Pirton Hill Primary School
Feedback Framework (September 2024)

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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 each other, 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. Aims

The vast majority of English schools have moved away from marking policies with dictatorial requirements and extensive workload implications to frameworks that promote evidence informed feedback. This framework updates PHPS's approach to how a child's performance is acknowledged and developed as a result of the teacher's intent and implementation of feedback.

This framework is supported by: 4 case studies, 1 school visit (Luton), 1 school liaison (Nottingham), 1 book scrutiny, 2 pupil voice, 1 workload survey, 13 separate research or research based literary documents, 2 EEF reports, 2 books, 4 journal articles.

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1. Laying the foundations for effective feedback
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6. Design a school feedback policy that prioritises and exemplifies the principals of effective feedback
Appendix 1 – CPD
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1. Lay the foundations for effective feedback:

Teachers feel empowered as professionals and feedback becomes more frequent not less - *'Menzies 2023', 'Feedback not Marking p5'*

Providing clear success criteria for a piece of work is associated with higher performance - *'EEF - A Marked Improvement p20'*

Learning happens when people have to think hard - *'Kuldas et al 2014', 'Third Space Learning p3'*

Reteaching errors seen in work to the whole class reinforces the skill to those who can already do it, whilst removing other's misconception – *'Dunlosky et al 2013', 'The Michaela Way p49', 'Third Space Learning p2'*

Questioning clarifies understanding and stretches children - *'EEF - A Marked Improvement p10'*

Multiple choice questioning can identify the nature / reason for a misconception (and its commonality) - *'Bjork et al 2014', 'Making Good Progress p164', 'Looking Back, Moving Forward p1'*

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

Feedback is a 'windscreen' not a 'rear view mirror', it must move the learning forwards - *'Dylan Williams', 'Riverbank Primary School', 'EEF - Teacher Feedback p10+18'*

Feedback must improve the learner, and not just correct the work - *'EEF - Teacher Feedback p5'*

Any time gap between the learning and feedback blunts its effectiveness - *'EEF - Teacher Feedback p19', 'Third Space Learning p2'*

Real time (in-lesson) feedback reinforces pupil metacognition - *'Churches et al 2017'*

In-lesson feedback improves pupil outcomes, after-lesson written feedback does not - *'Opitz et al 2011', 'article - Reducing workload improves…', 'Feedback not Marking p5'*

Delaying feedback (next day / lesson) encourages the transfer of learning into new contexts - *'Corbett & Anderson 2001', 'Smith et al 2010', 'Impact, issue 12 p46'*

3. Plan for how pupils will receive and use feedback

Feedback is one of the most cost-effective ways of improving pupil's learning - *'EEF - A Marked Improvement p6', 'Sutton Trust'*

Done badly, feedback can negatively affect progress - *'EEF - Teacher Feedback p6'*

Feedback is most powerful when addressing faulty interpretations - *'Hattie and Clarke 2019'*

Receiving feedback from peers improves student performance - *'Double et al 2019', 'Effective Feedback p6'*

Marking breeds overdependence from the teacher - *'Protsiv et al 2018', 'The Michaela Way p49'*

Marking distracts from the pupil's responsibility to really read, think, check, improve - *'Kuldas et al 2014', 'The Michaela Way p49', 'Third Space Learning p2'*

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

There is no evidence linked to the frequency of written marking - *'EEF - A Marked Improvement p21', 'EEF - Teacher Feedback p10,18+19'*

Very little evidence that written comments improve pupil outcomes in the long term - *'Teacher Workload Review Group p4', 'EEF - A Marked Improvement p14', 'EEF - Teacher Feedback p41'*

We don't know how our written feedback is understood by the learner, or what they make of it - *'Wilson 2012'*

Grading work/pupils demotivates them and has no impact on outcomes - *'EEF - A Marked Improvement p10'*

Written feedback is still better than no feedback - *'EEF - Teacher Feedback p35'*

Maintaining some existing marking codes will ensure consistency through the school (though still optional) - *'Morris et al 2024', 'Cantrell Primary School'*

5. Carefully consider how to use purposeful verbal feedback

Children deeply appreciate dialogue/verbal feedback as a means of helping to unravel misconceptions - *'Dann 2015', 'Constructive feedback as reward - Jansen et al 2024'*

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

A school is ready for this change when teaching is at least 'good' - *'EEF - Teacher Feedback p 13'*

81% of primary teachers are now working on new feedback policies with a focus on reduced/eliminated marking - *'EEF - Teacher Feedback p35'*

Reducing teacher workload significantly improves pupil outcomes and staff well-being - *'Sims et al 2021', 'Brown 2022', 'Churches 2020', 'EEF - Teacher Feedback p47', 'Cantrell Primary School', 'Riverbank Primary School'*

OFSTED does not expect to see any specific frequency, type or volume of marking or feedback - *'OFSTED Handbook'*

Leaders tended to focus on the marking itself as opposed to the progress made resulting from feedback - *'The Teacher Workload Review Group p6', 'EEF - Teacher Feedback p41'*

Effective feedback should focus on enhancing the learning of pupils, not to make judgements on a teacher's performance - *'EEF - Teacher Feedback p46'*

There is very little research or evidence around marking/feedback in the Early Years - *'EEF - Teacher Feedback p6'*

The development of new feedback strategies requires effective professional development - *'EEF - Teacher Feedback p44'*

Lay the foundations for
effective feedback
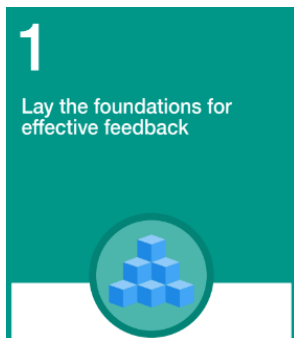
1. Lay the foundations for effective feedback:

Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

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

Activities that must be evident:

Success criteria will be evident in all lessons, to enable children to manage their own feedback/corrections, and set learning intentions - *'The Teacher Workload Review Group p10', 'EEF - A Marked Improvement p20', 'EEF - Teacher Feedback p12,14+40', 'Goals - Effective Feedback p2'*

Teachers will clarify, share and help children understand the learning intentions and success criteria - *'EEF - Teacher Feedback p14'*

Teachers will monitor children's learning in and between lessons by 'eliciting evidence of learning' - *'EEF - Teacher Feedback p14'*

Children's progress over time, will demonstrate how the misconceptions/errors have been resolved (in books - use of purple pen, lesson observations, PPMs etc) - *'EEF - a schools guide to implementation p11', 'Cantrell Primary School', 'Riverbank Primary School p2'*

Activities that the teacher may consider when and how to apply:

Children should be reminded what they know, in order to review their own work - *'Kostons et al 2012', 'The Michaela Way p49+52', 'Impact - issue 12 p52'*

Children may be taught to use CoEL (growth mindset) to catalyse their own autonomy - *'Najeeb 2012', 'Third Space Learning p2'*

Common errors should be addressed to the whole class - *'EEF - Teacher Feedback p20', 'The Michaela Way p51', 'Impact - issue 12 p47', 'Riverbank Primary School p2'*

> **Correct/teach common spelling errors in extended writing (whole class)** - *'The Michaela Way p50'*
> **Common writing errors to be improved via 'show sentence' (whole class)** - *'The Michaela Way p51'*

Formative assessment opportunities, taken throughout the lesson, could include:

- **Multiple choice questioning** - *'EEF - Teacher Feedback p16', 'Making Good Progress p164+165', 'Think Piece 6 - responsive teaching', 'Looking Back, Moving Forwards p1'*
- **self and peer assessment** - *'The Teacher Workload Review Group p9'*
- **targeted questioning** - *'EEF - Teacher Feedback p16', 'Feedback not Marking p4', 'Principles of Instruction p3'*
- **exit tickets** – *'Enser - 2020', 'Looking Back, Moving Forwards p2'*

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

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Deliver appropriately timed feedback that focuses on moving learning forward

There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.

Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

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

==**Activities that must be evident:**==

Feedback is ongoing - <u>throughout</u> the learning process *– 'Giamos et al 2024', 'Effective Feedback p4+8'*

Feedback must redirect or refocus the learner's actions to achieve a goal that is: specific, accurate, clear *- 'The Teacher Workload Review Group p8+11'*

Feedback will distinguish between a mistake (carelessness) and an error (misconception) *- 'EEF - A Marked Improvement p11+12'*

Lessons must include in-lesson feedback (real time/live) *- 'EEF - A Marked Improvement p16+22', 'Impact - issue 12 p52', 'Feedback not Marking p4'*

Feedback will only ever focus on the TASK, SUBJECT or SELF-REGULATION *- 'EEF - Teacher Feedback p21+22'*

Praise will only ever be given for learning against the TASK, SUBJECT or the child's SELF-REGULATION *- 'EEF - Teacher Feedback p24'*

Feedback will be linked to targets - to increase pupil progress, but may not be excessive written targets. Targets may be set by pupils and must be short term *- 'EEF - A Marked Improvement p5,19+20'*

==**Activities that the teacher may consider when and how to apply:**==

- **TASK: Feedback targeting how the child might tackle the same type of task in future.**
- **SUBJECT: Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks**
- **SELF-REGULATION: Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.**

English feedback should be applied in that lesson, or the next day *- 'Opitz et al 2011', 'The Michaela Way p53'*

Feedback could be delayed (next lesson/day) to transfer learning into <u>new</u> contexts *- 'Corbett & Anderson 2001', 'Smith et al 2010', 'Impact - issue 12 p46'*

Plan for how pupils will receive and use feedback

3. Plan for how pupils will receive and use feedback

Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

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

Activities that must be evident:

Teachers will design how children are to use feedback and when it is given – *'EEF - Teacher Feedback p4,10,16,20,26+38'*

Teachers will use a record sheet on which to annotate the progress of children and feedback for subsequent lessons. That record will be available in any lesson - *'Khan et all 2024', 'Riverbank Primary p2 + appendices 2 to 5d'*

Pupils will actively seek/want feedback - *'EEF - Teacher Feedback p5+27', 'Impact - issue 12 p46'*

Lessons are always designed with a focus on feedback – *'EEF - Teacher Feedback p5+38'*

All adults will adopt the 'EEF Scaffolding Framework' (Appendix 2), when deciding how to give feedback - *'Third Space Learning p3'*

The teacher must read all pupil's written work whilst recording: - *'EEF - A Marked Improvement p14', 'The Michaela Way p50', 'Impact - issue 12 p73', 'Feedback not Marking p3'*
- **Key spelling errors**
- **Things they did well**
- **Main issues to improve**
- **Exemplary outcomes to share (visualiser)**

A child's response to feedback (in whatever form the teacher chooses) is carried out in purple pen - *'Cantrell Primary School'*

Children are given time in lessons to respond to feedback - *'EEF - A Marked Improvement p5+16', 'EEF - Teacher Feedback p10,26+29', 'Cantrell Primary School'*

Activities that the teacher may consider when and how to apply:

Teachers may choose the format of their record sheet and the details that they include, provided that the document is effective and time efficient - *'EEF - Teacher Feedback p26', 'Riverbank Primary p2 + appendices 2 to 5d'*

Teachers may choose to keep record sheets or dispose of them after the subsequent lesson (keeping record sheets may help to remind the teacher of previous successful/unsuccessful strategies, but historic record will not be used by SLT to monitor teachers) - *'EEF - Teacher Feedback p46', 'Riverbank Primary p2 + appendices 2 to 5d'*

Give children options/choice over their work (in the improvements they make) - *'EEF - Teacher Feedback p22', 'Impact - issue 12 p52'*

Visualisers are used to exemplify good work or discuss what can be improved - at the point of writing - *'EEF - Teacher Feedback p28', 'The Michaela Way p52'*

Use of models and exemplars for children to see what they should aspire to through feedback - *'EEF – Scaffolding Framework', 'Impact - issue 12 p74', 'Principles of Instruction'*

Teachers should vary their feedback strategies, as pupils respond much better – *'La Marca et al 2017', 'Feedback not Marking p6'*

Peer feedback should be applied - *'EEF - Teacher Feedback p28', 'Effective Feedback p6'*

Marking should not require the teacher to spot the mistake for the child - *'EEF – Making Best Use of TAs p15', 'The Michaela Way p48', 'Third Space Learning p2'*

Teachers reward effort shown by pupils when correcting their own work - *'EEF - Teacher Feedback p24', 'The Michaela Way p52', 'Impact - issue 12 p52', 'Cantrell Primary School'*

Children are to use feedback at the moment it is given, which could be identified in the lesson plan, and through regrouping, resources etc. or individualised – *'EEF - Teacher Feedback p4,10,16,20,26+38'*

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

Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

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

Activities that must be evident:

Marking codes will remain across the school to ensure consistency where used - *'EEF - Teacher Feedback p36', 'Cantrell Primary School'*
If teachers choose to mark the child's work it will always be in green pen - *'The Teacher Workload Review Group p7'*
Work (excluding summative assessments) will not be graded - *'EEF - A Marked Improvement p10'*

Activities that the teacher may consider when and how to apply:

There are no requirements for extensive written comments, coloured pens (excluding green for the teacher, purple for the child), or verbal feedback (VF) coding - *'The Teacher Workload Review Group p7', 'Cantrell Primary School'*
Staff are not being told they must not 'mark' - that is their choice - *'EEF - A Marked Improvement p7', 'Feedback not Marking p2'*
Marking should not correct a pupil's mistake(s) - *'EEF – Making Best Use of TAs p15', 'The Michaela Way p48'*

5. Carefully consider how to use purposeful verbal feedback

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

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

Activities that must be evident:

Verbal feedback at the point of application - teachers will circulate the class - *'EEF - Teacher Feedback p38', 'The Michaela Way p52'*

Activities that the teacher may consider when and how to apply:

Pupil/teacher conferences provide dialogue on work - *'EEF - A Marked Improvement p18', 'EEF - Teacher Feedback p31'*
Regroup, where appropriate, to verbalise misconceptions during a lesson instead of the whole class - *'EEF – Teacher Feedback p38', 'Impact - issue 12 p53'*

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

Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.

Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

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

Activities that must be evident:

Pirton Hill follows 'The Principles of Effective Feedback' *- 'EEF - Teacher Feedback p10-33'*
Feedback quality and frequency applies to <u>all</u> areas of the curriculum *- 'EEF - Teacher Feedback p30', 'Riverbank Primary p3'*
Whilst teachers have professional autonomy on how feedback is delivered, strong leadership provides the CPD, support and accountability *- 'EEF - Teacher Feedback p46', 'Riverbank Primary p3'*

Activities that the teacher may consider when and how to apply:

All marking should be 'meaningful', 'manageable' and 'motivating', as set out below: *- 'The Teacher Workload Review Group p4'*
- **Meaningful: teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching**
- **Manageable: no frequency or specified complexity for feedback. Teachers exercise judgement on what feedback to give and when**
- **Motivating: children need the challenge of solving their own problems, they should check their own work**

The quantity of feedback should not be confused with the quality *- 'The Teacher Workload Review Group p4', 'EEF - A Marked Improvement p5'*

Appendix 1 – CPD

At Pirton Hill, we apply the Approach to School Improvement process when providing Continuing Professional Development (CPD) to staff. To ensure that this new framework is implemented effectively, staff will require ongoing CPD to support the themes and skills described.

Exemplification will be taken from 'Teacher Feedback to Improve Pupil Learning – Feedback Vignettes' and used to launch staff training.

The CPD has been linked to the EEF's 6 Principals of Effective Feedback:

1. Lay the foundations for effective feedback:

Correcting spelling mistakes in extended writing - *'The Michaela Way p50'*

The 'show sentence' for whole class editing - *'The Michaela Way p51'*

How to use multiple choice questioning as formative assessment or giving feedback - *'Making Good Progress p164-165', 'Think Piece 6 (Responsive Teaching)', 'Looking Back – Moving Forwards p1'*

How to teach children metacognition strategies – *'Impact – issue 12 p47'*

How to record pupil understanding in/after lessons - *'Impact – issue 12 p73', 'Fletcher-Wood 2018', 'Riverbank Primary School'*

Success criteria - *'The Teacher Workload Review Group p10', 'EEF – A Marked Improvement p20*

Train teachers to know a range of assessment techniques - *'The Teacher Workload Review Group p11'*

How to ask questions as AfL - *'Feedback Not Marking p4', 'Principals of Instruction p3,4+5', 'EEF – A Marked Improvement p18', 'EEF – Teacher Feedback p16'*

What is formative assessment? - *'Think Piece 6 (Responsive Teaching)'*

Using 'exit tickets' - *'Looking Back – Moving Forwards p2'*

The Principles of Effective Instruction (Rosenshine) - *'Principals of Instruction p8'*

Quality First Teaching (QFT) before anything else! - *'EEF – Teacher Feedback p13'*

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

Feedback that aids understanding, as opposed to correction - *'Impact – issue 12 p53'*

EEF Framework (for feedback) - *'EEF - Teacher Feedback p20', 'Third Space Learning p3', 'Principals of Instruction p7 (scaffolding)'*

Identifying errors over mistakes (or, what is a misconception?) - *'EEF – A Marked Improvement p11+12'*

How to give whole class feedback - *'EEF – Teacher Feedback p30'*

3. Plan for how pupils will receive and use feedback

How to use a visualiser - *'The Michaela Way p53', 'Feedback Not Marking p6'*

How to review work on a visualiser, to and with the whole class to celebrate and improve - *'The Michaela Way p53', 'EEF – Teacher Feedback p28'*

How to foster children's desire to receive feedback - *'EEF – Teacher Feedback p27', 'Impact – issue 12 p46'*

How to decide what feedback to give, and when - *'EEF – Teacher Feedback p7,20+22', 'The Teacher Workload Review Group p9'*

Delivering in-lesson 'live' marking - *'EEF – Teacher Feedback p36+37'*

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

Maintain some of the PHPS marking codes/symbols - *'EEF - Teacher Feedback p36'*

5. Carefully consider how to use purposeful verbal feedback

Using verbal feedback - *'EEF - Teacher Feedback p11+38'*

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

What OFSTED says about marking - *'OFSTED Handbook (clarification for schools)', 'The Teacher Workload Review Group p9'*

What do the teacher standards say about marking? - *'The Teacher Workload Review Group p7', 'Teacher Standards 1.6'*

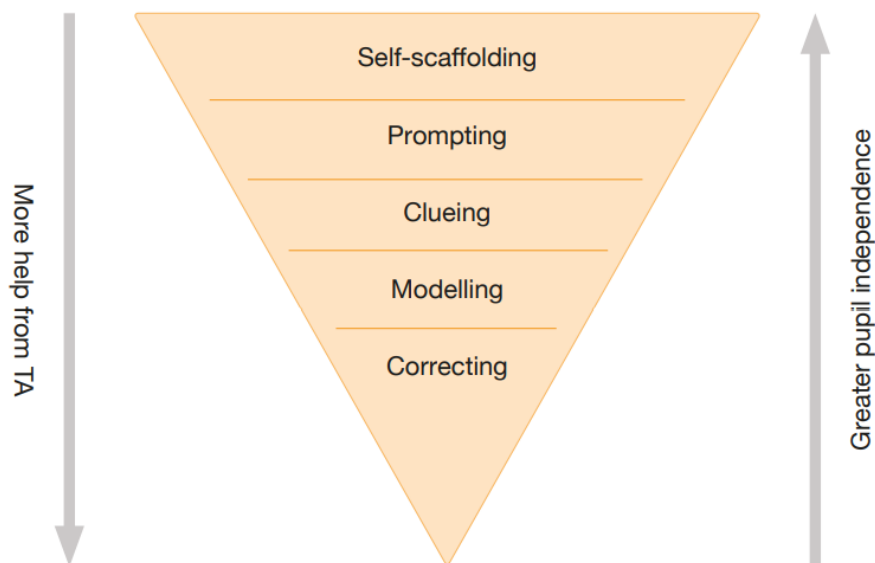**How should leaders monitor feedback and hold teachers to account?** - *'Cantrell Primary School'*

Appendix 2 – 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.

More help from TA →

Greater pupil independence →

- Self-scaffolding
- Prompting
- Clueing
- Modelling
- Correcting

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.

Education Endowment Foundation

Appendix 3 – PHPS Marking Codes

Whilst it is not appropriate or practical to demarcate every spelling, punctuation, grammatical or handwriting error, the class teacher could use their professional judgement to identify errors that they know that the child should not have made.

It is important that all teachers apply the same marking codes **if they choose to use them** but using green pen. This ensures continuity of understanding through the school. Children can also use the same codes but **must** use purple pen.

- Spelling errors/misconceptions will be underlined in green

- Grammatical errors/misconceptions will be underlined in green by a

- Punctuation errors/misconceptions will be identified in green by a

- Missing words will be identified in green by a

- English target being met in extended writing identified by a