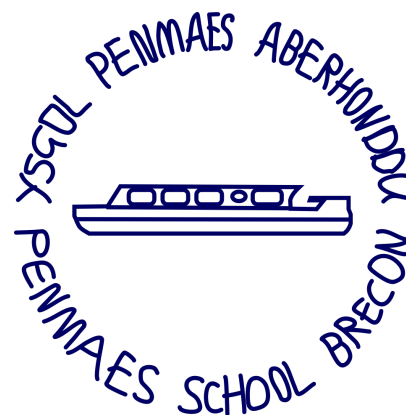


Ysgol Penmaes


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
Acting Headteacher: Luci Clark		09.10.24
Chair of Governors: Clancy Brett		09.10.24
Next review date: Sept. 25		



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 that assessment and marking practices at Ysgol Penmaes are fair, transparent, and supportive of students' learning and development. There are three parts to this policy:

1. For learners following the Curriculum for Wales syllabus aged 3-14 years.
2. For learners following WJEC pathways.
3. For learners following the ASDAN programme.

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.

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.
- To fulfill standards described by external qualification boards (WJEC/ASDAN) in order to ensure learners' work meets the threshold for the award.

Types of Assessment for all learners

The type of assessment will depend on the work that has been produced. For example, pupils in the senior department will sit a WEST assessment once a year to gain summative assessment data, whereas pupils working on pre-progression steps will be assessed asking simple formative assessment questions. The types of assessments used at Ysgol Penmaes are:

- **Formative Assessment:** Ongoing assessments conducted during the learning process to provide feedback and guide instruction. This includes simple questioning, observations, quizzes, and informal assessments.

- **Summative Assessment:** Evaluations that occur at the end of an instructional period to measure student learning against defined standards. This includes end-of-term tests, prior learning projects, and WEST assessments.
- **Diagnostic Assessment:** Assessments used to identify students' prior knowledge, skills, and learning needs at the beginning of a new topic or course. These are tracked using the school Tracking Tool.
- **Norm-Referenced Assessment:** Assessments that compare a student's performance to that of their peers. These are documented in whole school data packs.
- **Criterion-Referenced Assessment:** Assessments that measure student performance against predefined criteria or learning objectives. These include, but are not limited to, WJEC and ASDAN accreditations.

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.

Marking Procedures

For learners following the Curriculum for Wales syllabus aged 3-14 years.

There are many learners at Penmaes who are unable to read and will benefit from visual aids for marking such as dojo points, smiley faces, traffic lights, objects of reference, etc and will be determined by the class team. 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.

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. Learners who are following the Curriculum for Wales syllabus aged 3-14 years will follow the marking slip strategy, whereby the slip is attached to every piece of work and staff will add a comment. Three times a term, the class team will fill out an observation form which forms part of a wider learner journey.

Verbal 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 signs, symbols or photographs.

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.

A coded system will be used to show the level of independence when completing work.

Coded levels of support

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.

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.

For learners following WJEC Pathways

Twice a year, pupils aged 15 or older may follow WJEC pathways to gain qualifications in subjects such as humanities, literacy and more. In order to gain the qualification, pupils must show they have understood and met the Learning Objective and Assessment Criteria for that subject as defined by the WJEC (e.g. LO and AC 1.1).

Marking will involve commenting on every piece of work to show how the learner has met the learning intention and assessment criteria. Marked work will be transferred onto the WJEC supporting proforma and moderated by the agreed date. All moderated marked work will be submitted onto the WJEC website and those who are called for sample will be uploaded onto the portal.

To support the understanding of the Learning Objective and Assessment Criteria, pupils may complete work that does not need to be moderated.

For **unmoderated** work, feedback could be verbal and should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. Verbal 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 require feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs, whereas others may need written feedback in the form of a comment or remark. 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.

A coded system will be used on unmoderated work to show the level of independence when completing work.

Coded levels of support

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.

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

For learners following ASDAN

Some pupils aged 15 or older may follow ASDAN as a suitable pathway to gain qualifications in subjects such as lifeskills, towards independence and more. In order to gain the qualification, pupils must show they have understood and met the Learning Objective and Assessment Criteria for that subject as defined by the ASDAN.

Marking will involve commenting on every piece of work to show how the learner has met the learning intention and assessment criteria. Completed work will be transferred onto the ASDAN portal once a year, and moderated by the agreed date.

To support the understanding of the Learning Objective and Assessment Criteria, pupils may complete work that does not need to be moderated.

For unmoderated work, feedback could be verbal and should be given during the lesson allowing learners to think about their learning and to make improvements to their work there and then. Verbal 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.

Other learners may benefit from visual aids for marking such as smiley faces, traffic lights, objects of reference, etc and will be determined by the class team. 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.

Some learners may require feedback given in other ways other than/or in addition to verbal communication, such as accompanying signs, symbols or photographs, whereas others may need written feedback in the form of a comment or remark. 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.

A coded system will be used on unmoderated work to show the level of independence when completing work.

Coded levels of support

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

Feedback

- **Timeliness:** Feedback will be provided promptly to ensure that pupils can apply it to their learning. For formative assessments, feedback should be given within one week; for summative assessments, within two weeks.
- **Constructiveness:** Feedback will be specific, actionable, and geared towards helping pupils understand their strengths and areas needing improvement.
- **Engagement:** Pupils will be encouraged to reflect on feedback and set goals for their own learning. Peer and self-assessment will also be incorporated where appropriate.
- **Meaningful:** Feedback should be communicated using the most effective methods for that pupil, as well as help other adults to understand the outcome.

Record-Keeping

- **Documentation:** Teachers must maintain accurate records of assessments, including scores and feedback, in line with school and legal requirements.
- **Progress Tracking:** Regular reviews of pupil progress will be conducted to identify trends, address concerns, and support individual learning needs.

Responsibilities

- **Teachers and Teaching Assistants:** Responsible for implementing assessment and marking practices in line with this policy, providing timely and constructive feedback, and keeping accurate records.
- **Pupils:** Responsible for engaging with assessments, reflecting on feedback, and taking steps to improve their learning.
- **Parents/Guardians:** Responsible for supporting their child's learning and engaging with the school's assessment and feedback processes.



Policy Review

This policy will be reviewed annually to ensure its effectiveness and to make necessary adjustments based on feedback from staff, pupils, and parents.