

Marking & Feedback Policy

Burlais Primary School

“Working Together Learning Forever”



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Introduction

The United Nations Convention on the Rights of the Child (DRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to Articles 17 and 28.

Research and national guidance consistently show that marks, grades, and reward-based systems do not, by themselves, improve learning. Instead, Curriculum for Wales emphasises that effective assessment must support learners day-to-day, identify progress over time, and enhance understanding of group progress. Feedback must therefore be meaningful, manageable and motivating, strengthening learning rather than creating unnecessary workload.

At Burlais, the most effective marking takes the form of feedback and feed-forward comments that relate directly to clearly defined Learning Objectives (LOs) and co-constructed Success Criteria (SC).

We recognise that Peer and Self-Assessment help learners understand themselves as thinkers, reflect on the learning task, and develop strategies to improve. These processes strengthen learner autonomy and align with Curriculum for Wales' emphasis on learner participation and reflective practice. Consistent, well-structured peer assessment enables pupils to refine new strategies, understand expectations more clearly, and apply assessment criteria with growing independence.

Assessment that raises standards relies on three essential elements:

- Clear awareness of the Learning Objective and Success Criteria,
- Accurate understanding of the learner's current position, and
- Specific guidance on how to close the gap.

With this in mind, our Marking & Feedback Policy has been reviewed to ensure it fully supports learner progression under the Curriculum for Wales and promotes high-quality, purposeful feedback for every child.

Aims and Objectives

As a school we aim to ensure that marking and feedback directly support learner progression, as required by the Curriculum for Wales. Assessment

at Burlais must primarily help learners understand what they are learning, how well they are progressing, and what they need to do next. To achieve this, we aim to:

- Make marking a positive, purposeful and confidence-building experience for pupils, ensuring it motivates rather than discourages (consistent with the principle that feedback must be meaningful and motivating).
- Involve pupils actively in assessing their own performance, helping them develop as reflective, independent learners.
- Use clear Learning Objectives as the foundation for shared, co-constructed Success Criteria so that pupils understand what successful learning looks like.
- Involve pupils in creating and reviewing Success Criteria, enabling them to apply assessment criteria with confidence and clarity.
- Use effective, purposeful questioning to probe understanding, deepen thinking and support real-time formative assessment.
- Use feedback and feed-forward strategies that explain what has been achieved and what next steps will move learning forward, reflecting the focus on forward-facing assessment.
- Provide time and structured opportunities for pupils to reflect and evaluate their work, enabling them to improve through guided practice and self-regulation.

To strengthen metacognition and learner agency, pupils are encouraged to reflect on key questions that deepen understanding of the learning process:

- What have I learned?
- How did I learn this?
- Why is this new learning useful to me?
- What shall I do to continue my learning?

These reflective habits support learners in understanding their current position and identifying how to close the gap to their next steps.

Monitoring & Evaluation

Effective marking and feedback must be monitored to ensure it consistently supports learner progression in line with the Curriculum for Wales. Assessment and feedback at Burlais Primary School are evaluated through ongoing work scrutiny, lesson observations, book looks, professional dialogue, and learning walks.

Monitoring will check that feedback is meaningful, manageable and motivating, consistent with national workload guidance to eliminate unnecessary marking burdens.

GUIDELINES FOR FEEDBACK/FEEDFORWARD AT BURLAIS PRIMARY SCHOOL

General Points:

- Ensure that congratulatory comments are made in Welsh ([Appendix 1](#)) and reflect the language levels appropriate for the child/year group
- Make sure that any work undertaken by another teacher/TA/Student is signed and dated
- All comments by teachers should be written in green

Setting the Learning Objectives

1. During the weekly planning meetings teams will agree the Learning Objectives (LO) for the week ahead and record these on the planning sheets.
2. All teachers will share the Learning Objective with the children at the beginning of the lesson.
3. Learning Objectives will also be displayed within the classroom and when appropriate written into the child's book

Learning Objectives will:

- Specifically identify what will be achieved in the lesson
- Be Skills based (LNF/NC)
- Be brief and very clear to learners, teachers and support staff
- Be easy to break down into success criteria

Success Criteria

1. This will be generated by both teacher and pupils and shared with support staff

2. The success criteria may take the form of a list on the whiteboard, an anchor chart or a label in the pupils' book. The success criteria must directly link back to the Learning Objective (Appendix 2 contains a list of useful verbs to help form your learning objectives)

How do we determine success criteria?

- General class discussion
- Analysing a good/bad example
- Activating prior knowledge
- Comparing two different examples - use of WAGOLL or WABOLL

Success Criteria should: -

- Specifically detail what is needed to meet the objective
- Be in "child speak"
- Be shared and discussed with the learner
- Be appropriately differentiated as necessary
- Be used as a reference point throughout the lesson for staff and pupils
- Form the core of feedback or feed-forward

The following is a good example of good success criteria: -

Learning Objective - to use the features of narrative writing (mystery)

Success Criteria: -

- Third Person
- Engaging Beginning
- Good Vocabulary - adjectives
- Variety of sentence openers
- Extended sentences for descriptions

Extension

- Similes
- Short sentence when building suspense
- Triply "ly" or "ed" words e.g. scared, frightened, terrified

It would be expected that all pupils are able to meet the first few bullet points of the success criteria. The majority will then meet the rest with the More Able pupils meeting all and possibly some of the extension criteria.

Marking and Feedback

Marking at Burlais Primary may take the form of Social, Congratulatory or Formative marking. The aim of formative marking is to "***Close the Gap***".

The majority of marking in books will be formative, however this may vary according to the needs of the individual or the class. Congratulatory comments can be evident but they may be used in addition to the "***Close the Gap***" target.

There will be opportunities to give quick feedback which consists of an acknowledgement response by teachers/support staff.

Spelling, Grammar and Handwriting must always be addressed (SPaGH) in line with school policies.

Please note formative comments do not start with CAN YOU?/HAVE YOU?/NEXT TIME...

How often do you give formative feedback?

Detailed, formative feedback will be carried out at least once a half term for tasks across the curriculum and teachers should aim to carry out this detailed feedback with the children at least on one occasion during the half term. Teachers will decide on which task will be formatively assessed during their planning meetings. See an excellent example of this in [Appendix 2](#).

In Maths, marking will focus on strategies and feed forward comments e.g. ***Which was the hardest calculation and why?*** (Please see Appendix 3 for further examples). Individual target sheets may also provide a means of identifying the next steps in pupils' learning (See Maths Target Sheets).

Please remember pupils do not need to prove that they understand a concept by completing pages of the same type of work. The focus is on uplifting and moving them forward.

WOW's (Ways of Working) are vital when undertaking problem solving activities and should be encouraged to allow the children an opportunity to show their thought processes

Meeting the Learning Objective/Success Criteria

After the lesson the **Learning Objective / Heading** needs to be ticked as follows:-

- One tick - beginning to understand
- Two ticks - developing the concept
- Three ticks - achieved and understood the concept

Teachers may want to indicate the level of support provided to the pupils by using the following codes:-

- 1:1 - one to one support
- WS - with support
- IW - independent work
- GW - group work

When pupils have achieved any part of the **success criteria**, teachers will double tick above that part of the success criteria in the pupil's work to demonstrate that the child has achieved that part of the success criteria. At this point teachers should provide a feed forward comment to enable the pupil to move forward in their learning.

For example in literacy:-

"The final paragraph needs to be more scary. Look at the POWER WORDS we created on your palette and add at least 4 of them with your purple pen"

During the following lesson, if appropriate, pupils will be given 5 - 10 minutes of **DIRT** (**D**irected, **D**edicated, **I**mprovement and **R**eflection Time) time to reflect and review their learning from the previous lessons. In this time pupils should then verbalise or record why that section of the success criteria has been double ticked. This will ensure that the success criteria are recorded in their books.

Verbal Feedback

In Nursery/Reception feedback to pupils is mainly verbal and the teacher/support staff member records the dialogue in the pupil's book. Verbal feedback will relate back to the success criteria of the lesson.

In Y1 -Y6 verbal feedback is still appropriate but now forms an agreement with the pupil. During Verbal Feedback the pupil or teacher will write a VF in a circle which indicates that a contract has been signed between the child and teacher. The child must then act upon the advice

given in the feedback and make any necessary amendments using the purple pen.

When giving verbal feedback it is useful to remember to your ABCDE

- A AMAZING - "You have done very well with..."
- B BETTER - "Look at this part."
- C CHECK - "Can you remind me of exactly what you will do..."
"Please put a V there so I know to look for the changes that you are going to make"
- D "Do it"
- E EFFORT - "You've worked so hard at.....and because of this .."

Other verbal feedback strategies can include:-

- Pole Bridging - talk me through how you did that one
- Commentary - saying what someone is doing

Role of support staff in marking/feedback

Support staff members have a pivotal role to play in providing effective feedback to pupils. They need to be fully aware of the success criteria. They need to be able to follow up on mis-conceptions.

When providing feedback to teachers they must specifically feedback on individual successes and barriers to learning. Feedback should be on what was the barrier and why?

Support Staff may be used as an official reporter or photographer, illustrating where the success criteria has been met by a pupil or capturing peer/self assessment.

Support staff can be used to focus on targeted groups of learners (e.g. eFSM)

Teachers need to remind support staff of the importance of giving good quality verbal feedback (ABCDE).

Peer/Self Assessment

In the Foundation Phase "Thumbs Up/Down" Sheets are used to self-assess practical work and these include success criteria and points for development. Pupils are encouraged to give verbal feedback to each other where appropriate during activities.

Y1-Y6 Pupils should be encouraged to peer and self-assess their work. Self-Assessment will be done using the purple pen and peer assessment will be carried out using a red pen.

Peer/self-assessment strategies may include the following:-

- Box Editing
- 3 dots
- Circle Editing for KS2
- Peppering the Pot
- Two Stars and A Wish (**make sure the wish is linked to the success criteria ie. the feed forward comment**)
- Assessment labels

AFL structures which build assessment capacity in the child to improve their own work (our core classroom business)

Structure	Impact
Growth mind set, understanding learning, no ability grouping other than RWInc	• Know what learning is • Can't do yet culture • Praise for achievement and effort, not ability • Higher expectations for all
Know LO & co-construct SC	• Know what is aimed for • Prior knowledge more rigorous • Immersion in subject matter • Key skills shared • Pupils' ideas collated and used
Effective talk and questioning, prior knowledge lesson starts, ongoing individual questioning, random talk partners, no hands up, mixed ability	• Greater thinking and responses to questions • Improved involvement and ownership of learning • Monitors understanding
Analysis of good/poor examples	• More likely to apply excellence
Mixed ability	• Using pupils as resources
Walkabouts with help	• Efficient interventions
SNOT	• Increased self-reliance
Visualiser stops	• Models excellence and improvement

Peer coaching	• LA more likely to understand, HA more likely to extend understanding
Self- assessment	• Improvements owned by the pupil
Cooperative improvement	• Two heads better than one
Teacher response marking	• Develop pupils' learning and monitors attainment
Differentiated challenges, choices, growth mind set ethos	• Allows teacher/pupil control over appropriate learning level

Monitoring and Reviewing the Policy

The assessment lead and the Senior Management Team are responsible for monitoring the implementation of this policy.

This policy will be reviewed annually and consideration given to its value, relevance and success.

All staff will be included in the review process.

Policy Date - September 2016

Last review - June 2026