

Bledlow Ridge School



Feedback Policy

Date agreed	Review	Notes
September 2023	September 2025	
September 2025	September 2027	

1. Rationale

Feedback is central to improving pupil learning and outcomes and is grounded in evidence from the Education Endowment Foundation (EEF, 2025). Feedback must be meaningful, manageable and motivating. It should help pupils understand what they have done well, where they need to improve, and how to improve.

The school has taken on Vygotsky's Zone of Proximal Development concepts to support pupils' self assessment.

At Bledlow Ridge School we place the child at the core of the feedback policy. Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

"We all need people who will give us feedback. That's how we improve." -Bill Gates

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Bledlow Ridge School understand that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

The principles of feedback at Bledlow Ridge School are:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- We understand that feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Types of Feedback

We accept that teachers are best informed to make the judgement of what type of feedback is necessary to best further a pupil's learning. This may mean that different children are given different types of feedback for the same piece of work completed. It may be there is little evidence of written feedback apparent in books, but this does not mean that feedback has not taken place.

Type of feedback	What it looks like
Live Marking	This is immediate and child specific. The teacher will look over a child's work during the lesson and point out praiseworthy features or any misconceptions and address them straight away. This feedback has a quick and significant impact on the children's learning during the session. This may be done verbally, in which case the adult may have shown modelling in books or worked through a question together - there may be evidence of this in books.
Rapid Response	Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task
KS1	Children use red pens for capital letters and any form of punctuation, this will be phased out throughout Year 2. Purple pens are used to edit work. This may be teacher led/prompted or independent editing.
Written feedback	A teacher will give written analysis of the work and give written feedback of what the children needs to do next. Work will be annotated, and children will be directed to a specific area of the work they need to improve. This will only be used when the teacher feels it is the most effective way of giving feedback. All written feedback comments should be completed in green pen.
Highlighters	Green and orange highlights will show achievement against the learning question (LQ)/ title or success criteria. The LQ or title within a piece of work will be highlighted green to show that the learning question has been achieved. The LQ/evidence within a piece of work may be highlighted orange to show specific examples of where there are misconceptions or edits are required.
Marking symbols will be used consistently and displayed in classrooms	See appendix for symbols
Peer and Self Reflection	This can be an effective and useful tool for helping children take responsibility for their own learning. Children are supported in reflecting in greater depth using the Zone of Proximal Development (ZPD), developed by psychologist Lev Vygotsk (see example in appendix and displayed in classrooms). Pupils are required to reflect on their progress in each lesson using ZPD. This will be completed verbally or when appropriate, pupils will be asked to add an R, A or G next to the Learning Question. There should be clear guidelines for the children to follow in how to evaluate their own work and this should be explicitly modelled by the teacher beforehand to ensure the quality of their reflections. Pupils will need training over time to become successful in this. Children will use purple polishing pens to correct/mark/edit their work. Use of the Zones of Proximal Development (ZPD)

	This approach helps pupils understand that they need to challenge themselves (i.e. be working within the amber zone) in order for them to move forward in their learning. Children can reflect on which zone they are working in throughout and at the end of a lesson/unit.
Other feedback	<p>Ticks (in green pen/green highlighter) are used when answers are correct. If an answer is incorrect teachers will use an orange highlighter or green X/C (depending on age)</p> <p>Following whole class feedback there will be a F.I.T (Feedback and Improvement Time) session. In this time the children will be expected to identify the common errors they have made (as fed back by the teacher) and use their understanding to improve their work. A child who has exceeded the learning outcome may be given a task to extend their learning (for example, problem solving or reasoning) and children who need more individual support may be given this in a more guided way by an adult.</p>

Monitoring

Evidence and monitoring of this feedback policy will be through conversations with teacher and pupils, visits to classrooms and looking at pupil books.

Pupils' Targets

Writing and maths target record sheets are kept in pupil's books. When a pupil has achieved a target, adults or the child will tick off the target, record the short date and cross reference it on the work where this target has been achieved (e.g. T1 met).

For Pupils who have Learning Plans, they must have their targets stuck into their maths and english books. When these targets are met, these need to be ticked and dated and referenced next to the work using LP target to differentiate from the year group targets.

Sharing of the Learning Question, Title or/and Success Criteria

Teachers are expected to share the learning question/title or/and success criteria **when appropriate**.

- The learning question should be written or explained in **child-friendly language**. It should be as concise as possible. A title can be used instead of a learning question.
- Where appropriate pupils will write the learning question/title at the start of each piece of work. In the Foundation Stage and Year 1 and Year 2 or for pupils with additional needs the learning question can be printed and stuck in each pupils' book.
- Learning questions will be underlined with a pen/pencil using a ruler
- Teachers may use their discretion, particularly for pupils in Year 1 or for pupils with Special Educational Needs, whether additional support is given with writing the learning question. (e.g. LQ is stuck in the book or teacher/LSA writes the LQ for the pupil)

Presentation

Children are expected to take pride in the presentation of their work (no doodling on the front cover or margins) and feedback on this should be given by teachers where necessary. Where presentation is not of a high standard, then it is important that teachers identify this with pupils and require them to complete the work again. Teachers should also model good presentation when writing in pupils' books, using green pen.

Presentation of children's work:

- The date, learning question/title should be underlined using a ruler.
- **Date:** Should be written on the top left-hand side of the page.
 - In KS1 children use the short date in all subjects except English - teachers can use their professional judgement when to use the short or long date
 - In KS2 use the long date in English and the short date in Maths.
 - In other subjects it is at the discretion of the teacher and should reflect the task set (e.g. for a write up of a science experiment it would be appropriate to write the short date and for a piece of writing in history it would be appropriate to use the long date).
- **Numeracy:** work completed must be in pencil. All lines should be drawn with a ruler.
- **All other subjects:**
 - EYFS, Year 1, 2 and 3, work should be completed in pencil. If, during Year 4, the teacher feels that a pupil's handwriting is developed enough, then they may award a pen licence and pupils can use a blue handwriting pen
 - In Year 5-6 all pupils should use a blue handwriting pen. However, there may be occasions where year 5-6 pupils continue to use pencil. This is the discretion of the teacher
 - For pupils with SEN or for those who need additional support with their handwriting, teachers may use their discretion as to whether pupils write the long date or short date or continue to use pencil/use a different type of pen that supports the development of their handwriting

Appendix 1

Marking symbols to be used by teachers as and when appropriate	
Symbols	Children's Language
Green Highlight on LQ 	You have met the learning question
Orange Highlight on LQ 	You are beginning to meet the learning question
VF	Verbal feedback has been given
WS	I have had support with this
I	You completed this independently
Sp	Spelling error - write out correct spelling 3 times
. or X/C or orange highlighter	You need to make a correction
Self Assessment & Feedback	
ZPD	Green – comfort: I understand this Amber– challenge: I am almost there, I need more practice Red – I'm not sure: please explain this to me again



How will adults give me feedback?

The 'Learning Question' or 'Title' will be highlighted

Green	You have met the learning question
Orange	You have nearly met the learning question
No highlighter	You have not met the learning intention yet

Other symbols adults will use

Sp	Correct the spelling and write out 3 times
?	This doesn't make sense - re-write/edit in purple pen
X/C or orange highlighter	Make a correction

They might also use the following symbols to show support given in class today:

WS	With support
VF	Verbal feedback given
I	Independently



Assess your work

R = red (I'm not sure)
A = amber (challenge)
G = green (comfort)

