



Ysgol Gynradd Maesglas

'Empowering Young Minds for Tomorrow'

Title	Assessment and Feedback Policy
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Introduction

This policy sets out how we deliver excellent teaching and learning, effective feedback and response is consistently utilised across our school to benefit primary aged children.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim

Aims in Assessment are:

- To ensure that 'learning for all' is implemented in both policy and practice.
- That it will be an integral part of teaching and learning, drawing upon everyday activities so that each child progresses at the optimum rate.
- To enable teachers and pupils to identify individual strengths and weaknesses.
- To enable pupils to share responsibility for their own learning through developing self-assessment and peer-assessment strategies.
- To identify strengths and weaknesses in the delivery of the curriculum for Wales, providing information for the improvement of curricular planning.
- To share success criteria in a consistent basis with pupils.
- To confirm judgements on pupil performance.
- To act as a motivator to success.
- To comply with statutory requirements of the Curriculum for Wales and their assessment procedures.
- To diagnose individual children's needs.
- To set whole school, cohort, class, group and individual targets.
- To appraise own teaching and to inform future planning.
- To ensure that IDPs are regularly updated where appropriate and support the pupil in their individual learning.
- To share information, to report progress and achievements to pupils, parents, colleagues, governors, next key stage, outside agencies, LA and Welsh Office.

Aims of Feedback are:

Feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ... feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?), and

Where next? (What activities need to be undertaken to make better progress?)

- Ensure clear understanding of the purposes, procedures and processes of effective assessment and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.
- Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment in learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess, peer-assess and evaluate their own learning.

The purpose of Assessment

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a 'best-fit' basis.

To support individual learner progression, assessment has three main roles :

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- and understanding group progress in order to reflect on practice

When planning and delivering learning experiences, we are clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why.

Supporting individual learners on an ongoing, day-to-day basis

Assessment focuses on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding is used by the teacher/staff member, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. This is achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

Identifying, capturing and reflecting on individual learner progress over time

Assessment supports practitioners in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand their journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time enables us to provide feedback and help plan for future learning, including any interventions, additional support or challenge which may be required. This includes both immediate next steps and longer-term objectives and goals that the learner will work towards to help keep them moving forward in their learning. It is used as a basis for communicating and engaging with parents/carers.

Understanding group progress in order to reflect on practice

Assessment enables practitioners and leaders within the school to understand whether different groups of learners are making expected progress. This is used to identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This important focus is a means for us to ensure our curriculum, and the learning and teaching, helps raise standards as well as helping to raise the attainment of learners from disadvantaged backgrounds. It is not about external reporting, but about us understanding what we need to know about our learners in order for them all to maximise their potential, and identifying specific challenges and the support which particular groups might need. This understanding contributes to our school's process of self-evaluation and continuous improvement.

The purpose of feedback processes

Feedback strategies that occur during teaching and learning at Greenmeadow Primary School:

- i) Teachers' well considered intervention to promote deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conversation with a pupil or in a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) Feedforward comments should be open-ended and ones that extend the child's thinking and learning. The think bubble allows learners to think about the comment and respond
- iii) Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and Feedback at Greenmeadow Primary School.

Non-negotiables - Procedures for Marking

All teachers mark using a red pen.

Teaching Assistants and HLTA to mark using a red pen and initial.

Supply teachers and students to mark in green pen.

Pupils to undertake self and peer marking tasks using an orange pen.

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases by teachers and learners.

Staff and pupils should use the teacher/learner feedback code to support self and peer assessment.

Feedforward Marking

Feedforward marking should be completed with the pupils not at the end of the lesson. Feedforward comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.

Self-assessment and peer-assessment

It is important that self and peer assessment is established from the beginning so that the purpose of it is to help the children have an understanding of assessment and what constitutes progress and success.

Peer assessment will not be effective until you have discussed, shared and developed the correct use of learning objectives and success criteria. Children need to know what they are looking for before they can identify it.

All phases

- All phases to use WAGOLL (What a good one looks like...) as a model for children to identify success criteria.
- All phases to use WABOLL (What a bad one looks like...) to reflect against the success criteria to create a WAGOLL.
- Use language patterns specific to each year group to use as self and peer assessment.
- Self and peer assessment to be completed using an orange pen/pencil.
- All pupils should be taught how to self and peer assess work so it is purposeful and helps learners assess their own and others' learning.

Phase 1

- Use stamps for self and peer assessment (initial). The child must talk about their work and when appropriate the teacher scribes a quote of what the child had said using quotation marks.
- Use WWW and EBI language verbally.

Phase 2 and 3

- Use WWW (What went well) and EBI (Even better if) verbally (when appropriate) and in their children's work.
- Use various self and peer assessment strategies: 2 stars and a wish, TAG and feedback sandwich.
- Pupils to highlight against the success criteria using highlighters.
- Teachers to quality assure self assessed work by signing it off/ ticking against it.

Rewards: As adults in school we want to recognise good work. We will use positive phone calls home and learning awards as rewards for good work. Verbally praise work to boost confidence and self esteem instead of writing generic comments on work such as 'I like this piece of work'.

Learner self assessment

It is vital that learners reflect on their progress and learning. The following questions have been designed for pupils to reflect on their work using an orange pen to note what they are learning, how they did, how can it be improved and identify if they required support (teacher support or resources). The questions can be tailored to ask children about their learning within lessons as well as a reflection tool. They are also signposted in the classroom to encourage the children to talk to their peers about the learning.

Examples of
When need to

What are you learning and why?
How are you doing?
How do you know?
How can you improve?
Where do you go for help?



feedback prompts

constructing feedback teachers consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

The Frequency and Nature of Pupil Response to Feedback

Feedforward comments from the teacher require a response from the pupil. It is most effective when a well-crafted prompt/request for a response is given and completed.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Cover supervisors will be expected to acknowledge and give feedback on all pupils' work in line with teacher and learner feedback code.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all supply teachers in a 'Supply Information Booklet'.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the ALNCo has responsibility to ensure the policy is appropriately adapted and implemented for ALN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Assessment Leader (DHT) to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

ALN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In Phase 1 this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of ALN provision.

Policy Review

This procedure has been agreed by the staff and Governors in the **Autumn Term 2023** and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than **Autumn Term 2025**.

Phase 1 Teacher/Learner Code



GPS Teacher/Learner Feedback Code



Next to learning objective

- Ⓘ - Worked independently
- Ⓢ - Worked with support (teacher/TA or scaffold)
- Ⓢ/Ⓘ - Supported and then independent
- Ⓐ - Adapted
- Ⓒ - Worked as a group
- ✓ - Correct Answer - Learning Objective Met
- ✓✓ - Excellent Answer - Learning Objective Fully Met
- VF - Verbal Feedback given
- ☁ - Feedforward comment
- HOH – Hand over hand

Learner self reflection

What are you learning and why?
How are you doing?
How do you know?
How can you improve?
Where do you go for help?





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Throughout work

- Sp - Spelling error (Sp in margin and the word underlined)
 - Gr - Grammar error (Gr in margin and the word underlined)
 - - Capital letter missing or in the incorrect place
 - VF - Verbal Feedback given
 - ☁ - Feedforward comment
 - . - if the child has made a mistake (Maths)
- Cross out using pencil/ruler

Learner self reflection

What are you learning and why?
How are you doing?
How do you know?
How can you improve?
Where do you go for help?

