Ryarsh Primary School
Feedback Policy

Forward thinking for a brighter future

'The most powerful single moderator that enhances achievement is feedback.'

Hattie, J
Visible learning: A synthesis of over 800 meta-analyses relating to achievement.
London: Routledge (2009)

Policy adopted by Governing Body	Autumn 2026
To be reviewed	Autumn 2027
Signed by Head Teacher	S. Morris
Ratified by Governors	24.09.26

Introduction

At Ryarsh, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

Our policy is underpinned by 3 crucial and current elements:

1. Evidence from teachers and support staff about 'what works'
2. Evidence from the respected sources such as the Education Endowment Foundation, and the work of Shirley Clarke, Dylan Wiliam and John Hattie.
3. Recommendations from the Feedback and Marking Policy Review Group (March 2016) on reducing teacher workload

Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather feedback and assessment information that enable them to adjust teaching both within and across a sequence of lessons.

Key Principles

The Education Endowment Foundation (EEF) research shows that 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 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

We a school, we also feel that feedback should:

- Be a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make excellent progress.
- Be provided every day in every lesson. The impact of feedback diminishes over time – therefore feedback within a lesson is more effective than comments provided later
- Be meaningful, manageable and motivating
- Relate to specific Learning Intentions and success criteria, which are shared with children during the lesson
- Be selected by the staff to ensure that the most suitable form of feedback in provided and considers: the subject content; age and experience of learners; context of the learning

Feedback in practice

To achieve an effective feedback approach, methods must be agreed to provide consistency of our feedback approach.

In the first instance, it will be necessary to promote a '*Growth Mindset*' culture in the school and classrooms, where mistakes are seen as an essential and valuable part of the learning process.

Feedback occurs at one of four common stages in the learning process:

Immediate feedback	Summary feedback	Review feedback (whole class feedback, written marking, peer/self-assessment)	Summative feedback
At the point of teaching	At the end of a lesson/task	Further teaching to identify and improve areas for development. This is identified by the teacher upon review of the work after a previous lesson has finished	Tasks planned to give teachers feedback about whether a child has understood the material under study

These can be seen in the following practices:

Type	What it looks like
Immediate (verbal feedback and 'live marking').	The primary source of feedback will be verbally. It should refer to the key learning and be positive as well as constructive. It should also recognise effort as well as achievement. Includes teachers gathering feedback within the course of the lesson, including mini whiteboards, find & fix, check & challenge, etc. This helps to check for understanding through the lesson and adjust the lesson accordingly. During group or independent activities, verbal feedback is often provided to children for immediate action using 'live marking approach'. During this time, teachers should not focus too much on one group of students but should be consistently rotating around all individuals or groups of students to check for errors and misunderstandings. Usually given verbally, possibly with a quick comment or code or highlighting / annotation. Teachers should be mindful if feedback on the task or reteaching is required and be flexible to the needs of the students. E.g. when monitoring, they may notice different students lack the knowledge to complete the task, so they bring them to the carpet to reteach content. Ideally, students who need this additional teaching time would be picked up before the activity begins through a good use of assessment for learning principles. Visualisers are provided in each classroom so they can be utilised to help provide immediate feedback. This can help review the learning or model/scaffold further, often using examples from the adults or other children. May involve use of a teaching assistant to provide support or further challenge. Requires immediate action by the learner.
Summary	Often takes place at the end of a lesson or activity and often involves whole groups or classes. Provides an opportunity for an evaluation of the children's understanding.

	May take the form of a recap, quiz, discussion, summary, etc. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. Guides future plans/actions. May take the form of self or peer assessment against an agreed set of criteria: Child self-assessment of own work Staff and children need to distinguish between proof reading (finding spelling and grammatical errors) and editing (changing words and phrases for effect). Children should proof-read their own work as a matter of routine, before an adult or partner looks at it. Children should be taught to edit their work, making improvements in the lesson. This can then be done with a partner as well, if appropriate. Children should assess their work against the learning intention and success criteria of the lesson. Individual targets and goals can also be useful. Peer assessment and feedback Staff and children need to distinguish between proof reading (finding spelling and grammatical errors) and editing (changing words and phrases for effect). Children should be slowly taught to do this through structures, response frames and clear guidance from the teacher. Children should assess their partner's work against the learning intention and success criteria of the lesson. Individual targets and goals can also be useful. Expect greater precision as children do this more / get older.
Review feedback (whole class feedback and written marking)	Whole Class Feedback Following a lesson, every piece of written work is reviewed with each teacher noting the strength and areas for improvement. This will normally happen before the next lesson in the learning sequence for that subject. A green Ryarsh 'Learning Intention Achieved' stamp is used to indicate successful learning. The expectation is that all work is acknowledged. Work that has not achieved the learning intention yet should not receive a stamp but should be acknowledged as needing further support. For the most part, whole class feedback is then provided at the start of the next lesson. During this time, the teacher will tell the class what they have done well, as well as discuss areas for improvement. The teacher will then model how the improvements can be made. Subsequently, the children will be provided with the opportunity to act on the feedback. This is where children are provided with a completable task to take the feedback on board. These tasks can be completed in books (if the teacher would like to review what the children have done at the end of the lesson) or can be completed using other methods such as mini whiteboards (if the teacher would like immediate feedback from the children).

	Whole class feedback tasks can take different forms: Some children may require additional support in responding to whole class feedback. Some could need a gentle prompt to narrow down their focus when hunting for mistakes. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the whole class comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Where mistakes are deeply entrenched, the teacher or another adult in the class may need to do some direct work modelling how to overcome these. For example, to clear up the confusion with apostrophe use. Written Marking Written marking should be used at the discretion of the class teacher. Where it is used, it should follow the marking codes appendix below. Green Pen should be used to provide written feedback. Comments should be linked to the LI and SC of the lesson and focus on specific areas for improvements. Written marking should be actioned where it is provided, ideally at the start of the lesson or where it is best place to have the most impact. Written feedback can help guide future plans including amendments to the teaching sequence. **** Child self/peer assessment can also be used as part of the review process at the start of the following lesson.*
Summative	Quizzes throughout the unit, used to check how much has been retained in children's memory. This will then inform future teaching.

	End of unit quizzes are used to help assess understanding and inform future learning opportunities. Termly assessments e.g. NFER or previous SATs papers.

Other considerations

Marking by the Teaching Assistant

Where TAs are working with an individual or group of children during a lesson, TAs may be asked to mark these children's work during the lesson, to provide immediate feedback. Children's learning is always reviewed by the teacher.

Appendix A - Subject specific guidance

Maths feedback

Teachers gain valuable feedback about how much maths teaching is being retained in the longer term from the daily retrieval sessions throughout the school. This information should be used to revisit areas where learning is not secure.

Children should use self-checking strategies. To self-check well, children must be explicitly taught how to do this. Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. When you think deeply about something, it is much more likely to get stored in your long-term memory. For example, pupils might repeat a calculation in a purple-coloured pen and check they've got the same answer e.g. children could be reminded for addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking.

It is important that pupils gradually internalise what they are doing over the course of several lessons so that, over time, they no longer need to rely on a written checklist. The aim is for the processes and strategies to become embedded in their long-term memory. However, teachers should recognise that some pupils with SEND may require reasonable adjustments, such as visual prompts, simplified checklists, additional modelling, repetition, or continued access to a checklist for longer, depending on their individual needs.

In Key Stage 2, teachers could have answers to problems available so that, after completing two or three calculations, pupils can check their answers independently. Children will begin learning how to do this in Term 3 in Year 2. This approach allows pupils to identify misconceptions or misunderstandings at an early stage and alert the teacher promptly, rather than waiting until the end of the lesson. For pupils with SEND, teachers should consider appropriate adaptations to ensure that self-checking is accessible. This might include providing answers in a clear and accessible format, using visual or colour-coded prompts, checking understanding of the process first, or providing additional adult support where appropriate.

Self-checking also allows pupils to recognise when they have successfully completed the first few calculations. This can help to build confidence and encourage them to persevere and move on to more challenging tasks. For pupils who may experience anxiety, low confidence, or difficulties with working memory, appropriate scaffolding and reassurance should be maintained while gradually encouraging greater independence.

We should avoid using the end of lessons to mark all questions with pupils, as this may be too late to identify and address misconceptions or learning difficulties. Instead, regular opportunities for pupils to check their work and receive timely feedback should be built into the lesson, with reasonable adjustments made where necessary to ensure that all pupils, including those with SEND, can participate meaningfully and develop increasing independence.

All maths tasks completed by the children should either have a tick or dot next to them before the start of the next lesson. This should be either completed by the class teacher or monitored by the class teacher to check that children are checking answers accurately.

Reading & Writing feedback

As stated with maths feedback, to self-check effectively, children must be explicitly taught how to do this.

With writing, we use a redrafting approach using both proof reading and editing skills (as stated above). When the teacher looks at the books after a lesson, they note the strengths and areas for development. This might include things to do with the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.

Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error).

In the next lesson the teacher could share extracts from pupils' work, using either the visualiser or just a few typed lines to show examples of good work.

For example, they might showcase someone whose letter heights have the ascenders and descenders just right. The teacher can then ask pupils to look at their work and rewrite one sentence from it, making sure they pay attention to letter heights. Another example could be with character description and show examples of work where this has been done well, pointing out what made the description so vivid. Children could then rewrite a sentence or paragraph to improve their description.

This approach to English should allow the children to learn more forensically by inspecting their own work and improving it, rather than simply writing more.

With reading, feedback provided will be based on our reading progression document and focus on our reading VIPERS (Vocabulary, Inference, Predicting, Explaining, Retrieving, Summarising). During the lesson, a high level of verbal feedback should be provided. Following the lesson, all books should be looked at by the class teacher with strengths and areas to develop noted. This will then be addressed in the following lesson using whole class verbal feedback.

Grammar, punctuation and spelling codes

In Year 2 and Key Stage 2, grammar, punctuation and spelling errors may be identified using our marking codes. The code in the margin signifies an error contained in the corresponding line of work, which children need to identify themselves (See Appendix B). The number and nature of errors identified will be manageable for each child and connected to the learning Intention, recent learning or standards expected for the appropriate year group.

Foundation subjects

In foundation subjects, similar forms of feedback will be used as in other subjects. Most of the feedback will be provided through verbal feedback in class. Once the lesson is complete, the teacher will then mostly use the whole class feedback model to identify strengths and areas for development. This will then be addressed at the start at the next lesson. Where appropriate, written feedback will be provided in line with this policy.

Key stage one guidance

The younger the children are, the more difficult it is for them to mark, check and edit their own work and the greater the degree of scaffolding the teacher needs to do. In Key Stage 1, the teacher will use a lot more verbal feedback during the lesson. Once the lesson is completed, the teacher would acknowledge the work in the children's books by using ticks or the LI stamp (as in appendix B). Following this, the children will complete a whole class feedback session the next day. This will often be whereby the teacher sets the children a group/paired/individual challenge to do with them after the initial teacher led part of whole class feedback.

Children will begin to respond to feedback using purple pens during year 1. This will be introduced when it is felt that the children in year 1 are ready to begin this process (usually after Term 3).

Appendix B: Marking codes

Where appropriate, the following marking code will be used to help provide children with written feedback:

Marking right or wrong	
✓	●
Correct	Procedural error / mistake Child corrects Tick when corrected

Comments	
Use of learning intention achieved stamp	→
Positive written feedback	Next step, tip or something to think about (be specific) Should be written in green
Feedback should be related to the learning focus	

Marking codes	
Marking codes are used to help direct the learner to where they need to proofread. The number of errors given and level of scaffolding provided will depend on the child.	
S	Spelling error
G	Grammar error
P	Punctuation error

Motivational feedback
With a focus on **effort** - stamps, stickers, smiley face, house point, HTA, DHTA may be awarded.

Appendix C: General Information / Strategies – (The following are suggestions rather than a mandate)

The following is a summary of key points shared by staff at Ryarsh with an emphasis on making things **meaningful, manageable and motivating**.

Teacher verbal feedback

- Working with children in small groups provides great opportunities to give meaningful verbal feedback. Moving around the room within a lesson provides the best opportunity for this (Check & Challenge / Find & Fix)
- Providing children with an amount to complete before asking for verbal feedback ensures teachers can check for understanding.
- If similar misconceptions / errors occur, STOP the CLASS. Share the misconception and ask children to be honest about if this applies to them.

Teacher whole class feedback

- Use a visualiser to give feedback to groups or classes.
- Utilise the TA to either work with individuals or groups. The TA could also be used to support the whole class whilst the teacher works with individual or groups.
- Whole class feedback often leads well into retrieval practice to help recap previous learning.

Teacher written feedback

- For individual written feedback, asking a question or setting a challenge seems to be a more useful strategy than giving a straightforward 'action'.

Child self-assessing own work

- Easy to do for 'right/wrong answers' - follow up with reasons / explanations. Purple feedback pens could be used for reasons and explanations

Peer assessment and feedback

- Use partners for proof reading – we often don't see our own mistakes!
- Use a visualiser to model the peer assessment process and show good examples – takes time and practice so build into lessons.

Strategies in combination

- In a writing lesson: Children self-edit, verbal feedback given in the lesson then precise feedback given through peer assessment. Leads to high levels of engagement.
- Verbal feedback followed by paired or team problem solving is effective in practical activities e.g. Forest School / P.E.