

# Litchard Primary School

## Ysgol Gynradd Litchard



## Feedback Policy

2024-2026

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A handwritten signature in black ink, appearing to read 'Christopher Jones', is written over a thin horizontal line.

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Approved in GB meeting:

Signed: \_\_\_\_\_

Chair of GB at Litchard Primary

Review Spring 2026

## 1. Introduction

At Litchard Primary School we want all children to make progress and develop positive attitudes to their learning relevant to the school motto, 'Only My Best is Good Enough for Me' and their Value-added progress from their exact entry point at the school. Marking and 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

### ASSESSMENT FOR LEARNING' (AFL)

#### Foreword

This policy incorporates and exceeds the former 'Marking Policy.' With any actual marking done by teachers generally considered to be a part of the AFL process, although some simple right/wrong marking understandably takes place (but will always be followed up by some discussion as to why this has happened and will result in teachers altering planning and learning to address any misconceptions). Assessment for Learning is:

- ✓ formative and takes place all the time in the classroom. Assessment of Learning tends to be
- ✓ summative and is more commonly known as 'marking.' Together they form both sides of the Assessment coin.

This policy has evolved from existing good practice and New Curriculum Developments. Inspection/Challenge advisor **Book Scrutiny** has always reflected a good system that ensures positive standards in books.

Specific Aims of this policy and school AFL in general:

- To make significant gains in raising learner attainment
- For learners to take responsibility for their own learning
- To work towards all learners being independent learners
- To facilitate personalised learning
- For learners to be involved in the setting of their own learning goals
- For learners to be involved in their own assessment

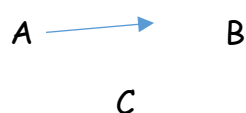
The following policy outlines the key issues that ensure the teachers and the children at Litchard Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

## 2. Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The Welsh Assembly Government's definition of Assessment for Learning (AfL), contained in the document 'Why develop thinking and assessment for learning in the classroom?' (2009), is summarised as follows:

**Assessment for learning (or formative assessment) is finding out where a learner is within a learning continuum (A), knowing and making explicit where the learner needs to get to (B) and most importantly showing the learner (or ensuring the learner knows) how to get there (C).**



It is essential that the learner takes action in order to reach B for formative assessment to have taken place.

In implementing AfL at Litchard Primary, we ensure that the learning is child-centred. The role of the teacher is to (in the main) facilitate the learning rather than being the presenter of information - 'the guide at the side not the sage on the stage' although a 'blended teaching approach' is also actively encouraged. There is still a place for the dissemination of information. We encourage the learners to take ownership of their own learning and we provide opportunities for all learners to actively participate in lessons. In order to achieve this, we create a safe, positive learning environment in the classroom which promotes a 'growth mind-set,' that is, intelligence is expandable and everyone has the ability to improve.

## 3. Assessment for Learning Principles in the Classroom

We ensure that the following AfL principles are implemented in the classroom:

- ✓ Effective questioning and talk
- ✓ Learners generating success criteria

- ✓ Giving learners formative feedback
- ✓ Self and peer assessment
- ✓ Effective questioning and talk

To implement these principles:

- ✓ We prepare rich, open questions to ask the learners. We define such a question as:
  - ✓ One which makes the learner think
  - ✓ One which stimulates discussion
  - ✓ One to which everyone can offer an answer, (i.e. it is accessible)
  - ✓ One which has a purpose (i.e. its focus is on the learning objective).

Such questions reveal learners' understanding and move their learning on rather than simply requiring them to recall knowledge they already have. They may be subject specific questions or questions which encourage learners to reflect on the learning process, e.g. metacognition questions.

- We allow enough time for learners to think before answering open questions. This ensures that all learners can participate and not only those who can internalise the question and formulate an answer quickly. Resources are used to support the 'answering' process, with whiteboards and technology used to display answers in the non-written form.
- We mainly use 'no hands up' to ensure that all learners have to engage and mentally articulate a response as they may be called upon to answer. Using variety of approaches, including 'Cold Calling' ('Teach like a Champion', Doug Lemov) all pupils are involved in group discussion.
- We ensure that there are opportunities for all learners to discuss their ideas with others in order for them to show, extend and test their understanding. Having taken part in the Bridgend Talk Project, various teaching methods are used to ensure a varied, fun and challenging environment.
- As a school adept and focused on 'Growth Mind-set', we create a safe learning environment where the learners know that mistakes and misunderstandings are an essential part of learning. We encourage learners to feel confident to offer ideas, speculate, engage in any task and therefore extend their learning.

#### 4. Success criteria

At Litchard we have developed a two-fold method of setting Learning Objectives/Success Criteria across the school. These are used at the teacher's discretion and were inspired by 'The Teaching Continuum' and Success Criteria forms created for Literacy work by Gordon Bell and his team at CSC.

We encourage and share what positive and good examples are and ask learners to develop Steps to Success/Success Criteria.

We aim for these to be shared in lessons so learners are able to make informed judgements on their progress.

## **5. Formative Feedback - oral and written (Including Marking)**

The purpose of AfL/Marking is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to mistakes made so that children can learn from them and plan to move forward.

### **AfL/Marking: Key Principles, additions and links to pedagogy**

Feedback should be *Meaningful*: Teachers should be clear about what they want pupils to achieve/ learn and the best way for pupils to achieve it."

Feedback should be *Manageable*: Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Feedback should be *Motivating*: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

### **Pupil Response**

Quality, reflective responses from pupils is encouraged across the school. Pupils will respond to Yellow Box Marking or Exit Tickets by using Green Pen. This will demonstrate that the learner has taken on board the verbal or written comment made by a practitioner and has responded appropriately. This will

demonstrate that Feedback at Litchard impacts on pupil learning and achievement.

### Exit tickets

Exit tickets are a formative assessment tool that give teachers a way to assess how well pupils understand the material they are learning in class. This tool can be used daily or weekly, depending on the unit being taught. Pupils can be given a prepared ticket written on the board with an answer to a question, a solution to a problem, or a response to what they've learned.

Alternatively, tickets can be added to individual books during the course of a lesson. Exit Tickets help you assess if pupils have "caught what you taught" and also help plan for the next lesson. Exit tickets should be based upon the 3 C's of Feedback:

1. **Coach** - Supporting a learner who has struggled with the concept of the lesson and needs to go back to previous steps to understand the concept or objective.
2. **Consolidate** - Reinforcing the learning by challenging understanding of the concept or objective of the day
3. **Challenge** - Moving the learning to the next level. The learner has succeeded with the objective or lesson of the day and is challenged by moving on to the next step in the process or used in a problem solving way.

This method of using Exit Tickets in the above way will ensure that practitioners within the classroom are making informed judgements on the learner's achievement and the feedback either supports, reinforces or moves learning forward.

The expectation is for independent and LSA led groups to complete exit tickets at the end of each session. These can be handwritten during lessons as a means to end a lesson thus avoiding pupils having to complete excessive amounts of algorithms'. Pupils can understand a concept/skill without having to complete 3 pages from a text book.

All practitioners at Litchard Primary School will mark in Red Pen.

### Yellow Boxes

#### Step 1 + 2

This can be used effectively to highlight where learners need to make improvements within their work. This could be used in any subject area of the curriculum and in PS1 could be used effectively in a number of ways. For example, in letter formation or number formation, ordering numbers, adding 1 or subtracting 1 or spelling CVC words. The learner would see the yellow box and through verbal feedback would be able to make improvements in their learning.

As they move through the school and enter Progression Step 2, this can be extended further. For example, sentence writing - capitalisation and punctuation, mathematics corrections, adding vocabulary, spelling mistakes of key words etc. Pupils will respond to the marking using Green Pen from Year 1. This will clearly show the learner response to the feedback given by teachers/LSO's.

When more able pupils have completed an extended piece of writing teachers will choose one area of the pupil's work to mark and draw a yellow box around it. Pupils can then attempt to re-write based on teacher suggestion/guidance.

### Step 3

When pupils have completed an extended piece of writing teachers will choose one area of the pupil's work to mark and draw a yellow box around it. This may relate to the lesson objective of key skill being taught from planning or a section of an end of journey piece that highlights errors common to the child. Teacher will only mark this section in detail, giving feedback that is specific and diagnostic. Pupils will therefore know what to target and improvements can be identified much more clearly aiding pupil's progress. Pupils will then redraft that specific section. Change the size of the box based on the pupil's needs. Draw an empty yellow box on a blank page next to the piece of work. The size of the box shows the pupil the amount of work that needs to be redrafted.

Pupils can also draw a yellow box around particular areas that they would like extra input/ feedback on. It's more empowering than waiting for a teacher to offer validation

Follow up, if not completed in the lesson, should be afforded to all pupils before moving on. Redrafting via word processors is another option.

This could also be used in other areas of the curriculum. It is to be used as a way to highlight areas where the learner could improve.

### Whole Class Feedback

### Step 3

After a key concept lesson (i.e. the first fraction/percentage/sentence structure lesson in a series) the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then list children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Identify any parts of work that are worth sharing as good examples. . Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson - using a grid if necessary. This should be a 10-15 minute session before moving on in that series of lessons or change of skill/concept.

For Pupils in Step 1 + 2 this can be achieved in group format where appropriate. However, year 3 teachers may feel the Step 3 method is appropriate.

### Self-Check

#### Step 3 only

Teachers have the answers to problems available. This means that, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert a member of staff to immediately.

This avoids the situation where a child has diligently worked through reams of sums, as the class teacher works with a group, but has done entirely the wrong thing. This is worse still if it happens with a whole group.

Self-checking means that mistakes are realised ten minutes into the lesson, rather than at the end. All this places the onus on the learner to check their work and identify their own errors which is fantastic for their learning. **This should be done in green pen.**

### Oral feedback (Smiley Face with a V)

#### Step 1 + 2

Much of the feedback provided to younger children is orally from the teacher. If this is the case it will be marked by a circle with V. Learners should respond to the feedback in Green to show the intervention by the teacher/LSO has improved or has an impacted on pupil achievement.

### Step 3

A teacher may provide in-depth quality oral feedback to individuals or groups during a lesson. If this is the case there is no need to then remark a whole piece of work again. An oral feedback symbol will show that this has taken place. Staff may ask pupils to reiterate their understanding. Pupils should respond to the verbal feedback in green.

### Support Level Scores

Depending on how much support is provided with a piece of work, staff will add a number to all work to reflect this.

1 = Independent work.

2 = Some support.







3 = Pupil needed continuous support and was unable to complete alone.

### **6. Peer and self-assessment/Use of Green Pen**

At Litchard, in line with previous Inspection Recommendations and Curriculum for Wales, we encourage pupil independence and voice. Children are encouraged to assess and improve their own work and the work of others. Pupil responses in green will demonstrate the impact feedback has on pupil achievement, progress and their understanding. Pupils will be given the opportunity to Self and Peer Assess against a set criteria. This will mainly follow extended writing but could also be in other areas of the curriculum when good quality Success Criteria is shared.

### **7. Marking Scheme: Symbols and use of marks**

Codes	Definition	Codes	Definition
<u>wen</u>	Underlined word: Spelling mistake (appropriate spelling written in margin)	1	1=Independent,

	<b>Circled word:</b> Incorrect use of word (Word options above)	<b>2</b>	2=With Some Support
	<b>Arrow ^</b> - Missing word	<b>3</b>	Pupil needed continuous support and was unable to complete alone.
	<b>*</b> - New Paragraph		Yellow Box Marking will demonstrate part of the work that needs to be improved
	<b>Parenthesis...</b> - Add more information	<b>V</b>	Verbal Feedback given
	<b>Punctuation errors</b> - Appropriate punctuation added		Exit Ticket - Signifies challenge for learner to prove learning
<b>Abc</b>	Green pen signals pupil response to verbal or written feedback		

Step 1 + 2 will primarily use ^ and 1/2/3 although more able writing in year 2 may warrant use of the other symbols/marks.

All of the above would not be expected on 1 piece of work. Focus should be given to a specific skill being taught. A piece of work 'covered' in teacher ink is no help to a child and is considered a 'confidence destroyer'. However, in a Yellow Box piece of marking, this is more acceptable.

On a non 'quality' marked piece of work, generic positivity is considered acceptable. This may sometimes be a one-word superlative, although generally a positive comment/phrase linked to the LO or SC is best practice.