

# Bromley Heath Infant School

## Responding and Feedback policy

|                                                                    |                             |
|--------------------------------------------------------------------|-----------------------------|
| <b>Author/Person Responsible</b>                                   | <b>Abigail Perry-Hodge</b>  |
| <b>Date of Ratification</b>                                        | <b>March 2025</b>           |
| <b>Review Group</b>                                                | <b>Curriculum Committee</b> |
| <b>Ratification Group</b>                                          | <b>As above</b>             |
| <b>Review Frequency</b>                                            | <b>1 year</b>               |
| <b>Review Date</b>                                                 | <b>March 2026</b>           |
| <b>Related Policies</b>                                            |                             |
| <b>Chair of Curriculum Committee Signature</b><br><br>Signed _____ |                             |

## Equality Impact Assessment (EIA) Part 1: EIA Screening

|                                           |                      |                         |               |
|-------------------------------------------|----------------------|-------------------------|---------------|
| <b>Policies, Procedures or Practices:</b> | Marking and Feedback | <b>DATE:</b>            | March 2025    |
| <b>EIA CARRIED OUT BY:</b>                | K Harris             | <b>EIA APPROVED BY:</b> | A Perry-Hodge |

### 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------|
| <b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)                        |                                      | <b>NA</b>                                   |
| <b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) |                                      | <b>N A</b>                                  |
| <b>Gender reassignment</b>                                                                                                                      |                                      | <b>NA</b>                                   |
| <b>Marriage and civil partnership</b>                                                                                                           |                                      | <b>N A</b>                                  |
| <b>Pregnancy and maternity</b>                                                                                                                  |                                      | <b>N A</b>                                  |
| <b>Race</b>                                                                                                                                     |                                      | <b>N A</b>                                  |
| <b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)                                       |                                      | <b>N A</b>                                  |
| <b>Gender identity</b>                                                                                                                          |                                      | <b>N A</b>                                  |
| <b>Sexual orientation</b>                                                                                                                       |                                      | <b>N A</b>                                  |

Any adverse impacts are explored in a Full Impact Assessment.

## **Introduction:**

High quality feedback is integral to the continuous assessment and progress of children, enabling teachers to plan next steps effectively and support children's progress in their learning. It also provides opportunities to support children in recognising learning attributes (bears) needed to be successful; how they have improved or developed in their learning, and to promote their self-belief, confidence and pride in learning.

## **Aims:**

At Bromley Heath infant School we give regular and purposeful feedback to support children's learning, enabling make rapid progress with their learning.

Feedback can be written or verbal; it will identify errors or misconceptions and will provide opportunities for children to reflect and act upon comments made. We recognise that feedback given at the time, and often verbal, is the most effective.

Feedback provides children with encouragement, guidance and/ or opportunities to improve their work; it 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 alongside the child as reflected in the Foundation Stage Policy. However, as children progress through the school and produce a greater quantity of work, feedback may be written in books for later reference.

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 'I Can' statements or our learning attitudes.

The target star or triangle (see appendix 2) will be used to provide feedback on children's attainment of their writing skills. Children will be encouraged to self-assess against these criteria as they progress. A Bromley Bear 'Improve Bear' stamp indicates next steps for the children and is placed at the top of the next page in their books. Time is given for children to respond to feedback – to revise, edit and improve their work.

## **Celebration of Achievement**

Stickers, stamps, headteacher awards, and certificates presented in 'Celebration Assembly', are used to celebrate high quality work. Good examples of work will be displayed on class learning walls and highlight the successful features of the work.

Appendix 1 – Feedback and responding codes

Appendix 2 – Target star and triangle codes

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

Date: March 2025 Signed: \_\_\_\_\_

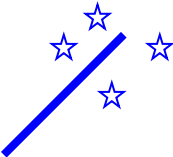
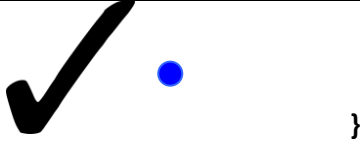
|             |                                                                           |        |   |
|-------------|---------------------------------------------------------------------------|--------|---|
| Review date | Jan 2017                                                                  | Signed | ✓ |
| Review date | Jan 18                                                                    | Signed | ✓ |
| Review Date | Feb'20                                                                    | Signed | ✓ |
| Review date | Feb 21                                                                    | Signed | ✓ |
| Review date | March 2023<br>Revised around new practice.                                | Signed | ✓ |
| Review date | March ' 24                                                                | Signed | ✓ |
| Review date | March 2025<br>Edited to include the use of the Bromley Bear improve stamp | Signed | ✓ |

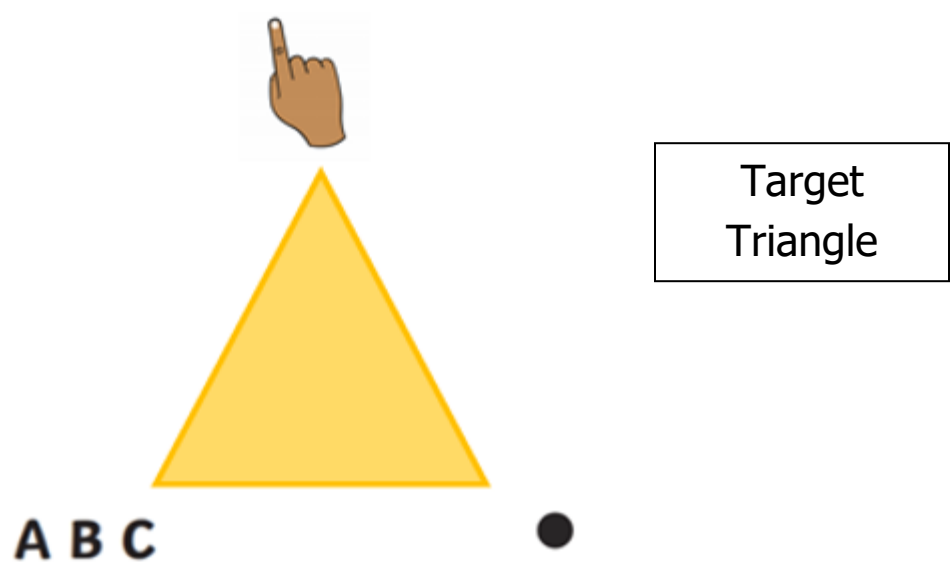


# Bromley Heath Infant School

## Feedback /Responding Codes

*All marking is in blue ink*

|                                                                                     |                                                                                                     |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <p>TG<br/>TA</p>                                                                    | <p>Teacher guided/TA guided – where an adult has worked and supported the group or child.</p>       |
|    | <p>Learning objective met - smiley face with a circle round it next to the learning objective.</p>  |
|   | <p>Next steps – How the child can improve their learning.</p>                                       |
|  | <p>In maths books, tick correct answers and dot incorrect for child to add corrections.</p>         |
|  | <p>In writing, underline any key errors (for that child) in pen for pupils to make corrections.</p> |



Target Star



Target Star