

# FEEDBACK (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 given is carefully **planned into every lesson** in a variety of forms. Time for **learners to respond** to feedback is also planned for.

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

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



**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.

Feedback can be **verbal** or **written**. Written feedback may be personalised to small groups with common misconceptions, personalised individually.

**Models of excellence** are shown to learners, left on display and referenced when providing feedback. **All classrooms are equipped with visualisers** to support this.

Marking codes will be used when appropriate.

**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.

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.

Learners understand how to use **success** 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.

**Co-operative improvement** should be used when needed. Both learners focus on 1 book at a time – the author uses the purple pen to make changes if they so wish.

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

# Written Feedback

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### (Primary Phase)



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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.

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

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

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 WALT (learning objective) 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

The dot around strategy from Teach Like a Champion is used to develop learner's independence. If a learner's work contains an error, an adult may put a dot on their paper. It is very subtle, and it is not a permanent 'wrong' mark - just a reminder that there is something that needs checking. Learner's then self-correct without specific direction.

**Effective Written Feedback**

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