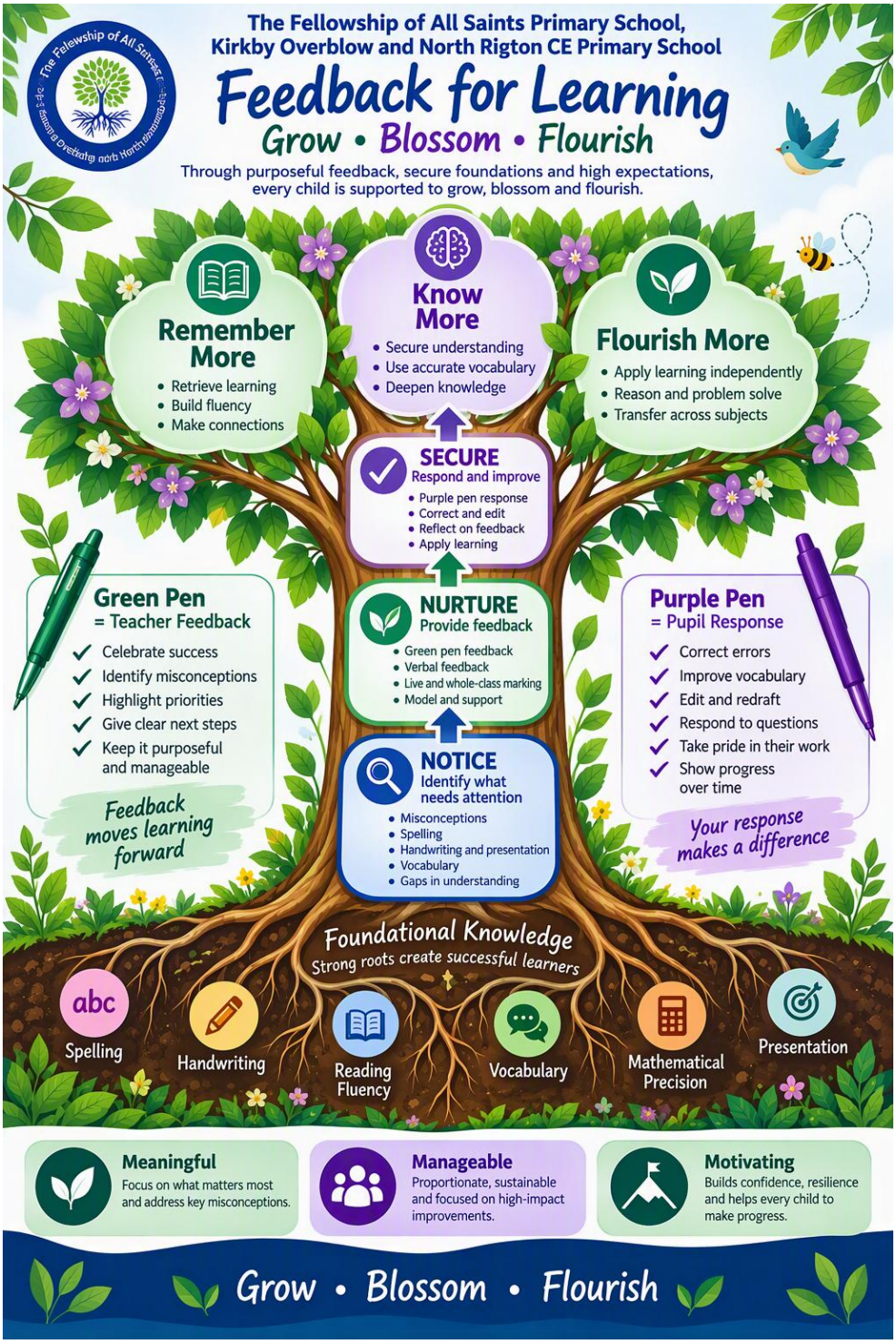
Fellowship Feedback for Learning - Summary Document

Published: November 2026



Principles

All feedback should help children remember more, know more and flourish more. Feedback must be meaningful, manageable and motivating, while ensuring foundational knowledge such as spelling, handwriting, presentation and vocabulary is routinely embedded across the curriculum.

Remember, Know, Flourish Framework

Remember More: Secure foundations - spelling, handwriting, presentation and vocabulary across all subjects.

Know More: Purposeful teacher feedback in green pen and pupil response in purple pen.

Flourish More: Children independently apply corrections and knowledge across the curriculum over time.

Feedback Expectations

- **Immediate feedback** through live marking, questioning and verbal feedback.
- **Review feedback** identifies learning misconceptions and key foundational errors.
- **Responsive feedback** informs future teaching and intervention.

Foundational Knowledge Non-Negotiables

- Prioritise up to (but no more than) 3 key spelling corrections.
- Challenge inaccurate subject vocabulary.
- Address handwriting and presentation when below expected standard.
- Ensure pupils respond to feedback using purple pen.

Staff Marking Codes

Code	Meaning
SP	Correct the spelling (place code above the identified word/s)
V	Change or uplevel the vocabulary (place code above the identified word/s)
P	Change or add in the relevant punctuation (place code above the relevant gap/error)
HP	Handwriting / Presentation reminder
RW	Rework this section (mark section to edit with *)
S	Staff supported work (1:1)
GW	Group work (supported by staff)
VF	Verbal Feedback Given

Teachers will routinely promote high standards of foundational knowledge across the curriculum. This includes age-appropriate expectations for spelling, handwriting, presentation and accurate use of subject-specific vocabulary. Staff will identify the errors most likely to impede future learning and ensure pupils address these through purposeful response tasks.

Please note that codes for Y6 writing may differ slightly, including identifying a spelling error in the margin rather than identifying the word explicitly.

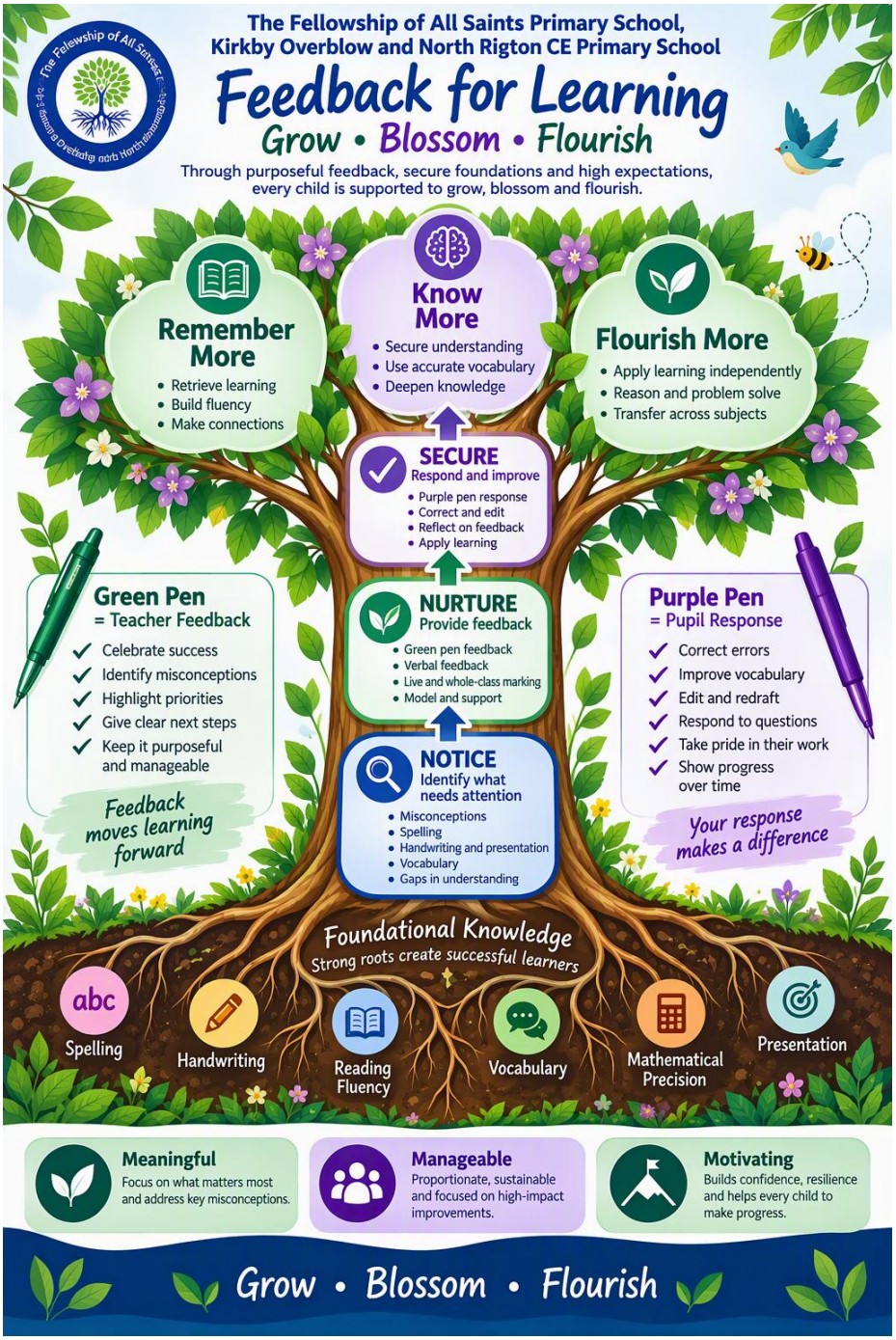
Evidence Base

This policy is informed by the EEF guidance report 'Teacher Feedback to Improve Pupil Learning (2021)', which recommends laying the foundations for effective feedback, delivering feedback that moves learning forward, and planning for how pupils receive and use feedback. The EEF highlights that feedback principles are more important than the method of delivery and that written feedback should be purposeful and time efficient.

Sources: EEF Teacher Feedback to Improve Pupil Learning (2021); DfE Writing Framework (2025); Ofsted English Subject Report (2024).

Fellowship Feedback for Learning – Detailed Guidance

Published: November 2026



Core Principles

All feedback should help children:

- Remember more.
- Know more.
- Flourish more.

Feedback is most effective when it identifies and addresses misconceptions in foundational knowledge while supporting pupils to improve their current learning.

The Fellowship expects feedback to be:

Meaningful

Feedback identifies the most important next step in learning and addresses misconceptions that will impact future success.

Manageable

Feedback is proportionate and sustainable. Staff are not expected to mark everything in depth or provide extensive written comments in every piece of work.

Motivating

Feedback should build confidence and resilience through clear actions which enable improvement.

The Three Types of Feedback

1. Immediate Feedback (Most Common)

Provided during lessons through:

- Verbal feedback
- Live marking
- Mini whiteboard checks
- Questioning
- Visualisers
- Whole-class feedback

This feedback source is expected in every lesson.

This remains the most powerful form of feedback because misconceptions are addressed immediately and 'in the moment'.

2. Review Feedback

Following a piece of work, staff will identify either:

A Learning Error

A misconception linked to lesson content.

Example:

- Incorrect mathematical calculation
- Incorrect scientific understanding
- Historical misunderstanding

Or

A Foundational Error

A barrier to future success regardless of subject.

Examples:

Writing

- Common exception words
- Subject-specific vocabulary
- Basic punctuation
- Capital letters

Presentation

- Handwriting formation
- Letter sizing
- Number formation
- Ruler use

Curriculum Knowledge

- Key vocabulary
- Subject terminology
- Recall of previously taught content

3. Responsive Feedback

Teachers adjust:

- Future teaching
- Group work
- Intervention
- Retrieval activities
- Pre-teaching

Evidence of impact is seen in subsequent learning, not through lengthy marking.

Fellowship Non-Negotiables: Foundational Knowledge

To support consistency across the two schools, staff will routinely monitor the following across all curriculum books:

In every Subject, teachers will look for:

Spellings

Correct spelling of:

- Common exception words
- Year-group statutory spellings
- Subject-specific vocabulary

Teachers do not correct every spelling error.

Instead, staff will:

- Identify up to 3 priority spellings
- Children will then correct these in purple pen.

Handwriting and Presentation

Teachers will routinely challenge:

- Incorrect letter formation
- Poor joins (where appropriate)
- Untidy presentation
- Inconsistent sizing
- Children not using one digit per box in maths

Not every error requires correction.

Teachers should focus where presentation impedes communication or falls below the expected standard for the individual pupil.

Vocabulary Precision

Across all subjects teachers should challenge inaccurate vocabulary.

Example:

Science: *"plant food"* → *nutrients*

Maths: *"times"* → *multiply*

Geography: *"place"* → *settlement*

Marking Expectations

Green Pen = Adult Feedback

Adults use green pen to:

- **Acknowledge answers in books**

✓ tick when work has been checked and is correct.

- **Identify Improvement**

Teachers may:

- Identify an error with the relevant marking code
- Highlight a misconception
- Write a short prompt

Additionally, staff will verbally praise a child for a specific answer. They may also positively notice an element of the child's work, which would be shared on a Positive Noticing tag.

Purple Pen = Pupil Response

Children use purple pens to:

- Correct spellings
- Improve vocabulary
- Edit sentences
- Redraft calculations
- Respond to questions

- Complete retrieval tasks

Response Expectations

Teachers should only ask pupils to make corrections where the correction will improve learning.

Children should not be routinely:

- Copying out large sections
- Rewriting pages of work
- Completing excessive corrections

Instead, responses should be:

- Short
- Purposeful
- Linked to learning

Whole-Class Feedback Approach

Following a lesson, teachers may provide whole-class feedback on IWBs instead of individual written comments. These may sometimes be printed and stuck in pupil books.

Whole-class feedback should identify:

What Went Well ...

- Strong vocabulary
- Accurate knowledge
- Effective reasoning

Even Better If ...

- Common misconceptions
- Frequent spelling errors
- Presentation concerns

This whole-class marking should then inform next steps for teachers including:

- Starter activities
- Retrieval practice
- Follow-up teaching

Monitoring Expectations

Senior Leaders and Subject Advocates evaluating books will look for evidence that:

Teachers

- Address misconceptions promptly.
- Challenge foundational errors.
- Prioritise important learning.
- Use feedback proportionately.

Pupils

- Respond to feedback in purple pen.
- Improve errors when identified.
- Apply corrections in future work.

Books

- Show improvement over time.
- Demonstrate increasing accuracy in spelling.
- Reflect the Fellowship's handwriting scheme.
- Are well presented, neat and cared for.
- Reflect secure curriculum knowledge.

Fellowship Feedback Codes:

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Teachers will routinely promote and insist upon high standards of foundational knowledge across the curriculum. This includes age-appropriate expectations for spelling, handwriting, presentation and the accurate use of subject-specific vocabulary. Staff will identify the priority errors most likely to impede future learning and ensure pupils address these through purposeful response tasks.

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