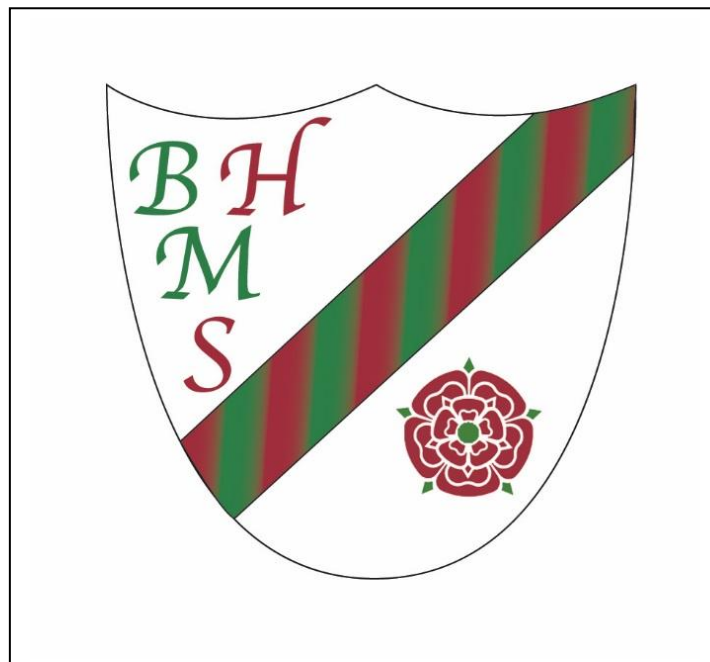


# Bedford Hall Methodist Primary School Feedback Policy



Adapted by:	L Draper
Date agreed:	January 2025
Next Review Date:	January 2028
Chairs Signature	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Summer 2022	Amy Burkes	1	Revision of policy.
November 2023	Rachael Hewitt	2	Adapted marking code for clarity.
Spring 2025	L Draper	3	Added contents page Changes to aims and objectives in relation to latest research Removal of 'rewards'

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## Mission Statement

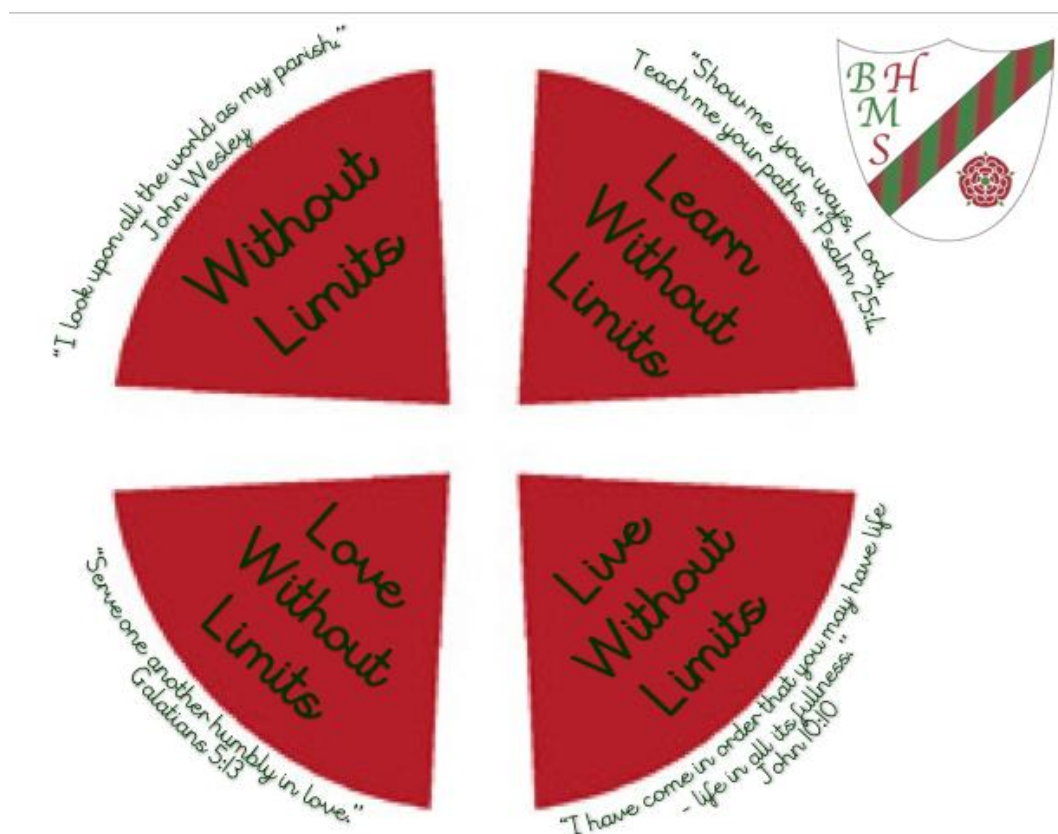
Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential. To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Safeguarding Statement

At Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

## Vision



## Rationale

Feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. It has been found to be one of the most significant factors in children making good progress.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of Key Stage 1 feedback is verbal. A great deal of verbal praise is given. We use our judgements as professionals in a constructive way when working with young learners to take them forward.

We believe that the most effective way of feedback for all pupils is through dialogue.

## Aims

- To assist learning
- To provide information for assessment
- To allow pupils to reflect on their past performances and understand the next steps in their learning.
- To inform planning
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work

## Objectives

At Bedford Hall feedback:

- Is positive and constructive with specific praise given.
- Is timely so misconceptions are addressed at the soonest point
- Is related to needs, attainment and ability
- Is related to specific next steps and learning objectives which a/re shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work (*and that of others – where appropriate*)
- Sets next steps for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

## Teaching and Learning

This policy reflects and reinforces the aims that feedback will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

### Guidelines

- As often as possible, feedback is provided before the next lesson in a series.
- Homework is marked to the same standard as class work.
- A **green pen** is used for feedback, and care is always taken to preserve the integrity of pupils' work. Teacher's feedback should be in a coherent and legible script following the school's handwriting policy.
- Feedback includes both verbal and written feedback.
- The date, title and learning objective/activity (recorded by the children where possible and appropriate) are included on all pieces of work.
- When work is marked it will always state whether the child worked with the teacher, teaching assistant or independently.
- Feedback will always include whether the child has achieved the objective.
- There may be times when it is appropriate for a teaching assistant to annotate work or provide feedback.
- In English, Small ticks should be used to provide positive feedback linked to specific learning objectives/ learning for that week. Two ticks should be used above the words/sentences that link directly to the learning objective. One tick should be used above other year group objectives.
- Next steps should be included in feedback where appropriate to show children how to move forward in their learning – again linking to objectives / learning. These comments should be specific in order to move the learning on.
- Next steps may be provided verbally, on an individual, group or whole class basis and therefore may not be seen in books. However, pupils' response to these next steps will be noticeable.
- Responding to teachers' written comments or verbal feedback is a skill and children will be taught how to reflect on these and respond to them. Read and Respond (RAR) time takes place daily.
- Any Read and Respond work, self or peer marking / assessment should be completed by the child in **purple pen**.
- When work is discussed during a lesson, the adult will write the code 'VF' in the margin to indicate that verbal feedback has been given.
- Talk partners – children are encouraged, when appropriate, to evaluate their own work and the work of others against the learning objective, in verbal or written form.
- Self assessment – used when necessary. This may include 'smiley faces' and the 'traffic light' system.
- Teachers should acknowledge children's purple pen through a tick, correction or next step comment (if appropriate).
- Children's responses should link to the teachers question as opposed to general comments such as *'thank you'* or *'I enjoyed this.'*

## Planning and Assessment

Feedback has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback.

### SPaG

Spelling mistakes should be identified when it is a high frequency word or appears on the age related expectation year group word list (or below). A **maximum of 3 spelling mistakes** should be corrected per piece. A squiggle will be used to underline the spelling error to enable children to identify this. The child should attempt to self-correct the mistake unless it is a really difficult word.

Identification of the number of punctuation and grammatical errors within a piece will be at the discretion of the teacher. A circle ○ will be used to indicate a punctuation or handwriting error. The children should then identify the error and self-correct.

An omission will be identified using a ^ to indicate where the omission is. Children should identify the error and self-correct.

### Next step feedback

Teachers may plan to mark a group of work, so that they can focus on developing particular objectives through the use of next step feedback. The questions used in next step feedback need to do one of two things: 1) address a misconception 2) challenge or provide a next step.

In mathematics mastery materials (such as resources on the White Rose Hub) can be used for next steps, in addition to next step questions.

### Fix-it groups / pre-learning

Pre-learning may take place before a new topic with some children. The heading 'Pre Learning' will be used to identify when this has taken place. In addition to next step questioning, misconceptions may also be addressed through Extended Learning Opportunities (ELOs) or interventions. The heading 'ELO' or 'Intervention' will be used to identify when this has taken place.

Feedback is for the direct benefit and improvement of the children's work.

Feedback is therefore undertaken by the teacher to inform the child of the progress they are making and next steps they need to work towards.

### Agreed Code

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in every Key Stage 2 classroom so that all children are aware of the meaning of the various markings.

Key Stage 1 teachers will use the code as an aide memoire as appropriate to the age of the child.

Comments can be written whenever necessary, giving targets for future work.

Common exception words are highlighted on independent pieces of work (mainly in English) to indicate when these have been used.

~~~~ Spelling error. A squiggle will be used to underline a spelling mistake. The children should then identify the error and self-correct.

^ Omission

/ Start new line

// Start new paragraph

**C** correction (if a whole page is wrong e.g. maths then the teacher would stop marking and speak to the child)

○ Punctuation or handwriting error. A circle will be drawn to identify the error. For a larger section of writing a bracket { may also be used.

√ Correct. In English, this can be used to indicate where year group objectives have been used well.

√√ Used to indicate examples of where the learning objective has been met.

**PR** Proof read. The code will be written in the margin next to the line/ paragraph that needs proof-reading.

● To indicate an error in mathematics (placed by the side of a calculation)

**VF** Verbal feedback given

**I** worked independently

**TA** worked with teaching assistant


**T** worked with teacher

**OM** Learning Outcome Achieved






**WTO** Working towards Learning Outcome

**ONM** Learning Outcome not met

## Appendix 1: Feedback Code



# Marking Writing

|                                                                                                                                     |                                                                                                                 |                                                                                                            |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------|
|  <p>Spelling or<br/>grammar error</p>              |  <p>Word or phrase missing</p> | <p><b>PR</b></p> <p>Proof-read and correct</p>                                                             |                                             |
|  <p>Punctua-<br/>tion or<br/>handwriting error</p> |  <p>New<br/>line</p>           |  <p>New<br/>Paragraph</p> | <p><b>VF</b></p> <p>Verbal<br/>Feedback</p> |

Well done!

You have met a year group objective

You have met your learning objective or success criteria

Don't forget to:

Date and title each piece of work

Use a ruler to underline

~~Cross-out~~ mistakes neatly

Always use a purple pen for editing or corrections

Take pride in EVERY piece of work.