



Bromley Heath Infant School

Responding and Feedback policy

Author/Person Responsible	Tina Long
Date of Ratification	Feb '20
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	1 year
Review Date	Feb 2021
Related Policies	
Chair of Curriculum Committee Signature	
Signed _____	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	Feb'20
EIA CARRIED OUT BY:	T.Long	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		NA
Gender reassignment		NA
Marriage and civil partnership		NA
Pregnancy and maternity		NA
Race		NA
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		NA
Gender identity		NA
Sexual orientation		NA

Any adverse impacts are explored in a Full Impact Assessment.

Introduction:

High quality feedback is integral to the continuous assessment of children, enabling teachers to plan next steps and differentiate effectively. It also provides opportunities to celebrate children's learning ensuring that they feel valued and enabling them to fully engage with their learning.

Aims:

At Bromley Heath infant School we aim to support children's learning by providing high quality feedback regularly that enables them to make rapid progress with their learning.

Feedback can be written or more often verbal, it will identify errors or misconceptions and will provide opportunities for children to reflect and act upon comments made.

All feedback will have an attention to detail which will consistently promote high standards and will provide the children with encouragement, guidance and opportunities to improve their work.

Feedback is also used to provide opportunities for children to develop accurate self and peer assessment skills.

Feedback:

In Foundation Stage, verbal and written feedback will be given in the presence of the child as reflected in the Foundation Stage Policy. However, as children progress through the school and produces a greater quantity of work, feedback will on occasion be provided away from the child.

The schools 'Feedback and Responding' codes are to be used in all year groups. (See Appendix 1)

All written comments should be written in blue ink using an exemplary cursive text. Responses should be clear for the child to read and understand and relate to the 'Can I' questions or our learning attitudes.

The target star or triangle (See appendix 2) will be used to provide feedback on children's attainment of their secretarial skills. Children will be encouraged to self-assess against these criteria as they progress.

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A wish will indicate next steps for the children and will be placed on the next page in their books. Time should be given for children to respond to feedback and revise, edit and improve their work.

Celebration of Achievement

Stickers, stamps, certificates and work presented in our star achievers assembly are used to celebrate high quality work.

WoW work will be displayed on class learning walls and highlight the successful features of the work.

Appendix 1 – Feedback and Responding codes attached.

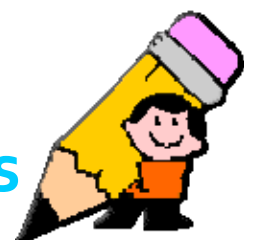
Appendix 2 – Target Star codes

This policy has been revised and agreed by staff and governors at BHIS and will be reviewed annually.



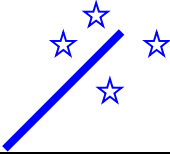


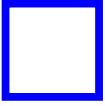



Date: _____Jan 16_____ Signed: _____

Review date	Jan 2017	Signed	√
Review date	Jan 18	Signed	√
Review Date	Feb'20	Signed	
Review date		Signed	

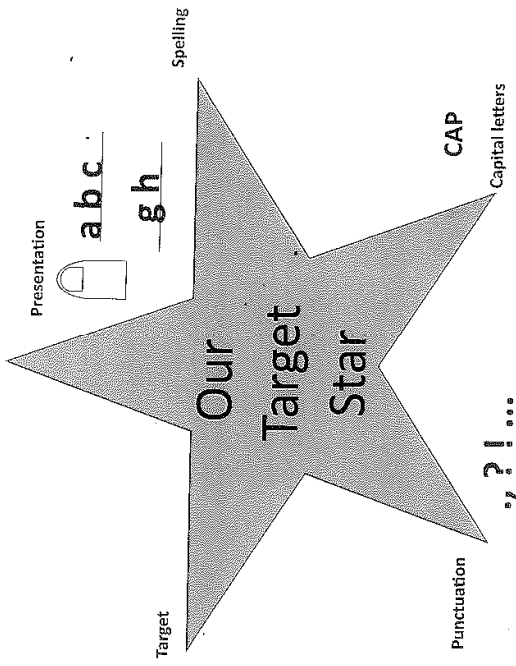
Bromley Heath Infant School
Feedback /Responding Codes



All marking is in blue ink

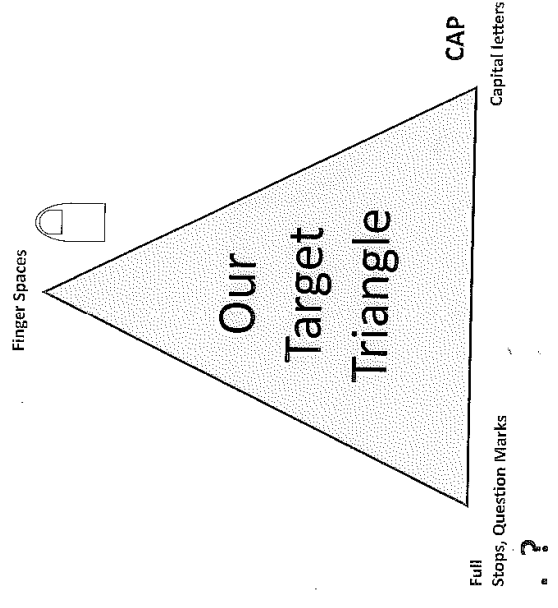
I	Independent work.
TG TA PH	Teacher guided/TA guided/ Parent helper guided – where an adult has worked and supported the group or child.
 	Learning objective met - smiley face with a circle round it next to the learning objective. Learning objective not achieved.
	Next steps – How the child can improve their learning.
VF	Verbal feed back – feed back has been given verbally to the child.
   }	For maths, tick correct, dot incorrect with box for child to add corrections.
<u>sed</u>	For writing , underline any errors in yellow pen for pupils to make corrections.
  	Children self assess their work using a colour code.

Year 2



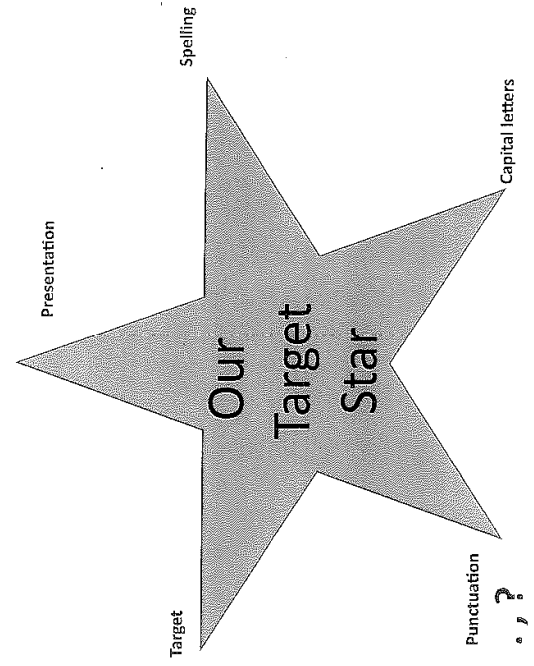
Bromley Heath Infant School 2016/17

EYES



Bromley Heath Infant School 2016/17

Year 1



Bromley Heath Infant School 2016/17

