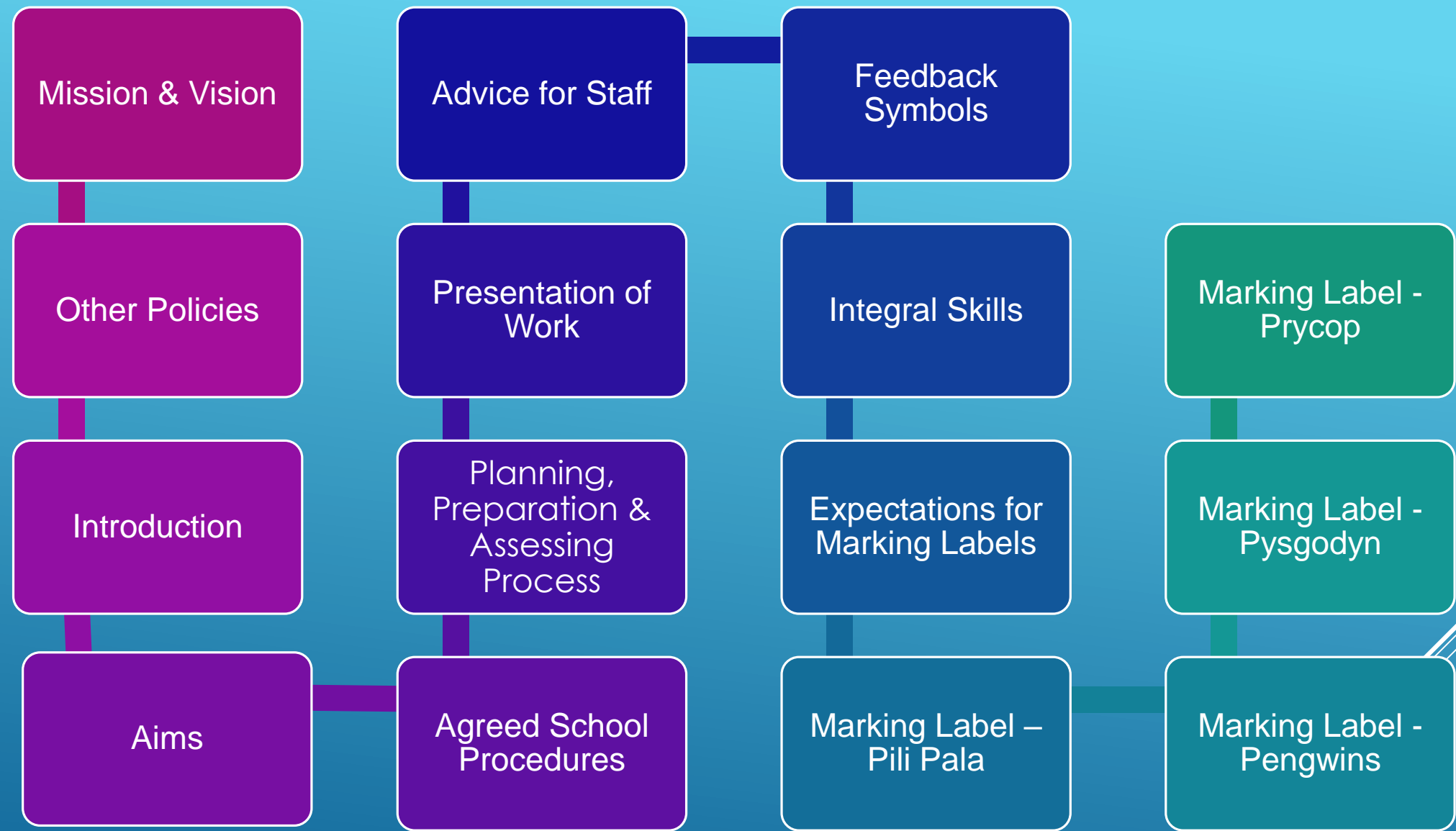


FEEDBACK FOR LEARNING

Policy and Practice at Llanrhidian
Primary School

(Curriculum for Wales CfW)
“A Rights Respecting School!”





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Our Mission Statement

“Learn, Grow, Succeed Together!”

Our Vision Statement

**“Inspiring our children to be the
best they can be!”**

OUR MISSION & VISION

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The following policies can be accessed via the school's website.

- ▶ Curriculum for Learning Policy (CfW)
- ▶ Assessment Policy (CfW)
- ▶ Assessment for Learning Continuum (CfW)
- ▶ Additional Learning Needs Policy (CfW)
- ▶ Positive Relationships Policy (CfW)

**POLICIES TO BE READ IN CONJUNCTION
WITH THIS DOCUMENT**

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- ▶ At Llanrhidian Primary School we believe that feedback is the result of formative assessment. This is vital if pupils are to progress and reach their potential, and is built upon a firm foundation of “Growth Mindset” and “Positive Relationships”.
- ▶ To understand effective feedback, it is important that professionals understand the importance of how “assessing learning” feeds into “planning learning” to meet pupils’ needs. It is these adjustments within a learning situation that impacts greatest upon progress.
- ▶ Effective feedback is usually a blend of verbal and written support for the learner, and is professionally provided by all adults working with the pupils. The outcome of effective feedback should be clearly visible when monitoring progress in books, digital work and when speaking to learners.
- ▶ In order to achieve consistency of written feedback we use a set of marking symbols. All learners are entitled to receive regular feedback during and after their learning. Therefore, all teachers will provide written and/or verbal feedback throughout all learning activities to inform next steps.

INTRODUCTION

We provide effective feedback in order:

- ▶ **To move pupils along the “learn, understand apply” (LUA) continuum**
- ▶ **For pupils to improve and get better**
- ▶ **For staff and pupils to share expectations;**
- ▶ **To show that we value pupil progress, and encourage them to do the same;**
- ▶ **To boost learner self-esteem;**
- ▶ **To give clear picture of how far learners have progressed against LUA;**
- ▶ **To provide learners with next steps;**
- ▶ **To offer specific information on the extent to which the lesson objective, and/or the individual targets have been met;**
- ▶ **To promote self and/or peer assessment, whereby they recognise how they can improve;**
- ▶ **To identify any misconceptions;**
- ▶ **To provide the adults with opportunities to adapt learning to suit the pupils' needs**

Agreed School Procedures

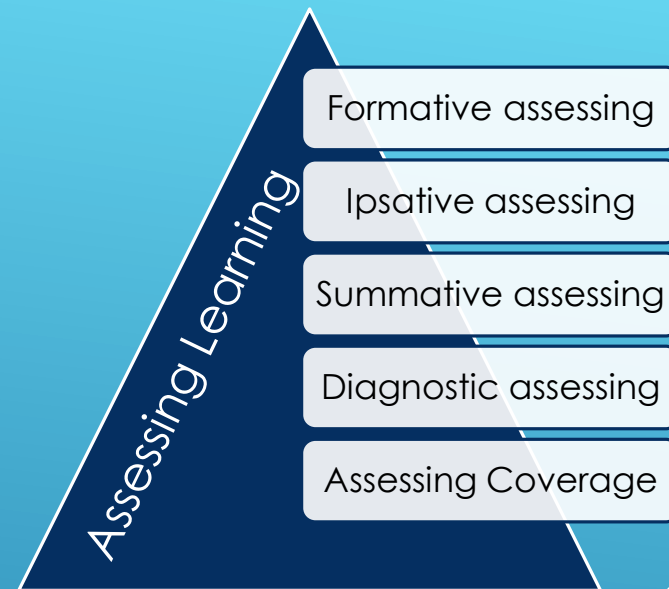
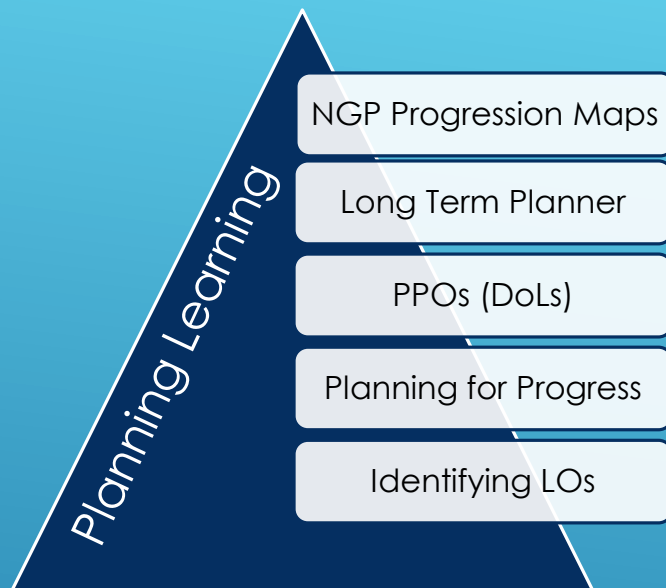
All marking/feedback should :-

- ▶ Be done in green pen by adults and in purple by pupils (Pupils must be given the time and opportunity to respond to adult feedback as appropriate)
- ▶ Be positive, constructive and linked to learning objective
- ▶ Only use agreed marking codes, a target or next step which is achievable within a week. Recognition of achieving this target must be given. (See symbols)
- ▶ Include stage appropriate self and/or peer assessment using the marking labels.
- ▶ Marking labels will be used by teachers to support assessment and future planning
- ▶ Be written in school handwriting style and engage pupils in a dialogue about their learning
- ▶ Bilingualism should be evident in some marking comments commensurate with the pupils' age and ability.

When marking a piece of digital work, a comment in line with this marking policy can be added to the pupils' work. This form of response is dependent on the platform they are using eg If using JIT or J2E a comment box will appear on the file that can encourage next steps and offering opportunities for reflection and response from the higher skilled learner. If a piece has been completed on Word or Excel a comment can be placed within that child's work by using the "review" tool.

AGREED SCHOOL PROCEDURES

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Assessing Learning Informs Planning

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PLANNING, PREPARATION & ASSESSING PROCESS

When appropriate, pupils who are able to write a cursive and with control, should be writing with a (black) pen.

Learners are to use entrance and exit strokes in handwriting. (Ligatures) This helps to develop a fluent joined style as they get older. All letters should be one of two sizes – tall or short!

ALL underlining/line drawing should be done with a ruler. (Pupils will need practice of this)

Maths work should be completed in squared paper books, and children should use “one digit, one square” as an aid to computational accuracy.

PRESENTATION OF WORK

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All work should be regularly marked. Comments should be encouraging and supportive. Marking alongside the child, wherever appropriate, is the best way of informing the child of the progress made or ways in which work could be improved. Where possible, written comments on work should inform children of ways in which the work could be improved/targets for improvement. Obviously, this would not be expected on every piece of work, and will complement the marking labels.

Marvellous mistakes - we use the rule “one line drawn with a ruler” for crossing out. We encourage pupils to see mistakes as an opportunity to learn. WE DO NOT HIDE MISTAKES!

Double Page Spread – Learners are to use a double page when recording their IQ challenges. Pupils are encouraged to make decisions and consider how best to use space creatively.

Dates - Week Beginning can be used for units of work

PRESENTATION OF WORK

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- ▶ The main objective of feedback is not to find fault, but to help pupils learn. If pupils' work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- ▶ A delicate balance must be achieved. Pupils should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- ▶ Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- ▶ In order to encourage a positive response, negative comments are avoided and growth mind-set vocabulary is used.
- ▶ Where pupils interact in the marking process, they will be more engaged and receptive to correction. As many AfL strategies as possible should be used in class. (See Assessment for Learning Continuum)
- ▶ When appropriate, children may mark their own or another pupil's work, but the teacher must always review this marking.
- ▶ Teachers will comment on spelling and grammar only in the following cases:
 - ▶ if spellings and grammar were part of the lesson focus;
 - ▶ if it is a spelling that all pupils should know;
 - ▶ if it is something related to the child's target.




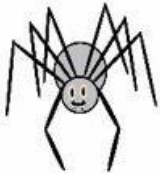
ADVICE TO STAFF

Symbol	Meaning	Location
✓	Work marked correct by teacher.	Written, drawn, numerical work
abc ✓	Work marked by pupil.	Written, drawn, numerical work
●	Work marked incorrect by teacher.	Written, drawn, numerical work
L	Learnt – Pupils have been taught concepts and have developed knowledge and skills, building upon prior knowledge.	Written, drawn, numerical, digital, marking label
U	Understood – Pupils can make sense out of concepts. They practice their knowledge and skills, building competence.	Written, drawn, numerical, digital, marking label
A	Applied – Pupils understand and are competent, applying their knowledge and skills in a new form through opportunities to create, analyse and evaluate.	Written, drawn, numerical, digital, marking label
ACE	ACE – Pupils are using higher order skills of analysis, create and evaluate.	Written, drawn, numerical, digital, marking label

Symbol	Meaning	Location
I	Worked independently or interdependently, with no or little support from adults.	Written, drawn, numerical, digital,
WS	Has needed support from an adult to complete task.	Written, drawn, numerical, digital,
VF	An adult has fed back verbally to facilitate progress.	Written, drawn, numerical, digital,
SP	Adult asks pupil to check and correct spelling.	Written, digital,
//	Adult asks pupil to consider where new paragraphs are needed next time.	Written, digital,
DIN	“Do It Now!” Adults sets a task, in the moment, to facilitate progress. This could be focused upon LUA or ACE knowledge, skills or experiences.	Written, drawn, numerical, digital,
T	Longer term target needed to be supported by adult intervention	Written, drawn, numerical, digital,
TA	Target has been achieved.	Written, drawn, numerical, digital,

FEEDBACK SYMBOLS

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Pod	To be organised I must..	To be effective I must ...	To be a thinker I must..	To be creative I must.
Pili Pala 	<ul style="list-style-type: none"> • Know where things are • Get what I need • Know what's next • Know what I need to do • Tell you what I am doing 	<ul style="list-style-type: none"> • Listen to ideas • Ask if I don't know • Help my friends • Make mistakes • Try my best • Talk about what went well 	<ul style="list-style-type: none"> • Ask questions • Try to make things better • Choose my own activities 	<ul style="list-style-type: none"> • Be brave • Try new things • Be imaginative • Be curious • Explore
Pengwin 	<ul style="list-style-type: none"> • Find the equipment I need • Plan and talk about my ideas • Check my work • Use what I know to help me 	<ul style="list-style-type: none"> • Listen to others • Work with other people • Ask for help • Share my ideas • Understand that I learn from mistakes • Help my friends • Be kind, even when I don't agree with others 	<ul style="list-style-type: none"> • Ask questions • Try new ideas • Say when I am stuck • Say what I have done well • Make my own choices • Understand what I need to do to get better 	<ul style="list-style-type: none"> • Be curious • Think up new ideas • Have a go • Explore something new • Share your ideas
Pysgodyn 	<ul style="list-style-type: none"> • Look where the equipment is kept after equipment and know where it is kept • Check my work against the success criteria • Choose how to set out and organise my work • Ask questions if I don't understand 	<ul style="list-style-type: none"> • Respect others' opinions • Listen to people in my group • Have a go at new things • Listen and follow instructions • Understand making mistakes is essential to learning new things • Use what I already know • Take turns 	<ul style="list-style-type: none"> • Always have a go • Ask questions • Learn from mistakes • know when I need help - SNOT • Check my own work • Discuss my work with my friends • Make my own choices about my work • Explain how I have done my work 	<ul style="list-style-type: none"> • Identify my own ideas • Value my ideas • Think of different ways to do things • Explain my choices • Be brave with my work • Present my work in different ways
Pry Cop 	<ul style="list-style-type: none"> • Collect appropriate equipment for the activity and return it afterwards • Identify the skills and knowledge I need to apply to the new work • Plan my own work using the success criteria • Set myself high expectations • Adapt my work and make changes to improve it • Effectively research information that I do not know • Use HABER • Move between the workshops and be ready for my learning 	<ul style="list-style-type: none"> • Activate Prior Knowledge to apply skills I have learnt before • Choose relevant information from my research • Appreciate the views of others • Ask for help when I don't understand • Help others if they don't understand • Use self and peer assessment to improve my work • Recognise when I have worked hard and achieved my targets • Focus on minimising distractions so I can be the best I can be • Choose the correct learning environment 	<ul style="list-style-type: none"> • Ask questions • Have a growth mindset • Be resilient • Focus on the key information • Understand the difference between opinions and information • Plan out my work first • Be flexible and adaptable • Use what I already know to help me • Assess my learning honestly • Reflect on my own progress 	<ul style="list-style-type: none"> • Explain my ideas to others • Magpie the ideas of others – then make them my own • Try something I haven't done before • Step outside my comfort zone • Develop my skills by not just relying on what I am good at • Use a range of different strategies such as pictures, text, number, digital, graphs etc.

EXAMPLES INTEGRAL SKILLS– FOR MARKING LABELS

Teachers develop marking labels to support assessment of a unit of work, within a domain. These will feed into the teachers' final assessment of learning against a domain.

These must include the following:

Planning for Learning

- ▶ Planning: Domain: From NorthGowerPartnership.com
- ▶ Planning: Statement of What Matters: From Progression Maps
- ▶ Planning: DOL: From Hwb, including progression step, domain tracker
- ▶ Learning Objectives - TO BE ASSESSED

Assessing my Learning (Self/Peer)

- ▶ Progressive LUA statements/questions to support success of learning objectives
- ▶ Integral Skills: From Integral Skills Continuum

Assessment of Learning

- ▶ Teachers Comments/Next Steps (These MUST be generated from LOs)
- ▶ LUA Assessment against the learning objectives.

EXPECTATIONS FOR MARKING LABELS

Planning for Learning

Date: WB: 21.10.24

Domain: Shape and Symmetry

Statement of What Matters: Mathematics and Numeracy (WM3)

DOL(s): I have explored reflective symmetry in a range of contexts and I can discuss it as a property. (PS2)

Assessment of Learning

LUA

L.O1: To describe 'symmetry' in simple terms.

L.O2: To recognise a simple symmetrical shape.

Assessing My Learning

I can describe a 2D shape that is symmetrical (L)

I can give examples of symmetry. (U)

I can experiment and create my own symmetrical patterns and shapes. (A)



I can try new ideas.



I can explain how I have done my work.

Teachers Comments/Next Steps



Progression Step 1

1L **Learnt:** Copy, Listen, Match, Name, Repeat, State, Tell

1U **Understood:** Ask, Observe, Show, Demonstrate, Explain

1A **Applied:** Build, Construct, Select, Use

1A+ **Applied Higher Order Skills**

Analyse: Arrange, Choose, Differences, Find, Group, Order, point out, Rank, See

Create: Change, Develop, Imagine, make up, Original, Originate, Test, Think

Evaluate: Agree, Decide, Opinion, State why

Progression Step 2

2L **Learn:** Duplicate, List, Label, Read, Recall, Recognise, Record, Remember, Retell, Spell, Describe

2U **Understand:** Compare, Illustrate, Discuss, Express, Interpret, Outline, Report, Give examples

2A **Apply:** Act, Apply, Calculate, Classify, Connect, Experiment, Link, Perform, Represent, Solve

2A+ **Applied Higher Order Skills**

Analyse: Breakdown, Cause and effect, Discover, Divide, Examine, Focus, Question, Reason, Separate, Survey, Test for

Create: Create, Design, Improve, Plan, Predict, Produce, Transform, Visualise, Invent

Evaluate: Argue, Convince, Defend, Effective, Give reasons, Grade, State how we know? Importance, Judge, Mark, Measure, Persuade, Prioritise, Rate

EXAMPLE MARKING LABEL – POD PENGWIN

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Page

Planning for Learning		
Date: WB: 14.10.24 Domain: Creative Writing Statement of What Matters: Language, Literacy and Communication (WM 3.4) DOL(s): I can talk to plan writing and write for different purposes and audiences (PS2) I can write using an increasingly imaginative, varied and precise vocabulary (PS2) I can write legibly (PS2) I can recognise the features of different types of literature and use appropriate language to talk about them. (PS2)		
Assessment of Learning		LUA
L.O1: To choose rhyming words		
L.O2: To create a short verse by combining simple sentences		
L.O3: To organize writing into logical sequences		
Assessing My Learning		
Remember what an acrostic poem is. (L)		
Illustrate my poem with pictures. (U)		
Convince a friend why your rhymes fit your poem. (A)		
I can give it a go!	I have listened and followed instructions.	I can discuss my work with a friend.
Assessment of Learning		
Teachers Comments/Next Steps.		

Progression Step 2

2L

Learn: Duplicate, List, Label, Read, Recall, Recognise, Record, Remember, Retell, Spell, Describe

2U

Understand: Compare, Illustrate, Discuss, Express, Interpret, Outline, Report, Give examples

2A

Apply: Act, Apply, Calculate, Classify, Connect, Experiment, Link, Perform, Represent, Solve






2A+

Applied Higher Order Skills

Analyse: Breakdown, Cause and effect, Discover, Divide, Examine, Focus, Question, Reason, Separate, Survey, Test for

Create: Create, Design, Improve, Plan, Predict, Produce, Transform, Visualise, Invent

Evaluate: Argue, Convince, Defend, Effective, Give reasons, Grade, State how we know? Importance, Judge, Mark, Measure, Persuade, Prioritise, Rate

Planning for Learning			
Date: WB: 30.09.2024			
Domain: Responding & Reflecting in Drama			
Statement of What Matters: Expressive Arts (WM3)			
DOL(s): I can reflect upon how artists have achieved effects or communicated moods, emotions and ideas in their work. (PS3)			
Assessment of Learning			LUA
L.O1: I can identify the mood and emotion of a performer.			
L.O2: I can identify emotion of a performer by listening to their words			
L.O3: I can identify how tone of voice can change the meaning of words.			
Assessing My Learning			
Identify two ways a character can show emotion. (L)			
Compare possible features of a hero with a villain. (U)			
Dramatise an angry character. (A)			
			
I can identify skills and knowledge needed to apply to new work.	I can try something I have not done before.	I can appreciate the views of others.	I can magpie the ideas of others.
Reflection - Pupil		Self:	Peer:
Teachers Comments/Next Steps			
			

Progression Step 3

3L

Learn: Define, Identify, Locate, Memorise, Quote, Recite, Reproduce, Trace, Write, Retrieve

3U

Understand: Cite, Contrast, Estimate, Extend, Generalise, Indicate, Infer, Rephrase, Restate, Review, Summarise, Translate, Exemplify, Paraphrase

3A

Apply: Administer, Associate, Categorise, Correlation, Dramatise, Employ, Interview, Model, Organise, Relate, Simulate, Teach, Transfer, Execute, Implement

3A+

Applied Higher Order Skills

Analyse: Analyse, Assumption, Discriminate, Dissect, Distinction, Distinguish, Establish, Function Highlight, In-depth discussion, Inference, Inspect, Investigate Isolate, Motive, Omit, Relationships, Reorganise, Research

Create: Adapt, Combine Compile, Compose, Convert, Delete, Devise, Elaborate, Formulate, Hypothesise, Innovate, Maximise, Minimise, Modify, Propose, Reframe, Revise, Rewrite, Simplify, Speculate, Substitute, Suppose, Tabulate, Theorise

Evaluate: Appraise, Assess, Conclude, Consider, Criteria, Criticise, Debate, Deduct, Determine, Disprove, Dispute, Influence, Justify, Perceive, Prove, Recommend, Rule on, Support, Validate

EXAMPLE MARKING LABEL – POD PRYCOP

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