



Feedback policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

Moral Purpose

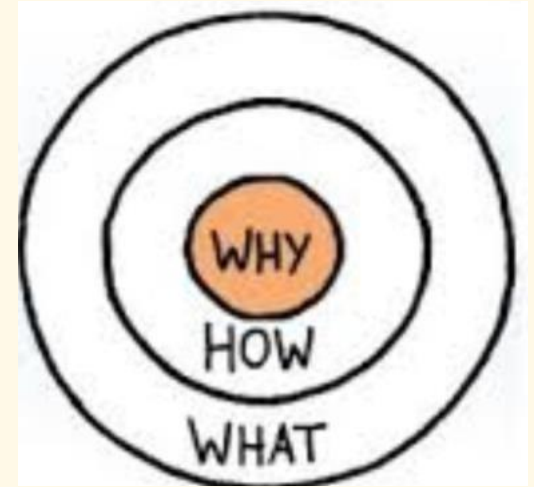
"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	D Jones (Deputy Head Teacher) and C McLaughlin (Assistant Head Teacher)
Policy to be reviewed:	Summer 2025
Summary of changes	None

Aims of Teaching and Learning at Oakwood;

Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

The policy has been developed through:

- Review of research
- Collaboration with HoDs
- Book and feedback monitoring

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Feedback Policy- Rationale

- The rationale of this Feedback policy is to:
 - introduce the key aims and objectives of feedback at Oakwood
 - to create a clear set of guiding principles that are applicable across a range of contexts
 - provide a system which is clear to students, staff and parents
 - establish a consistent approach to marking learners' work so that students feel valued and have a clear understanding of how well they are doing and how they can improve their learning to reach their potential

Feedback policy- Vision (Why)

- Done well feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.
- To ensure that students are getting timely and meaningful feedback.
- To ensure that students are proactive in acting upon feedback received and improving their own learning.
- To create a continual and meaningful learning dialogue between the student and the teacher.
- To encourage a sense of pride in student work.

Context

- At Oakwood Academy, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:
- Be built upon firm foundations; High quality initial instruction will reduce the work that feedback needs to do; clear learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- Be delivered at the appropriate time teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- be specific, accurate and clear
- be given with time to respond

Our policy on feedback has at its core a number of principles:

Should be built on solid foundations; quality instruction with clear success criteria the students can work towards.



Feedback should be timely and responsive, in most cases closest to the time of the misconception as possible.



Feedback should be focused, clear and accurate and lead to further developing learning and understanding.



Feedback should be delivered in the way that is most suitable to pupils at that time and in that context. There is no preferred response as long as the above principles are applied.



Feedback must be given with the expectation that it will be acted upon by students and this must be planned accordingly.

Feedback at Oakwood



It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written comments where appropriate)

The stages are deliberately numbered in order of our priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning for our students.

Immediate (Priority 1)

- Active feedback delivered live during the lesson.
- Teacher / TA gathers feedback from teaching / mini white boards/books work etc
- Takes place in lesson with individual or small groups
- Often given verbally and requires immediate action.
- Will include highlighting / annotations / modelling according to the marking code (Appendix 1)
- Will involve teacher and supporting adults.

Summary (Priority 2)

- Takes place at the end of the lesson / activity.
- Often involves whole class or groups.
- Provides an opportunity for evaluation of the lesson.
- May take the form of peer or self assessment against an agreed set of criteria.

Review (Priority 3)

- Takes place away from the point of teaching.
- May involve written comments for students to read / respond to.
- Will often be used for assessment purposes.

Marking Approaches

Immediate feedback (priority 1) should be organised in a way that allows as many students as possible to be provided with feedback within a lesson. This feedback will be given by the teacher or supporting adult.

Where it is not possible to see all students in a lesson, those not fed back to in depth will become the priority in the following lesson.

All work will be acknowledged in some form by class teachers. This shows students that their work is valued by the teacher. This can be through simple ticks if the student's work is not coming under review in a particular lesson.



Marking Approaches



Green teacher pen

The teacher will add all comments / annotations / marking code symbols / modelled examples to the students work using a green pen.



Purple 'polishing' pen

The student will respond to any feedback provide by the teacher / TA using the purple 'polishing' pen to make improvements to their work.

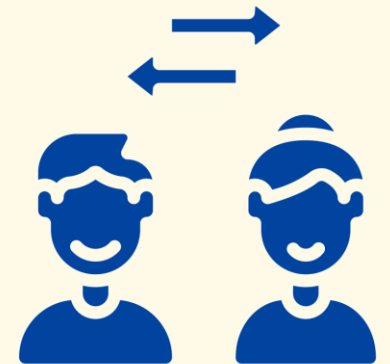
Teacher Guidance for effective Purple Pen improvements:

- Keep it focused. If you simply hand back work to students and tell them to improve it all, then the response will invariably be less than successful!
- Students need specific support and to avoid overloading, we need to focus in upon specific improvements to their work (linked to the success criteria) and knowledge of their level.
- Coach - don't tell. Avoid telling students what they have done wrong and how to make it right. Involve them in the learning conversation so they can start to identify their own errors / misconceptions.
- Model and scaffold. Models of how an element of the wider task can be completed successfully can be completed by the teacher in green pen to help support the pupils in implementing this independently.
- Purple pen reflection does not need to be independent work, there is still a need for guidance from teacher expertise.

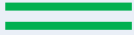


Peer and self assessment

- When used skilfully, with expert planning this is a powerful way to deliver feedback to students on how they have performed and how they could improve their work further.
- Effective peer and self-feedback happens when it is rigorously structured and modelled by the teacher.
- Peer and self-assessment is most effective when focussed on skills and content.
- Effective instruction and success criteria or more detailed checklists will allow students to have a secure understanding of what they are assessing in their feedback.
- Students need to be well-trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher.
- Teacher judgement will determine which classes this is appropriate for.



Marking code (English)

	(Double underline) Missing capital letter / wrong case
	Missed or incorrect punctuation
	Word spelt incorrectly
	Missing word
	Start a new paragraph
	(Wavy line to indicate section) This doesn't make sense.
	Choose a more ambitious word or add an additional word (adjective / adverb)
	(Double tick) This section is a real strength

Marking code (Maths)

✓	Correct
✓✓	(Double tick) This section is a real strength
X	Incorrect

- Consultation with HoD (Maths) and students indicates pupils prefer across to indicate errors

Approach to correcting spellings

- As a school we know that spelling is an area of challenge for many of our students. We do not want to undermine student's confidence by overloading them with teacher feedback and teacher green pen across large amounts of their independent work.
- Spelling corrections need to be selected on their appropriateness for the student.
- We should correct spellings that the child has the phonetical knowledge to spell correctly.
- Three of the words that students should be working towards spelling correctly should be corrected.
- Where possible the teacher should point out the error and model how to spell the word correctly demonstrating the known sounds in the word.
- Students can then make an their own attempt at spelling the word correctly in purple pen.
- Spelling mistakes are indicated by a single green line.

Presentation

- Students must be encouraged to take the upmost pride in the work that they produce, to encourage this teachers should:
 - Ensure that the date and LO are shown clearly on each piece of work and are underlined (this can be written by the student / staff member or be typed and stuck in.)
 - Comment and feedback on the quality of student presentation taking account the starting point of all students.
 - Ensure that books remain presentable, sheets are trimmed and stuck in neatly.
 - Ensure that students use the appropriate tool, eg. pencil for diagrams.
 - Encourage students to correct any errors neatly.
 - Encourage students to self assess their own presentation by comparing back to previous pieces of work.