



Staffordshire University Academies Trust		Academy Policy Document			
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Policy title:	Feedback Policy				
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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		

Feedback at SUA

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 one of our underpinning pillars of mastery.
- Regular, high quality verbal feedback is key to student learning.
- Live feedback is given in the classroom and learning adapted when necessary.
- Feedback opportunities are strategically planned into the curriculum.
- Students complete self and peer assessment tasks that support their progress and offer opportunities for regular reflection.

Key underlying principles of our practice:

Core knowledge builder

At the beginning of each unit of work the core knowledge builder indicates the key knowledge and skills that students will acquire throughout their following sequence of learning. All summative feedback tasks will be expertly designed to ensure they assess the relevant core knowledge and skills. The core knowledge builder also highlights the revisited concepts that are covered throughout the sequence of learning and the interdisciplinary connections that can be made across the curriculum.

Feedback tasks

Feedback tasks are planned to facilitate the delivery of summative feedback and feedforward tasks (see below). Feedback tasks are designed to assess how secure the core knowledge in the preceding sequence of learning is. Feedback tasks are detailed on a single document which also indicates the core knowledge and skills to be assessed for feedback.

Whole-class feedback

Feedback

We use whole-class feedback sheets 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 includes a review of the student's core knowledge and skills that have been assessed. Each individual student will receive a number that correlates to a piece of core knowledge that they have not yet mastered to a sophisticated level. This core knowledge will then be applied in the feed forward task.

Feedforward

Following their feedback students will complete a feedforward task. This task involves the application of prior learning to a new concept. This concept will be pre-planned and mapped against the student's curriculum within each subject.

Regularity of marking

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

Live feedback

The use of *Live feedback* is regular; evidence of some form of teacher feedback is seen in every lesson. Live feedback is as any feedback which highlights how to improve, whilst also allowing the teacher to understand the next steps of their own planning. This could include the use of written feedback on students' books, verbal 1:1 feedback, whole-class discussion, peer and self-assessment, target setting and targeted questioning.

Self and peer assessment

These forms of assessment are seen throughout students' books and are completed in red pen.

Additional Notes:

Marking for literacy is completed during periods of extended writing.

SPaG targets feature on the whole class feedback sheet and address common errors and/ or subject specific literacy errors. Literacy feedback may be delivered via teacher feedback or as peer/self assessment. Please refer to the Disciplinary Literacy Policy for further details.

