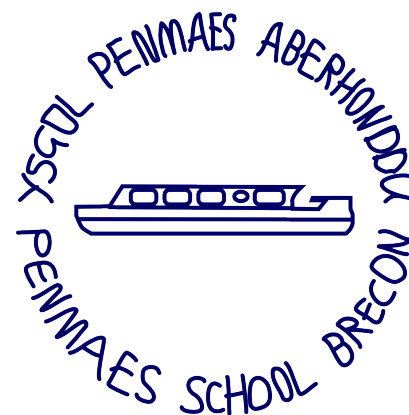




# Ysgol Penmaes

## Feedback and Marking Policy




### Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		8.2.23
Chair of Governors: Clancy Brett		8.2.23
Next review date: February 2024		

**Our Vision is:** At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every learner the opportunity to achieve their full potential in a safe, secure and enriching environment. We offer a curriculum that promotes ambitious, capable and informed learners at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes. Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic



experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. As a special school, we ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging learners to be the best they can be.

**Our Mission Statement is:** Successful Healthy Individuals Nurturing Excellence

**Our School Values are fundamental:**

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity and creativity
- Tolerance and trust

All of our values promote healthy, positive relationships. By modeling the values we aim to raise learners' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

### **Rationale**

The aim of this policy is to ensure a consistent approach across the school to the marking of learners' work, which takes account of all our learners. All learners are entitled to regular and constructive feedback on their learning and progress, therefore all teaching staff will mark work and give feedback as an essential part of the assessment process.

There are many learners at Penmaes who are unable to read and will benefit from visual aids for marking such as smiley faces, traffic lights, however it is important to outline that written comments still benefit those who cannot read, as they aid members of staff working with them, providing information relating to learning intentions/objectives and steps towards success.

Self-Evaluation for learners is a skill to be taught, staff use their discretion to incorporate methods of Assessment for Learning in their teaching and lessons that are relevant and appropriate for all learners.

The purpose of a whole school consistent approach to providing feedback across the age phases is:

- To ensure that all learners have feedback in such a way that is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self and peer assessment;
- To identify next steps and to share expectations, providing an evidence base for progression without adding to teachers workloads;
- To show learners that we value their work and fully encourage them to do the same;
- To give learners where applicable information on the extent to which they have achieved the learning intention/outcomes and how to further improve their work;
- To ensure that work is accurately marked, to support evidence of teacher judgements of the standards achieved by learners. This is particularly important for standardisation and moderation of learner work.

## **Principles**

Feedback and marking should be as meaningful as possible to learners, teaching staff and parents/carers. Marking of learners' work can have different roles and purposes and can involve both written and verbal feedback. Whenever appropriate/possible, teachers should provide individual verbal feedback to learners.

The marking criteria should be clearly displayed in each classroom for learners where applicable but also for staff. Marking criteria should be applied consistently across the school. Parents and carers have access to the school's marking and feedback procedures via the school website.

Discussions with learners where applicable should promote self-assessment through modelling and questioning to support learners in recognising how well they have done as well as any areas for development. Marking and feedback should be clearly linked to learning intentions/objectives.

Where work evidence is in the form of photographs or video the feedback and marking policy still applies.


Oral feedback should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. This immediate approach is often the most appropriate and effective form of feedback to many learners. Some learners may need feedback given in other ways other than/or in addition to verbal communication, such as accompanying with signs, symbols or photographs.

Marking should be done as soon after the lesson as possible. Learners will be given time to look at their marked work and reflect upon learning. When appropriate, learners will be given time to make further improvements or complete corrections (where applicable). Learners' work is corrected as soon as possible after completion and if possible in the presence of the learner.

## **Whole School Guidelines**

The feedback and marking policy outlines the strategies for providing feedback and marking learners' work, that are common throughout the whole school. Differences are in place between primary and secondary with the exception of some senior learners accessing the primary strategy as it is more applicable to developmental needs.

Praise and encouragement will be given to learners throughout their learning. Excellent or very good work will be rewarded with stickers and certificates from the Headteacher. Stickers may also be awarded by class teachers and other senior leaders. Parents and carers will be informed of excellent or very good work via Class Dojo or/ and a copy of the work being sent home. Celebration assemblies on a Friday also recognise individual achievements and successes.



The date and learning intention/objective will be evident on every piece of work. Marked work will be dated and signed by the member of staff. The foundation and primary department with the exception of a few other learners will adhere to the Mr men marking strategy and the senior department learners will adhere to the marking slip strategy. A marking slip should be attached to every piece of work in the senior department and a Mr Men character to the foundation and primary learners.

All work should be marked in black ink or in a suitable colour for those with visual impairment.

Where applicable all comments on work should be read to the learner, it may be that they don't fully understand but the right use of intonation should help convey the message.

Comments on learners' work should include the Welsh language.

Learners' work can be marked by the teacher and TAs in the class. If a TA is supporting an individual or a group it may be more relevant for them to mark the learners work. Teachers will monitor the feedback after each session.




Learners will be encouraged to think about their learning and self-evaluate during each session using the strategies included in this policy.

### **Recording Evidence**

Penmaes records evidence in a number of ways e.g. video, photographs, Class Dojo, Evidence Me and observation sheets. Clear annotation by staff is vital to mark and record participation and progress by learners.

Learners following accreditations record their work on specific proformas which are clearly marked in accordance with the criteria outlined for the unit/course.

**Foundation and Primary Feedback and Marking Strategy**

	<p>Good or Excellent Work Learning intention/objective fully achieved</p>
	<p>Keep Trying Learning intention/objective partially achieved</p>
	<p>Too Hard Learning intention/objective not achieved</p>

**Levels of support (used for foundation, primary and seniors)**

Code	Definition
NH	No Help – pupils were able to work independently. Staff should still annotate the work as to the nature of completion and successful achievement of Learning Objective
SH	Spoken/Signed Help - Pupils were helped by staff speaking or signing suggestions to the pupil. It is important that the level and/or degree of support is annotated.
GH	Gestural Help – Help was given by staff using hand signals or other gestural prompts.
PH	Physical Help – Help was given by staff either by holding or guiding the pupil.

SE	Sensory Experience – help was given or pupil was taught through a sensory experience, e.g. hearing, touch, sight, smell or taste.
ER	Experience Recorded – The pupil was given an experience of the activity but was unable to take part.

**Senior Feedback and Marking Strategy**

**Appendix 1b**

Date:	
Learning Intention/objective:	

<p><b>Feedback:</b>  <i>(feedback should be linked to whether the LI/LO has been achieved and the level of support provided)</i></p>	
<p><b>Next Step/s:</b>  <i>(these should be skills/objective based and not what the next activity is)</i></p>	
<p><b>Learner comment where applicable:</b>  <i>(note what they felt went well and where they can improve)</i></p>	

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