



Feedback Policy

Ethos

The sole focus of feedback at Oakhill is to further children's learning. Children receive oral or written feedback, either during the lesson itself or in the subsequent lesson, and we intend for this feedback to empower children to take responsibility to improve their work. Any feedback is meaningful, manageable and motivating.

We agree with the 'The Education Endowment Foundation' research which shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Assessment Policy

This policy links closely with our 'Assessment Policy' which provides more detail of how we assess pupils at Oakhill.

Types of feedback

At Oakhill we use both oral and written feedback. This feedback may take place immediately within lessons, following lessons, or at the beginning of the next lesson and is classed as immediate feedback, summary feedback or review feedback. During these times the teacher is assessing the quality of the children's learning, making judgements about this, and considering any necessary adaptations to teaching and learning.

Oral feedback

Oral feedback may be given to individuals, small groups, or to the whole class, and may be given **immediately**, or at the end/beginning of a lesson (**summary feedback**). This feedback is:

- To correct or improve work;
- Framed positively;
- Specific, accurate and clear;
- Achievable;
- Timely;
- Matched to the children's ability.

In order for feedback to be motivating and actionable, children must be told the things that they should continue to do, alongside the things that they need to improve.

Written feedback

In maths children may receive written feedback on their work. This feedback is concise and gives specific guidance on what the child needs to do to further improve their work, or provides the child with praise and

may include guidance on how to complete a question, asking for clarification, or asking children to redo a question that they have answered incorrectly. Pupils work is always marked in Maths (see appendices for marking codes). Written feedback may be completed **immediately**, at the point of learning, to guide children, or it may be completed as **review** feedback, following the lesson. In EYFS, any work completed in books is also marked using the marking policies found in the appendices to this document.

Whole class feedback

In English and the foundation subjects, whole class feedback sheets are used (see appendix for an example). These **review** feedback sheets are completed following **each** lesson and provide teaching staff with a tool to identify both common and individual misconceptions and/or errors, as well as highlighting areas to praise and share work. Work is stamped to show that it has been checked by a teacher. If someone different teaches the lesson they will initial next to the stamp to show who has taught/checked the work. Whole class feedback sheets are different for each subject to ensure feedback is focussed on the subject being taught. The sheets are checked by subject leaders and the senior leadership team to ensure consistency and that the books closely match the feedback given.

Immediate feedback – We recognise the value of immediate feedback and the impact that this can have on teaching and learning during a lesson. Due to this, at Oakhill, teachers and support staff move around the room during lesson time, working with, and providing support and feedback at the point of teaching. This immediate feedback begins in lesson expositions and continues throughout lessons, including any reviews in learning during the lesson. Immediate feedback may be through the use of whiteboards, the visualiser, review sessions, group work, one-to-one etc and is essential to moving children's learning forward in lessons. In some Geography lessons, where the children are completing maps, the teacher or support staff will mark this live so that any misconceptions are addressed as soon as possible.

Summary feedback – Summary feedback may be given at the end of a task during a lesson, at the end of the lesson itself, or at the beginning of the next lesson following review feedback. Summary feedback includes self and peer assessment and marking and offers the chance for evaluation and discussion about what could be improved upon. This, in turn, works to move learning forward in subsequent tasks or lessons.

Review feedback – Whole class feedback sheets, written marking following a lesson, and teacher reflections form the basis of review feedback. This feedback enables practitioners to spend time away from the children considering the learning that has taken place, what the next steps are and how this is best delivered. Following review feedback, future lessons or tasks may be adapted and children's learning priorities may change.

Feedback through questioning and discussion

Feedback can be given through questioning and discussion, allowing children to collectively, or individually reflect on work, guided by the class teacher. This would be used following the class teacher's evaluation of a piece of work.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPTEMBER 2025 (MOST RECENT REVISION JUNE 2024)







Appendix

Type of Feedback	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Teacher gathering feedback from teaching, including mini-whiteboards, book work, discussion, questioning etc. • Takes place in lessons with individuals or small groups • Given verbally to pupils for immediate action • May be written for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of annotations and use of marking code • Use of visualiser • Review sessions in lessons
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> • Whole class differentiated feedback at the beginning of the next lesson. • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations on planning to indicate future groupings

Whole Class Feedback Form

Date:		Lesson:	
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Learning Objective Sticker

Praise		What for:	
	<u>Name/Initials:</u>		
Presentation issues		What the issue is:	
	<u>Name/Initials:</u>		
Interventions needed re: Learning objective		What the issue is:	
	<u>Name/Initials:</u>		
Interventions needed re: basic skills		What the issue is:	
	<u>Name/Initials/Issue:</u>		
	Whole class spellings	High frequency words	Topical spellings
	Whole class misconceptions (verbal feedback) & any other comments about the lesson.		



Maths Marking Code

S Supported work

G Guided work



Aim not met. Intervention completed



Work correct



Work incorrect (corrections completed when appropriate, as directed by the class teacher)



EYFS Maths Marking Code

All work is guided unless marked by an 'i' to indicate independent work .



Work is correct



Work is incorrect



Good Effort



Practise



EYFS English Marking Code

All work is guided unless marked by an 'i' to indicate independent work .



Good effort



Practise