

# YSGOL MAES Y MYNYDD



## FEEDBACK AND ASSESSMENT POLICY

<b>Approvals</b>	
Approved by Governing Body on	Date: 15/3/2022
Signed by Chair of Governors: <i>K Hughes</i>	
Reviewed	Date: 7/11/2023
Signed by Chair of Governors: <i>K Hughes</i>	
To be reviewed every 3 years	Date: AUTUMN TERM 2026

## Ysgol Maes Y Mynydd Feedback policy

### **Introduction**

This policy was reviewed in the Autumn term 2023-24 following continuous review and training to develop effective practice and to ensure consistency across the school.

At Ysgol Maes Y Mynydd, we believe that the effective feedback to pupils is an integral part of the teaching and learning process and enables pupils and teachers to move forward successfully.

### **Purpose of Marking and feedback**

1. To assess a pupil's development of the 'skill' that is being focussed on.
2. To set future targets for the pupils.
3. To provide feedback on pupil performance.
4. Recognise and reward good effort.
5. To support pupils in understanding what they do well and what they need to do to improve.

Feedback is always focussed on the Learning Intention and referenced to the Success Criteria.

In order for feedback to be meaningful for all pupils regardless of age or level of understanding, we adopt a method which incorporates pictorial and written comments as appropriate.

Work marked away from the child is in red. Work marked with the child is in green and peer marking is in pencil or their own pen.

School makes appropriate use of digital software e.g. SEESAW to record pupils work and leave where applicable either verbal based and/or written based feedback.

Any teacher or support staff, other than those usually in the classroom initial and date work marked. Supply staff are provided with the marking criteria.

Pupils' will, as appropriate self assess against the LI and SC.

### **Role of the Adult.**

The school are aware of the crucial role of the adult in promoting positive teaching and learning. Questioning and purposeful feedback are recognised as effective strategies in developing learners.

### **Foundation learning department (ages 3-8)**

#### Early Years

In Lower Foundation Phase, all pupils' work is dated and annotated. Any written comments at this stage are to inform the adults about how the pupil responded to the LI and SC. Adults may comment on whether the pupil works unaided or needs support. Constructive oral feedback is given to the child while the child is on task and at the end of the activity.

#### Years 1,2 &3

Oral feedback is always given during the task and for focus tasks, the work is marked with the child. Written comments are used, and follow up targets on the work are shared with the child and focus on the LI and SC. As pupils move through the academic year groups self- assessment processes and techniques are developed.

## **Key Stage 2 (ages 8-11)**

### English and other written work

As pupils move through Key Stage 2, we plan to give all pupils the opportunity to draft work when appropriate across the curriculum. Where pupils need additional support this is provided by adults in the class.

Throughout this drafting period pupils work closely with staff to carry out an EBI (Even Better If) process. Teacher will make notes, ask questions and provide oral feedback with individual pupils. Pupils will then work independently to improve their work. Following the EBI process, pupils will produce a final draft, incorporating their improvements. The final piece of work is then assessed against the SC and teacher, pupil and peer assessment will take place at an appropriate level. Targets are set and visible in Literacy books. The targets are dated once achieved.

### **Maths**

Work is marked against the LI and √√ used if pupils have achieved the LI. If pupils have not achieved the LI, a NS (Next Step) is identified. Pupils are given time to carry out the NS, either through independent work (in school or additional homework) or in a boost session 1-1 or in a group.

### **Consistency within the school**

All staff follow the guidelines outlined above and the code included below to ensure consistency and follow the agreed symbols.

### **Recognising Achievement**

We recognise achievement in all subjects through the use of verbal and written feedback, phone calls home, 'seesaw' parental messages and the award of 'Seren yr Wythnos' at our Friday Celebration assembly which focuses on the 4 Purposes of Curriculum for Wales.

### **Ysgol Maes-y-Mynydd-Marking/feedback code**

In order to judge the quality of a pupil's achievement, the teacher must have a clear understanding of the learning intention.

- Pupils must also understand the learning intentions and their meaning to know what to do in order to demonstrate the skill.
- Success criteria are a breakdown of the LI and enable monitoring of progress and self-assessment.
- SC is more effective if it is decontextualized and focusses on what skills the teacher wants the pupils to learn.
- Closed learning objectives is more process based success criteria, e.g. following a process to complete a calculation.
- Open learning objectives lead to a broader success criteria.
- Co-constructed SC, between pupils and teacher are more effective than simply given.
- Using SC enables pupils to be more independent, identify success and improvement needs, facilitates self and peer assessment. (Shirley Clarke)

	Strategy	Codes	Green pen with child (VF) Red Pen away from child (non-VF) in all areas
Across all areas of Learning	Developmental marking Green/Pink Feedback code	WWW (green highlighter) EBI (pink highlighter)	
	Achieved	LI ✓✓	Move onto the next LI
	Partially Achieved	LI ✓ NS:.....	NS-mark against SC and clarify what the next step is in pen. Boost /support or achievement can be acknowledged through ticking NS once it has been achieved.
	Not achieved	LI NS:.....	NS: more evidence of this LI being taught-use of differentiation, boost to support.

**Writing Feedback code.**

Feedback	Code
Spelling	SP
Punctuation	P
Handwriting	Correction highlighted in Blue
Mistakes	Line through error with ruler
New Paragraphs	//
Come back later	'Squiggly line'
Pink for Think	

## Assessment at MYM

### On Entry

At Ysgol Maes y Mynydd we carry out On-Entry assessment within the first 6 weeks of pupils starting at our school.

This could be when pupils:

- join our Funded Early Entitlement class.
- join our Nursery class at the start of the school year.
- join our school during the year in any age group.

On Entry for Early Entitlement and Nursery pupils will consist of the following steps/ process.

**Step 1:** parents/ carers to complete an 'All about...' booklet. Appendix 1.

**Step 2:** staff to observe, play and work alongside pupils in the setting using observation guidance. (Appendix 2).

**Step 3:** school staff will contact other agencies/ settings highlighted in the shared information to obtain relevant documents.

**Step 4:** school staff to use all information gathered to complete a 1 page profile. (Appendix 3).

**Step 5:** school staff will use their observations to record the pupil's starting points in (Appendix 4).

- Social and Emotional development and Well Being.
- Physical development.
- Language, Literacy and Communication skills.
- Mathematics and Numeracy.

School staff will make use of the following documents to inform their On-Entry assessments.

- Emotional, Health, Well-being and Resilience framework.
- Foundation phase profile (this aligns with child-development)
- Curriculum for Wales

**Step 6:** following observations and discussions with colleagues and other professionals other assessments may be used to identify areas of need, this would also inform the planning of provision.

We may use the following assessments for this purpose.

- WellComm
- Bessi3

**Step 7:** pupil progress meetings will take place termly during the year to track progress. Evidence will include SeeSaw, staff observations, attendance data, dialogue with parents and external agency paperwork as appropriate.