

“Improve the pupil, not just the work.” — Dylan Wiliam (2017)

1. The Feedback Toolkit - Teacher chooses the most effective tool for the task to ensure we move the learning on.

To keep workload manageable, teachers must use a combination of the three non-negotiable strategies in the toolkit below as their primary feedback methods. Other strategies (such as self and peer assessment) may be used to supplement these, but never replace them:

- **Real-Time Verbal Feedback** : Carried out live during lessons through teacher roving, questioning, and mini-whiteboards (MWBs) - **Evidence** - observed in lessons.
- **Whole-Class Feedback (WCF)**: Completed after looking through a class set of books or tasks. Rather than writing individual comments, the teacher notes down collective trends, highlights model work (WAGOLL), and addresses common misconceptions at the start of the next lesson or at an appropriate time to prevent misconceptions continuing unnecessarily. **Evidence** - [WCF sheet](#)
- **Diagnostic Written Marking**: Reserved for key summative or formative points embedded in your Scheme of Learning (e.g., end-of-topic tests, key assessment tasks, or extended pieces of writing). Written feedback **must be actionable, featuring a prompt, question, or suggested edit that forces the student to think.** **Evidence** - written in books and responded to by pupils in purple pen.

2. Student Responsibility & Routines

Every lesson, across every subject, these student habits **MUST** be embedded:

- **The Silent Start Rule**: Every lesson starts with a silent start task - where all pupils **MUST** attempt the questions provided. This must be reviewed, self-assessed, and corrected by the student immediately using their **purple pen**
- **Dedicated Improvement and Reflection Time**: Whenever feedback is provided (written, verbal, or whole-class), teachers must allocate Dedicated Improvement and Reflection Time (DIRT) Students must show their progress by making corrections or editing their work in **purple pen**
- **Handwriting must be readable by another person** - this should be challenged when it is not.
- **Standard Presentation Rules**:
 - Write the **Title and Date** at the start of every lesson and underline them with a ruler
 - Write exclusively in **black ink**; use **pencils** for all drawings, graphs, tables and diagrams.
 - Home Learning (HL) must be clearly labeled as **"HL"** and be visible in books* (the back of the book is acceptable) - *Core subjects should keep track of their online HL and set this via Edulink.

3. Universal Literacy Code - Teacher indicates error/s in [blue highlighter](#). Students must correct these errors in their purple pens:

Code	Error	Student purple pen response
	Underlining	Pupils must underline title, date, or section using a ruler.
	Spelling	Pupils must write out the correct spelling 3 times in the margin - teacher to identify <u>subject specific terminology</u> in the first instance.
	Punctuation	Pupils must add the missing full stop, comma, question mark, exclamation mark or inverted commas.
	Capital Letter Misuse	Pupils must rewrite the full word correctly with its capital letter
V	Vocabulary	Pupils must choose a more appropriate/precise word
^	Text Missing	Use a ^ to insert the missing word(s) - Pupil must add in the missing word/s
//	New Paragraph	Mark exactly where a new paragraph should logically begin - pupils should

FACULTY ADDITIONS TO THE NON NEGOTIABLES:

Faculty	Up to 2 Bullet points to outline any practice IN ADDITION to the whole school framework.
English	•
Maths	• Key stage 3 QLA - 3 a year after each end of term assessment. • Key stage 4 QLA - After each set of mocks undertaken.
Science	•
Humanities	•
Creativity	•
Innovation	•