



BITTERNE
C of E PRIMARY

Feedback That Makes a Difference Procedures

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Together we soar...

Rationale:

Feedback is a powerful tool for improving pupil attainment, and the EEF guidance highlights the importance of using it purposefully to close gaps in learning. Whole-class feedback is efficient, allowing teachers to address common misconceptions and provide clarity to all learners at once. This ensures teaching time is maximised and feedback is consistent. Verbal feedback is immediate and responsive, supporting pupils in the moment to refine their understanding and make rapid progress. It also encourages dialogue, enabling pupils to take ownership of next steps. Written feedback provides a record for pupils to revisit, supporting reflection and independent improvement over time. The balance of these approaches ensures feedback is timely, actionable, and matched to context. Ultimately, effective feedback helps pupils understand what they are doing well, what needs improvement, and how to improve, fostering motivation and resilience while supporting long-term learning outcomes.

How feedback is given:

Teachers make decisions for the type of feedback given based on the task design and needs of the children. All adult feedback is completed in green pen and pupil feedback or editing/corrections is completed in purple pen. Teachers plan for and use a range of whole class, verbal and written feedback and adopt a marking code for the school. Teachers must review pupil's learning in books prior to the next lesson of that subject.

When giving **whole class feedback** teachers must:

- Ensure work is annotated to show whole class feedback in line with marking code (WCF). This can be annotated by adult or child
- Use the school format for whole class feedback
- Subsequent work in pupils' books will reflect the feedback given – there may be a specific task completed, editing or simply by the next lesson addressing misconceptions from the previous learning

When giving **verbal feedback** teachers must:

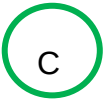
- Discuss 1-1 or in a small group an aspect of the pupils work they need to improve – this may be planned from work book reviews or 'live' in response to children's learning in the lesson
- Use the verbal feedback code to show the work has been discussed – there is no need to write what was discussed provided the subsequent work in the book shows impact of the feedback

When giving **written feedback** teachers must:

- Use green pen to mark the work in line with the marking code
- Highlight high quality work in green highlighter – e.g., a specific sentence in a piece of writing that evidences the learning objective and high-quality writing
- Be completed before the next lesson
- Be completed following each extended writing task with a success criterion to stick in to support
- Identify strengths and aspects for improvement: ticks/highlight for strengths; corrections, TIPS, spellings, handwriting identified for improvement
- Provide feedback at a timely point in order for it to impact the quality of children's subsequent learning and work

Feedback and Marking Code

Teachers may use whole class feedback, verbal feedback and written feedback to respond to children's learning. The following code must be used.

	A green tick signifies: - Achievement of learning objective - A correct response - A 'well done! This work is great'
	A dot indicates an incorrect answer.
WCF	Whole class feedback has been given. This can be written in green pen by the teacher or purple pen by the child.
	Shows verbal feedback – work has been discussed with teacher and pupil
	Shows a spelling error that needs correcting. Teachers decide if they write the code over the word that needs correcting and that they provide a correct spelling in the margin for them to practice / write sp at the start of the line and children identify, correct and write out 5 times / ask children to find and correct spellings following a pattern.
	Indicates a handwriting join or letter formation that needs rehearsing. Teachers provide a model of the join for the child to copy and correct.
	Shows a correction is required. Children complete corrections in purple pen either next to where the error is made or at the start of the new session. Not all mistakes require a correction.
	Teachers write a top tip for improvement of their work where necessary. Teachers allow time for children to return to the work to edit with their purple pen.
Rewards	Children can be given: Track-it points(TP), postcards, HT Awards (HTA), stickers to provide praise for attitude as well as quality of work.

Extended writing tasks will have a success criterion to go alongside them which will be annotated in accordance with the quality of the children's writing.