

# The Ribblesdale Federation of Schools



## Feedback for learning Policy

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Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	<i>Andrew Bradley</i>

## Ribblesdale Federation Feedback for learning

At The Ribblesdale Federation of Schools, feedback is underpinned by the values of being meaningful, manageable, and motivating. The school is committed to providing feedback that challenges pupils to achieve their best, while ensuring that the process is supportive and does not create unnecessary pressure or workload for staff. Feedback practices are designed to foster a culture of high challenge and low threat, where pupils feel safe to take risks and learn from mistakes. The school prioritises in-the-moment marking and live feedback, recognising the impact of immediate guidance on pupil progress. All feedback is delivered in a manner that respects the dignity and individuality of each pupil, promoting inclusion and equity.

The Feedback for Learning Policy at Ribblesdale Federation of Schools is designed to ensure that all pupils receive high-quality feedback that supports their progress, engagement, and attainment. The policy provides a clear framework for how feedback is delivered, recorded, and acted upon, ensuring consistency and effectiveness across the school. Feedback is recognised as a key driver of learning, helping pupils understand their strengths, identify areas for improvement, and develop the skills needed to become independent, self-regulating learners.

The school's approach to feedback is informed by leading educational research and evidence-based guidance. The Education Endowment Foundation (EEF) highlights feedback as one of the most effective strategies for improving learning outcomes, with an average impact of +6 months progress. John Hattie and Helen Timperley (2007) emphasise that effective feedback answers three key questions: Where am I going? How am I going? Where to next? Mary Myatt advocates for feedback that is high challenge, low threat, and prioritises in-the-moment marking. These principles underpin all feedback practices at The Ribblesdale Federation of schools.

To achieve this, we need to ensure that:

Feedback is meaningful, manageable and motivating

Feedback is given in the moment and should have an immediate impact which enables children to reflect on their learning or progress towards their objectives.

Children are exposed to a variety of feedback that raises self, esteem, develops independent and encourages reflection.

Marking feeds into the planning cycle, where misconceptions are noted and followed up in the next learning session.

Next steps identified could be incorporated into the plenary or starter instead of a follow up in a book.

We adopt child-led opportunities to self and peer assessment.

Written feedback is not given priority over other types

We promote 'marking in the moment' which allows for children to correct instantly and for teacher to address common misconceptions during the lesson.

We promote a balance, fluid and holistic approach to the teaching and learning cycle which allows better use of teachers' professional judgements to meet the needs of the children.

### Feedback strategies

Strategies	What it might look like
In the moment feedback	<p>Date and Titles are checked and the children are given the opportunity to correct if copied incorrectly.</p> <p>Marking is focused upon lesson objective, success criteria (Differentiated, if required)</p> <p>Verbal feedback to children will provide opportunities to address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.</p> <p>Marking is to be done in clear legible handwriting using the school's handwriting policy. Annotations and writing should be done in green pen.</p> <p>Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be addressed in the lesson or used to plan for the future.</p>
Verbal Feedback	<p>This is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and spontaneous e.g., quick prompts such as 'you need to add more detail to that answer'. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone.</p> <p>Verbal feedback is not an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.</p> <p>Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning. Bland and unhelpful comments should be avoided.</p>

	For example, instead of saying “Well done!”, we should say, “Well done! You are beginning to use capital letters correctly.”
Summary feedback	Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging yet achievable.
Written feedback/distance feedback	<p>Takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of ‘light touch’ marking and deeper marking, which will provide more detailed feedback.</p> <p>Being mindful of workload, teachers are not expected to mark every single piece of work deeply. Where in the moment feedback hasn’t taken place, teachers will look through each book, identifying common misconceptions and errors in basic skills. They will identify those who didn’t grasp the concept, those who showed good understanding, and those who did particularly well (these children may be used as models of success in the following lesson). As they look through the books, teachers may tick to acknowledge the work has been seen. Whilst looking through books, teachers make notes on key messages to feedback to pupils at the start of the next lesson. This avoids the need for teachers to provide extensive written comments. Instead, the feedback is given as ‘whole class feedback (or small group/individual feedback) at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. The following lesson will begin with the teacher sharing good examples from the lesson the day before, identifying common errors and addressing misconceptions. After this, children may then be given time to check their work from the previous session in response to the feedback.</p> <p>Deeper marking, through written comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having common needs, it may be appropriate for teacher to adjust planning or grouping rather than providing a written comment in each individual book.</p> <p>Crucially, if written feedback has been given, pupils should be provided with the opportunity to respond to the feedback as soon as possible. This may be done through a ‘soft start’ to the day or at the start of the lesson.</p>

	<p>Teachers should use green pen when responding to children's work. Pupils should respond to teacher feedback/make corrections using purple pen.</p> <p>See 'marking guidance' section for specific details about marking in different subjects.</p>
Self and peer assessment	<p>Pupils should be involved in the assessment process. We expect pupils to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment.</p> <ul style="list-style-type: none"> <li>• Teachers will share learning intentions with pupils in all lessons.</li> <li>• Teachers will clarify and share success criteria for pupils to self or peer assess against as appropriate (e.g., through modelling, checklists, exemplars etc). Where appropriate, pupils can be involved in co-creating the success criteria.</li> <li>• Teachers should encourage pupils to see themselves as the 'first markers', and audience for their learning. Pupils should be encouraged to spot their OWN mistakes and to check and improve their work individually or with the help of a peer before the work is responded to by a teacher.</li> <li>• Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.</li> </ul> <p>Enabling pupils to self- and peer-assess their own work supports a reduction in teacher workload. If pupils can identify and correct minor slips and errors in advance of the teacher marking their work, then teacher workload can be more tightly focused on how to improve their work, addressing misconceptions, and planning follow-on lessons.</p> <p>Pupils can be encouraged to self/peer-mark their own work - for example, the answers to maths problems could be provided so that children can mark their own work within the lesson before progressing to the next task. In this way, children receive immediate feedback on how well they are doing.</p>

## Marking Guidance

Adults to mark in green pen

Children to complete corrections and responses to marking in purple pen.

Level of support should be recorded on the work- where this has not been noted it will be assumed the children completed the piece of work independently.

Each piece of work will be seen and acknowledge by an adult. This should be done by a tick against the learning objective

All work should be marked or feedback given in a timely manner. Where possible, work should be marked or feedback given before the next lesson in that particular subject.

Where no marking is used it will be assumed that the child has completed the work independently and verbal feedback has been given.

## Special Educational needs and Disabilities

When marking the work of children with Special educational needs and disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

This policy also needs to be in-line with other school policies and therefore should be read in conjunction with the following:

- Assessment policy
- SEND Policy

## English

### Marking of English and Shared writing

More-in depth marking will take place during the planning stages and drafting of the writing units. (e.g., shared writing). This marking will acknowledge what the child has done well and then highlight grammar issues, enable children to enhance their writing content, encourage adding specific details and tools and pick up errors and misconceptions.

- In KS1, teachers will identify common exception or subject specific misspelt words using SP and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or Additional

adult to be written at the bottom of the children's work for the children to rewrite twice or what teachers think is appropriate for that child.

- In KS2, teachers will identify between 2/3 taught misspelt words and will write SP. The correct word will be written at the bottom of the children's work for the children to write correctly three times. Children may be expected to find correct spelling of the misspelt words themselves. This may be done in the lesson or children provided time to do it before the start of the next lesson.
- In EYFS, KS1 and where children have an identified special education need, all staff to mark spellings in accordance to the children's phonemic stage.
- Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by using the marking code (G) and corrected in line with the spelling.
- Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work and identify the missing punctuation for their whole piece of work. (This should be done in purple pen)
- Where the teachers would like a child to improve a sentence or short paragraph in order to move the learning forward, a sentence may be underlined or \* will be added in the margin next to the section of the work to be improved, then a line will be drawn or \* added at the bottom of the children's work, the children will then be given verbal instructions about what they need to edit and/or improve.
- Any next steps feedback, indicated by a step, will extend challenge or clarify the children's thinking. This may relate to something they need to include next time, or could be something that needs to be responded to. This may be done alongside verbal feedback and working with an adult.
- In Key Stage 2, marking needs to become more detailed as appropriate for the child. When a next step is not being used, teachers will give verbal feedback, indicating to children their specific targets.
- VF will be used to indicate verbal feedback when distance marking has taken place.

### **Reading phase/ Short writing opportunities**

- All staff should give high quality in the moment feedback where possible.
- The marking code should be used and spelling, grammar and punctuation misconceptions should be corrected either in the moment or through distance marking.
- Where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given.

## Independent Writing

In the moment marking and quality feedback will take place throughout the independent writing sessions. There will be no expectation for the work to be marked at the end of the lesson, although the teacher will always assess the pupils work in preparation for their next steps.

## Active Reading

- Where possible peer and self-marking should take place in the lesson.
- In Years 2 + 3 answers are often modelled so if the children have written what's been agreed they can tick the question as correct.
- Where appropriate, children may be asked to expand their answers with deeper thinking questions.

## Marking Mathematics

- All pupil calculations are to be marked with greater emphasis on effective 'in the moment' marking and opportunities for self-marking across lessons.
- Where an answer is incorrect, children must be given time to find the mistakes in their calculations and correct this themselves. Where possible, this should be in the moment.
- Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculations.
- Where a child has made a number of mistakes, the teacher is to decide which mistakes they feel it would be beneficial to review.
- Where the children have no errors, they should be asked to complete a next step/challenge during the lesson in order to deepen understanding, where appropriate, this may be given verbally or may be displayed on the interactive whiteboard.
- Where appropriate, the children may be given the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified.
- Where it is required, teachers/TAs should comment on number formation and presentation of work to ensure pupils understand the importance of presenting their work to a high standard.
- Teacher's will respond to the children's next step needs through their planning.
- Lessons will be planned and adapted to address misconceptions and verbal feedback will be given in lessons to direct their learning to the next level.
- There is no expectation for written comments, feedback will be given verbally to move children's forward.
- Level of support should be recorded on the work; **where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given.**

## **RE (Long Preston)**

As a faith school, we acknowledge that RE is a core subject at Long Preston. Feedback and marking in RE should focus on dialogue, actionable feedback, and assessing progress in understanding faiths, typically using formative, live marking, and peer/self-assessment to encourage reflection. Where appropriate, actionable written feedback should be given to help improve or extend knowledge. This should be done at least once per half termly unit.

### **Foundation subject**

- Staff should ensure effective marking in the moment and give verbal feedback in order to deepen children's understanding during the learning.
- In PE and music feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's sessions to inform future planning and assess levels of attainment.
- In PSHEe, any written work should be looked at by an adult to ensure there are no concerns over children's safety and wellbeing.
- Any key spellings and errors will also be picked up on, either with written/verbal feedback or using the marking code.
- Level of support should be recorded on the work, where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given.

### Edit and Improve time

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Key Stage 2 children to become actively involved in the learning process.

From Year 2, children begin to edit or improve their own work. Teachers will develop the children's ability to become independent learners, self-scaffold and given autonomy in the developing and improving their work.

Editing can be used in a variety of ways:

- The teacher models and demonstrates how to proof read and/or improve sentence/paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children.
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking.
- #The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work.
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer.
- The children can work independently or with a partner to edit and improve their own or the work of their peer.

- It is important that when children are asked to edit and improve their work they read their work aloud. The children read their work aloud primarily to 'listen' to it- to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there are any obvious mistakes- such as words omitted or mis-spellings.

### **Role of other adults supporting marking and feedback**

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Provide mini-plenaries/voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.

### **Self- Assessment and peer assessment**

Children should be encouraged to review their own or another child's work and the teacher will support the process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

Children should be encouraged to self-evaluate their work regularly, as well as participating in peer-marking. This can be used alongside teacher feedback and helps them recognise and develop their own critical skills, target and success criteria awareness, Self-assessment will mostly be verbal, promoting oracy skills for children to articulate their own opinion on their piece of work. However, both assessments can feature written responses, especially in KS2. Any amendments children undertake to their work or reflections will be written in purple pen and be high quality and neatly presented.

Peer assessment is used sensitively and needs to be taught. Pupils can read their work to a partner and ask for constructive feedback.

### **Self-Assessment**

Putting it into practice:

To be successful you will need to consider:

#### **1. Have a clear success criteria**

Make sure that you are clear what makes a piece of work successful. Tick boxes and checklist work particularly well.

## 2. Develop the Success Criteria with the children

Rather than just providing an assessment criteria, have the class get involved with creating it. This will get them to take ownership and they are likely to develop a much deeper understanding of how to make progress. It also means that it will be written in 'child speak', so less chance of confusion!

## 3. Use anonymous/agreed examples of work.

This can be particularly helpful in assessing creative work.

## 4. Model responses using the success criteria

By providing the children with a clear framework to use can have a huge impact on the quality of their feedback and therefore their learning. Using sentence stems such as, "In order to improve, I need to...so that..." ensure that children give specific examples linked to areas for improvement/areas of success and explain them fully. For SEND or younger children (KS1), give them a bank of statements to choose from or simply ask them to traffic light their learning objective to a specific success criteria.

## 5. Allow time to respond

Don't use self-assessment as a plenary task right at the end of your lesson. In order for feedback to have the proper impact, children must have a chance to digest it and to make changes in response to it. Restructure your lessons so that assessment takes place at the midpoint. Then return at the end of the lesson to review progress.

## 6. Provide feedback on their self-assessment

Once children have completed a self-assessment task, don't just move on straight away. Spend time with the class discussing the quality of the feedback they have given. Get children to read out what they have written or tell you and discuss their responses. By spending time on this, the children see it as important, rather than a box ticking exercise.

## Peer Assessment

Peer assessment is a collaborative learning technique where children evaluate the learning produced by others. Direct links should be made here to the learning objectives, success criteria and non-negotiables. Peer assessment opportunities can personalise the learning experience for the children and provide motivation for future improvements.

## Putting it into practice:

Peer assessment can be tackled in different ways and will often be adapted according to the age group and nature of the task.

When the assessment is of work in books, it is highly recommended that the partnership or small group, place their books directly on top of each other. This way, the focus can only be directed towards the book on top. This is particularly relevant when working with younger children as the desire to share their own work can be overwhelming. Children are asked to share the work produced and provide feedback. Feedback can provide in a variety of ways including the following:

- Written feedback-post-it notes.
- Verbal discussion and feedback

It is crucial that the children are given parameters within which to make their assessments.

Objectives, success criteria and non-negotiables are really important here.

Classroom displays, sentence stems language prompts can also be used to support children's discussions.

What a good one looks like (WAGOLLS) can be used as a comparison tool. The emphasis needs to be placed on motivation, rather than criticism. It is also important that any written feedback, such as that presented on post-it notes, be shared at the time and not read after the event. This should allow discussion around the feedback to take place.

Peer assessments which provide feedback showing improvements or edits are required, should be acted upon soon after the feedback is provided as possible. Subsequent editing and improvements should be made using purple pen.

## Appendix 1

### **Marking codes EYFS/KS1**

**VF-** Distance marking code for indicating where verbal feedback will/has taken place.

**TA Support/T Support-** Focus support teacher/TA

**I-**Worked independently

	Teacher marks successes with a tick
	Wow
SP	Spelling mistake. Correction given by a teacher and child to copy up to three times. No more than 3 spelling corrections in a piece of work. Spelling corrections should be inline with the child's spelling ability
?	What do you mean?  This doesn't make sense
V	Vocabulary- better word choice/synonym
O	Insert punctuation/Check for capital letters
X	Incorrect
*	Improve this
	Wiggly line. Check this for a careless mistake
	Next step

- Stamps, stickers, smiley faces, team points to be use to encourage and acknowledge good work.
- Teachers and TAs' written feedback is given in green
- Children respond and edit in a purple pen

## Marking Codes- KS2

VF- Distance marking code for indicating where verbal feedback will/has taken place.

TA support/ T support- Focus support teacher/TA

I-Worked independently

	Teacher marks successes with a tick
	Wow
SP	Spelling mistake. Correction given by a teacher and child to copy 3 times. No more than 5 spelling corrections in a piece of work. Spelling corrections should be in line with the child's spelling ability
/	New line
//	New paragraph
?	What do you mean? This doesn't make sense
^	Word omitted
V	Vocabulary- better word choice/synonym
O	Insert punctuation
X	Incorrect
	Wiggly line. Check this for a careless mistake
*	Improve this
	Next step

- Stamps, stickers, smiley faces, team points to be use to encourage and acknowledge good work.
- Teachers and TAs' written feedback is given in green
- Children respond and edit in a purple pen

Where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given.

## Appendix 2

### Review of learning: Suggestions

How successful have we been with our learning?	What helped you with your learning?
What do you know/can you do better than before?	Has anything surprised you with your learning?
What have you done well?	What have you found most interesting?
What are you particularly proud of?	How will this help with the future learning?
Tell me/read me your best... and explain why.	What good behaviours for learning have we seen in this lesson?
What was challenging?	
How did you overcome this?	

### Appendix 3

#### **Self and Peer assessment prompts**

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

**I learned...**

**I think I will...**

**I never knew...**

**I discovered...**

**I was surprised...**

**I still wonder...**

**The mistake I made this time which I won't make next time is....**

**I now know...**

**I found... difficult because...**

**I solved... by...**

**The best example of... is....**

**..... is effective because...**

**You could make your learning even better by...**

**Have you thought about...?**

**If we look at the success criteria/WAGOLL etc we can see...**

**You could...**

## Appendix 4

### Suggested Principles for Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Author reads to peer (children do not make written comments on each other's work)
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work

### Example Peer Evaluation Agreement (This should be decided together with teacher and pupils)

*Our agreement on feedback partnerships – We decided that there were some rules we all needed to keep. When we become feedback partners, we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Talk about** how they have approached their learning
- **Tell** our partner the good things we see in their learning
- **Look for** a way to help our partner improve their learning
- Try to make our suggestions **positive** and as **clear** as possible
- **Listen** to our partner's advice because we are trying to help each other improve our work and learning
- **Be respectful** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair