

	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Include teacher gathering feedback from teaching including mini-whiteboards, book work • Takes place in lessons with individuals/small groups • 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/task • May include live-marking 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations/use of marking code • Improvements evident in books, either through editing or further work
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity using visualizer • Often involves whole groups or class • Provides an opportunity for evaluation of learning in the lesson • May take the form of self/peer assessment against agreed criteria • May guide a teacher's further use of review feedback 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre/post teaching based on assessment • Evidence of peer/self-assessment • May be reflected in live-marking
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 adaption of future lessons or additional provision/interventions through planning, grouping or adaptations 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 comments and appropriate action/responses • Adaption to teaching/tasks when compared to planning • Use of annotations/informal notes to indicate future groupings