

Feedback Statement of Practice



Bluecoat Beechdale
Academy

—
Belong, Believe, Achieve

Document Owner	Associate Assistant Principal
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Feedback Statement of Practice

At Bluecoat Beechdale Academy we believe that feedback is pivotal in securing student progress both in the classroom and through the reviewing of the students' work. Through feedback, students are encouraged to deepen their knowledge and understanding of key concepts, to reflect on their own strengths and to respond to their areas for development. Formative and summative assessment opportunities are provided to ensure that students know how to progress.

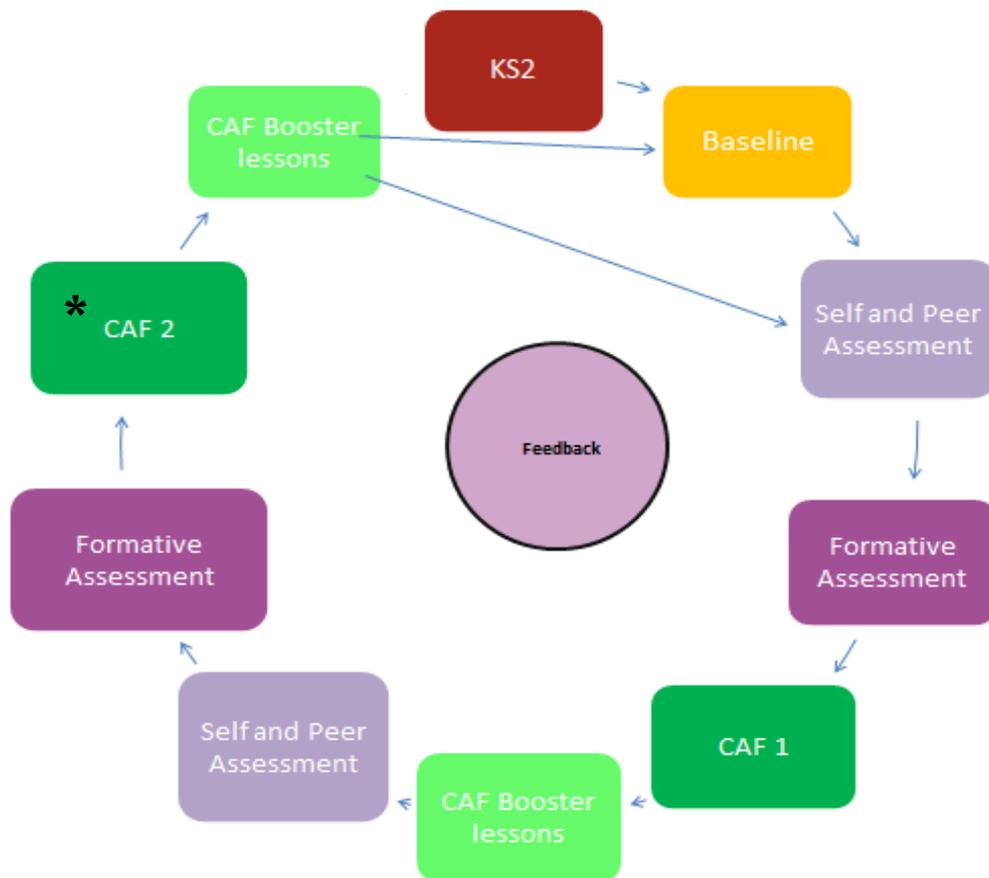
The Purpose of Feedback

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

All Bluecoat Beechdale Academy teachers are expected to:

- Use high quality questioning and in-class formative feedback to check and extend learning
- Include frequent self/peer assessment, model answers and sharing misconceptions against success criteria and mark schemes.
- Provide formative assessment, once a half term (unless there is a CAF), which have scaffolds if appropriate, with written feedback. Recognise improvements made since the last assessment (formative or CAF) and set areas for development to improve, practice and address before the next CAF.
- Use summative assessment from the Common Assessment Framework, twice an academic year to track and monitor achievement.
- Deliver CAF Booster lessons to address common misconceptions and areas for development for the whole class.

Feedback in the classroom	Feedback in the students' work
<ul style="list-style-type: none"> • The use of the visualiser or other software to share student work • Modelling • Success criteria and mark schemes for self and peer assessment • The use of whiteboards for quick checking • Sharing misconceptions • Verbal feedback (whole class and individual) • High levels of teacher-posed questioning • Students questioning each other • Low stakes testing through spaced retrieval and quizzing, which may be online. • Online tools for feedback • CAF Booster lessons 	<ul style="list-style-type: none"> • The presentation of the students' work is praised and challenged • Teacher-ink is evident on formative assessments before a summative assessment with areas for development made explicit. • Students respond to the teacher-ink in proceeding work, either explicitly during a feedback or 'booster' lesson, or evident in more successful pieces of work later in the book. • Online tools (such as Microsoft Teams) for feedback • Regular self and peer assessment is evident in the form of: <ul style="list-style-type: none"> ○ Add, Change, Challenge, Develop ○ Improving work based on model answers ○ Highlighted success criteria and work ○ Checklists and annotated work ○ Students editing improving their own work in 'DIRT' time ○ Responses to model answers



*CAF 2 only for core subjects

Self and Peer Assessments

To occur frequently each half term. This could include explicit use of different colour pens and highlighters.

Formative Assessment

Frequency: **at least every half term** (unless CAF is calendared)

- Teacher
- Ink setting clear targets for CAF
 - Content
 - Presentation
 - Progress made

- ✓ Chance to practise key skills and questions
- ✓ Scaffolds
- ✓ Personalised feedback
- ✗ A 'mini CAF'
- ✗ A sneak preview of the CAF

CAF Booster Lessons

Summative mark twice a year in calendared window

- teacher notes common misconceptions, successes to celebrate,
- underachievement is addressed through wave 1 intervention or wave 2 in discussion with Subject Lead

Whole lessons dedicated to improving the CAF

- exam wrappers for self-reflection
- green (or coloured pen) for edits and improvements