Ysgol Awel y Môr

Feedback Policy

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Summer 2026		Autumn 2029

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial policy creation	Temporary Governing Body	Autumn 2029
1.1					
1.2					
2.0					
2.1					

Policy status
Non-statutory with three yearly reviews.

Consultation
This policy was established and reviewed by all the school staff in consultation with the Governing Body.

Review:
The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved. This policy is a working document.

Feedback at Ysgol Awel y Môr is effective when:

- practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school
- a learning culture is promoted, where pupils have self-belief and know how to learn and teacher have high expectations and belief that all pupils can succeed
- pupils are involved at the planning stage and throughout – this is how they show interest, curiosity and their imagination grows
- feedback is provided for learners about their work promptly and regularly – **"in the moment"**
- both oral and written feed-forward is provided where appropriate
    - feedback is provided with the pupil present where possible
    - feedback may be in the form of a written comment and/or verbal
- it focuses on response to the learning objective and success criteria
- we provide learners with opportunities to reflect on their own learning
- we empower learners to understand their achievements and know what they need to do next to improve
- information gathered is used to adjust future learning plans
- the policy is regularly reviewed and we make sure it is understood by all members of staff to ensure that our practice continues to reflect school policy

Roles and responsibilities of Headteacher/ SLT

- to provide support and guidance to staff in the implementation of this policy
- to lead in any new developments in assessment and self-assessment
- to highlight and share good practice occurring within the school and from external sources, including other schools, local authority networks, and Welsh Government guidance
- to ensure this policy is adhered to and that there is a consistency of approach, through the monitoring cycle, which may include:
    - book monitoring
    - learning walks
    - listening to learners

Roles and responsibilities of other staff

- to follow the feedback policy
- to offer feedback and assess pupil's learning in line with the guidance in this document
    - to provide positive, constructive feed-forward and guidance to the learners in their class in line with this policy.

Implementation

- For feedback to be legitimate and useful to all involved, it needs to be done in the moment, where possible. This can be both oral and written.
- Feedback may take place after the work has been completed if feed-forward has not happened during the lesson. In this case, the teacher will highlight good features and often provide a feed-forward comment in line with the success criteria. This may need to be shared orally with the children at the beginning of the next session or piece of work.
- Where appropriate learners are supported and encouraged to self-assess their progress and evaluate their learning.
- Where appropriate learner supported and encouraged to peer assess each other's work against the success criteria.
- Learners are encouraged to respond to all forms of feedback as soon as possible. Junior pupils will use their purple pens.
- Pupils will be given time to check and amend their work.
- Any areas to practice or developed will be purple at the end of the work, if necessary.
- Spelling inaccuracies -staff identify a maximum of 3 misspelt words and place them in a purple bubble for learners to practice using their purple pens.

What Written Feedback May Look Like

- Feedback may be given in Welsh where appropriate.
- Green highlighter and/or green pen will be used to identify successes, achievements and evidence of meeting the learning objective or success criteria.
- Purple highlighter and/or purple pen will be used to identify misconceptions, areas for improvement and next steps in learning.
- Written feedback will be proportionate, purposeful and linked to the learning objective, success criteria and the learner's next steps.
- Feedback may include scaffolding, questioning, challenge or prompts to deepen learning.
- Learners will be given opportunities to respond to feedback and correct misconceptions where appropriate.

Green feedback

- Highlights strengths and achievements within the work.
- Identifies evidence of successful achievement of the learning objective or success criteria.
- May include positive comments to acknowledge effort, progress or attainment.

Purple feedback

- Identifies misconceptions, errors or areas requiring further development.
- Provides targets, prompts or next steps to support progress.
- Encourages learners to reflect, edit and improve their work.

Mathematics and Numeracy

- The same principles of feedback apply in Mathematics and Numeracy.
- Errors may be indicated using dots to encourage learners to review, rethink and correct their answers

independently.
- Corrections and second attempts should be completed alongside or underneath the original answer in purple pen.

Agreed Marking Codes

The following abbreviations are used consistently across the school to provide clarity for staff, learners and parents/carers:

Code	Meaning
WS	With support from an adult or supporting resources/equipment (e.g. number line, word bank).
DC	Dictated by the child, written by an adult and copied by the child.
PW/GW	Paired work or group work.
CB	Copied from a board, sheet or model.
All written feedback must be initialled by the member of staff who provided it. Junior class teachers are not required to initial their feedback; however, any other adult marking pupils' books must do so.	

These codes may be used within learners' books to provide context regarding the level of support and the nature of the learning activity.

Additional Marking Conventions

- Final pieces may not require further marking where effective feedback has already been provided during the learning process.
- Erasers should be used with caution. Errors should remain visible so that misconceptions and subsequent improvements can be identified and discussed.
- Persistent misconceptions should be addressed through direct teacher intervention

Supply teacher/Associate Teachers

- Supply Teachers and Associate Teachers are expected to provide feedback and mark work in accordance with this policy. All written feedback should be initialled, with Associate Teachers adding AT and Supply Teachers adding ST after their initials

Equal Opportunities

In applying these principles, we will maintain consistency throughout the school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying 'next steps' for their continued progress and improvement.

Arrangements for policy monitoring and evaluation

The success of this policy in improving standards of teaching and learning will be monitored by all school staff in consultation with the governing body. Areas of learning leaders will monitor consistency of its application within their area as part of their regular monitoring process. The Headteacher will oversee the monitoring process.

This policy is available on the school website, and in translation, on request.

Appendix:

FEEDBACK POLICY

WHEN MARKING WORK:

– GREEN FOR GREAT
Use green highlighting/comments to show what is good.

Great work! ☺

– PURPLE TO PROGRESS
Use purple highlighting/comments to show what could be improved.

Next step →

✓ **– FOR A CORRECT ANSWER**

● **– FOR AN ANSWER THAT'S INCORRECT**
In Maths, use a dot and give an opportunity to rethink the answer.

MARKING CODE

Remember to write your initials

WS	with support from an adult or supporting resources/equipment (e.g. number line, word book)	👥
DC	dictated by the child, written on a sheet by an adult and copied by the child	📝
PW/GW	paired work or group work	👥
CB	copied from a board/sheet	▭

Always write your initials on every piece of work!