

## Feedback Policy

Staffordshire University Academies Trust			Academy Policy Document		
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Team SUA believe that teaching is feedback...we use feedback to identify what our students can and cannot do so that we can react promptly through our planning and teaching. As a result, teaching is more precise, and staff wellbeing is a priority. We use a wide evidence base to inform our practice and ensure that the feedback we provide is high quality, purposeful, planned and personalised. As such, students are motivated by the highest levels of challenge. We endorse the following principles:

- High quality feedback is essential to Teaching and Learning at SUA and therefore forms an essential part of our SUA Lesson.
- Regular, live marking can be seen in books and/or be given verbally.
- Feedback opportunities are strategically planned into the curriculum. This facilitates purposeful assessment
- Students complete self-assessment tasks to remodel their new learning and use their feedforward tasks to secure understanding.

### Key underlying principles of our practice:

#### Core Knowledge Builders

At the start of each unit, the Core Knowledge Builder outlines the key knowledge and skills students will develop throughout the learning sequence. This is paired with the final feedback task, guiding students towards the desired outcome for the unit. All summative feedback tasks are carefully designed to assess the relevant core knowledge and skills. Additionally, the Core Knowledge Builder highlights important Tier 2 interdisciplinary vocabulary, revisited concepts, and cross-curricular connections across students' subjects.

#### Whole-class feedback

We use whole-class feedback to deliver timely and precise summative feedback to our classes. As part of this feedback student successes are highlighted and may be used as a peer model for the rest of the group.

This feedback also includes a review of the student's core knowledge and skills that have been assessed. Student feedback is personalised and a reflection of an area they need to improve.

#### Feedforward

Following their feedback students will complete a feedforward task. This task involves the application of prior learning to a new concept or applying the skills to a new question. The students respond to their feedback in response to their gaps in knowledge.

**Regularity of marking**

The regularity of marking and use of feedback sheets is based on the number of curriculum hours each subject has.

**Live marking**

The use of live feedback is regular and evidence of some form of teacher feedback is seen in every lesson. This could include the use of written feedback on students' books, 1:1 feedback, whole-class discussion and self-assessment.

**Self-assessment**

Students are required to use their live feedback to remodel their new learning. This can be seen in students' books and can be completed in red pen.

**Additional Notes:**

Marking for literacy is completed during periods of extended writing. The student's work is SPaG marked in the first paragraph and address common errors and / or subject specific literacy errors. Literacy feedback may be delivered via teacher feedback or as a self-assessment task.

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