

Bluecoat Aspley Academy Feedback Statement of Practice



Bluecoat Aspley
believe in yourself, in others, in God

Our Christian Vision is:

*Through believing in ourselves, in others,
in God, we aspire to be courageously
inclusive.*

Our Christian Values are:

Faith

Hope

Family

Respect

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Introduction

Bluecoat Aspley Academy recognises the important role of high quality feedback in transforming pupils into highly independent and responsive learners, building learners that can learn from their own mistakes, becoming highly literate and knowledgeable individuals. We recognise that feedback needs to be meaningful, timely and acted on to have this impact, this document sets out the inclusive arrangements for the variety of methods used to give meaningful feedback to students at Bluecoat Aspley Academy. Details of the procedures and practices implemented are 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 Aspley 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 Aspley 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.

Feedback at Bluecoat Aspley Academy will come in a variety of forms, please see these over the next few pages. Different feedback is chosen by the subject lead as suited to the needs of the pupils and the type of work that they are doing. Subject leaders will issue guidance of regularity, and how marking, assessment and feedback fits in with their curriculum plans.

Written feedback

Written feedback may come in a variety of forms;

- A note on pupils work to look at something again (for example try a different word here).
- A section is highlighted to indicate that pupils need to relook at something and act on it.
- A rubric with key assessment criteria may be used to indicate areas to improve.

Three Part Assessment:

Teachers at Bluecoat Aspley Academy use the three-part assessment method as the formal way of giving feedback and this will be given at set points in curriculum plans for pupils. Subject leaders will outline

expectations and the best practice in the use of these in their subject. We expect students to respond to the feedback 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.

Pupils may receive verbal feedback after:

- Answering a question verbally or written.
- Using mini whiteboards
- A written answer to exam questions

This is important feedback as this is immediate and allows pupils to rethink their understanding immediately and act on it. The feedback may be to the whole group or personal to a pupil's response.

Self and peer feedback

Pupils may be asked to complete self or peer assessment guided by their teacher after:

- A retrieval starter
- A quiz
- Exam questions
- Written work in your class book or in the chat in Microsoft teams classrooms.

Self and peer assessment may look like;

- Purple pen and correction so you identify areas to improve.
- WWW (What went well) and NYM (Now you must) set by the pupil and acted on by them.
- Highlighting incorrect content and then correcting it.
- Pupils may use a rubric with assessment criteria on and tick what they have achieved and what they need to improve.

Self-assessment is an important part of self-reflection by pupils to address the immediate areas that they need to focus on and move their learning forward.

Read All The Assessments (RATA)

RATA feedback may be given after any type of work to allow the teacher to have an overview of where the pupil is and to give a specific target to move them on. It may follow work such as:

- Online quizzes e.g Microsoft teams, Seneca, Memorise etc
- Exam papers/or questions
- Class work in books

RATA feedback can be any of the following;

- Pupils may be given an activity to work on that allows them to improve an area they need to develop.
- There may be a selection of tasks on the board and pupils choose a specific activity.
- Pupils may be given a homework to work on the area they need to develop.

After feedback there are two important steps;

1) The time given to the pupil to respond to their feedback that allows them to improve knowledge and learning

2) The teachers next steps in their planning to address misconceptions. This happens after all the different forms of feedback mentioned above.

Assessment Criteria and Data Snapshots

At key points during the year pupils will be given formal assessments and data snapshots are taken. The data will be visible on Go4Schools after these snapshots for parents to see. Pupils will receive structured feedback that they can act on after these assessments.

Exam wrappers

Not only do we feel that pupils need feedback on their knowledge, but also their revision skills. If we want our pupils at Bluecoat Aspley Academy to become independent learners, then we need to train them on how to develop their own learning skills. After formal assessments, pupils are asked to fill out exam wrappers that look at the revision techniques that pupils have used to prepare for the assessments. This is used as a reflection tool for the pupil and teacher to look at improving their revision skills.