



Feedback and Marking Approach

Angel Oak Academy

Research tells us that the most effective feedback is that which happens **at the point of learning**. This is where the majority of feedback happens at Angel Oak. We give a mixture of **individual, group** and **whole class feedback**. Whole class feedback happens following a lesson where the teacher has noted either misconceptions or points for improvement that could benefit the whole class. This will normally be shared at the beginning of a new lesson. This could also happen for groups of children, depending on where the teacher decides the need is. Individual feedback resembles 'conferencing' with individual children. We do this in a **systematic** way so that all children have personalised feedback several times per week. This made possible through small class sizes.

Marking is sometimes (but not always) useful. Specifically, we use marking for making **corrections** (e.g. calculations, spellings, punctuation) or for addressing **basic misconceptions** where a conversation may not be necessary.

What is absolutely essential is that feedback or marking is used **to help pupils improve their work and make progress**. This should be evident even where written feedback is not. In English, our 'drafting' approach in the Writing Progress books makes this approach clear.