



Feedback Framework

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons

It is **imperative** that teachers evaluate the work that children undertake in lessons. This evaluation must lead to adjustments in subsequent content of lessons dependent on mastery levels. These adjustments should consist of one (or more) of: reteaching, revisiting, revising, redrafting or consolidation.

Teachers **MUST** refer to the presentation WAGOLL which is stuck into the front of each pupil's book. There will be acknowledgement made and redirection in terms of presentation. This aspect of marking is important as it reminds pupils that their work is valued, and their self-standards are monitored. Spelling and grammar will also be identified and acted on (see table below). Feedback occurs at different points which we define as immediate feedback (in lesson) and summative feedback (post lesson).

Immediate Feedback:

Elements seen through Whole School:

1. The teaching adults review children's knowledge and understanding through a range of strategies (cold calling, connect activities use of mini whiteboards) which may change the direction of a lesson, input or scaffold based on formative assessment evaluation.
2. During the apply phase, staff should indicate that the piece of work has been live marked or discussed, using a purple pen. This should lead to an immediate pupil action.
3. Pupils will self-mark connect activities in green pen
4. Pupils may self or peer mark dependent on the task

Primary specific elements:

1. Verbal Feedback will be indicated with the initials VF written in purple pen
2. In Early Years and Year 1, an objective box will be ticked
3. Work supported in lessons will be labelled by the teaching adult with an S,

Summative Feedback:

Elements seen through Whole School:

1. During each unit of work children and teachers will prepare an end of unit assessment, This assessment will lead to agreed pupil responses.

Primary Specific:

1. At the end of topics, teachers will prepare written tasks with success criteria. This will be printed on purple paper and stuck into pupils book. There will be an opportunity for pupils and teachers to assess (with pupils highlighting where this is found in their work). Time will subsequently be given for pupils to act on developing key missing skills.

Secondary Specific:

1. At the end of every unit, teachers will use department agreed purple paper responses to direct pupils to key skills they need to improve. Time will then be given to next lessons to allow pupils to develop these key areas.

Subject and Phase Leaders will regularly monitor the impact of teacher marking and feedback across their phase or department.

Written feedback codes seen :

Symbol	Meaning	What	Phase	Pupil Response
(Sp)	Incorrect spelling	A maximum of 4 identified in a piece of work	Whole School	Green pen practice three times where the teacher has indicated
(p)	Missing punctuation	A maximum of 5 identified in a piece of work	Whole School	Green pen correction or rewritten under teacher direction
(C)	Missing Capital Letter	A maximum of 5 identified in a piece of work	Whole School	Green pen correction – reteach where appropriate
(G)	Incorrect grammar	Maximum of 3 in a piece of work	Secondary specific – particularly in longer written pieces	Green pen correction – with potential scaffold modelled by teacher