake. The teacher then reassesses the class at a later date to ensure it has become part of long-term memory.
- Re-teaching – Following an Exit Ticket the teacher will deliberately re-teach a concept in the following lesson. This is evidenced via a simple 'RT' at the start of student's title / sub-heading. By re-teaching a concept the teacher directly intervenes to ensure students can make progress.

At Oasis Academy Brislington we also use a variety of assessment methods which enable teachers to provide effective feedback to students. These include:

- Banded Tasks – an independent assessment which assesses student understanding of key concepts against a pre-determined set of criteria. Students are banded as Outstanding, Accomplished, Developing or Emerging based on their performance and a Directed Improvement Task is provided to enable students to demonstrate progression.
- Assessments – tests / quizzes are used to assess student understanding. These are again followed up using Directed Improvement Tasks
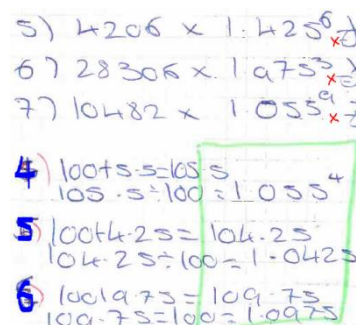
The implementation of these strategies are bespoke to each department.

The following pages will outline where each department uses these strategies to provide effective and meaningful feedback.

Maths

The "best" feedback in maths is observed where the teacher effectively utilises:

- Banding Tasks
  - These are marked by the teacher and feedback is given to the students via a marking sheet.
  - Students respond to feedback by completing Directed Improvement Tasks (DITs)
  - These can all be found on the T Drive Mathematics
- Exit tickets
  - Are used as a method of assessing students grasping of key concepts in a lesson or sequence of lessons. Teachers may use this at the end of the lesson, or at the end of the learning cycle for the concept. These can be peer assessed, self-assessed or teacher assessed, depending upon the significance of the question.
- Live marking – 'Boxes' and Sampling
  - The majority of our department marking takes place within lesson time as live marking.
  - The teacher will check and mark students' work and following discussion, will provide a DIT outlined in a box drawn with a highlighter.
  - The student will respond by completing the DIT task.
  - The DIT does not need to be written, it can be verbal though it is most effective where the teacher revisits the student
  - Sampling – teachers will circulate the class and thoroughly check the work of a sample of students. Where misconceptions are identified the teacher will re-teach the group. Where there is unanimity of success, the teacher can progress the learning.

- Post Assessments
  - Summative assessments of what has been covered in the term. Teachers marks this and produce Directed Improvement Tasks for students, or may re-teach common misconceptions.

English

The "best" feedback in English is observed where the teacher effectively utilises:

- Live marking – Red/Green pen
  - The majority of our department marking takes place within lesson time as live marking.
  - The teacher will check and mark students' work and following discussion, will provide a prompt in red pen. Students will develop their work using a green pen to show what has been added or improved.
- Feedback and development using green pen
  - During in-class feedback sessions, students use green pens to ensure that responses are precise. During verbal, whole class feedback. If students do not give a precise response, they will be asked to re-write the answer correctly using green pen.
  - If students give strong answers during verbal feedback, the whole class will be asked to check their answer and add any missing detail that could improve their own response. All additions will be done in green pen.
- 'Capture the Gold' and Live modelling I Do/We Do/You Do
  - Feedback and questioning 'captures the gold' from class discussion and individual responses allowing for in-depth exploration and instant addressing of misconceptions and misunderstandings
  - The 'We Do' step allows students to contribute to a whole class piece of work and receive live feedback and opportunities for discussion as the teacher records answers.
- KS4 Big Questions and Application Tasks
  - Big Questions give a focus to the learning in the lesson/lesson sequence which is then tested at the end through the application task or Exit Ticket
- KS3 Fortnightly Knowledge quizzes
  - Every six lessons, students complete a 10 question knowledge based quiz.
  - Scores are tracked on a central tracker.
  - Homework/in class re-teach episodes address misconceptions.
- KS4 Fortnightly timed exam responses
  - One timed, unseen exam response is completed every two weeks.
  - This is marked using the AQA mark scheme.
  - Marks are recorded on a central tracker.
  - Students complete DITs in response to teacher feedback.
- KS3 Mastery Summative Assessment
  - One critical essay, testing students' application of knowledge, is completed per topic. (3 Per Year)
  - This is marked using No More Marking comparative judgement.
  - Students respond to feedback by completing Directed Improvement Tasks (DITs)
 - These can all be found on the T Drive English

Science

The "best" feedback in Science is observed where the teacher effectively utilises:

- Banding Tasks
  - One Banding Task, testing students' application of knowledge, is completed per topic.
  - This is marked by the teacher and feedback is given to the students via a marking sheet.
  - Students respond to feedback by completing Directed Improvement Tasks (DITs)
  - These can all be found on the T Drive Science

- Live marking – 'Boxes'
  - The majority of our department marking takes place within lesson time as live marking.
  - The teacher will check and mark students' work and following discussion, will provide a DIT outlined in a box drawn with a highlighter.
  - The student will respond by completing the DIT task.
  - The DIT does not need to be written, it can be verbal though it is most effective where the teacher revisits the student
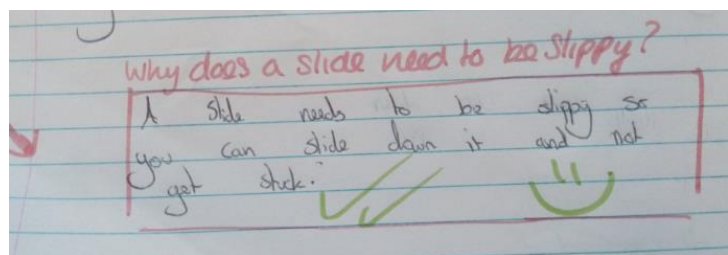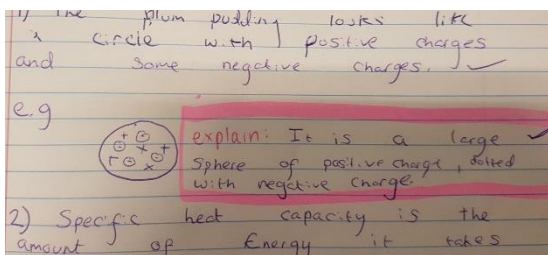
- End of topic assessments
  - These are carried out at the end of each topic.
  - The assessments are self-assessed by students to emphasise the low stakes nature of these
  - At KS4 these marks are recorded on a department tracker which provide bespoke Directed Improvement Tasks to students so that they can close their knowledge gap

History

The "best" feedback in History is observed where the teacher effectively utilises:

Knowledge Recall Tests will be peer assessed and results should be recorded on a shared tracker.

Banded Assessments are the extended writing application tasks, which will be assessed using a feedback sheet and 'Outstanding', 'Accomplished', 'Developing' and 'Emerging' grades. We aim to mark each Banded Assessment within a week. Students will receive a feedback sheet and a Directed Improvement Task, which will be completed in purple pen. This will be targeted to combatting specific misconceptions and will allow the students to make progress upon their original Banding Tasks.

Exit Tickets are used as a method to teach each lesson through. Students should be able to attempt the Exit Ticket by the end of the lesson. These can be peer assessed, self-assessed or teacher assessed, depending upon the significance of the question. The method of assessment will be pre-determined by the teacher. Teachers may use dot marking to assess the Exit Tickets and direct them towards an improvement task, or another method which suits them.

Live Marking will be used throughout every lesson. This will be used with all students, but will prioritise the First Five students to help them to make progress and may take the form of verbal feedback or written questions in books, depending on the task.

PE / Health and Social Care

The "best" feedback in PE is observed where the teacher effectively utilises:

Core PE

In Core PE there are numerous forms of feedback that will be utilised to improve student's understanding and their practical performance. There is an expectation that live feedback is used constantly throughout lessons. This can involve the following:
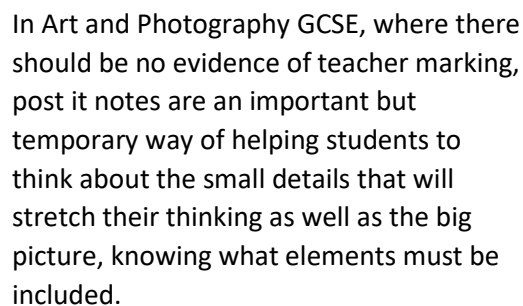
- Immediate Teacher Feedback
- Peer Feedback/Assessment
- Student Intrinsic Assessment (have students achieved the criteria? Are they successfully modelling techniques? What elements of their own performance could they change?)
- Class Sampling (what are the common mistakes and misconceptions)

Banding Assessments are used at the end of a block of learning, the aim is to complete a minimum of 6 banding tasks for each student over an academic year. The banding tasks are a form of summative assessment, where students' understanding and performance in an activity area is measured. Students are given a grade 'Outstanding', 'Accomplished', 'Developing' and 'Emerging' based on an activity completed at the end of unit of teaching. The banding task grades are then converted to 1-9 grades used for Assessment Point grades which are sent home to parents and carers.

BTEC Sport / Health and Social Care

We have assessment plans set up for BTEC Sport and Health and Social Care. Students are given formal feedback using the Assessment Sheets provided by Pearson. Students have one opportunity to improve their grade based on this feedback, however in accordance with BTEC Rules this needs to be completed independently.

REAL

Live Marking and feedback is used throughout every lesson in every subject area. This is used with all students, but First Five students are seen first to help them understand how to make progress and may take the form of verbal feedback or questions or written notes in books or on screen, depending on the task or subject area. Verbal feedback should always be followed up by a revisit of the same student in the same lesson.

Examples of live written marking include:

In Art and Photography GCSE, where there should be no evidence of teacher marking, post it notes are an important but temporary way of helping students to think about the small details that will stretch their thinking as well as the big picture, knowing what elements must be included.

Post it notes with questions or simple instructions

In Photography post it notes are replaced with on screen 'red writing' which students respond to and then change to green when they have completed the task.

Assessment tracking:

Checklists and trackers are used in tandem for students to tick off their 'to do' lists once they have gone green on the tracker. To go green, students must meet their base grade. To be platinum, they must exceed their base grade.

Trackers in Art/Photography/3D Design are adjusted every half term after 1-1 discussions with each student.

In Hospitality and Catering, trackers are used with coursework elements to plot progress in a similar way to Arts subjects.

Overall Grade for Unit	1.1 Describe the function of nutrients	1.2 Compare different diets	1.3 Explain the characteristics of a bad diet	1.4 Explain how cooking methods impact nutrition	2.1 Explain the factors to consider when proposing dishes for menus	2.2 Explain how dishes on a menu address environmental issues	2.3 Explain how the menu dishes meet customer needs	2.4 Plan production of two dishes	3.1 Use techniques in preparation of commodities	3.2 Assure quality of commodities to be used	3.3 Use techniques in cooking of commodities	3.4 Complete dishes using presentation techniques	3.5 Use food safety practices	Interventions & Concerns
A														25.9.19 complete the sections in red. Expand on functions, sources & deficiencies of minerals and vitamins
A														25.9.19 complete table on minerals – explain the functions, deficiencies and sources of iron and calcium.
G														25.9.19 check with other schools for accurate grading.
G														25.9.19 check with other schools for accurate grading.
G														25.9.19 Make sure all of the writing is in font 12. Try to get it onto one or two pages.
A														25.9.19 Complete the table on minerals. Explain the difference between macro & micro nutrients

Banding Tasks:

Where appropriate, banding tasks are used. This is particularly used in subjects where there is written examined content and can be used with testing in exam conditions. Students will receive a feedback sheet and a Directed Improvement Task, which will be completed in purple pen. This will be targeted to combat specific misconceptions and will allow the students to make progress upon their original banding tasks.

Modern Foreign Languages (French and German)

The "best" feedback in MFL is observed where the teacher effectively utilises:

- **Target Language**
  - Teachers are aiming to use 70-80% target language in lessons in order to expose the students to the language as much as possible.
  - a. Students have 'chat-mats' and writing support mats to encourage their use of the target language in class.
  - b. Teachers are able to assess a student's progress by questioning in the target language.

- **Exit Tickets**
  - Exit tickets are a method of assessing students' grasp of key concepts in a lesson or sequence of lessons.
  - a. Teachers may use these at the end of the lesson, or at the end of the learning cycle for a particular concept.
  - b. These can be peer assessed, self-assessed or teacher assessed, depending upon the significance of the question.
  - c. Students are graded using a traffic light system and these results are recorded to inform future planning and lessons. Students can use their notes or Seneca learning to help them revise topics, and where the majority of a class shows a misunderstanding, re-teaching will take place.

- **Banding Tasks**
  - One banding task is completed each half term (for example: Autumn 1, Autumn 2) and is marked by the teacher within the week.
  - a. Feedback is given to the students via a marking feedback sheet.
  - b. Students respond to feedback by completing Directed Improvement Tasks (DITs), as well as responding to the deep marking when extended writing has been completed. SPaG issues are indicated using the MFL marking policy and students correct in green pen
  - c. Banding tasks help to identify where students are on the learning ladder in relation to GCSE outcomes.

- **Visualisers**
  - Visualisers are used in lessons with exam questions and whole class marking to help the students to understand the exam marking criteria. Students are then able to self- and peer-correct. This leads to a better understanding of how to succeed in exams.
  - a. Visualisers are used to model and demonstrate planning and answering exam questions and highlight the potential pit-falls students may make when in exams.
  - b. Visualisers are used with translations to demonstrate the thought process and most successful techniques for these tasks.

- **GCSE Papers**
  - Past papers and examiner's reports are used when assessing students to provide them with experience of how the papers look and how to answer questions successfully. This is introduced from KS3 with a more in-depth focus on the examiner's reports in KS4.
  - a. Student's written work in exams is assessed using the GCSE mark schemes and grading policy set by the exam board (AQA).

  ### Live marking and Verbal feedback
  - b. The majority of our departmental marking takes place within lesson time as live marking. Students are provided with verbal feedback during a lesson and will have their work marked live in class.
  - c. The teacher will check and mark students' work and following a discussion, will provide a prompt. Students will develop their work using a green pen to show what has been added or improved.

Geography

The "best" feedback in Geography is observed where the teacher effectively utilises:

Do now tasks: These short tasks are carried out at the beginning of each lesson, and are used to consolidate key knowledge from previous lessons. They are self marked, but allow teachers to identify where student knowledge is incomplete and allow for re-teach if required

Banded Assessments: These are the extended writing application tasks based on exam style questions, (largely from actual exam papers) which will be assessed using a feedback sheet and 'Outstanding', 'Accomplished', 'Developing' and 'Emerging' grades. In years 9-11 students will also receive an exam mark.

Students will receive a feedback sheet and an individual Directed Improvement Task, to be completed in purple pen. The DIT task will allow students to improve aspects of their assessment task. In years 7 and 8 one banded task will be completed each term. In years 9-11 two tasks will be completed.

Exit Tickets: These are used at the end of each lesson. Students should be able to complete the Exit Ticket successfully if their understanding of the lesson is clear. Where many students fail to successfully complete the exit ticket, aspects of the lesson will be re-taught.

Live Marking: This is used in every lesson with all students, but will prioritise the First Five students to help them to make progress. This may take the form of verbal feedback or written questions in books, depending on the task.

Quick quizzes: We are increasingly using a variety of quick quizzes during lessons after the initial knowledge gathering phase, and before the application phase of the lesson. This may take the form of peer to peer questioning or a list of simple one word answer questions. The purpose is to fully consolidate knowledge before applying it to more complex written answers.

Model answers: When more complex application tasks are completed, model answers may be provided by the teacher so that students can improve their answer once it has been completed.