



# Forest Gate Community School

## Fly, Grow, Connect, Strive

### FGCS Feedback policy

#### 1.0 Forest Gate Community School Mission Statement

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

All of the work of Forest Gate Community School is intended to support the delivery of our mission statement in full.

#### 2.0 Policy links to School mission, aims and values

All of the work of Forest Gate Community School is intended to support the delivery of our mission statement in full.

The policy links with the following areas specified in the SDP

- Teaching and Learning: Teaching and Learning policy; Student Achievement and Progress; Equal opportunities; Feedback policy
- Behaviour and Safeguarding; Behaviour policy
- Leadership: Communication
- SMSC: Rewards policy

#### 3.0 Purposes

At Forest Gate Community School, feedback should be as meaningful as possible to aid student progress. We have utilised findings from research conducted on the effectiveness of marking, included the following from The Education Endowment Foundation:

“Marking had become unnecessarily burdensome for teachers and recommended that all marking should be driven by professional judgement and be **“meaningful, manageable and motivating”** .

Retrospective book marking has proven to be time consuming and often out-of-date by the time the students receive the feedback. When marking is effective, it is timely and specific.

#### 4.0 Implementation

How the policy will be put into practice:

##### *Live feedback:*

- Teachers will provide ‘Live feedback’: this means immediate feedback will be given in exercise books during the lesson
- Teachers will use coded targets to provide diagnostic comments and students will respond immediately to the targets given
- Teachers will use a red pen to provide feedback and students will use green pen to respond to teacher’s comments.

#### *Formal assessments:*

- Students should be formally assessed at least once every term; this assessment will be diagnostically marked, with SMART targets to help the student to progress
- Teachers should allow dedicated 'Fix-it Time' (see below) for students to respond to the SMART targets they have received in their assessments in order to progress in their learning. The teacher should acknowledge any changes made through 'live marking'
- All students should be shown the Key Objectives (KOs) they have achieved and which they need to improve on
- Teachers should provide appropriate summative grades for KS4 students.

#### *The Dynamic Progress Report (DPR):*

- Teachers will be given one period a week to update judgements in the DPR, an online application that allows students and teachers to track and monitor progress on defined key learning objectives specific to their ability and year.
- Teachers should provide feedback where necessary through the DPR's communication portal; students are expected to respond to feedback they receive through the DPR, encouraging them to engage in skill specific, independent learning
- Teachers should provide formal assessments that also reflect these specific KOs, allowing students the opportunity to prepare for their assessments ahead of time
- Teachers should ensure all lessons link to a KO reflected in the DPR to allow students to understand their own learning and continue it beyond the classroom (via the DPR)
- Teachers could use the DPR's audio feedback feature, allowing quicker feedback and whilst remaining specific and meaningful to key objectives.

#### *Assignments (homework):*

- Teachers should ensure all homework is linked to a KO as identified on students' learning Pathways. These are specified on students' personal DPRs
- Teachers should provide assignments at least once a week for their subject, using the DPR
- Teachers should ensure homework is 'flipped' primarily- allowing students to independently learn skills not yet taught in lesson. This will maximise learning time in future lessons
- Where necessary, teachers should set homework that addresses gaps in learning
- Heads of departments should check the quality of assignments set and make clear to students its direct relevance to a KO on their DPRs
- teachers should ensure all set assignments are embedded into the following lesson, to allow feedback for completed tasks. This can be done through live marking, or peer and self-assessment.

*See Homework policy for more details.*

#### *'Fix-it Time':*

- Teachers should include 'Fix-it Time' activities for assessment feedback as well as 'live marking' feedback during lessons
- Teachers should ensure 'Fix-It Time' is a regular feature of lessons and it should help students move on in their learning
- Teachers should acknowledge student responses during 'Fix-it Time' through live marking
- Students should complete their 'Fix-it Time' responses in green pen.

## **5.0 Links with other policy areas**

Homework policy

Assessment policy

## **6.0 Communication**

The DPR allows parents, teachers and students to track assignment submissions, access resources to aid learning and ask for feedback through the communication portal.

Over time, teachers and parents will be able to analyse the quality of assignments set and evaluate its impact on students' learning.

## **7.0 Policy documentation control**

<b>Responsible for review:</b>	<b>Ms Thahmina Begum</b>
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