

# Feedback Statement of Practice



Bluecoat Beechdale  
Academy

Belong, Believe, Achieve

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# Introduction

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

## Statement of Practice

At Bluecoat Beechdale Academy we believe that feedback is pivotal in securing student progress. Through feedback, students are encouraged to deepen their knowledge and understanding of key concepts and to evaluate their working methods. Feedback at BBA takes on a variety of forms, including verbal, written, self and peer assessment, criteria based, computer assessed and whole class feedback from reading exercise books. Teachers are empowered to use their professional judgement to decide which is most appropriate for the classes they teach.

### **The Purpose of Feedback**

- Feedback is provided to all students to maximise student progress
- Formative feedback to inform planning and personalisation
- Correct errors/misconceptions and to challenge students' methods
- Summative feedback to capture student progress in independent contexts

### **All Bluecoat Beechdale Academy teachers are expected to:**

- Use high quality questioning and in-class assessment to check and extend learning
- Use assessment of student responses to inform lesson planning and personalisation

### **Student Responses**

Where appropriate, students will respond to feedback / assessments, which are evident in the delivery of proceeding lessons. Students are encouraged to reflect on the work they have previously completed and show their understanding of the improvements they have made as a result of the feedback received.

### **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.

### **Modelling**

Modelling is also a key feature of feedback in the classroom. Visualizers, where available, are also used to model example answers and students' work during AfL activities.

### **Assessment Criteria and Data Snapshots**

Subjects' curriculum plans include formative and summative assessment points to provide robust data and support external assessment. At KS3 and KS4 teachers assess in accordance with relevant assessment criteria and mark schemes for the relevant specification. Students' attainment in summative assessments is reported as percentages. At BBA, students are encouraged to reflect on progress between summative assessments to maintain momentum in always striving for the highest possible outcome. Progress data is captured through data snapshots in accordance with the school calendar.

### **Faculty Statement of Practice**

Each faculty has a Feedback Statement of Practice, which outlines which strategies are most prominent in their subjects and what effective feedback will look like in practice.