Student Response to Feedback Policy
Introduction:

Before implementing the policy, we met as a whole staff to discuss the proposals. The following responds to the concerns raised. Please read it carefully before implementing the policy and be sure to ask your head of faculty or JJ should there be any questions or concerns that still have not been resolved.

This policy should be adapted by the teachers, subjects and faculties, allowing them to ensure it best suits the needs of the learners in their subject classrooms. Staff may choose to use STAR time once a month and only ever use one of the suggested strategies or may find they are using the language every lesson during questioning and verbal feedback. Either or anything in between is acceptable. For example, you might include assessment tasks, like those used in science, which follow key assessment points in the learning and ask all the students to respond to how the test or assessment went, reviewing and reflecting on the learning or you might follow the drama or PE model where students are given verbal feedback throughout the lesson and refine their work as they go.

There will also be occasions where this sort of feedback and response is inappropriate- final drafts of BTEC coursework for example- and it is essential that staff use their professional judgment and refer to specifications when completing exam work.

However, the government’s move towards exam only qualifications in many subjects means that developing our young peoples’ ability to respond to their own work is vital, whether this is verbal work, performance work, art work, written work or digital work. It is, therefore, key that the language used remains consistent and clear.

Methods might include anything from the following range: a laminated copy of the Response Techniques on the desk which students choose from individually to best suit their learning at the time, to a whole class specified response activity that everyone completes in the same way and at the same time.
The policy:

Student response to marking and feedback

Stringer Targeted Assessment Response Time (STAR Time)

Completion of STAR time:

- All students should be given 15-30 minutes per subject at least once every 4 teaching weeks to respond in as much detail as possible to feedback given either verbally, digitally or written in Learning Portfolios (whether these be in exercise books or online work).

- All the work completed in response to feedback should have the title: **STAR Time**

- All staff should ask students to do at least one of the 3 Response Techniques (Refining, Reflecting or Re-teaching) to develop their work/to make progress with their learning. (If working electronically, please encourage students to copy and paste the work, add the STAR Time title and then make edits.) In order to allow for monitoring of the implementation of the policy the 4 Response Techniques should be used as subtitles.

- All learning areas, including offices, should have the Response Techniques displayed clearly and all staff should adopt this language when teaching and may also use it when marking.

The Response Techniques students should use:

The Response Technique used should be a subheading in the learning portfolio.

1. **REFINING** (using feedback to improve work as you go along, editing or redoing/redrafting work or using to find a solution- driven by teacher feedback and requires action)

2. **REFLECTING** (looking back at the strengths and weaknesses of the work and deciding on appropriate solutions or targets- driven student feedback and needs recording but does not necessarily need action)

3. **RE-TEACHING** (teacher or student uses feedback to decide/identify what to go back over in lesson or at home)