

Shireland Collegiate Academy

SCA Feedback Policy: KS3-5

Formative assessment is at the heart of good teaching practice and feedback is essential if improvement is going to take place. Many evidence reviews have found feedback to be one of the most effective strategies for improving learning when done well.

In particular, our intention is that formative assessment follows the model proposed by Dylan Wiliam of 'responsive teaching.' That is, assessment should be used to shape teaching and curriculum, as well as to provide clear and effective feedback that moves learning forward.

Most assessment of this type will happen informally in the classroom and feedback will often be shared verbally rather than through written comments.

The main focus of formative assessment is to support teachers in making decisions about future actions in the classroom. Responsive teaching allows teachers to assess understanding and to quickly identify where individuals or groups of pupils are falling behind or need challenging further. This can lead to rapid intervention and support to close the gap – or in many cases to prevent the gaps from forming.

Feedback for impact: Responsive teaching

Feedback is effective when it is timely (not too late after the task), frequent (not too scarce) and acted on.



Verbal Feedback:

Meaningful feedback given verbally and in front of the student/group

Planned Peer Assessment:

Clearly defined success criteria

Power of Online Collaboration

Feedback is a two-way process and must be useful to either the teacher or the pupil. Teachers will consider pupil responses and achievements and then teaching is adjusted so that teaching is responsive. Pupils will also get regular and specific feedback to help close the learning gap and offer pointers to improve.

Feedback should be specific, accurate and clear to move learning forward. It can come in many forms and from many sources. It can be written or verbal, come from an adult or a peer, it can be self-generated during self-assessment or come from a computer programme. Remember- the overarching aim is to close the learning gap and support progress.

Live feedback in class

Whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. This will also include teacher gathering feedback from verbal responses, mini-whiteboards, and book work. Teachers use the information gathered and adapt the current lesson to best support pupil progress. This may involve further support, challenge or a change of task and may re-direct the focus of teaching or the task. Pupils review and correct their work immediately using their purple pen and improvements should be evident in the child's work.

External marking of mock examinations

Mock examinations are marked externally by qualified examination markers so that the assessment processes are fair, transparent and reliable.

Deep feedback using AI

To ensure that teachers have the time to focus on delivering excellent teaching, we encourage deep feedback using AI to reduce workload.