



**Feedback Policy 2025 - 2026**  
RIBBLE DRIVE PRIMARY SCHOOL  
Be the best that you can be!



**Rational:**

Our approach to marking enables us to realise both our Mission Statement:

"Be The Best That You Can Be"

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy supports Articles 2 (No Discrimination); Article 3 (Best Interests of the Child), Article 12 (Respect for Children's views), Article 28 (Access To Education) and Article 30 (Right to Culture, Language and Religion): UNICEF: The Convention on the Rights of the Child.

**Intent**

Ribble Drive Primary School understands that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback.

Staff at Ribble Drive will ensure that all feedback and marking avoids negativity, and instead encourages learners to take part in a dialogue that improves their performance and extends their learning.

The policy also focuses on making the most effective use of teacher and support staff time and ensures that marking is consistent throughout the school.

Our policy is supported by research and the findings from the EEF Marking Review as follows:

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.
2. Feedback can be effective during, immediately after and sometime after learning. Feedback policies should not over specify the frequency of feedback
3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).
4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy - but it is crucial to monitor impacts on staff workload. Written marking may play one part of an effective feedback strategy - but it is crucial to monitor impacts on staff workload.
5. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

**Implementation**

**Feedback should:**

- Be an integral process throughout all lessons and a two-way process between the teacher and pupil.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Take place in many forms with predominately verbal feedback.
- Flash marking and use of codes should celebrate and address errors within composition, spelling, grammar, vocabulary and punctuation.
- Time should be given for pupils to respond to marking and feedback.
- Look different across different year groups and key stages.

- Aim to reduce teacher workload, but it is expected that teachers understand individual children and their learning.
- Pupils should know where they are in their learning and their next steps to improve.

### Providing feedback to children:

Effective feedback takes place as close to the point of teaching and learning as possible. Timing of feedback can be categorised into the following three stages:

1. **Immediate feedback:** This dialogue takes place during the lesson. Immediate feedback can be done 1:1 or during a mid-point review to address common misconceptions.
2. **Summary feedback:** This may take place at the end of a lesson. It may involve self and peer assessment.
3. **Distance feedback:** This takes place away from the lesson and provides feedback for the teacher about how well pupils have understood concepts or applied the skill. This in-turn informs planning and future learning opportunities.

### Providing feedback to children:

Type of feedback	What might it look like	Evidence for observers
<b><u>Immediate feedback:</u></b>	<p><b>Takes place within lessons as part of teaching.</b></p> <ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from verbal responses, mini-whiteboards, book work etc...</li> <li>• Takes place in lessons with individuals, small groups or the whole class.</li> <li>• Is given verbally so that the impact can be immediate.</li> <li>• May be given by teaching assistants, other adults or peers.</li> <li>• May involve further support, challenge or a change of task.</li> <li>• May re-direct the focus of teaching or the task.</li> <li>• Does not need to be evidenced by a way of written comments.</li> </ul> <p>At Ribble Drive, we will also provide:</p> <ul style="list-style-type: none"> <li>✓ Flash marking</li> <li>✓ Positive praise linked to learning (marbles, DOJOs)</li> <li>✓ iPads to share work on air-server, seesaw or Class Dojo</li> <li>✓ Sharing work by reading good examples, asking for whole class support to up-skill, or using the visualiser.</li> <li>✓ Peer and self-marking within the lesson.</li> </ul>	<p>Classroom observations and learning walks.</p> <p>Pupil Voice</p>
<b><u>Summary feedback:</u></b>	<p><b>Takes place at the end of a lesson or activity.</b></p> <ul style="list-style-type: none"> <li>• Usually involves groups or whole classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take form of self- or peer-assessment against an agreed set of criteria.</li> <li>• May involve strategies such as 'entrance/exit' questions.</li> <li>• In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.</li> </ul> <p>At Ribble Drive, we will also:</p> <ul style="list-style-type: none"> <li>✓ Teachers to use whole class feedback at the start of each lesson focussing on general misconceptions.</li> <li>✓ Teachers may need to redirect their teaching focus to meet</li> </ul>	<p>Classroom observations and learning walks.</p> <p>Evidence of self and peer assessment and purple polishing pens.</p> <p>Working walls</p> <p>Seesaw</p> <p>Pupil Voice</p>

	<p>the needs of the class.</p> <ul style="list-style-type: none"> <li>✓ Pupils to mark/ edit and redraft using 'polishing purple pens'</li> </ul>	
<b><u>Distance feedback:</u></b>	<p><b>Takes place away from the point of teaching.</b></p> <ul style="list-style-type: none"> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• Teachers may group books into different piles to identify where 'group feedback' is required in the next session.</li> </ul> <p>At Ribble Drive, we will also:</p> <ul style="list-style-type: none"> <li>✓ Teachers to use whole class feedback</li> <li>✓ Share examples of good work, in class and show to SLT to be praised in the good work assembly.</li> <li>✓ Target a group for intervention, following on from the session (individuals, small groups or pre-teach/post-teach interventions).</li> <li>✓ Summative tests to inform judgements.</li> <li>✓ Teachers to target individuals, when appropriate, for in-depth live marking.</li> <li>✓ Where appropriate, pupils to be given challenge questions, as a tool for reflection or to assess reasoning and explanations.</li> </ul>	<p>Book Looks / Groupings</p> <p>Pupil voice</p> <p>Spelling, grammar and calculation mistakes will often be corrected</p>

**Consistency throughout the school**

- ❖ FLASH posters to be displayed in the classroom.

**WE WILL ALSO ENCOURAGE TEACHERS TO -**

- ❖ Display examples of good work on the working wall along with examples of pupils responding to errors addressed by teachers.

**Equal opportunities**

All children at Ribble Drive are given feedback to help them in their learning. Where necessary, this feedback will be adapted to suit the needs of individual learners. Marking and feedback is also adapted to the age of the children to ensure they can access and understand it.

**Monitoring**

Books and marking will be monitored during the assessment cycle; through book looks and learning walks. Governors are invited to be a part of the monitoring cycle and feedback is given to individual teachers and the SLT.