



Feedback, marking and assessment policy

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Signatures:

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Ysgol Golwg Pen Y Fan

Our BEACON Vision

- **Belonging** – Feedback fosters inclusion and a sense of community.
- **Engaging** – Feedback is interactive, encouraging dialogue between pupils and adults.
- **Aspiring** – Feedback raises expectations, supporting pupils to set and achieve ambitious goals.
- **Creative** – Feedback celebrates creativity and encourages exploration of new ideas.
- **Opportunities** – Feedback opens pathways for growth, reflection and improvement.
- **Nurturing** – Feedback is caring, constructive and supports wellbeing as well as progress.

This policy ensures that feedback, marking and assessment are purposeful, child-centred, and workload-conscious. They exist to support pupils' learning journeys, in line with our BEACON vision and the Curriculum for Wales.

Aims of Feedback and Assessment

- **Support learning and progress** – Pupils understand their progress and next steps, building resilience and independence.
- **Align with the Curriculum for Wales** – Assessment supports wider skills, the four purposes, which reflect the principles of progression.
- **Encourage pupil voice and ownership** – Learners are active participants in the assessment process.
- **Inform teaching practice** – Assessment evidence helps staff adapt planning and provision to meet the needs of all learners.

Principles of Feedback

1. **Feedback, not marking, drives progress.** Written comments are used only where they add real value.
2. **Verbal, immediate feedback is most effective.** Conversations in and after learning are prioritised.
3. **Children take responsibility.** Self- and peer-assessment, reflection and editing in blue pen help pupils own their learning.

4. **Feedback is meaningful, manageable and motivating** It avoids excessive marking and tokenistic comments.
5. **Feedback is inclusive.** It reflects the diverse needs of all learners and is accessible to every child.

What Feedback Looks Like

- **In the moment conversations:** teacher/LSA and pupil dialogue, recorded with a VF.
- **Success highlighting:** double tick ($\sqrt{\sqrt{\quad}}$) for meeting learning intentions. What colour? MSI use green?
- **Next steps:** brief verbal or written prompts (question, scaffold, reminder, example).
- **Pupil voice:** reflections at the end of learning.
- **Self/peer assessment:** against co-constructed success criteria.
- **Scan marking:** acknowledgement of work, with developmental marking where most impactful.
- **Symbols and codes:** simplified marking key

Approaches that add value

- **Live marking:** immediate guidance within lessons.
- **DIRT (Dedicated Improvement & Reflection Time):** time for pupils to respond to feedback.
- **Celebrating mistakes:** errors seen as learning opportunities.
- **Visualisers/modelling:** sharing examples to support improvement. Can we investigate visualisers/ipads

Approaches we avoid

- Excessive written comments that children cannot act upon.
- Blanket marking promises (e.g. “mark everything in depth”).
- Tick-and-flick acknowledgement marking without purpose.
- Empty praise such as “Good work” without explanation.

Responsibilities

- **Teachers:** Provide purposeful feedback that helps pupils progress.
- **LSAs:** Contribute feedback where they have supported learning.
- **Pupils:** Reflect on and respond to feedback, showing ownership of progress.
- **Leaders:** Monitor consistency and ensure feedback supports both learning and teacher workload balance.

Whole-School Marking Key

All marking and feedback should be in **green pen** (teachers/LSAs) and **blue pen** (pupil improvements) and **purple pen** for peer marking where appropriate.

Symbols and Codes

Symbol / Code	Meaning	Example of Use
√√	Achieved the learning intention	“I can use adjectives” → double tick if achieved
√	Working towards the learning intention	Written next to the title of the work
●	Incorrect answer	Used instead of crosses
I	Independent work	Task completed fully by the pupil
G	Group/paired work (independent)	Collaborative task
GS	Group support	Group with adult guidance
IS	Individual support	One-to-one with adult
VF	Verbal feedback given	Drawn on work after live marking or discussion

Verbal Feedback Section

Consistent Practice

- **In KS2 Class Dojo vouchers** may be used for praise of good work, but should always be linked to learning.
- **In Foundation Learning** stickers can be given to the child directly and not stuck in books.
- **Pupil reflections** can be used by pupils to summarise learning, ask questions, or set next steps.
- **Scan marking** is acceptable for most tasks; developmental marking should be targeted where it adds the most value eg extended writing tasks

Use of Success Criteria

Before the Task

- **Clarify expectations** – Pupils know what success looks like before starting.
- **Checklist for learners** – They can self-assess or peer-assess during the task.

During the Task (Feedback in Action)

- **Verbal feedback linked to criteria** – e.g. *“You’ve included adjectives (SC2), now check your punctuation (SC3).”*
- **Instant redirection** – Teacher points pupils back to the criteria if they drift off-task.
- **Use of coding** – Ticks evidence of success criteria in the work.

After the Task (Marking & Feedback)

- **Marking against criteria** – Teachers tick what has been met and what needs improvement.
- **Blue reflection** – Learners mark which success criteria they think they met, then compare with teacher feedback.
- **Next steps** – Feedback framed as *“To fully meet SC4, try...”*

Impact

- Ensures feedback is specific and actionable, not vague.
- Builds independence and self-regulation – pupils learn to judge their own work.

- Makes progress visible over time (criteria can be revisited and built upon).

Assessment Strategies

Formative (day-to-day)

- Share and deconstruct learning intentions
- Co-construct success criteria
- Observe and respond in real time
- Effective questioning
- Learning conversations
- Verbal/written feedback (strengths and next steps)
- Peer and self-assessment

Capturing progress over time

- On-entry assessments for new pupils
- Welsh Government Personalised Assessments (Year 2–6)
- SoundsWrite Phonics Trackers
- Pupil progress meetings with SLT
- Termly parental communication (book looks, parents' evenings)
- End-of-year written reports across all AoLEs

Roles and Responsibilities

- **Teachers** – Provide purposeful feedback and plan responsively.
- **LSAs** – Contribute feedback where they have supported learning.
- **Pupils** – Reflect on and respond to feedback, showing ownership.
- **Leaders** – Monitor consistency, support staff, and ensure feedback balances pupil progress with workload.

Monitoring and Review

- Leaders will monitor through learning walks, book looks, learner voice, parents staff feedback.
- Impact will be judged on how well pupils can articulate their learning, progress, and next steps.
- The policy will be reviewed annually in line with school vision and Curriculum for Wales developments.