



Bromstone Primary School

Feedback Policy

Formulation date:

Senior Team Responsibility: Senior Leader – Teaching, Learning and Assessment

Governors' Reviewing Committee: Quality of Education

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Associated Documentation: Teaching and Learning policy

Feedback Policy

Rationale

At Bromstone Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the workload implications of traditional written marking and base our policy on evidence from the Education Endowment Foundation (EEF).

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.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Purpose of feedback

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil (e.g., making corrections to spellings, punctuation or elements of grammar).

Our feedback cycle

Our feedback cycle aims to make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that children are provided with timely and purposeful feedback that furthers their learning. Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons. It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching.

Progression of feedback:

While the purpose of feedback remains consistent across all years at Bromstone Primary School, the type of feedback given will vary depending on the age and need of the children. Where possible, feedback should be predominantly immediate and verbal - particularly with EYFS, KS1 and pupils with cognition and learning and/or communication needs. When working with children, feedback given later in time and removed from the task has little or no impact.

We believe that pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age and need appropriate way, so that they complete work to the highest standard. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced.

How we give feedback

Type	What it looks like
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers. • Often given verbally to pupils for immediate actions. • Praises effort and contributions. • May involve the use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task.
Responsive	• Takes place as close to the lesson as possible. • Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge. • Often given verbally and recorded in teacher mark books. • Is decided upon after conference with all adults supporting the lesson.
Summary	• Involves reading/looking at work after an independent task. • May add to any over-arching strengths and misconceptions that were identified in lesson time. • Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. • Will inform summative data, alongside assessments.

Feedback linked to Maths

Day-to-Day Assessment and Live Feedback

Maths lessons are assessed using a combination of live verbal feedback, minimal written annotation, and high-quality teacher modelling in line with the White Rose teaching approach. During class input, pupils are frequently given opportunities to share their understanding verbally, on whiteboards, or with their table partners. To demonstrate and develop their understanding, pupils are explicitly encouraged and given the space to make mathematical jottings alongside their questions. To further build reasoning skills and support long-term memory retention, teachers regularly present 'wrong' examples featuring common misconceptions for the class to collaboratively discuss and correct.

Marking and Pupil Responsibility

Written annotations by teachers are minimal and infrequent, generally reserved for indicating a specific calculation error or clarifying a complex concept. The primary focus remains on whole-class modelling and verbal intervention.

- When marking in books, class adults use a simple tick for a correct answer or a dot to indicate an error, using a purple pen.
- The onus, where appropriate, is on the child to use metacognitive strategies to identify their specific mistakes and correct them. Adults support this by providing probing questions and prompts to encourage 'thinking deeply', rather than simply leading them to the answer.
- While number formation is still developing in EYFS and Key Stage 1, incorrect formation may be explicitly identified with a written comment or adult model in the book, also using a purple pen.

Utilising the Mark Book for Feed-Forward Planning

Pupils aim to complete four adapted White Rose lessons each week (focussing on Fluency, Reasoning, and Problem Solving to support a mastery approach) alongside one standalone arithmetic lesson. This sessions will focus on arithmetic skills that teachers have identified as needing attention during the lesson's assessment process.

- **Addressing Misconceptions:** When individual or whole-class misconceptions and frequent calculation errors are identified, teachers record this in their mark book. This directly feeds forward into an actionable task or recap in the next lesson. Furthermore, these notes dictate the specific arithmetic skills that require attention during the weekly standalone arithmetic lesson.
- **Celebrating Work and Extending:** When a pupil demonstrates strong mastery of a concept, the teacher notes this in the mark book, signalling that the child is ready to move on to a 'Deeper Thinking' extension task. Exceptional work is shared with the class, with the teacher clearly explaining the mathematical choices that made the work successful.

Long-Term Assessment

Alongside day-to-day feedback, teachers gain valuable insights into how much mathematical knowledge is being retained over the long term through the use of White Rose assessments across Years 2 to 6.

Feedback linked to English

Day-to-Day Assessment and Live Feedback

English lessons utilise a combination of feedback strategies to drive pupil progress. This includes verbal feedback given in the moment (both individually and to the whole class), teacher modelling through our 'sentence stacking' approach, and structured opportunities for pupils to read, share, and receive constructive peer feedback. Written annotations in pupil books are minimal and infrequent—occasionally used to indicate a spelling error or a section requiring review—ensuring the primary focus remains on high-quality whole-class modelling and live verbal guidance.

Independent Writing and Editing

All independent writing sessions incorporate, or are immediately followed by, dedicated editing time. Pupils use this time to refine their composition and transcription based on feedback provided by the class teacher and support adults.

Utilising the Mark Book for Feed-Forward Planning

The teacher's mark book is used strategically to capture both good progress and emerging gaps in understanding:

- When a pupil produces particularly good work, the teacher notes this in the mark book. This identifies the pupil as being ready to 'deepen the moment' and extend their writing. These pieces are often shared as strong examples with the class, with the teacher explicitly unpicking and explaining exactly what made the writing successful.
- Frequent errors or whole-class misconceptions are also recorded. These notes directly feed forward into an actionable task or a targeted recap at the start of the next lesson. To support this, teachers will frequently create deliberately poor or incorrect examples of writing, inviting the class to analyse and improve them as part of the ongoing modelling process.

Formal Assessment and Moderation

Each term, pupils aim to complete two independent writing pieces across a range of genres.

- **Tracking:** These pieces are formally assessed against the Kent Steps tracking statements (or ITAF statements for Year 6). The relevant assessment statements are attached directly to the pupil's work when it is handed back.
- **Moderation:** To ensure accuracy, consistency, and appropriate challenge across the school, teachers engage in termly moderation with their year group partners and the wider teaching staff.