



STEP Academy Trust

Feedback Policy

DATE OF POLICY: Spring 2018

Review: Autumn 2020

Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

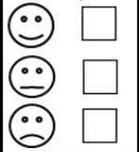
Feedback to pupils in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in instruction and outcomes.

Feedback within STEP Academies is driven by the needs of the pupils within individual Academies and the context of those Academies and is, therefore, discrete, singular and distinct. Nonetheless, any approach is expected to ensure that the STEP Standards are achieved and that academicians are on track to attain these standards by the end of KS2.

Feedback to pupils is thus expected to be manageable, relevant, appropriate and likely to result in improvement and progress. Where possible, oral feedback at the point of learning is privileged over written feedback that takes place at a distance from learning.

See Appendices for individual Academy approaches to feedback.

APPENDIX 1 - How do we mark?

Date:				Support
LO: I can				
Presentation Mark: out of 5				
Steps to Success	Adult	SA	PA	How do I feel about my work today? 
Have I				

We use this for English, Mathematics, and Topic work. This is at the top of each piece of work so that the children can see their successes and next steps clearly next to their work.

The Steps to Success are written in a child friendly manner and should be directly linked to the learning objective or previous next step.

The class teacher should type in the date and LO, which saves valuable time. It is not expected that each of the marking strategies (SA, PA and Adult) is used in every lesson therefore teachers may delete a strategy if/as appropriate. (In Reception, it is expected that this will be mainly adult marking.)

The LO should be highlighted **pink** if achieved and **green** if more work is needed to achieve it. (On extended pieces, work should be highlighted in the text to show the child examples of success and areas for development.)

As often as possible, work is marked 'on the go', meaning that teachers and LSAs check the work as the children do it in class. Thus – using AfL – support and challenge can be provided immediately. If necessary, interventions can be organised before the end of the day to ensure children don't go home with any misconceptions left unaddressed.

In the box 'How was the work completed?', the work should be marked **S** (for supported), **I** (for independent) or **P** (for partner work).

Every piece of work should be seen and feedback on.