



SFA Feedback Strategy

1. Teachers will circulate the room for live feedback
2. Students will self-assess the testing phase
3. Students will prove it (their grade) and improve it (their work)
4. Twice half termly (minimum) students will complete a quality assessment task (formative and summative) identified by a Teacher Feedback Point (TFP) and teachers will give feedback via the Whole Class Overview Sheet (WCOS) below:

SFA Whole Class Overview Sheet (WCOS) 2018/19													
Assessed Work Title:													
WWW:	EBI:	NTG Questions/Task: Mastery Question/Task:											
Common misconceptions:	SPAG codes on student work: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; padding: 2px;">SP</td> <td style="padding: 2px;">Spelling error</td> </tr> <tr> <td style="padding: 2px;">P</td> <td style="padding: 2px;">Punctuation error</td> </tr> <tr> <td style="padding: 2px;">EXP</td> <td style="padding: 2px;">Expression error</td> </tr> <tr> <td style="padding: 2px;">//</td> <td style="padding: 2px;">Paragraphing error</td> </tr> <tr> <td colspan="2" style="padding: 2px;">(please model correction on student work for them to copy/improve)</td> </tr> </table>	SP	Spelling error	P	Punctuation error	EXP	Expression error	//	Paragraphing error	(please model correction on student work for them to copy/improve)		Common presentation improvements:	
SP	Spelling error												
P	Punctuation error												
EXP	Expression error												
//	Paragraphing error												
(please model correction on student work for them to copy/improve)													

September Procedures (minimum):

1. Twice per half term (as built into curriculum map)- Assessments and exams based on curriculum map teacher feedback points. This includes a formative and a summative assessment every half term.
2. Subject specific, related to knowledge and/or skills
3. Identifies what students have done well (WWW) via WCOS
4. Identifies what students need to do better (EBI) via WCOS
5. Teacher personalises feedback for students and re-teaches areas of weakness (with resources and model examples where applicable)
6. Students complete a narrowing the gap task/s that addresses their EBI and makes progress as a result- Follow-up and improvement or new task via WCOS
7. Teacher records common class misconceptions via WCOS, students correct if applicable to them
8. Teacher marks for SPAG in individual work, and uses coding system outlined on WCOS, teacher writes the correction for students to copy
9. Teacher records common presentation improvements via WCOS, students correct if applicable to them

10. NTG/Mastery completed by students and live quality assurance during the lesson (not further marked)
11. Verbal feedback (whole class and individual) is a regular feature of every lesson
12. Students regularly self-assess diagnose and correct (regular green pen)
13. Teacher writes in red pen, students write all improvements, corrections, NTG tasks and self-assessment in green pen
14. Teacher circulates the classroom every lesson to give live feedback to students and to address misconceptions, this can be verbal. Quality first teaching.
15. Students regularly self-assess their work using the assessment criteria provided- Grade it, prove it and improve it