

Bledlow Ridge School



Feedback Policy

Date agreed	Review	Notes
September 2026	September 2028	

Introduction

At Bledlow Ridge School, effective feedback is central to high-quality teaching and learning. It helps pupils recognise success, address misconceptions and understand how to improve, while developing confidence and independence.

Feedback may be verbal, written, modelled or demonstrated, and is an integral part of responsive teaching. It should be timely, purposeful and lead to action by the pupil, teacher or both.

We recognise that high-quality feedback has greater impact than extensive written marking. Teachers' time is best spent planning and delivering effective teaching and responding to pupils' learning needs. Our approach therefore prioritises meaningful feedback while avoiding unnecessary workload.

Purpose and Aims

Our approach to feedback aims to:

- improve outcomes for all pupils;
- identify and address misconceptions quickly;
- provide clear guidance about how to improve;
- develop confidence, resilience and independence;
- inform planning and responsive teaching;
- maintain high expectations across the curriculum;
- promote pupils' ownership of learning;
- ensure consistency while allowing professional judgement; and
- minimise unnecessary teacher workload.
-

Principles of Effective Feedback

At Bledlow Ridge School:

- feedback should improve learning;
- high-quality teaching comes before feedback;
- feedback should be timely, purposeful and proportionate;
- the most effective feedback often happens during lessons;
- teachers should regularly review pupils' work and adapt teaching accordingly;
- feedback should develop independence rather than dependence;
- teachers should distinguish between mistakes and misconceptions;
- feedback should be kind, specific and ambitious;
- professional judgement should determine the most appropriate form of feedback; and
- evidence of feedback should never be produced solely for monitoring purposes.

The impact of feedback matters more than the amount of written marking.

Foundations for Effective Feedback

Effective feedback begins with high-quality teaching. This includes:

- clear Learning Questions;
- carefully sequenced learning;
- explicit modelling and worked examples;
- effective questioning;
- guided and independent practice;
- retrieval and review; and
- adaptive teaching.

Teachers continually assess pupils' understanding through questioning, discussion, observation, mini whiteboards and review of pupils' work. Misconceptions should be identified and addressed as early as possible.

Teaching should be adapted in response to pupils' understanding rather than waiting until work has been formally marked.

Pupils should understand what they are learning, why they are learning it, what success looks like and how they can improve.

Examples of effective feedback

Examples of effective feedback may include:

During the Lesson

- Verbal feedback: "Read that sentence aloud. Does it make sense? What could you change?"
- Prompting: "Check your calculation again. Which step might you need to reconsider?"
- Questioning: "How do you know? Can you explain your reasoning?"
- Modelling: The teacher demonstrates an improved sentence, calculation or technique before asking the pupil to apply the approach independently.
- Immediate correction: A misconception is identified and addressed before the pupil continues practising it.
- Challenge: "You have explained what happened. Can you now explain why?"

Where appropriate, pupils should act on this feedback immediately.

After Reviewing Pupils' Work

Feedback may inform the next lesson rather than result in individual written comments. For example:

- reteaching a concept that several pupils have misunderstood;
- sharing and discussing a strong example;
- modelling how a piece of work could be improved;
- providing additional practice;
- working with a small group on a shared misconception; or
- identifying pupils who need further support or challenge.

Learning Questions

Learning Questions provide a clear focus for teaching, learning and feedback. They should be visible, shared with pupils and referred to throughout lessons.

Teachers should use Learning Questions to:

- clarify the purpose of learning;
- maintain a clear focus throughout the lesson;
- support assessment of understanding;
- help pupils reflect on their learning; and
- focus feedback discussions.

Pupils are not required to copy Learning Questions into their books, allowing more time to be focused on learning.

EYFS

In the Early Years Foundation Stage, feedback is predominantly immediate and verbal. Adults continually observe children's learning and respond through:

- conversation;
- modelling;
- questioning;
- praise and encouragement;
- extending play; and
- demonstrating new skills.

Children should be encouraged to reflect on their learning in age-appropriate ways and develop increasing independence.

Observation and interaction remain the primary means of assessing and responding to learning in EYFS.

Presentation Expectations

High-quality presentation encourages pupils to take pride in their learning. Teachers should model good presentation and maintain consistently high expectations.

Pupils are expected to:

- write the short date for each piece of work;
- include a title where appropriate;
- present work neatly;
- form letters and numbers correctly;
- use the school's Kinetic Letters handwriting approach;
- underline dates and titles with a ruler where appropriate;
- organise their work carefully; and
- take pride in the appearance of their books.

Where presentation does not meet expectations, teachers should provide appropriate feedback and support pupils to improve their work. This may include modelling expectations, improving a section or, where appropriate, completing work again.

Feedback about presentation should always be supportive and encourage pupils to take pride in their work.

Marking, Recording and Feedback

Teachers should use the agreed Bledlow Ridge School feedback systems alongside their professional judgement. These provide a consistent language for pupils and staff while allowing teachers to respond appropriately to individual learning needs.

The purpose of marking is to support learning. Teachers are not expected to provide written comments on every piece of work or create evidence of feedback solely for monitoring purposes.

Marking Symbols

Marking symbols to be used by teachers as and when appropriate	
Symbols	Children's Language
VF	Verbal feedback has been given
WS	This work has been completed with support
I	This work has been completed independently
Sp	Spelling error
■	A correction needs to be made
✓	A tick identifies an element that the pupil has done well
✓✓	Double tick to identify the elements the pupil has done particularly well. Could be accompanied by a word e.g. ✓✓ description
<u>Self Assessment & Feedback</u>	
Where appropriate, pupils should be encouraged to reflect on their understanding using the school's agreed system:	
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	

Our Commitment

At Bledlow Ridge School, feedback is about moving learning forward. Our aim is for every pupil to understand what they have achieved, recognise what they need to do next and develop the confidence and independence to improve.

Feedback should be purposeful, manageable and, above all, make a difference to learning.