



THE
Beaulieu Park
SCHOOL

SECONDARY FEEDBACK POLICY

Committee Responsible	LGB
Lead Staff Member	Principal
Approved by	LGB
Date Approved	Autumn 2021
Review Date	Autumn 2023

THE BEAULIEU PARK SCHOOL – FEEDBACK POLICY



At the Beaulieu Park School, our aim is to equip every student with the knowledge, drive and character necessary for success at University and beyond. The Beaulieu Park School has student learning at its heart. Our aim is to make use of the good practice approaches of feedback to ensure that all students are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Key Principles

Our policy on feedback has at its core, a number of principles:

- Creating strategies to make feedback more efficient and reduce teacher workload
- Providing opportunities to engage in meaningful dialogue with students
- Facilitates reflection time for teachers to improve their practice
- Builds upon concrete, evidence-based techniques to maximise the impact of feedback to feed forward
- Provides further support, opportunities for questions and cross-department planning

At Beaulieu Park, 'marking' does not take place, feedback takes place. This aims to address the following:

- Misconceptions and common errors
- Highlights moments of success and what learning is being mastered
- Praises students for their positive attitudes to learning (A2L+)
- Praises students for their excellent work by sharing WAGOLL (what a good one looks like)
- Sanctions students for their negative attitude(s) to learning (A2L-)
- Focusses on promoting successful progress through the curriculum

Feedback Requirements

Staff undertake CPD to introduce the concept of feedback and work with the Head of Department and/or the Head of School to build this into the core curriculum of each subject.

Each subject has an assessment tracker at the back of their exercise book. Should a student require more trackers, they will be stuck in. This tracker will contain the following headings:

Target flightpath					
Date	Title (of piece of work or assessment)	Grade / Mark (if applicable)	Flightpath Assessment (On / Above / Below)	What I did during the feedback session to improve my understanding	FB Page

Each class receives one completed feedback sheet, completed by the teacher following a review of the class books (see below for frequency requirements). There is a requirement for staff to aim to complete this process within 30 minutes. Following the completion of the feedback sheet, staff plan their response for students in their next learning point. Should any amendment to a scheme of work or curriculum map be required, staff will do so.

In the feedback lesson, students are required to use **green pen**. They tick the appropriate box in the margin and write the title, '**Feedback Session – topic title**' (e.g. Feedback Session – The birth of Christ) in their books.

Teachers will explain the common misconceptions, re-teaching if necessary and set a task / tasks where students are able to demonstrate their new understanding. These tasks should be substantial in order to embed this understanding (at least 30 minutes).* All tasks are completed in **green pen**, in silence (where appropriate), whilst the teacher is able to move between students that require more in-depth support. Students that have no misconceptions to be addressed will be directed to complete a challenge activity in **green pen**. These will be copied under the 'Feedback session' title.

*For example, a student should be set a series of similar questions in Maths that demonstrate and embed their understanding – not just one. If a common grammatical error is identified in English, rather than correcting just that error, a number of phrases might be supplied where a student applies the correct grammar rule to each and for the same reason. Whatever the subject, it is important that the teacher provides enough material for the student to demonstrate their new understanding and practise it. It should also provide the teacher with enough time to spend with those children that need some focussed support.

Students will also complete an entry in their assessment and feedback tracker explaining how their feedback session has deepened their understanding and / or addressed their misconception(s).

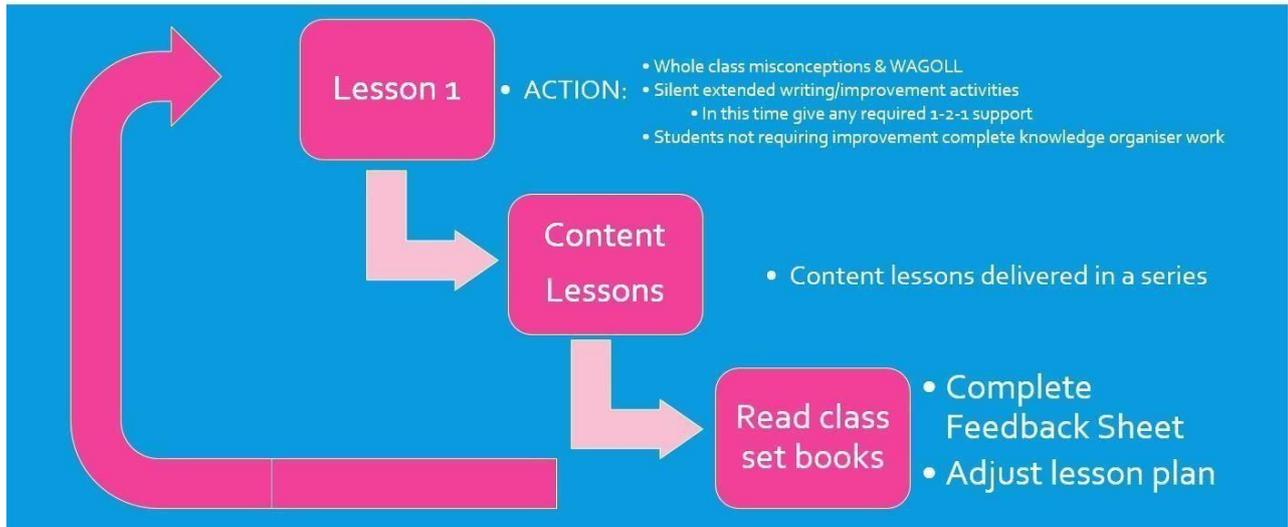
Subject Requirements

3 Feedback Sheets per half term	2 Feedback Sheets per half term	No Feedback Sheets
English Maths Science Spanish	Art Drama Humanities Music PE Technology	Accelerated Reader Hegarty Maths Life Skills & Citizenship

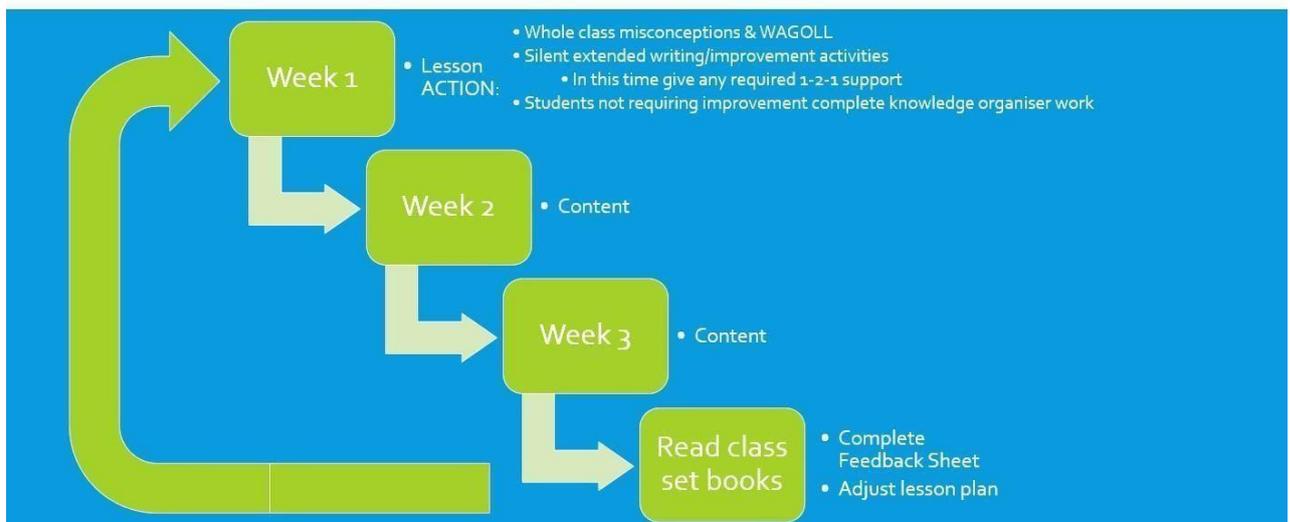
Covid 19 Modification

During the Covid-19 period, the feedback sheets per half term have been reduced from 3 to 2 and from 2 to 1 in relation to the frequencies described above. This is in recognition of the additional pressures currently on teaching staff, i.e. moving constantly between classrooms.

ENGLISH – MATHS – SCIENCE - SPANISH FEEDBACK PLAN TEACH CYCLE



ART – DRAMA – HUMANITIES – MUSIC – PE - TECHNOLOGY FEEDBACK PLAN TEACH CYCLE



Quality Assurance

Feedback at Beaulieu will be quality assured by SLT during learning walks and specific focus points during each half term. Sharing of good practice will occur during CPD sessions and within line management meetings. Should staff require support, staff may be identified to help with this process, or it may be completed by the Assistant Principal.

This process will review how feedback is impacting student progress for individuals, groups of students and cohorts of students. Students identified as requiring support across a number of subjects may receive support from the SENCO through teacher development.