Oaklands School

'The best for all, the best from all.'

Feedback policy

Date reviewed:	Review Cycle	Policy Review Date:
13th October 2026	Annually	Autumn 2027

1. Rationale

At Oaklands School, we believe that effective feedback is central to high-quality teaching and learning. It enables teachers to understand what students know, identify barriers to learning and respond in ways that secure progress.

In our setting, we recognise that students thrive when feedback is immediate, accessible, and meaningful. To support this, we prioritise feedback approaches tailored to their needs.

Our policy is founded on the principle that feedback is a powerful tool for enhancing learning, not just for documenting it. Therefore, verbal feedback and responsive teaching are at the heart of our approach, ensuring that every student can engage with and benefit from timely, clear guidance.

2. Core Principles

The most effective feedback at Oaklands is:

- Immediate
- Verbal
- Specific
- Actionable
- Focused on the learning goal

We recognise that:

- The most effective feedback happens during the lesson
- Students make the most progress when they act on feedback straight away
- Written feedback should be used sparingly and purposefully, apart from when it is required to show that a student has met an objective in a portfolio-based qualification.

3. Aims of this Policy

This policy aims to:

- Raise standards of achievement across the school
- Ensure all students make sustained progress from their starting points
- Provide clear and consistent expectations for staff
- Reduce unnecessary workload while maximising impact
- Enable students to understand what they are doing well and what they need to do next

4. Setting the Learning Objective

Learning Objectives

At Oaklands School, every lesson should have a clear learning objective that identifies the knowledge, skill or understanding students are expected to develop during the lesson.

The learning objective provides a clear focus for teaching, assessment and feedback. It should be shared with students in an accessible way and referred to throughout the lesson.

Learning objectives should be supported by carefully chosen success criteria that help students understand what successful learning looks like and enable teachers to provide precise feedback**.**

The Learning Objective

An effective learning objective describes what students will learn, not what they will do.

- A learning objective describes the learning.
- The success criteria describe what successful learning looks like.

Strong learning objectives focus on:

- Knowledge to be acquired
- Skills to be developed
- Concepts to be understood
- Learning that can be assessed through student responses

Success Criteria

- Success criteria make the objective actionable.
- Success criteria are the specific features or steps that pupils need to demonstrate in order to achieve the learning objective. They make learning concrete and help pupils understand what success looks like.

Example

Learning Objective*: To compare fractions with the same denominator.*

Success Criteria*:*

I can identify the numerator and denominator.

I can compare fractions using mathematical language.

I can order fractions correctly.

Example

***Learning Objective**: To identify the functions of different parts of a flowering plant.*

***Success Criteria**:*

I can name the main parts of a plant.

I can describe the job of the roots.

I can describe the job of the stem, leaves and flower.

Example

***Learning Objective**:*

To understand the causes and impacts of earthquakes.

***Success Criteria**:*

I can describe how earthquakes occur.

I can identify the impacts of an earthquake on people and places.

I can explain why some communities are affected more than others.

Teachers will:

- Ensure the objective is explicit and understood
- Share it verbally, visually, or through modelling
- Use it to guide teaching and feedback throughout the lesson

At Oaklands:

- Students are not expected to write the objective
- Books will typically show:
    - A date and title, or
    - A teacher-provided sticker including the objective

Verbal feedback should explicitly link to success criteria, for example:

“You’ve achieved this part…”

“Next, you need to…”

5. Student Response (Improvement)

Research demonstrates that feedback has the greatest impact when it is timely, specific and acted upon by students. Verbal feedback allows teachers to identify misconceptions, provide immediate guidance and adapt teaching in response to students' needs.

Verbal feedback should be linked to the learning objective and success criteria and should help students understand:

- What they have done well
- What they need to improve
- What they should do next

Teachers will:

- Provide time within the lesson for students to respond
- Support students to successfully improve their work

6. Written Feedback (Minimal and Purposeful)

Written feedback should be used only when it adds clear value or is required by the examination board for portfolio-based qualifications.
Appropriate uses include:

- Acknowledging success (ticks)
- Highlighting key errors
- Recording assessment outcomes

Written feedback should not:

- Be lengthy
- Duplicate verbal feedback unless it is required for qualification evidence.
- Be relied upon as the main form of feedback

7. Feedback in Practice

In effective lessons:

- The objective is clear and revisited
- Feedback is continuous and responsive
- Misconceptions are addressed immediately
- Students improve their work during the lesson

Teachers support students by:

- Using clear, simple language
- Breaking feedback into small steps
- Modelling expectations

8. Monitoring and Evaluation

Monitoring will focus on the impact of feedback rather than the quantity of marking.

Leaders will look for:

- Evidence of live verbal feedback in lessons
- Students responding to feedback
- Improvements in student work over time

Book sampling and learning walks will:

- Not expect extensive written marking
- Focus on whether feedback is leading to progress