



# Bradshaw Primary School

## Academic Guidance and Feedback Policy

<b>Version Number</b>	1.0
<b>Date policy last reviewed</b>	March 2026
<b>Policy Type</b>	Mandatory
<b>Owner</b>	Headteacher
<b>Approved By</b>	Local Governing Body
<b>Approval Date</b>	March 2026
<b>Next Review Date</b>	March 2027

## Review Date and Summary of Changes

Date of review	Summary of changes
March 2026	New

Signed by:

RHill

Headteacher

Date:

March 2026

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LMitchell

Chair of Governors

Date:

March 2026

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This policy has been revised following whole-school evaluation, including monitoring, teacher feedback, and a review of *Teacher Feedback to Improve Pupil Learning* (Education Endowment Foundation, June 2021).

Bradshaw Primary School believes that effective teacher feedback supports pupil progress, builds learning, addresses misconceptions, and closes the gap between where a pupil is and where the teacher wants them to be.

## Introduction

The purpose of this policy is to ensure that all pupils receive feedback that improves learning and achievement while developing confidence and independence. It ensures consistency in feedback practices across the school.

At Bradshaw, all marking and feedback aim to be:

- **Meaningful**
- **Motivating**
- **Manageable**

This policy reflects the views and experiences of teaching and support staff across the school. Responding to children's work is the responsibility of all staff and is reviewed regularly, informed by educational research (see Appendix A).

## Purpose of Feedback

Feedback and marking are used to:

- Recognise pupils' achievements and progress from their individual starting points
- Inform and stimulate further learning within a sequence of lessons
- Support pupils in identifying next steps, targets, and areas for development
- Enable teachers to plan future teaching, including challenge, practice, or re-clarification
- Support accurate assessment of pupil attainment
- Inform other staff involved in monitoring progress
- Identify where interventions are required, supported by clear SMART targets

## Types of Feedback

Feedback is given in ways appropriate to pupils' age, stage, and learning needs:

- **Verbal feedback** – ranging from brief comments to detailed discussions with individuals or groups
- **Written feedback** – comments, symbols, ticks, scores, or a combination
- **In-lesson feedback** – shared during modelling, plenaries, partner talk, or group work

To support progress, pupils in Maths, Reading, and Writing receive daily feedback.

## Principles and Ethos

The Education Endowment Foundation defines feedback as:

“Information given by a teacher to pupil(s) about their performance that aims to improve learning.”

Effective feedback is an interaction between teacher and pupil that:

- Acknowledges work
- Checks learning outcomes
- Identifies next steps
- Drives pupil progress

Feedback may:

- Focus on different content depending on pupils' needs
- Be delivered in different forms
- Be directed to individuals, groups, or whole classes
- Be provided immediately or delayed, based on professional judgement

Children are expected to check, proofread, and edit their work before it is marked. All children are provided with **Improvement Time (IT)**, during which they respond to feedback in purple pen.

## **Expectations in Children's Books**

### **Learning Objective and Success Criteria**

The Learning Objective and Success Criteria provide a clear framework for teaching, learning, and assessment.

For pupils, they:

- Clarify expectations
- Support self-reflection and ownership of learning

For teachers, they:

- Support assessment against curriculum objectives
- Identify where support or challenge is needed

Learning Objectives are linked to National Curriculum objectives and adapted to age and stage. Success Criteria are derived from year group key skills and are referenced throughout the lesson. Children reflect on their learning at the end of lessons, with support, using the Learning Objective and Success Criteria as a reference.

## **Phase-Specific Expectations**

### **EYFS / KS1**

**English:** The Learning Objective and Success Criteria (where necessary) will be at the top of the page.

**Maths:** The Learning Objective (based on White Rose small steps) will be at the top of the page; this may span multiple days and be marked accordingly.

**Science & Foundation Subjects:** The Learning Objective is evident in books or on Seesaw from Year 1 onwards. This will be presented as the lesson enquiry, with the appropriate skills and knowledge recorded.

### **KS2**

**English:** The written Learning Objective and Success Criteria (where appropriate) are recorded in books and adapted to the age and stage of learners.

**Maths:** The Learning Objective (based on White Rose small steps) will be at the top of the page; this may span multiple days and be marked accordingly.

**Science & Foundation Subjects:** The Learning Objective is evident in books or on Seesaw from Year 1 onwards. This will be presented as the lesson's focus, with the appropriate skills and knowledge recorded.

### **Presentation Expectations**

- Dates must be written correctly (spelling days of the week is a Year 1 expectation).
- Long date in English (on the left-hand side).
- Short date in Maths and foundation subjects (dd.mm.yy).
- Underlined with a ruler.

### **Academic Guidance for Feedback**

Feedback:

- Addresses Learning Objectives and Success Criteria
- Highlights strengths and areas for development
- Addresses age-appropriate spelling, punctuation, and grammar across the curriculum
- Encourages self- and peer-assessment where appropriate
- Provides opportunities for challenge or consolidation

### **Celebrating Success and Feedforward**

#### **Green for Growth**

Green pens are used to identify:

- Misconceptions
- Errors
- Areas for improvement
- Missing Success Criteria

#### **English:**

Use a green pen and double tick to show where elements of the Success Criteria could have been applied or improved. Alternatively, this may address an error or misconception. This should be addressed in Improvement Time or during the next lesson.

If a child has not included sufficient evidence to assess a criterion, **W/T (Working Towards)** will be used. The child should understand that they will need to demonstrate this in subsequent lessons.

### **Maths and other curriculum subjects:**

Use a green pen to highlight or underline elements of work that show a lack of understanding or need revisiting. Misconceptions are also recorded on one-page marking documents and stored in the one-page marking folder. These misconceptions will then be addressed in the following lesson, intervention, or that same afternoon as part of post-learning.

Basic skills at an age- and stage-appropriate level must be addressed across the wider curriculum.

Feedforward and notes on one-page marking documents will provide next steps or additional practice. Written comments should be constructive and specific, for example:

- “Please consider vocabulary choices to increase suspense.”
- “Check spelling.”
- “Re-read section two and edit.”

**VF** may be used to indicate that verbal feedback (for praise and/or next steps) has been given in place of a written comment.

### **Subject-Specific Guidance**

#### **Maths**

- Correct answers: tick in green
- Incorrect answers: green underline or dot
- Incorrect formation: green circle with correct model; child should then practise further
- Green comments provide next steps or challenge

#### **Science and Foundation Subjects**

Teachers will give feedback in every lesson and record this in one-page marking folders. Basic skills, including handwriting and grammar, must be addressed in all written pieces across the curriculum.

Teachers should assess understanding of the Learning Objective, address any misconceptions or errors, and record these in the one-page marking folder.

- Double tick in green – secure understanding
- Green pen – misconceptions or errors
- Basic skills addressed consistently




#### **Marking Codes**

Codes should be written in green pen in the margins (KS2) to enable pupils to make specific improvements and corrections independently, promoting deeper learning.

Marking codes are used consistently and are age appropriate. They will be stuck into children’s books for reference if necessary.

### **EYFS and Year 1 and where necessary Y2- Y6**

Some children will have a more visual success criteria depending on their age and stage of learning. The class teacher will introduce codes from KS2 marking codes as the children become more confident with 'Improvement Time' and dependent on their age and stage of learning.

	<b>ABC</b>	 Finger spaces	. ! ?	<b>Tall</b> and <small>short</small> letters	<u>On the</u> <u>line</u>	

## Year 2 - KS2

Codes are written in green pen in margins or on the line depending on the age and stage of the child to promote independence.

**Sp = Spelling**  
**P = Punctuation**  
**SS – Sentence structure**  
**VF = Verbal feedback**  
**CL – Missing capital letter**  
 ^ missing word  
 // = New paragraph  
 ➡ Next steps  
**IT = improvement Time**

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## **Codes to Show Teaching Process**

Codes may also be used to show the level of support provided:

- T – Teacher
- TA – Teaching Assistant
- I – Independent

- S – Scribed

Where support varies during a lesson, this should be indicated (e.g. T during initial support, I when working independently). This supports moderation and assessment.

## **Handwriting and Presentation**

Handwriting should be corrected when appropriate. Choose one or two letters or a letter join to model at the bottom of the page. Look for patterns (e.g. descenders: y, p, g, j). Correct reversed digits in Maths and model improved presentation if required.

Children should practise and then correct their work using purple pen.

Handwriting correction includes:

- Modelling 1–2 letters or joins
- Addressing reversals and formation
- Ensuring pupils practise before correcting

## **Spelling Guidance**

Teachers should:

- Mark age-appropriate spellings or patterns (e.g. -ed endings)
- Limit corrections to five words
- Ensure children practise corrected spellings three times

Support should look like:

**Level 1:** Underline the incorrect part or whole word in green and provide the correct spelling for copying.

**Level 2:** Underline the incorrect part so the child identifies the precise error.

**Level 3:** Underline the whole word; the child amends the error independently.

**Level 4:** Write *Sp* in the margin so the child identifies and corrects the word independently.

## **Children's Response to Feedback**

Children should feel motivated and engaged by the marking process and be provided with quality time to edit and improve during Improvement Time (IT).

- Pupils respond in purple pen
- Responses are checked and acknowledged
- Incorrect responses are addressed promptly

## **Assessment and Feedback in EYFS**

In EYFS, continuous assessment tracks pupil progress daily. Observations are uploaded to Seesaw as part of each child's online learning journey.

**English:**

Weekly writing is recorded in writing books. Teacher-guided writing includes a Learning Objective, which is marked and double ticked in green when evidenced. The teacher records insight into the child's understanding.

**Maths:**

Evidence is recorded on Seesaw. Next steps are discussed verbally and shared with children.

**Foundation Subjects:**

Evidence is also recorded on Seesaw. Work clearly states whether it was completed independently or with support. Green pen is used to address misconceptions. Teachers ensure a wide range of abilities is represented across the unit.

**Monitoring and Evaluation**

Subject Leaders and SLT monitor feedback through:

- Pupil voice
- Book looks
- Learning walks

They check that guidance is followed to ensure marking is meaningful, motivating, and manageable. Feedback is given to staff to support next steps where necessary, and best practice is shared.

**Making Marking Manageable**

Marking must be meaningful and motivating. All work is acknowledged; therefore, all work in books receives feedback.

Written feedback must be manageable so that quality time can be spent on planning and preparing resources, while maintaining a positive work-life balance.

When assessing work, teachers should consider the impact of their feedback. Greater independence may require more detailed marking. Guided or heavily scaffolded work may require minimal written feedback. Professional judgement should determine the appropriate level of detail.

There are occasions (e.g. planning for a final write) when marking only needs to address spelling and logical sequencing. Lengthy comments are not required in such cases.

Peer and self-marking may be used when purposeful (e.g. Maths starters, fluency tasks, pre-read activities). These must be completed in purple pen and reviewed by the teacher for accuracy.

**Policy written by Amy Knowles (Deputy Headteacher) – February 2026**

**Ratified:**

**Review date: January 2028**

**Appendix**

<b>Symbol or Code</b>	<b>What It Means</b>	<b>Simple Explanation for Children</b>
VF	Verbal Feedback	Your teacher will talk to you about your work.
CL	Missing Capital Letter	Don't forget your capital letter!
^	Missing Word	A word is missing here. Add one in!
//	New Paragraph	Start a new paragraph here.
→	Next Steps	This shows what you should work on next.
IT	Improvement Time	Time to make your work even better!
T	Teacher	The teacher helped with this work.
TA	Teaching Assistant	A teaching assistant helped with this work.
I	Independent	You did this all by yourself.
S	Scribed	Someone wrote it for you while you said the words.