

	Bridlewood Primary School	Last reviewed: September 2025
		Next review: September 2028
	Feedback Policy	Page 1 of 5

Rationale

Feedback is an integral part of the learning process. We aim to provide a system of feedback that is consistent and continuous remembering that every interaction is an intervention. Feedback will be meaningful, manageable and motivating. We believe that children make the most gains in lessons when it is immediate, and misconceptions are addressed at the point of learning. Evidence suggests that the most effective form of feedback is verbal, and we achieve this by giving a mixture of individual, group and whole class verbal feedback at the end of lessons and during mid lesson learning stops.

Teaching & Learning Principle:

6. Effective Feedback

One of our six teaching and learning principles is 'Effective Feedback'. Our TPAT Learning Principles Toolkit outlines core strategies that anchor great teaching. The Toolkit provides practical, high-leverage strategies that bring our learning principles to life in everyday classroom practice, supporting exceptional learning experiences. Further details can be found in the TPAT learning Hub.

The toolkit strategies for '**Effective Feedback**' includes:

- Live and whole class feedback
- Quality questioning
- Checking for understanding
- Feedback that leads pupils to 'make a change' (MAC)

Aims of Feedback

Evidence of feedback is not recorded for external verification its sole focus is to further children's learning. It should:

- Be explicitly linked to the intentions of the lesson
 - Be specific, accurate and clear to empower children to reflect upon their learning and take responsibility to improve their own work
 - Where possible, be given during the lesson putting the onus on the children to correct their own mistakes rather than providing the correct answers for them
 - Be used to provide an appropriate challenge to children in lessons, allowing them to make good progress, encouraging them and supporting further effort
 - Be used to inform and adjust teaching both within and across a sequence of lessons
 - Encourage a learning dialogue between pupil and teacher and pupils collaboratively, showing that work is valued
 - Ensure that feedback leads to action so that pupils can 'Make a Change' (MAC)
 - Encourage children to think about high quality presentation
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	Bridlewood Primary School	Last reviewed: September 2025
		Next review: September 2028
	Feedback Policy	Page 2 of 5

Child-led Feedback

Child-led feedback such as peer feedback, self-marking and self-review are vital. These types of feedback are explicitly taught, modelled and reviewed in line with metacognition and ReflectEd weekly lessons. Children self-assess across a variety of subject areas using colours to indicate their understanding:

- Red - I don't know anything about it (yet)
- Yellow – I know a little but need some help
- Green – I am confident
- Blue – I can coach

Children are encouraged to think about their learning and their own next steps. As well as explicit instruction and modelling, classroom dialogue is used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk helps to build knowledge and understanding of cognitive and metacognitive strategies. Dialogue is purposeful and structured, with teachers guiding and scaffolding the conversation to ensure it is challenging and builds on prior subject knowledge.

Written Feedback Procedures

- There is no expectation for written feedback at the end of a piece of work, rather there should be evidence of live feedback during the lesson. Reference can be made to the feedback codes
- When giving written feedback all adults use cursive handwriting in green pen
- At times, a next step may be used to indicate where a specific challenge has been set to move learning forward
- Words, phrases, stickers or smiley faces may also be used to indicate praise. Often this is done alongside live and verbal feedback
- A purple 'polishing' pen will be used for self-reflection and editing by children

In addition to this, a particularly successful piece of work may be awarded with a team point, a certificate in celebration assembly, a Golden Writing award or it may be put on display.

	Bridlewood Primary School	Last reviewed: September 2025
		Next review: September 2028
	Feedback Policy	Page 3 of 5

Feedback Codes

English

p	Punctuation error in that line
sp	Spelling error to be looked up and corrected and a wiggly line put underneath the error
?	This doesn't make sense
O	Capital letter needed or in the wrong place
^	An omission
//	New paragraph or new line
∩	Finger space

Maths

✓	Correct
•	Incorrect, try again

T	Supported by a teacher
TA	Supported by a teaching assistant
VF	Verbal feedback given
I	Independent learning
S	Supply
HLTA	HLTA

Correction Procedures

- Corrections will be completed above or near to work
- Errors will be neatly crossed out with a pencil and ruler

Implementation of this policy is the responsibility of all staff.

	Bridlewood Primary School		Last reviewed: September 2025
			Next review: September 2028
	Feedback Policy		Page 4 of 5

Appendix 1
'Non Negotiables' for Presentation

Children are expected from year two upwards to:

- Use cursive handwriting (reception and year one will use print)
 - Write the date and underline with a ruler (English - long date, all other subjects - short date)
 - Stick work in neatly
 - Miss every other line when completing a piece of written work in order to allow for space to edit and improve their writing
 - Put one clear line through mistakes
 - Use capital letters for all proper nouns e.g. days of the week/months of the year
 - Use capital letters and full stops in sentences
 - Use correct orientation and correct descender/ascender formation for letters and numbers
 - Take pride in presentation
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	Bridlewood Primary School	Last reviewed: September 2025
		Next review: September 2028
	Feedback Policy	Page 5 of 5

Appendix 2

'Non Negotiables' for Teacher Feedback and Pupil Reflection

Teachers are expected to:

- Develop a good understanding of where the children are with their learning so that timely interventions can take place
- Use dialogue, including a range of questions, during the lesson to assess and move learning forward
- Be aware of children who fall into vulnerable groups (pupil premium, EAL, SEND) so that their feedback can be prioritised during a lesson
- Move around the classroom during teaching to enable them to closely monitor learning
- Regularly give a mixture of individual, group and whole class verbal feedback at the end of lessons and during mid lesson learning stops

Pupils are expected to:

- Use a purple 'polishing' pen to edit, improve or mark their own work
- Use red, yellow, green or blue colours to self-assess their learning against the learning objective at the end of relevant lessons