

FEEDBACK

William Hulme's Grammar School (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Feedback is one of the most powerful tools a teacher has and our philosophy for effective feedback is firmly based on research evidence.

Feedback is given in **green** for work that is correct and **pink** for work that is incorrect or that children are required to look at in fix-it time.

Immediate feedback in the moment (Walking the Room) is recognised as the most powerful with the maximum impact. VF is written with a key word as to what the feedback was about.

Closed WALTs are highlighted in green if achieved. There is no need to individually tick everything. Partially achieved closed **WALTs** are highlighted in green with a squiggly line. **WALTs** that aren't achieved are not highlighted and, if it will have an impact, feedback given in pink.

Learners are involved in generating **success criteria** and understand how to use this to support learning, and allow them to self-assess their work.



When providing feedback, **teachers model or add scaffolds** into learners' books using a pink biro.

The way feedback is to be given needs to be **planned into the lesson** and time allowed for it, if appropriate.

Open WALTs will have best bits highlighted in green and improvements in pink. Only work related to the WALT or non-negotiables should be identified.

Feedback should be given as appropriate to the lesson and in a **variety of ways**. Effective feedback can come from self-assessment, peer assessment, or teacher assessment.

Pupils are allowed time to respond to feedback.

Co-operative improvement should be used when needed.

Learners are entitled to **concise, quality feedback** which improves learning and isn't burdensome to anyone involved.

Models of excellence are shown to learners, left on display and referenced when providing feedback.

Both learners focus on 1 book at a time – the author uses the purple pen to make changes if they so wish.

Marking codes will be used when appropriate.

Teachers – if it won't have an impact, don't do it!

Written Feedback

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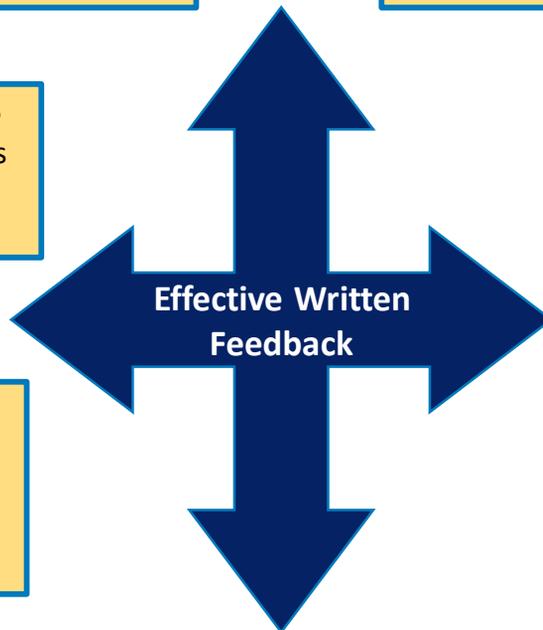
When written feedback is given, it is important that the comments are focused, clearly structured and purposeful for the children.

Pink and green biro's are used when providing written feedback – in line with 'Pink Think' and 'Got it Green'.

All written feedback refers to the WALT (learning objective for that lesson) and/or non-negotiables.

Green comments celebrate the children's achievements or effort, as opposed to empty praise.

Teachers' handwriting is a model of excellence. It is well-presented, following the Primary Phase's handwriting scheme.



Pink comments are actions/scaffolds, which move the children's learning, providing clear next steps. Small reminders are given verbally.

Child-friendly language is used to ensure the children have a good understanding of the comments and can act upon their next steps independently.

Children take ownership of their learning by indicating where they feel they have achieved their targets using a yellow highlighter.

Marking codes:
_____ Spelling error
□ Improve vocabulary
// New paragraph
/ New line
VF Verbal feedback received
○ Missing/incorrect punctuation or capital letter
~~~~~ This does not make sense

A success criteria is used to assess Cold and Hot Writes at the start and end of English units.

**Outcome:**  
**Children as Reflective and Independent Learners**