



Assessment and Feedback Policy

Version 2 – January 2021

Date	Review Date	Co-ordinator	Nominated Governor
February 2022	February 2024	Mr. Darryl Evans	Micky Dixon

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Assessment and Feedback policy acknowledges the vital role of assessment in our children's learning. At Llangewydd Junior School, we value the successes and achievements of every learner and we strive to ensure that each child fulfils their potential. Effective assessment allows us to track an individual's progress on their learning journey with an emphasis on our teachers and learners gaining a clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught. The main purpose of assessment at our school is to provide information that can guide decisions about how best to progress children's learning and to report to their parents and carers on that progress. Our assessment processes provide a framework for the highest quality teaching and learning and is shaped by our commitment to improving children's learning, teachers' teaching and parents and carers' understanding.

At Llangewydd Junior School, we believe that effective assessment, including formative and summative assessment, target setting, recording and reporting, is an important part of a continuous learning pathway. It makes significant contributions to the planning, delivery and on-going evaluation of a broad and balanced curriculum that enables our learners to realise the four purposes and equips them for ongoing learning, work and life. The extent of our assessment is always proportionate to its benefits. Our children are entitled to assessment processes that accurately identify and track progress whilst also highlighting strengths and areas for improvement in pupils' learning in order to inform future planning and to help us narrow any learning gaps. Assessment also assists our school in setting appropriately challenging targets and in evaluating our overall effectiveness. Ultimately, it drives our perpetual commitment to improving the provision we make for our learners and the standards they achieve.

Aims

At our school, we aspire to secure a coherent assessment and evaluation framework with a clear vision and strategy that:

- ensures that all important learning intentions and progression in relation to our four purposes are covered by relevant and proportionate assessment.
- prioritises the formative role of assessment in teaching and learning in helping our learners to understand what they have achieved and what the next steps in their learning are.
- raises standards of achievement throughout our school.



- uses a wide range of assessment techniques that are appropriate to their purpose and that reflect the breadth of our curriculum purposes.
- acknowledges teacher assessment as the main vehicle for assessment.
- uses summative tests as an important part of overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning.
- uses external, standardised testing in combination with school summative assessments and teacher assessment to provide important benchmarking information.
- maintains accurate records of the progress and attainment of individual children and cohorts.
- ensures consistency in assessing achievement and identifying achievable and challenging targets for each learner.
- values both self-assessment and peer-assessment as ways of encouraging our children to take greater responsibility for their own learning. We invest each child with ownership of their own learning, helping them to understand what they have achieved and what they need to do next.
- enables our teachers and other professionals to use assessment information to plan work that accurately reflects the needs of individual learners.
- is carefully designed to be as light-touch as possible whilst giving sufficient information to assess progress, and avoid unnecessary bureaucracy.
- provides regular information focused on progress for parents and carers that enables them to support their child's learning.
- provides information that our school can use systematically and in combination with other evidence to inform school self-evaluation for school improvement purposes.
- provides continuity for transition between key stages and schools.

Our School Assessment and Feedback Calendar

Assessment and Feedback Calendar

September	October	November	December	January	February	March	April	May	June	July
Y3 Baseline Assessments: - YARC - National Reading and Numeracy personalised assessments.	'Meet the Teacher' Parental Consultations.					Parent-Teacher Consultations.		National Reading and Numeracy personalised assessments – Y3, 4, 5 and 6.	Transition KS1/KS2, KS2/KS3: Face to face discussions about learners. Transfer of assessment information/data.	Reports to parents
SIMS Well-being / Class Profile verified and updated.	KS2/3 Cluster Moderation Pre-meeting 1				KS2/3 Cluster Moderation Pre-meeting 2			KS2/3 Cluster Moderation	End of KS2 Teacher Assessments – finalisation of levels.	SIMS Well-being / Class Profile updated and transferred.
	Target setting – teacher forecasts – projected levels.									Target setting – actual attainment levels.
LRC/CARE Saiford Reading test Vernon Spelling HFSW	IDPs completed				LRC/CARE Saiford Reading test Vernon Spelling HFSW	IDPs reviewed		LRC/CARE Saiford Reading test Vernon Spelling HFSW	YARC for all year groups	
	Termly Writing Assessment 1						Termly Writing Assessment 2			Termly Writing Assessment 3
Ongoing Formative Assessment – AfL in lessons and feedback in books										
Big Maths Assessments – CLIC, SAFE, Learn Its – every fortnight										
Ongoing Formative Assessment – AfL – Individual Learner Targets in Literacy, Numeracy and Well-being										
Ongoing Formative Assessment – AfL in orange books (ALN) and blue books (BEL)										
Ongoing Formative Assessment (AfL) and summative assessment (AoL) in LEXIA and Reading Eggs										
YARC for new admissions										
Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base	Half termly B Squared Assessments – LRC/CARE Base
Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.	Termly Staff Meetings – standardisation of work in English, Maths, Science and Welsh Second Language.



Formative Assessment at our school - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning process. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. Indeed Dylan Wiliam describes effective assessment as the bridge between teaching and learning and asserts that we can only find out what actual learning has taken place through sound assessment ¹. We view formative assessment as an essential and natural part of our teaching processes and not an additional ‘bolt-on’. The characteristics of effective formative assessment at our school include:

¹Wiliam, D (2011) *Embedded Formative Assessment* Solution Tree Press

Aspect of Formative Assessment (Afl)	Strategy
<p>Questioning</p>	<ul style="list-style-type: none"> • increasing ‘wait time’ after asking questions, ensuring that ‘thinking time’ is given. • Think Pair Share – giving learners a few minutes to consider their responses to questions on their own. Then each learner discusses their ideas with a partner before the discussion is opened up to the whole class. • asking open and closed questions. • asking a sequence of questions to scaffold learning. • placing an emphasis on open questions that require our learners to use higher-order thinking skills to answer them. • ensuring that all learners are actively engaged with questions by asking them to write down their answers on mini- whiteboards. • asking questions that invite the learner to expand upon their ideas or justify their opinions in more sophisticated detail. • establishing a non-threatening climate of dialogue where our learners feel comfortable sharing their ideas and can expose their misconceptions without fear of giving an incorrect answer. In our classrooms, learning is enhanced by opportunities for discussion of misconceptions and clarification of these so that our children (and indeed adults) can learn from one another’s mistakes or misconceptions. • using strategies such as lollipop sticks, the ‘No hands up’ rule and ‘Bouncing the Question’ to promote engagement with questions by a range of learners.
<p>Feedback</p>	<ul style="list-style-type: none"> • creating regular opportunities for our learners to come together with our teachers to discuss where they are in their learning, where they want to be in their learning, and how they are going to get there. • displaying, sharing and discussing our learning objectives (WALTs) and our quality criteria or ‘Q’ before, during and after learners work. • looking closely at specific pieces of work completed by the learner with reference to our learning objectives (WALTs) and our ‘Q’ – what makes for a quality outcome. • providing comment only feedback on our learners’ work. Feedback to each learner praises ‘Q’-focused aspects of their work and also contains SMART targets about how to improve their learning.

	<ul style="list-style-type: none"> • providing comment only feedback in the form of ‘Two Stars and a Next Step’ for more extended pieces of work. • making individual references and giving specific feedback to our learners in order to encourage them to review their own progress and learning process instead of comparing themselves to their peers. • giving informal, verbal feedback to our learners throughout lessons e.g. in the context of discussions, group work, supporting individual learners. • reviewing the learning objective and our ‘Q’ (what makes for a quality outcome), as well as looking ahead to next steps in learning in a plenary at the end of lessons. • discussing and negotiating literacy, numeracy and well-being targets with each learner. These are displayed in the classroom and are reviewed before new personalised targets are set. (See Appendix – Learner Targets) • formative discussion and analysis of work completed by ALN learners in orange books and BEL learners in blue books in order to assess what targets learners have achieved and next steps in their learning. • formative use of summative tests e.g. Big Maths CLIC/SAFE/Learn Its tests, National Reading and Numeracy tests (Personalised Assessments). The outcomes of summative tests for classes, groups and individuals are analysed in order to identify what learners can do, as well as next steps in their learning.
<p>Self- and Peer- Assessment</p>	<ul style="list-style-type: none"> • creating regular opportunities for our learners to evaluate their own work and think about their own learning with reference to specific criteria. • creating time for our learners to make sense of what their teacher says, relate it to previous learning and use this for new learning. • enabling our learners, through self-assessment, to set their own learning goals and be responsible for their own learning. • creating time for our learners to practise the skills necessary to become reflective learners. • creating regular opportunities for our learners to evaluate each other’s work and to give each other feedback. • helping our learners to develop their social skills and to use higher-level skills such as thinking critically and analytically. • requiring our learners to ‘think like a teacher’ for each other. Each learner will apply the ‘Q’ criteria to another learner’s work and make value judgements based on these before suggesting ways in which the work can be improved. • facilitating learners’ articulation and internalisation of their own understanding of what makes a ‘quality’ piece of work. • using a range of self- and peer-assessment activities e.g. traffic light activities, the ‘Two Stars and a Next Step’ evaluation structure, Thumbs up Thumbs down self-evaluation, Post-It note annotations, KWHL grids, self-marking work, peer-marking work, rubrics, talking partners. • using metacognitive language to help our learners to hone their metacognitive skills by providing them with opportunities to talk about their thinking processes, compare them with others and refine their learning skills as a result.

<p>Formative use of summative assessments</p>	<ul style="list-style-type: none"> formative use of summative tests e.g. Big Maths CLIC/SAFE/Learn Its tests, National Reading and Numeracy tests (Personalised Assessments). The outcomes of summative tests for classes, groups and individuals are analysed in order to identify what learners can do, as well as next steps in their learning. Such analysis can focus our teachers’ attention on planning teaching and learning to address areas where learners experienced difficulties. Time may be spent looking at and working on summative assessment questions in class, in pairs or in groups as a peer-learning activity.
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(See Appendix 1 – Pupil Entitlement – Assessment for Learning)

Summative Assessment at our school - Assessment of Learning

Our school uses summative assessments as an important part of our overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning. We use school summative assessments and external, standardised summative assessments in combination with teacher assessment to provide assessment information. Summative assessments:

- identify attainment through one-off standardised tests/assessments at any given point in time, providing information about our learners’ levels of academic performance.
- record performance in a specific area on a specific date, evaluating learners’ current knowledge, skill and/or understanding within an area.
- may be in the form of a test/an assessed piece of work demonstrating attainment or through teacher assessment of a learner’s level of attainment using a range of pieces of work and responses.
- can provide age standardised information.
- can evaluate learners’ progress against national criteria, their previous work and, where appropriate, the cohort.
- inform the school’s target setting processes.
- can provide data that informs school self-evaluation.
- contribute to the monitoring and evaluation of the effectiveness of the school’s provision, providing information about individuals’ and cohorts’ areas of strength and weakness.
- inform reports on learners’ progress and attainment to parents and carers.

Summative Assessments at our School	
Type of Summative Assessment	Purpose
<p>Statutory Nationally Standardised Summative Assessments</p> <p>Online National Reading Personalised Assessment and online National Numeracy (Procedural) Personalised Assessment.</p> <p>Online National Numeracy (Reasoning) Personalised Assessment – from September 2021 onwards.</p> <p>(to be completed twice by Year 3 - once in September as a baseline assessment and once later in the year. Years 4, 5 and 6 will complete the Personalised Assessments once later in the year.)</p>	<p>To provide a summative attainment result, giving teachers, parents and the learners themselves consistent, detailed information about learners’ development and progress in reading and numeracy. These National Personalised Assessments will provide feedback on the skills tested, age-standardised scores and progress reports for both individual learners and groups. Feedback is intended to support the learner (and their parents) in understanding their own progression as well as to support teachers in identifying strengths and areas to develop.</p>

<p>These National Personalised Assessments will provide feedback on the skills tested, age-standardised scores and progress reports for both individual learners and groups. Feedback is intended to support the learner in understanding their own progression.</p>	
<p>Non-statutory Tests.</p> <p>The York Assessment of Reading for Comprehension (YARC) test – a one-to-one, diagnostic reading assessment that assesses learners’ reading and comprehension skills.</p> <p>(to be completed twice by Year 3 - once in September as a baseline assessment and then in June. Years 4, 5 and 6 will complete the YARC test once in June.)</p> <p>Big Maths assessments: Learn Its Challenges – focus on learning and recalling times tables, basic calculations and number bonds. CLIC Challenges – focus on core numeracy skills. SAFE Challenges – focus on outer numeracy skills: shape, amounts, fractions and explaining data.</p> <p>These online assessments are completed by learners once a fortnight.</p> <p>LRC/CARE base assessments: B Squared – half termly assessments in English and Maths (but also aspects of PSHE and Science) New Salford Reading Test – undertaken in September, February and May Vernon Spelling Test - undertaken in September, February and May High frequency word spelling test - undertaken in September, February and May</p>	<p>To obtain an in-depth, diagnostic assessment of learners’ reading and comprehension skills. To identify specific problems and inform appropriate interventions. To track pupils’ reading and comprehension ages throughout the key stage.</p> <p>To track progress and attainment for individual learners, groups and/or classes in core and outer numeracy skills. To identify learning gaps and use these to inform Maths planning.</p> <p>To track progress and attainment for individual learners. To identify skills that learners use and apply. To identify areas in which further support/resources are needed. To diagnose a learner’s specific difficulties.</p>
<p>Summative Assessment as part of Interventions</p> <p>Lexia and Reading Eggs Both these literacy interventions, whilst largely formative in their approach, periodically use summative assessment tasks to monitor learners’ progress and attainment at the end of units of work. Such summative assessments identify which skills learners can apply as well as areas for improvement.</p>	<p>To monitor learners’ progress and attainment at the end of units of work. To identify skills that learners use and apply. To identify areas in which further support/resources are needed. To diagnose a learner’s specific difficulties.</p>
<p>Termly Writing Assessments</p> <p>Every term a focused piece of writing is used to teacher-assess learners’ levels of attainment in Writing. This piece of writing is levelled according to the</p>	<p>To track progress and attainment for individual learners, groups and/or classes in writing skills.</p>



<p>National Curriculum level descriptions and learners' levels are recorded using the SIMS Assessment Marksheet.</p>	<p>To identify learning gaps and use these to inform literacy planning.</p>
<p>End of Year Teacher Assessments</p> <p>As part of our <i>Target Setting</i> process, in October, teachers make end-of-year projections for learners' attainment in English, Maths, Science and Welsh Second Language. In July, teachers assess learners' actual attainments in these NC subject using a range of pieces of work and responses. These actual attainment levels are recorded using the SIMS Assessment Marksheet.</p>	<p>To track progress and attainment for individual learners, groups and/or classes in English, Maths, Science and Welsh Second Language. To inform school self-evaluation/ monitoring and evaluation of the school's provision.</p>
<p>End of Key Stage Teacher Assessments</p> <p>In June, Year 6 teachers assess learners' actual attainments in English, Maths, Science and Welsh Second Language using a range of pieces of work and responses as evidence. These include a level for each attainment target (for subjects with more than one attainment target) and an overall level for each subject. These actual attainment levels are submitted to WG and are recorded using the SIMS Assessment Marksheet.</p>	<p>To track progress and attainment for individual learners, groups and/or classes in English, Maths, Science and Welsh Second Language. To inform school self-evaluation/ monitoring and evaluation of the school's provision. To report to parents and carers about learners' progress and attainment.</p>
<p>School-based standardisation and moderation</p> <p>Each term summative assessments are undertaken in the context of internal standardisation and moderation meetings (whole staff meetings and year group triads). Throughout the year, our teachers apply the concept of best-fit judgements to learners' work in relation to the National Curriculum level descriptions in English, Maths, Science and Welsh Second Language. This process allows our teachers, within each subject, to confirm a shared understanding of National Curriculum standards, based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Teachers moderate end of key stage assessments and Year 6 teachers apply the outcomes from this internal moderation prior to finalising all learners' end of key stage attainment.</p>	<p>To confirm a shared understanding of National Curriculum standards. To ensure consistency and accuracy of teachers' judgements in relation to specific criteria and standards. To use samples of learners' work to generate a reference set of exemplars.</p>
<p>Key Stages 2 and 3 Cluster Moderation</p> <p>Summative assessments are undertaken in the context of cluster group meetings for Key Stages 2 and 3. These take place in May and include robust arrangements for moderation of examples of Year 6 and Year 9 learner portfolios of work in English, Maths, Science and Welsh</p>	<p>To confirm a shared understanding of National Curriculum standards. To ensure consistency and accuracy of teachers' judgements in relation to specific criteria and standards.</p>



<p>Second Language. This process allows cluster teachers, within each subject, to confirm a shared understanding of National Curriculum standards based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Our teacher representatives share the outcomes of the cluster group meetings with other staff. Agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within our own school prior to end of key stage teacher assessment.</p>	<p>To ensure that good practice within the cluster is identified, shared and built upon. To add value to school-based standardisation and moderation by strengthening teacher assessment.</p>
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Target Setting

At our school we make full use of all assessment information in setting targets. In October, each teacher sets targets for the learners in their classes, giving end of year National Curriculum level projections for their attainment in English, Maths, Science and Welsh Second Language. Assessment information provides the teachers with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of our learners. In July, these forecasts are reviewed and learners' actual attainment is recorded on our SIMS Assessment Marksheet.

In addition, our learners are set individual targets in literacy, numeracy and well-being based on their current academic performance and personal behaviours. These are discussed, negotiated and agreed with our learners in order to provide a motivation for improving their work and aspects of their well-being. These targets are displayed in the classroom and are regularly reviewed and updated with new personalised targets being set.
(See Appendix 2 – Learner Targets)

Such target setting processes at our school serve as a means of providing information and potentially as a basis for taking school improvement actions. In particular this information is used:

- to track individual pupils' and cohort attainment and progress over time.
- to project future information.
- to give indicators about the effectiveness of our school's provision.
- to potentially inform school improvement actions.
- to inform reporting to parents and outside agencies.

Standardisation and Moderation

School-based standardisation and moderation

Every term internal standardisation meetings take place in the context of whole staff meetings and year group triads. Throughout the year, our teachers apply the concept of best-fit judgements to learners' work in relation to the National Curriculum level descriptions in English, Maths, Science and Welsh Second Language. This process allows our teachers, within each subject, to confirm a shared understanding of National Curriculum standards based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Teachers moderate end of key stage assessments and Year 6 teachers apply the outcomes from this internal moderation prior to the cluster moderation process and the finalising of all learners' end of key stage attainment. Our standardisation and moderation processes enable us:



- to confirm a shared understanding of National Curriculum standards.
- to ensure consistency and accuracy of teachers' judgements in relation to specific assessment criteria and standards.
- to use samples of learners' work to generate a reference set of exemplars.

Key Stages 2 and 3 Cluster Moderation

Cluster moderation group meetings for Key Stages 2 and 3 take place in May and include robust arrangements for moderation of examples of Year 6 and Year 9 learner portfolios of work in English, Maths, Science and Welsh Second Language. Two pre-meetings chaired by a Cluster Moderation Co-ordinator take place in October and February in order to clarify expectations with regard to a consistency of approach and record keeping. This cluster moderation process allows cluster teachers, within each subject, to confirm a shared understanding of National Curriculum standards based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Our teacher representatives share the outcomes of the cluster group meetings with other staff. Agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within our own school prior to end of key stage teacher assessment. Our cluster moderation processes enable us:

- to confirm a shared understanding of National Curriculum standards.
- to ensure cluster-wide consistency and accuracy of teachers' judgements in relation to specific assessment criteria and standards.
- to ensure that good practice within the cluster is identified, shared and built upon.
- to add value to school-based standardisation and moderation by strengthening teacher assessment.

Reporting

Written reports

Our school values and nurtures the partnership it has with parents and carers in encouraging our children to make good progress, achieve highly and develop fully as young people. Written and oral reports to parents on learners' progress, development and well-being are an important means of ensuring that parents are fully involved in this partnership. Written reports for each learner are provided in July, the end of the academic year. We aim to ensure that our written reports are personal to the child and provide parents with information they will find helpful in supporting their child's learning. This includes:

- information about the learner's attainment, progress and effort in relation to each area of learning, drawing attention to any particular strengths and areas for improvement.
- a summary of the learner's approach to learning and skill development.
- a summary of the learner's attainment in relation to our four purposes.
- details about a learner's general progress including an overview of behaviour, contribution to school life, special achievements and general well-being.
- targets for future development and progress.
- levels of attendance.
- results of National Reading and Numeracy statutory assessments.
- end of key stage levels/teacher assessments in English, Maths, Science and Welsh Second Language for Year 6 pupils.

Parents and carers are invited to respond to the written report. Our learners themselves are encouraged to undertake a self-assessment, reflecting upon their achievements, progress and areas for improvement.



Oral reports

Our school seeks to ensure that all parents and carers feel welcome and able to discuss their child's progress and well-being at any time. There are two formal parental consultations throughout the year where parents have opportunities to discuss their child's progress with class teachers:

- A 'Meet the Teacher'/Open Evening-style parental consultation in October.
- A teacher-parent consultation in March with an appointment system.

In addition, parents and carers are welcome to make a mutually convenient appointment to discuss any aspect of their child's progress and/or well-being at any point throughout the year. The school encourages parents and carers to ask questions and gain an insight into their child's learning. We aim to be honest and constructive in the picture that we give of each child, providing specific guidance as to how parents can support their child's learning effectively.

(See Appendix 3 – Our School Assessment and Feedback Calendar)

Feedback

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol.77, No.1, pp.81-112)

Llangewydd Junior School is committed to providing effective feedback to our learners. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Effective feedback at our school aims to:

- relate to learning objectives and 'Q' criteria (what a *quality* outcome looks like) that are shared/negotiated with our learners.
- support learners' confidence and self-esteem in learning by identifying and celebrating what they have done well.
- communicate clearly to our learners what they need to do to improve, giving SMART strategies for improvement.
- respond to individual learning needs.
- allow time for our learners to read, reflect and respond to feedback.
- focus teachers' assessment knowledge of each learner, helping to inform future planning and refine next steps in learning.
- involve all adults working with children in the classroom.
- adhere consistently to whole-school processes to teach pupils to respond to feedback, self-/peer-assess and evaluate their own learning.



Feedback Strategies

We give feedback to our children in a number of ways during teaching and learning at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable.

i. **Teachers' well considered, real time interventions.**

Throughout lessons, teachers' interventions are well-considered to facilitate effective learning. They may, for example, ask questions or give feedback that prompts deeper thinking or addresses misconceptions. Such real-time, responsive interventions often take the form of verbal feedback at the point of teaching e.g. effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. Verbal feedback is often given in the context of one-to-one discussions with pupils or in small group contexts but could equally be given to the whole class. In practice, such feedback serves as a form of live-marking and when most effective:

- engages learners in the feedback there and then.
- ensures that feedback is relevant and immediate.
- ensures that feedback is given at the point when it is usually most needed – when the learner is working.
- may be in response to the learning of two or more students but probably benefits many others.
- includes examples and models e.g. displayed through use of AirPlay or other visualisers.
- is differentiated.

This type of feedback could also be written in the form of prompts which extend learning, for example, a scaffold e.g. *Suddenly... , She trembled with fear as...* or an example prompt i.e. modelling the 'Q' criteria that the teacher is looking for.

Whole Class Feedback

Similarly, Whole Class Feedback may be given in lessons (often at the start) following teachers' scrutiny of children's books/drafts/work in progress. Such feedback to the class as a whole is often a forum for:

- giving meaningful, quality feedback.
- clarifying learning objectives/our 'Q' criteria – what makes a quality outcome.
- highlighting examples/models of 'quality' work so far.
- explicit teaching to address common mistakes and misconceptions.
- responding to common mistakes or misconceptions.
- addressing any issues identified during a teacher's scrutiny of work completed or work in progress e.g. common mis-spelling of key words.
- explicit teaching of 'Next Steps'.

ii. **'Light Touch' marking of work.**

Where appropriate, 'light touch' marking of work may acknowledge and recognise learners' attainment, progress, success and/or completion of work. It is often associated with closed tasks or exercises. Such acknowledgement marking involves very little detail. Indeed, for such pieces of work, ticks and crosses, a simple 'WALT achieved' comment or a 'Star' stamp with a brief comment is sufficient. Such work often lends itself to the children self-marking, marking with a peer or being marked as a class or in groups. Photographic evidence in books may be briefly annotated (including the child's comments where appropriate) but if the learning intention or success is clear in the photograph this may not be necessary.

iii. In-depth, Quality Feedback and Feed-forward Marking

This type of 'distance marking' takes place away from the learners and provides teachers with opportunities to analyse and reflect on children's progress in their learning with reference to specific learning objectives and 'Q' criteria. It may lead to a need for further face-to-face discussion with children to celebrate successes, to consider next steps in their learning or to fully diagnose misconceptions and errors. At our school, with our **quality marking**:

- it is made clear whether the learning objective or 'WALT' has been achieved.
- our 'Star and Next Steps' or 'Two Stars and Next Steps' marking format is used.
- our 'Stars and Next Steps' are based on our 'Q' criteria – what makes a 'quality' outcome.
- our 'stars' give feedback on learners' attainment and success - what they have done well in relation to the 'Q' criteria.
- our 'next steps' provide the learners with SMART targets for improvement, suggesting ways in which they can 'close the gap' between what they have achieved and what can achieve with an appropriate level of challenge.
- our 'next steps' require a Feed-forward response from learners to help them make further progress.
- there is likely to be some 'through marking' or annotation of the work as well as the 'Stars and Next Steps' at the end.
- teachers will adhere to our Marking and Feedback Code (See Appendix 4) and ensure that our learners know how to interpret and respond to its symbols.
- feedback will only be given about those things that the teacher has asked the children to pay particular attention to – the 'Q' criteria. Appropriate use of basic literacy and numeracy skills are essential across all subject areas and while this does not form the basis of the marking (except where it is the focus) our children are encouraged to practise these skills through specific learner targets and use of resources such as word banks, VCOP pyramids, dictionaries.
- spelling, grammar, punctuation and handwriting are not marked in every piece of writing because we acknowledge that children cannot focus on too many things at one point in time. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. They may, for example, make use of dictionaries or visit the 'Q' Quarter to follow proof-reading cues.
- there is use of clear, straightforward language that our learners can read and understand or have explained to them.
- time is given for our children to read teachers' feedback and then to make focused improvements based on the feed-forward suggestions in the 'Next Steps'.

Our 'Next Step' feedback and feed-forward prompts include:

➤ **A Reminder prompt.**

This simple form of prompt refers back to the learning objective and our 'Q' criteria e.g.



You have described what your character looks like.



Can you use adjectives to tell the reader more about what type of character he is?

➤ **A Scaffold prompt for the next step.**

This type of prompt provides further support. It may take, for example, the form of a question or a short cloze procedure e.g.



Can you use a time connective to signal the order of your instructions to the reader e.g.

'Secondly...'?

_____, pour in 250ml milk.

Or in Maths:



4 bags of sweets at 20p each. Instead of $20 + 20 + 20 + 20 =$

You could do $20 \times ? =$

➤ **An example or model prompt for the next step.**

This type of response gives the most detailed support and gives our learners examples from which to choose e.g.



Can you think of a 'WOW' word to describe snow in your sentence instead of 'white'

e.g. ghostly, spiralling? You may like to use a thesaurus to help you.

Flurries of _____ snow swept past the shivering window.

Or in Maths:



WALT: Identify the calculation needed to solve a problem.

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

➤ **An Extension prompt.**

This type of response identifies where further understanding can be explored – to deepen learning and extend higher order thinking e.g. :



Can you find 3 synonyms for 'alone' and use them in complex sentences of your own?



Can you prove that your answer is correct by doing the inverse?



Can you give two everyday examples of condensation? Explain the process.



In our 'Next Steps', we aim to construct feed-forward tasks that prompt effective responses from our learners so as to improve the quality of their work or reinforce learning. They should provide appropriate challenge for individual pupils yet be easily executed and brief in nature, enabling our learners to make progress and be aware of how they are improving. The challenge within our 'Next Step' feed-forward tasks may:

- refine a teaching point to consolidate or reinforce understanding.
- extend understanding to deepen learning or promote a higher level of thinking.
- address misconceptions and errors.
- address incomplete work and presentation issues.
- focus on a need to practise e.g. times tables, spellings, punctuation, grammar, handwriting.

Our 'Next Step' feedback and feed-forward marking is most effective when a well-crafted prompt for response is given and subsequently completed by the children. Our learners are given an appropriate amount of time to read, initial and respond meaningfully to all comments made by teachers. Their responses to comments should be completed below the teacher's comment. If this is verbal, it should be recorded as such. Our learners need time to develop this skill from Year 3 to Year 6. Responses should be made as soon as reasonably possible in order to support pupils effectively.

iv. Self- and Peer- Assessment

We create opportunities for our learners to self-evaluate (and peer-evaluate) and reflect upon their own learning wherever possible. All learners are made aware of our learning objective (our WALTs) and our 'Q' criteria (what makes a 'quality' outcome) for each activity or task. They are encouraged to identify the 'Q' criteria they have achieved as well as those that they have not yet achieved and which will inform their next steps in learning. In this way we facilitate learners' articulation and internalisation of their own understanding of what they have done well and what they need to do to make further progress. Lesson plenaries and mini-plenaries often focus on analysing the learning in this way as part of our self- and peer-assessment processes. A range of self- and peer-assessment activities take place at our school e.g. traffic light activities, use of the 'Two Stars and a Next Step' evaluation structure, Thumbs up Thumbs down self-evaluation, Post-It note annotations, KWHL grids, self-marking work, peer-marking work, rubrics and talking partners. In traffic-lighting self- and peer- assessment activities, our learners 'traffic light' their own learning accordingly with reference to the learning objective or 'Q' criteria:

- Red:** ● 'I do not understand.'
- Amber:** ● 'I can do this but need more help to feel confident'
- Green:** ● 'I understand this. This shows in my work.'

An emphasis is placed on modelling how to honestly and critically assess and evaluate one's own learning and work. We use metacognitive language, for example, to help our learners hone their metacognitive skills by providing them with opportunities to talk about their thinking processes, compare them with others and refine their learning skills as a result. Self-evaluation (and peer-evaluation) prompts are modelled, taught and may be presented in the classroom or on resources until our children become confident in using them independently e.g. :

I learned...	Next time I could...
I succeeded at...	I now know...
I think I ...	I found...difficult because...
I know that...	I solved...by...
I discovered...	I could make my work better by...



I have learnt... Next I will think about...

If we look at our 'Q', I can see that... Have you thought about...?

I have thought about... Next time you could...

The best example of...is...

...is effective because...

I like the way I...

In peer-assessment activities, we encourage the children to:

- respect their partner's work because they have done their best and so their work should be valued.
- think about how their partner has approached the learning objective and the 'Q' criteria.
- share with their partner the good things they see in their work.
- listen to their partner's advice because they are trying to help each other do better in their work.
- look for ways to help their partner achieve the learning objective/'Q' criteria by suggesting how they could improve.
- try to make their suggestions as positive and as clear as possible.
- talk to and ask their partner questions about what they tried to achieve in their work.

Feedback in Mathematics and Numeracy

- When giving feedback in Mathematics and Numeracy, some 'light touch' marking of work may be enough to acknowledge and recognise learners' attainment, progress or success. Such acknowledgement marking may involve very little detail. Indeed, for such pieces of work, ticks and crosses and a 'Star' stamp with a brief comment may be sufficient. Such work can also lend itself to the children self-marking, marking with a peer or being marked as a class or in groups.
- When marking Maths and Numeracy work, it is important for teachers to distinguish between a learner's careless errors and those that reflect a lack of understanding. For careless errors, it is often enough to simply indicate with a **X** where the error occurs. We encourage our learners to look again at any errors and to correct them.
- If errors indicate a lack of understanding, our teachers may decide to approach this in different ways. With a small number of learners making similar errors, for example, teachers may arrange same-day intervention e.g. by classroom support staff. For errors made by large number of learners, planning for the next lesson will be altered accordingly or immediate adjustments to the current lesson will be made in order to address the implications of errors.
- If errors are more individual, one-to-one verbal feedback or a 'Star and Next Step' is needed. The 'Next Step' may be an example of how to use a method correctly, an explanation of what error is occurring or a description of an alternative strategy to try. Time needs to be given to allow the learner to improve the work either by repeating or by completing similar examples.
- More sophisticated Maths and Numeracy tasks e.g. investigations, reasoning and problem-solving activities, data collection and presentation in the form of charts and graphs, will be marked using our 'Star and a Next Step' or 'Two Stars and a Next Step' Feedback and Feed-forward strategy. (See *Feedback Strategies 111.*)



Our Expectations for marking

- Our marking is done using a red pen.
- Our marking is done in clear, legible handwriting.
- Our marking includes some use of Welsh praise e.g. Da iawn, Bendigedig, Ymdrech dda...
- Our 'Marking Code' is followed in all cases (See Appendix).
- Our 'Marking Code' is displayed clearly in every classroom.
- All learners' work including homework/blended learning and any work assessed by the learners themselves is to be at least 'light' marked by a teacher or support staff. No work should be unmarked.
- First drafts should be marked in-depth.
- All pieces of writing in our blue 'Writing across the Curriculum' books are marked using our 'Two Stars and a Next Step' feedback format.
- There should be regular evidence of in-depth, quality Feedback and Feed-forward marking.
- An appropriate amount of time is allocated for learners to respond to teacher comments and Feed-forward tasks.
- Teachers will initial all Feedback and Feed-forward responses from the children, writing a brief comment only if required.
- Teachers or classroom support staff will indicate whether work has been completed with support and the nature of that support e.g. '*Small group with teacher support*'.
- Spelling, grammar, punctuation and handwriting will be given attention appropriate to the stage of development of individual learners and strategies used to support their development. They are not marked in every piece of writing because we acknowledge that children cannot focus on too many things at one point in time. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. When responding to spelling, no more than 5 spelling corrections for a piece of work will be given.
- In addition to our 'Star' stamps, we sometimes recognise good work with stickers, house points, smiley faces etc.
- Supply teachers are expected to mark and initial work.

Learners' Responses to Teacher Feedback

Our learners are encouraged to respond to teachers' feedback and feed-forward prompts with responses being made as soon as reasonably possible in order to support pupils effectively. An appropriate amount of time is allocated to give our learners an opportunity to read and respond to teachers' comments. They acknowledge teachers' marking by initialing any comments and by completing any actions signposted by feed-forward prompts. Their responses to comments are completed below the teacher's comment. Teachers initial all Feedback and Feed-forward responses by the children, writing a brief comment only if required.

Self- and Peer-Marking

We create opportunities for our learners to self-mark (and peer-mark) and reflect upon their own learning. All learners are made aware of our learning objective (our WALTs) and our 'Q' criteria (what makes a 'quality' outcome) for each activity or task. They are encouraged to identify the 'Q' criteria they have achieved as well as those that they have not yet achieved and which will inform their next steps in learning. Plenaries and mini-plenaries often focus on this process as a way of analysing the learning.

For self- and peer-marking to be successful, effective feedback and marking must first be modelled by the teacher with an emphasis placed on 'how' learners should assess and evaluate their own learning. Consideration should be given to:



- training the children to self- and peer-mark effectively e.g. through shared marking of example pieces of work, through modelling paired marking in action.
- how best to ‘pair’ the children in peer-marking activities depending on the context e.g. pairings based on ability, mixed ability, friendship. All pairings should be based on mutual respect and trust.
- encouraging pairs of children to engage in a formative dialogue rather than ‘taking turns to be the teacher’ (See Self- and Peer-assessment prompts).
- self-marking and peer-marking being done in pencil.
- learners responding to peer marking in a **green** coloured pencil.
- teachers verifying any self- and peer-marking.

(See Appendix 5 – Pupil Entitlement – Marking and Feedback)

Pupil Voice and how it contributes to Assessment

Aspects of assessment at our school are co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including assessment as an integral part of our teaching and learning. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee Criw Cymraeg Digital Leaders
Playground Wellbeing Committee Outdoor Sports Committee
Eco Committee Rights Ambassadors

Our ‘Pupil Voice’ processes place children at the heart of our assessment processes, making them more engaging and purposeful for them. We encourage our children to contribute to assessment activities as much as possible through:

- our Assessment for Learning (AfL) processes.
- sharing and negotiating learning objectives (our WALTs) and our ‘Q’ – what is needed for quality outcomes.
- investing them with a responsibility to respond to feedback and feed-forward prompts.
- involving our learners in setting their own targets in literacy, numeracy and well-being.
- celebrating children’s positive attitudes and efforts.
- providing high quality feedback to children regarding their learning.
- encouraging and facilitating self- and peer-support and assessment.
- recognising and celebrating children’s achievements in all areas of life.



Our Teaching and Learning Environment

At Llangewydd, we strive to ensure that our teaching and learning environments are conducive to effective assessment. In order to fully engage with assessment, our children require easy access to resources that they can use independently to support them in AfL and other assessment activities. Our zones both within and adjoining our classrooms also promote independent high-quality assessment activity by the children. These include:

- general classroom resources e.g. mini-whiteboards and pens, AfL lollipop sticks, 'traffic light' boxes and cups.
- a Literacy area – well-stocked with dictionaries, thesauruses, VCOP resources, word mats, and a range of literacy scaffolds.
- a Maths Zone – with practical Maths equipment and self-assessment resources e.g. multiplication squares, calculators, blocks, number fans, number lines, hundred squares, clocks, money.
- a 'Q Quarter' with self- and peer-assessment prompts - where the children are encouraged to check their work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentence openers, 'Q' criteria.
- a Cornel Cymraeg – a Welsh area stocked with Welsh dictionaries, wordbanks.

Similarly, our classroom displays:

- support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content and self-assess their work.
- include a VCOP display with prompts and strategies that the children can use when evaluating their writing across the curriculum.
- include a 'Targets' display to remind the children of targets they are working on in literacy, numeracy and well-being.
- include a 'Working Wall' that reflects current learning and 'Q' criteria.

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race are entitled to have their work assessed in accordance with this policy. All assessment activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our assessment processes respond to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Differentiation

All learners have equal access to effective assessment. Our assessment processes are differentiated appropriately so that all learners are entitled to assessment that accurately identifies and tracks progress whilst also highlighting strengths and areas for improvement. Our methods of differentiating assessment include:

- by assessment task.
- by pairing or grouping.
- by resource.
- by support e.g. in reading teacher comments.
- by outcome.
- by questioning.
- by the nature of feedback e.g. an emphasis on verbal and/or visual feedback.
- by teaching style.



Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of Assessment and Feedback is conducted by the Headteacher, Deputy Headteacher, Assistant Headteacher and Senior Leadership Team. This is done in several ways including:

- book scrutinies
- monitoring planning
- A Quality Assurance process for reports
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff



Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Assessment and Feedback Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance and developments in technology. Our Assessment and Feedback Policy will be reviewed bi-annually (or sooner as necessary) by the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body:

Date approved:09/02/2021..... (by full Governing Body)

Signed by Headteacher:

Date of next review: February 2024



Appendices

Appendix 1 – Pupil Entitlement – Assessment for Learning

Appendix 2 – Pupil Entitlement – Learner Targets

Appendix 3 – Our School Assessment and Feedback Calendar

Appendix 4 – Our Marking and Feedback Code

Appendix 5 – Pupil Entitlement – Marking and Feedback



Appendix 1 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning				
Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
Questioning				
be given time to think about questions that I am asked.				
be given time to think about questions that are asked and to discuss my ideas with a partner before a class discussion (Think, Pair, Share).				
be sometimes asked 'closed' questions that require specific answers.				
be asked 'open' questions that require more detailed, carefully thought-out answers.				
be asked a sequence of questions that build on each other and gradually need more careful thought.				
sometimes write down my answers to questions on a mini-whiteboard.				
sometimes be asked to explain my opinions and ideas in more detail.				
be comfortable sharing my ideas and am not afraid of answering some questions 'wrongly'. I understand that it is okay to make mistakes and that we can all learn from our own and others' mistakes.				
Feedback				
discuss with my teacher where I am in my learning, where I want to be and how I am going to get there.				
have our WALT displayed, shared and discussed.				
have our 'Q' displayed, shared and discussed so that I know what I need to do to produce a quality piece of work.				
sometimes look at examples/models to think about 'Q' – what makes it or could make it a 'quality' piece of work.				
be set targets that are SMART – small, manageable and realistic.				
teacher comments about my work – praising what I have done well (linked to our 'Q') and setting me SMART targets as part of my 'Next Steps'.				
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
some teacher comments with 'Two Stars and a Next Step' – praising what I have done well (linked to our 'Q') and setting me a SMART target to help me improve.				
talk to my teacher about what I am doing well and how I can improve e.g. during discussions, group work or whilst talking to me on my own.				
think about whether we have achieved our WALT, how we have achieved our WALT and the next steps in our learning throughout and at the end of our lessons.				
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
discuss some test results with my teacher so that I understand what I have done well and what the next steps in my learning are.				
Peer and Self-Assessment				
regularly think about my own work/learning in terms of our 'Q' and WALT.				
regularly set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
regularly think about a partner's work/learning in terms of our 'Q' and WALT.				
regularly set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				
take part in different self- and peer-assessment activities e.g. traffic light activities, 'Two Stars and a Next Step', Thumbs up Thumbs, Post-It note activities, KWHL grids, self-marking work, peer-marking work, talking partners.				
visit the 'Q Quarter' to think about what I have done well and how I can improve a piece of work.				

Appendix 2 – Pupil Entitlement – Learner Targets

Pupil Entitlement – Learner Targets				
Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
be set targets that are SMART – small, manageable and realistic.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
be set SMART targets in my exercise books as part of my 'Next Steps' (footsteps).				
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				
<i>Listening to Learners questions – (Learner Targets):</i>				
<ul style="list-style-type: none"> • What are your targets in Literacy, Numeracy and Wellbeing? • How are your targets for improvement set in Literacy, Numeracy and Wellbeing? Who decides what your targets should be? • What are SMART targets? Do you think that your targets are SMART? Can you give an example? • How often do you discuss /talk /think about your targets with your teacher? • What do you do if you feel that you have achieved one of your targets? • Have you achieved any of your targets? How were new targets set for you? • Do you have targets / Next Steps in your books? Can you show me/ talk to me about some of these? • What do you do when you read your targets / Next Steps in your book? How do you show that you have read, understood and will act upon them? • Do you set SMART targets for yourself or a partner (self-assessment / peer-assessment)? Can you give an example of when you have done this? 				

Appendix 5 – Pupil Entitlement – Learner Targets

Appendix 4 – Our Marking and Feedback Code








Llangewydd Junior School
Our Marking and Feedback Code



We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
	celebrates what you have done well.
	suggests how you can improve – your next steps.
	excellent work linked to our 'Q'
	correct or good work linked to our 'Q'
	incorrect
	underlined error - missing capital letter, full stop, comma or other punctuation
	new paragraph needed here
	Check that this makes sense.
	missing word
mistake mistaik 	<u>Spelling</u> The mis-spelt part of a word is underlined and the correct spelling is written above the word.
	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.

Appendix 5 - Pupil Entitlement – Marking and Feedback

Pupil Entitlement – Marking and Feedback				
Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
have all my work marked including homework.				
have some of my work marked with 'Two Stars and a Next Step'.				
marking where my teacher has given me feedback about what I have done well (linked to our 'Q').				
marking where my teacher has given me feedback about what I need to do to improve – my next steps in learning.				
be given time to read, initial and think about my teacher's comments.				
be set 'Next Steps' that are SMART – small, manageable and realistic.				
be given time to do anything my teacher has asked me to do in my 'Next Steps'.				
have our 'Marking and Feedback Code' displayed in the classroom.				
have my work marked by my teacher following our 'Marking and Feedback Code'.				
talk to my teacher about what I am doing well and how I can improve e.g. during discussions, group work or whilst talking to me on my own.				
regularly think about my own work/learning in terms of our 'Q' and WALT.				
sometimes self-mark my work.				
regularly think about a partner's work/learning in terms of our 'Q' and WALT.				
sometimes peer-mark my work.				
have my work praised in Welsh.				
sometimes have good work celebrated with house points, stickers or smiley faces etc.				