



Pirton Hill Primary School

Feedback Framework (September 2026 – Revision)

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Ratified by Governors: Autumn 2024
Revised by: Glenn Booth (September 2026)
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1. Overarching Values

Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:

*We all **believe** in ourselves and know that everyone has something special to contribute.*

Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. What is Feedback?

2.1 At Pirton Hill, feedback is an essential part of teaching and learning. However, feedback is not simply the act of marking work.

2.2 Feedback is the deliberate process of using evidence from pupils' learning to identify what they know, understand and can do; responding in the most appropriate way; and ensuring that pupils use that feedback to improve.

3. The Key Functions of Feedback

3.1 Understand

"What have I done well? What have I misunderstood?"

Feedback helps pupils understand the quality and accuracy of their learning. This includes: recognising success; correcting misconceptions; identifying errors and understanding what good looks like.

3.2 Improve

"What do I need to do next?"

Feedback identifies a specific, achievable next step and gives pupils an opportunity to act on it.

3.3 Motivation

"How do I know that my teacher has seen and valued my work?"

Helps pupils know that their work matters, their effort is noticed & there is a reason to try their best.

3.4 Know what matters

"What should I pay attention to?"

Feedback should help them understand which aspects of their work matter most in relation to the learning.

3.5 Informs teaching

"What does this tell me about what I need to teach next?"

4. Aims

4.1 This framework outlines our approach to framework to ensure that there is a consistent understanding of the purpose of feedback at Pirton Hill Primary School, the minimum expectations (the basic ingredients), the menu of strategies available to staff and the expected impact.

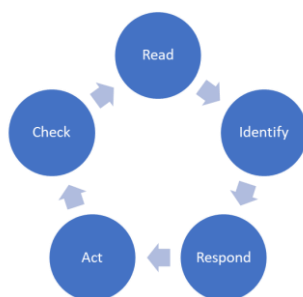
4.2 We have moved away from policies that require extensive written marking and an overly prescribed frequency or quantity of comments. This framework continues that approach.

However, this revision of the policy recognises that reducing written marking must not mean removing written marking altogether or reducing the quality or frequency of teachers' professional engagement with pupils' learning.

4.3 The framework is based on the principles identified by the Education Endowment Foundation and other relevant evidence on formative assessment, feedback and writing development.

5. The Feedback Cycle

5.1 At Pirton Hill Primary School, effective feedback follows the cycle:



READ

Teachers read & consider pupils' work and use evidence from the learning to inform their response.

IDENTIFY

Teachers identify, where relevant:

- what pupils have done well;
- misconceptions requiring teaching (*individual or common issues across a class or group*);
- key mistakes (*e.g. spellings, GPS*) that pupils should be able to recognise and correct;
- aspects of presentation or handwriting requiring immediate attention;

RESPOND

Teachers select the most appropriate response. This may be:

- in-the-moment feedback;
- whole-class or group feedback;
- individual verbal feedback;
- individual written feedback;
- further modelling or teaching.

The expectation is not that teachers write on every piece of work. The expectation is that teachers use pupils' work to make effective teaching and feedback decisions.

ACT

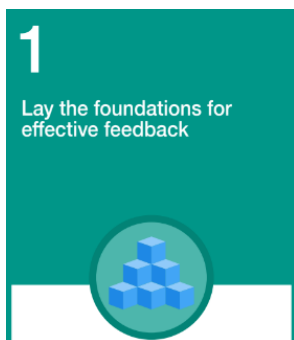
Pupils are given an opportunity to respond to and use feedback. The response may involve:

- correcting or improving work;
- editing writing, including revising a sentence or section of writing;
- applying a spelling pattern or rule;
- improving presentation;
- explaining, demonstrating their understanding or applying feedback to a new task.

CHECK

Teachers check whether pupils have understood and used feedback. The impact may be seen in:

- improved work;
- subsequent work;
- pupil explanations;
- teacher questioning;
- lesson observations;
- assessment information.



1. Lay the foundations for effective feedback:

Before providing feedback, teachers must understand the purpose of the lesson, should provide high quality instruction and use formative assessment to identify pupils' learning.

High quality initial instruction will reduce the work that feedback needs to do.

At Pirton Hill, we will achieve this through the following evidence informed activities:

Activities that must be evident:

Learning intentions and success criteria

Teachers will share, clarify and help pupils to understand the learning intention and success criteria for the learning.

Learning intentions should be contextualised and precisely identify the purpose of the lesson.

Success Criteria will be used to help pupils:

- understand what they are learning and support independence;
- evaluate their own work;
- identify areas for improvement;
- respond to feedback.

Success criteria should be used meaningfully and should not become a checklist for teachers to 'mark' against.

Formative assessment

Teachers will deliberately plan to monitor pupils' learning by eliciting evidence of learning throughout the lesson.

This may include:

- | | |
|----------------------------------|--------------------------------|
| • targeted questioning; | • peer assessment; |
| • questioning of misconceptions; | • exit tickets; |
| • multiple-choice questioning; | • observation of pupils' work; |
| • self-assessment; | • pupil explanations. |

Teachers will use this evidence to inform teaching and feedback.

Common misconceptions and errors

Common errors or misconceptions identified through teaching or pupils' work will be planned to be addressed (in subsequent lessons) through the most appropriate response.

This may include:

- | | |
|-------------------------|---------------------|
| • whole-class teaching; | • a worked example; |
| • group teaching; | • a show sentence; |
| • modelling; | • further practice. |
| • a visualiser; | |

When planning to address common misconceptions the teacher is responsible for planning how they will check that individual children know that they feedback applies to their learning.

Refer to Appendix 2 for specific expectations relating to writing.

2

Deliver appropriately timed feedback that focuses on moving learning forward



2. Deliver appropriately timed feedback that focuses on moving learning forward

Feedback should move learning forward. It should focus on the specific learning needs identified by the teacher and should be linked to the task, subject, foundational skills or pupil self-regulation.

Feedback that is vague or merely evaluates the pupil is less likely improve learning.

At Pirton Hill, we will achieve this through the following evidence informed activities:

Activities that must be evident:

Ongoing Feedback

Feedback will take place throughout the learning process.

Teachers will provide precise and purposeful feedback at the point at which it is most likely to improve learning, taking account of:

- the task;
- the learning intention;
- the ability of the child (foundation skills);
- the needs and characteristic of the pupil;
- the collective understanding of the group / class.

Specific and actionable feedback

Feedback should make clear:

- what the pupil has done well; and/or
- what the pupil needs to improve; and
- what the pupil should do next.

Feedback that distinguishes between mistakes and errors

Teachers will use professional judgement to distinguish between:

- a mistake - something the teacher knows the pupil can do but the pupil has got wrong. The pupil should be able to recognise and correct it.
- an error or misconception - something the pupil does not yet understand or has misunderstood. It requires further teaching.

In-lesson feedback

Lessons should include opportunities for teachers to monitor pupils' learning and provide feedback in real time. This must be underpinned by the teacher's strong understanding of the purpose of the lesson / learning.

Teachers will use professional judgement to decide the appropriate moment when individual pupils require direct feedback during the learning.

Teachers are likely to visit every pupil during a lesson and provide some feedback; however, there is no requirement to evidence in-lesson individual feedback. The impact of the feedback should be obvious (*e.g. pupil voice, improvement in handwriting, spelling mistake corrected, use of purple pen to correct a grammatical mistake or improve a sentence, improvement in quality of writing in subsequent sentences*).

Precise use of praise

Praise should be linked to:

- the task;
- the subject knowledge or skill;
- or the pupil's self-regulation.

Where a pupil has done something well, teachers should, where appropriate, help the pupil understand what was successful.

Refer to Appendix 2 for specific expectations relating to writing.

3

Plan for how pupils will receive and use feedback



3. Plan for how pupils will receive and use feedback

Feedback is only effective when pupils understand and use it.

At Pirton Hill Primary School, teachers will plan precisely how pupils will receive and respond to feedback (in line with this framework).

At Pirton Hill, we will achieve this through the following evidence informed activities:

Activities that must be evident:

Teachers will read and consider all pupils' written work

Teachers must read every pupils' written work.

When reading pupils' writing, teachers should consider:

- what the pupil has done well;
- key spelling mistakes or errors (misconceptions);
- presentation and handwriting;
- common issues across the class or group;
- the most important individual learning need.

Teachers should be able to evidence how they have adapted future learning, to support subsequent teaching, as a result. In addition to written feedback (*see below and section 4: Purposeful and Time-Efficient Written Feedback*), this may be evident through a planning or feedback record or adapted lesson slides. The format of any such record is a professional choice, provided it is effective and manageable.

From September 2026, as a result of internal monitoring of the previous feedback framework and until the revised framework is embedded and having the expected impact, for English and Maths, teachers must initial at the end of the written response to learning. Whilst this does not ensure that the whole feedback cycle is implemented, it does ensure that pupil's know that their work has been seen and will provide a short-term, required level of accountability.

Teachers will plan for feedback to be used

Teachers will consider:

- what feedback pupils need;
- when it should be given;
- how pupils will respond;
- how the teacher will know it had been understood.

Teachers will plan for pupils to have the opportunity to respond

Whenever feedback is provided, pupils will have an appropriate opportunity to use it.

The pupil's response to feedback is more important than the amount of feedback provided.

This is most likely to be 'in the moment' but may also be:

- later in the lesson;
- in the following lesson;
- during the next stage of the writing process;
- through application to a new task.

The response to feedback will usually be recorded in purple pen (*exception handwriting*).

Teachers should check that pupils understand feedback

Refer to Appendix 2 for specific expectations relating to writing.

Whole-class vs individual feedback

Whole-class feedback is an important part of the PHPS feedback approach.

Where teachers identify a common strength, misconception, error or area for improvement, whole-class or group feedback should be considered.

Whole-class feedback should be based on pupils' actual work and should be specific.

It should make clear:

- what pupils are doing well;
- what needs to improve;
- what pupils should do next.

Teachers should ensure that pupils understand whether whole-class feedback applies to their own work.

Where appropriate, pupils should check their own work and act on the feedback.

For example:

"When I read your writing, I noticed that many of us used powerful verbs. This is something to keep. I also noticed that a number of us used commas where a full stop was needed. Check your own writing now. Does this apply to you?"

Whole-class feedback should not become a general speech about "good writing".

It should be specific, connected to pupils' work and followed by an opportunity to act.

Individual feedback is required when a pupil's learning need cannot be effectively addressed through whole-class or group feedback.

The expectation is that pupils receive individual feedback when it is the most effective way to move their learning forward.

Individual feedback should be:

- specific to the pupil's work;
- linked to the current learning intention or success criteria;
- clear about what has been done well or needs to improve;
- actionable.

Individual feedback may be verbal or written.

Individual feedback is likely to be required for foundational skill mistakes (e.g. spelling, handwriting and/or grammar).

In English lessons, teachers should prioritise precise individual feedback during the planning, drafting and innovation stages of writing, where feedback can influence the quality and direction of the writing. During these stages, the expectation is that every pupil receives individual feedback.

Refer to Appendix 2 for specific expectations relating to writing.

4

Carefully consider how to use purposeful, and time-efficient, written feedback



4. Carefully consider how to use purposeful, and time-efficient, written feedback

Written feedback is one possible method of feedback.

It is not required on every piece of work.

Refer to Appendix 2 for specific expectations relating to writing.

Written feedback is most likely to be appropriate when:

- a precise individual response is required (*e.g. during the planning, drafting and innovation stages of writing*);
- feedback needs to be retained for the pupil to use later;
- verbal or whole-class feedback would not adequately address the individual pupil's need;
- a written prompt will support the pupil's self-regulation.

Written feedback should be:

- concise;
- specific;
- actionable;
- linked to the learning.

Written feedback should not duplicate feedback already provided verbally or through whole-class teaching.

Teachers should consider the workload and opportunity cost of written feedback.

Activities that must be evident:

Where teachers choose to write in pupils' books, they will use green pen.

Work, excluding summative assessments where appropriate, will not be graded.

Pupils will use purple pen when responding to feedback where appropriate.

There are no requirements for:

- extensive written comments;
- a specified number of written comments;
- a specified frequency of written marking;
- triple marking;
- written feedback on every piece of work;
- verbal feedback codes for the purposes of book scrutiny (*beyond the initialling of English and Maths work*).

Written feedback is a tool. It is not evidence that effective feedback has taken place.

5

Carefully consider how to use purposeful verbal feedback



5. Carefully consider how to use purposeful verbal feedback

Verbal feedback can be an effective and time-efficient method of feedback.

At Pirton Hill Primary School, teachers will use verbal feedback when it is the most appropriate response to the pupil's learning need.

Refer to Appendix 2 for specific expectations relating to writing.

Activities that must be evident:

Teachers will monitor pupils' learning and provide verbal feedback where appropriate.

Verbal feedback should be:

- specific;
- linked to the learning;
- actionable.

Teachers should give pupils an opportunity to respond to verbal feedback where appropriate.

Teachers may use:

- pupil-teacher conferences;
- targeted verbal feedback;
- group feedback;
- regrouping;
- verbal feedback during the writing process;
- questioning to help pupils identify their own next steps.

Verbal feedback should not be recorded for the benefit of book scrutiny; the evidence of the feedback (*usually in purple pen [except handwriting]*) will show the impact of effective feedback [*and, in English and Maths, the initials of the teacher*] will demarcate who to attribute the effective feedback to.

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



6. Designing and Monitoring the Pirton Hill Primary School Feedback Framework

Effective feedback requires professional judgement and ongoing professional development.

Feedback quality and frequency apply across the curriculum, with specific requirements for writing (refer to Appendix 2).

Teachers have professional autonomy over the method and timing of feedback, but professional autonomy is supported by:

- clear expectations;
- professional development;
- exemplification;
- coaching;
- appropriate monitoring.

The focus of monitoring

Monitoring feedback will focus on:

- “What are pupils learning and how is feedback helping them to improve?”

This will also include leaders identifying if mistakes or errors persist over time and there is no evidence of teacher providing feedback or the child responding / improving. This is most likely to apply to a foundational skill (e.g. *handwriting, spelling, grammar [including tense or viewpoint] or punctuation*).

In the short-term, as a result of internal monitoring of the previous feedback framework and until the revised framework is embedded and having the expected impact, for English and Maths, teachers must initial at the end of the written response to learning. This will also be a focus of monitoring.

Monitoring will not focus on:

- the number of teacher comments;
- the number of green pen marks;
- the frequency of written comments.

Leaders will use a range of evidence, including:

- pupil voice;
- lesson visits;
- work scrutiny;
- discussions with teachers;
- assessment information.

Pupil voice will be used to establish whether pupils can explain:

- what they have done well;
- what they need to improve;
- how they know;
- how they have used feedback.

The age / ability of the child is not a reason for not being able to respond to these questions.

The purpose of monitoring is to support and improve feedback practice, not to create additional workload or judge teachers by the amount they write.

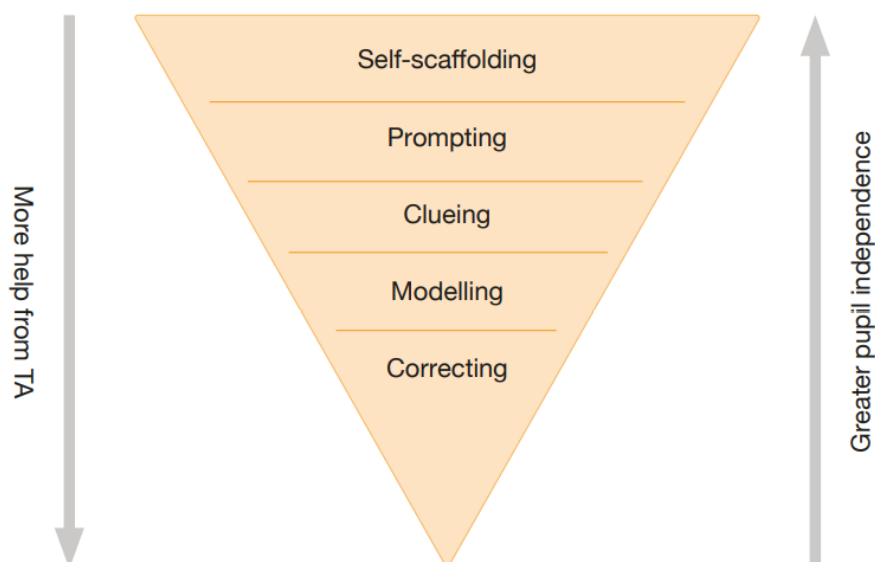
Appendix 1 – EEF Scaffolding Framework

MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.

Appendix 2 – Feedback for Writing

Writing feedback should address both:

1. foundational skills, such as spelling, punctuation and grammar; and
2. deeper aspects of writing, such as content, structure, vocabulary, coherence and effect.

Teachers should not attempt to identify every mistake, error or area for improvement.

1. Foundational Skills (all lessons)

Effective feedback for foundational skill mistakes is most commonly going to require individual feedback.

Presentation and Handwriting:

Presentation and handwriting are important aspects of written work. We are expecting every children to produce their 'best' handwriting and feedback should hold them to account for this. English (and other curriculum) lessons are not the place to provide feedback to improve handwriting (*this is done in discrete handwriting lessons*).

Teachers will address presentation and handwriting in the moment when they identify a pupil's presentation or handwriting as requiring attention. The impact of this feedback should be evident in the child's written learning.

Feedback should be brief and precise, and the pupil should be expected to make the necessary adjustment where appropriate.

- In-lesson feedback should not require a child to rewrite a sentence / passage; this detracts from the purpose of the lesson. Instead, they should ensure that subsequent sentences show the required improvement.
- If, at the end of the lesson, the feedback was not acted upon, then it will be necessary for the pupil to rewrite the work (in their own time).

Teachers are not expected to routinely annotate handwriting or presentation in completed work.

Spelling:

Teachers will use professional judgement to identify spelling mistakes that individual pupils should be able to recognise and correct. Teachers are not expected to identify every spelling mistake (maximum of 3).

Teachers will use their professional judgement (based on the ability of the individual child) on the strategy to use to identify that there are spelling mistakes (*e.g. identifying the word [for less able children] or identifying that there is a mistake on a certain line / within a sentence [for more able children]*).

Where key spelling mistakes (up to 3) are selected for feedback, the pupil should engage with the correction. Any corrections should be made in purple pen.

This may include:

- identifying the mistake;
- correcting the word;
- discussing the spelling pattern or rule;
- using an appropriate resource to check the spelling.

Teachers should avoid routinely correcting spelling mistakes on behalf of pupils.

Grammar and Punctuation:

Teachers will use professional judgement to identify grammar and punctuation mistakes that individual pupils should be able to recognise and correct, as well as errors that indicate a misconception or lack of understanding. As with spelling, teachers will use their professional judgement on the strategy to use to identify the mistake or error.

Where a mistake is selected for feedback, the pupil should engage with the correction. Where an error is identified, the teacher should provide appropriate feedback or teaching to address the underlying misconception. Group / class feedback may be more effective for this, if multiple children have made the same error.

Teachers should be particularly alert to mistakes / errors which affect the meaning, consistency or overall quality of a piece of writing, such as a change of tense or viewpoint. Where such a mistake or error occurs, teachers should address it at the point at which it first occurs, rather than simply identifying individual subsequent mistakes resulting from the same error.

Any corrections should be made in purple pen.

Teachers should avoid routinely correcting grammar and punctuation mistakes on behalf of pupils.

2. Deeper Aspects of Writing (e.g. content, structure, vocabulary, coherence and effect) (English Lessons)

The type of feedback (individual / group / class), and most effective strategies, required during the writing process are likely to vary based on the purpose of the lesson. Therefore, the effectiveness of the feedback for writing is directly linked to the teacher's understanding of the purpose of the lesson.

For example:

Stage of the Writing Process	Most Effective Type of Feedback	Focus of Feedback
<u>Toolkit Development</u>	Class/ group – for common errors <i>Individual – for pupils where unique feedback is required</i>	application of the toolkit taught in that lesson or in all toolkit lessons (i.e. <i>Lesson 8 toolkit consolidation lesson</i>).
Evidence of Effective Feedback: Pupils apply the toolkit accurately with an understanding of the impact on the reader. Evidence of Ineffective Feedback: Pupils are not able to use the tool and/or are using it with no understanding of the impact on the reader.		
<u>Planning</u>	Individual	- the development of ideas - adhering to the structure - cohesion
Evidence of Effective Feedback: Pupils have a clear and cohesive plan (based on the generic structure) which allows for effective oral retelling and effective innovation. Evidence of Ineffective Feedback: Pupils have a plan which is not clear or cohesive (or not based on the generic structure). They are unable to orally retell their composition based on the plan and it is not going to enable them to write an effective innovation.		
<u>Innovation (Drafting)</u>	Individual	- adhering to the plan - vocabulary choices - sentence construction - organisation - cohesion - the intended effect on the reader
Evidence of Effective Feedback: During each stage of the innovation, pupils produce an effective and cohesive next part of the composition that has the intended impact on the reader (linked to GAP). Evidence of Ineffective Feedback: Pupil's innovations deviate from their plan, lack structure / cohesion (within and across story sections), lack authorial style (e.g. vocabulary, variation in sentences) and/or fail to have the intended impact on the reader (linked to GAP).		
<u>Editing and Improving</u>	Class/ group – for common errors <i>Individual- for pupils where unique feedback is required.</i>	Dependent upon the focus of the editing lesson, but may include: - consistency or viewpoint and tense - spellings, grammar and punctuation - cohesion - vocabulary choices - impact on the reader
Evidence of Effective Feedback: Feedback allows the children to make effective editing choices to materially improve the quality of their writing. Evidence of Ineffective Feedback: Feedback has no / limited impact on the editing process – pupil's make no changes, changes that do not improve the work or changes without knowing why they are making them.		

Where a pupil requires precise individual guidance, teachers should aim to provide it at the point at which the pupil can use it.