



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Effective Feedback for Learning Policy

Date	March 2026
Review Date	March 2028

Purpose

This policy provides guidance to the delivery of effective feedback for learning to ensure a consistent approach and clear expectations throughout the school.

Principles of Feedback for Learning at Mile Oak

- The purpose and focus of feedback and marking is to enable all children to **move forwards in their learning**
- Evidence of marking and feedback is incidental; there is no provision of written marking for the purpose of external verification
- Written comments should only be used where children can access it independently; where they cannot, symbols are used to promote independence
- Feedback has the greatest impact on pupils' learning and achievement when the timing is purposeful. Staff should make purposeful decisions regarding the timing of feedback; **it is expected that children receive feedback on all learning.**
- Feedback is fundamental to pupil progress, at the core of all assessment procedures and feeds into the ongoing teaching and learning cycle – creating a feedback loop
- **All pupil learning is reviewed by teachers** at the earliest opportunity with the expectation that this directs teachers' planning and preparation to enable all pupils to make good or better progress.
- All feedback should endeavour to improve the content, methods, self-regulation strategies or target the specific gaps a pupil exhibits
- Feedback should cause thinking for the pupil
- Feedback should be more work for the pupil than the teacher
- Feedback must be well-timed with consideration of pupil's confidence at every stage of feedback
- Staff should monitor pupils' response to feedback and adapt the delivery of their feedback in relation to this

What is Feedback?



Enabling Effective Feedback

1. All learning has a clear learning intention in the form of an 'I can ...' statement
2. Learning intentions should be drawn from the Mile Oak target sheets and National Curriculum
3. Clear success criteria should be constructed for/co-constructed so pupils and all adults are clear on the steps to achievement
4. Success criteria is pre-printed/decided to ensure maximum learning time
5. High quality instruction must be provided to all pupils, '*Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second.*' (EEF, 2021)
6. Evidence of learning will be elicited from **all** pupils
7. Formative assessment strategies should be used to identify gaps in pupil learning
8. Feedback explicitly uses the language set out in the initial learning intention and directs pupils' attention back to it
9. Plenaries are used to summarise the learning of the lesson to ensure that pupils are able to evaluate their own and others' learning
10. Depth of learning is shown using the school ticking system

✓ - Working towards

✓✓ - Expected

✓✓✓ - Above expected

11. The target sheet is updated to reflect the learning completed
12. Pink highlighter is used to highlight strengths alongside specific identification of skill shown e.g.

Subordinate clause

Before I left for school this morning, I devoured a hearty breakfast.

13. Green highlighter is used to highlight areas for further development

Comma to separate clauses

Before I left for school this morning, I devoured a hearty breakfast.

14. Written feedback is provided in red pen so that it is easily identifiable on the page for pupils
15. Adults make feedback a directed task where possible
16. As part of the development of metacognitive and self-regulatory strategies, children are encouraged to write the key points of their feedback into the margin of their book as the adult provides it verbally
17. Feedback is designed to elicit further thinking and response
18. All work in the independent writing books must have written feedback. Children need to be directed to previous feedback before starting the next piece of writing.

Feedback

At Mile Oak, we pride ourselves on providing a range of timely and effective feedback to pupils based on accurate assessment within, at the end or after the lesson.

Built on the work of Tidd, the Education Endowment Foundation and the NCETM, we have set out the three feedback strategies used:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task

- Review feedback – away from the point of teaching (including written comments)

All feedback provided is specific to the I Can statement alongside the correction of errors.

Type	What it looks like	Evidence Source
Live	<ul style="list-style-type: none"> • Includes teacher gathering feedback from all learners, including mini-whiteboards, book work, diagnostic assessments, talk etc. to be used for dynamic decisions for that lesson • Takes place in lessons with individuals, small groups or whole classes • Often given verbally to pupils 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. • May include whole class feedback using a visualiser • May involve the use of code marking • May include deep conversation feedback • Impacts on future planning • Will be provided to move children on in their learning with a focus on content, methods, self-regulation strategies or target specific gaps in learning 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Date on target sheets • Green Pen response for improvements
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 • Impacts on future planning • Will be provided to move children on in their learning with a focus on content, methods, self-regulation strategies or target specific gaps in learning 	<ul style="list-style-type: none"> • Lesson observations/learning walks • SDI notation to signal timely intervention • Some evidence of self- and peer assessment • Date on target sheets • Green Pen response for improvements
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"> • Acknowledgement of work completed • Written feedback aimed at further developing a child's work/understanding and appropriate responses/action

	<ul style="list-style-type: none"> • Impacts on future planning • Will be provided to move children on in their learning with a focus on content, methods, self-regulation strategies or target specific gaps in learning 	<ul style="list-style-type: none"> • Pupils' responses to feedback in green pen • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings • Date on target sheets
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Errors vs. Misconceptions

A mistake can be defined as a simple slip-up. This mistake is unlikely to happen in exactly the same way again even without adult intervention e.g. a miscalculation/spelling error

A misconception can be defined as a mistake that a child is completely unaware of or, when pointed out, has no idea of how to improve. Without adult intervention, the pupil will continue to make the same mistake in their work e.g. adding 0 to a number when multiplying by 10.

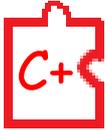
- Teachers and teaching assistants are best placed to decide upon how often to provide feedback to pupils and what the nature of the feedback
- Teachers and teaching assistants model the process of self or peer assessment/feedback.
- Pupils will participate in self or peer assessment/feedback daily.
- Spelling/punctuation errors will be corrected at an appropriate level for pupils (not all errors will be corrected)
- Red pen may be used to provide live feedback in the form of a tick and a question mark to show correct and incorrect working.
- Children should be encouraged to note what they have done well and next steps themselves.
- Incorrect letter/numeral formation is identified. The correct form is written in (highlighter) pen for the learner to trace over. This is often practised further at the time.
- Feedback recorded in children's books must be succinct and communicated at an appropriate level.
- In EYFS and KS1 children are taught iconic representations for 'next step' improvements in English (see Appendix 1). When children are reading fluently, then written feedback will be used.

Receiving Feedback

- When adults provide feedback to children, they need to, '*pay close attention to how pupils receive the feedback and what they do with it after.*' (EEF, 2021).
- Teachers monitor whether their feedback is used by pupils and ensure that pupils are provided with time to engage with it.
- Pupils use a green pen to edit their work in response to feedback in their learning journals.

Appendix 1 – Marking Symbols

Symbol	Description
	Independent work
	Supported work
	Verbal feedback given
Pink highlighter	Well done and next step
Green highlighter	Improvement needed
	Capital letter (KS1)
	Full stop (KS1)
	Finger Space (KS1)
	Handwriting (KS1)
	Writing on the line (KS1)
	Phonics (KS1)
	Spelling (underline in red and write ssp. For support where necessary)
	Missing word

P	Punctuation - only use for GDS so they can identify which punctuation mark. Otherwise indicate which punctuation mark you mean e.g ? ! , ' (KS1)
	Conjunction (Yr 1)
CC+	Coordinating conjunction (Yr 2/GDS Yr 1)
SC+	Subordinating conjunction (Yr 2/GDS Yr 1)
WOW!	Vocabulary (KS1)