

Assessment for learning

Teaching and learning review tables – Oral feedback

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

Information

Teacher	Year group	Class	Date

Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The teacher is aware that feedback needs to:</p> <ul style="list-style-type: none"> relate to the lesson learning objectives and outcomes be planned for as well as spontaneous be provided for whole class, groups and individuals as appropriate be varied in type involve child to child dialogue. <p>The teacher is seeking to develop practice in relation to the above.</p>	<p>Planning in place for oral feedback is becoming more focused on learning objectives and outcomes.</p> <p>The teacher is beginning to use different types of oral feedback.</p> <p>The teacher is beginning to use questions to probe progress against the outcomes to help children improve their work.</p> <p>The teacher sometimes targets specific individuals and groups of children for feedback in lessons.</p> <p>The teacher provides opportunities for children to give feedback to their peers (in relation</p>	<p>Planning for oral feedback is securely focused on learning objectives and outcomes.</p> <p>Oral feedback opportunities are integral to short-term planning.</p> <p>The teacher uses a varied repertoire of types of oral feedback (fitness for purpose).</p> <p>Feedback helps clarify the next steps in learning for children.</p> <p>The teacher structures and models children's oral feedback in relation to learning outcomes.</p>	<p>Planning for oral feedback is an integral feature of teacher preparation.</p> <p>The teacher ensures that oral feedback from child to teacher, teacher to child and child to child forms part of a dialogue that relates directly to learning objectives and outcomes.</p> <p>The teacher confidently and skilfully judges where and when to use different types of feedback in response to evidence of learning.</p> <p>Feedback is insightful, constructive and informative and enables children to take the next steps in their</p>

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		to learning outcomes).		learning.
Children	<p>The teacher has identified that:</p> <ul style="list-style-type: none"> • children recognise most teacher feedback to be about effort or behaviour • children do not view oral feedback as an essential part of learning • children judge oral feedback to be secondary to written feedback • children offer comments on each other's work which lack clear focus and are usually unchallenging. 	<p>Most children expect feedback to relate to their learning and listen to and respond to what is said.</p> <p>Most children know when to expect specific oral feedback as a class, individually or in a small-group setting.</p> <p>Children are beginning to see oral feedback as having a distinct value.</p> <p>Most children are able to provide useful feedback to other children and similarly respond to feedback from their peers.</p>	<p>Children recognise fully the value of oral feedback and know it is related to their learning. They listen carefully and respond appropriately.</p> <p>Children recognise the strategies for different types of oral feedback.</p> <p>Children will readily engage in focused peer feedback in relation to learning outcomes, and are beginning to develop a vocabulary to do this.</p> <p>Children's work shows evidence of a response to oral feedback.</p>	<p>All children recognise that oral feedback is focused on their learning and is as important as written feedback.</p> <p>Children know that feedback is valuable and listen carefully to each other and their teachers. They respond to feedback to engage in dialogue about their learning.</p> <p>Children understand well-established strategies for group and guided work that involve feedback.</p> <p>Children give regular detailed oral feedback related to learning objectives and outcomes to peers and teachers.</p> <p>Children are clear where in their work they have improved in response to feedback.</p>