



SFA Feedback Strategy

We believe in the importance of providing all students with live feedback to capitalise on every learning opportunity in lessons, and to address any misconceptions immediately. Therefore, most feedback students receive is via expert teacher modelling and in-class interventions. However, we also systematically plan to assess and provide personalised feedback to students following regular assessments, whilst always providing students with the opportunity to reflect and improve their work.

Please see further details below:

1. Teachers circulate the room during lessons to assess students' knowledge, skills and understanding, and to provide expert feedback via modelling and in-class interventions.
2. Students will be expected to display their knowledge, skills and understanding via expert teacher questioning, turn and talk, and mini whiteboards.
3. Students continuously reflect and assess the quality of their own work, using teacher WAGOLLS and exemplar material, making improvements to their work where necessary.
4. Pre-planned formative and summative assessment take place each half term under silent timed conditions. Teachers will assess student answers and provide personalised feedback via the Whole Class Overview Sheet (WCOS) below:

SFA Whole Class Overview Sheet (WCOS)		
Assessed Work Title:		
<u>WWW:</u>	<u>EBI:</u>	<u>NTG Questions/Task:</u> <u>Mastery Question/Task:</u>



<u>Common misconceptions:</u>	<u>SPAG codes on student work</u>	<u>Common presentation improvements</u>
	SP Spelling error P Punctuation error EXP Expression error // Paragraphing error (please model correction on student work for them to copy/improve)	

Use of the WCOS feedback form includes:

- Used for a formative and a summative assessment.
- Feedback must be subject specific, related to knowledge and/or skills
- Feedback must identify what students have done well (WWW)
- Feedback must identify what students need to do better (EBI)
- Teachers personalise feedback for students and re-teach areas of weakness if necessary (with resources and model examples where applicable)
- Students complete a narrowing the gap task/s that address their EBIs
- Teachers record common class misconceptions; students correct if applicable to them
- Teachers mark for SPAG in individual work, and uses coding system outlined on the WCOS, teachers write the correction for students to copy
- Teachers record common presentation improvements via WCOS, students correct if applicable to them