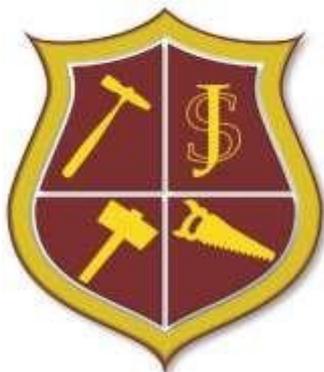# St Joseph's Catholic Primary School

Our Mission Statement

We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

# FEEDBACK, MARKING AND ASSESSMENT POLICY

Article 28:

You have the right to a good quality education

This Policy was approved by the Governing Body on	September 2023	The first policy was drawn up and ratified by the Governing Body	Signed:

This policy is due to be reviewed by the Governing Body	November 2024	This Policy was reviewed by the Governing Body and ratified	Signed:
This policy is due to be reviewed by the Governing Body	November 2025	This Policy was reviewed by the Governing Body and ratified	Signed:
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1. Purpose

The purpose of feedback and marking at St Joseph's Primary School is to support the holistic development of every learner in alignment with the Curriculum for Wales. Our feedback practices aim to empower learners to take ownership of their learning journey, fostering resilience, critical thinking, and a growth mindset.
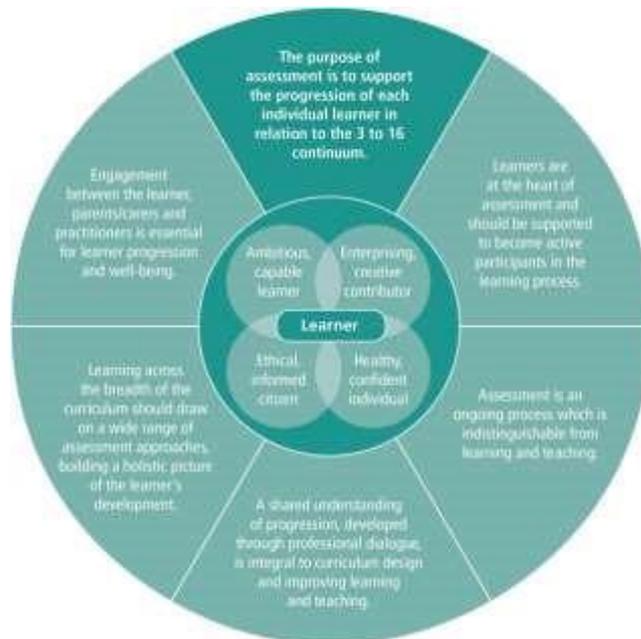
At St Joseph's Primary School our assessment procedures ensure high achievement and progress for all and equip all learners with the skills they will need for life in the 21st Century. We believe assessment is vital in facilitating effective learning.

"Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It should contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching. Assessment should not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a bestfit basis.

Assessment has three main roles in the process of enabling learner progression:
- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice.

When planning and delivering learning experiences, practitioners should be clear about the specific role of each assessment being undertaken, and what the understanding gained from assessment will be used for and why" (Curriculum for Wales 2022)

2. Principles
Our feedback and marking practices are guided by the following principles:
- Feedback is a dialogic process that promotes collaboration between teachers and learners, encouraging reflection, goal-setting, and self-regulation.
- Feedback is formative in nature, focusing on supporting learner progress towards the four purposes of the Curriculum for Wales: ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.
- Marking is purposeful and focused on providing actionable feedback that informs next steps in learning rather than solely assigning grades or assigning generic comments.
- Feedback is inclusive and responsive to the diverse needs, interests, and abilities of all learners.

Summative Assessment
In the Curriculum for Wales, summative assessment serves as a means of evaluating learner achievement and attainment at the end of a period of learning. Unlike formative assessment, which is ongoing and focused on providing feedback to support learner progress, summative assessment is typically conducted at the conclusion of a unit, module, term or academic year to measure overall learning outcomes.

Key characteristics of summative assessment in the Curriculum for Wales include:
- **Endpoint Evaluation:** Summative assessment is conducted at the end of a specified period of learning to gauge the extent to which learners have achieved the intended learning outcomes and standards.
- **Assessment of Learning**: Summative assessment primarily assesses what learners have learned and achieved, rather than focusing on the process of learning itself.
- **Standardisation:** Summative assessments often involve standardized measures, such as tests, exams, or performance tasks, designed to evaluate learner achievement against predetermined criteria or standards.
- **Accountability**: Summative assessment results are used for accountability purposes, providing information about learner achievement to various stakeholders, including learners, parents, educators, and policymakers.
- **Decision Making**: Summative assessment outcomes may inform important decisions related to learner progression, program effectiveness, and educational policy.
- **Feedback for Improvement**: While the primary focus of summative assessment is on evaluating learner achievement, feedback provided as part of summative assessments can also offer insights for improvement and inform future teaching and learning practices.
- **Balanced Assessment Approach:** In alignment with the principles of the Curriculum for Wales, summative assessment is part of a balanced assessment approach that includes both summative and formative assessment practices to support holistic learner development.

At St Joseph's Primary School, we use a variety of summative assessments, including:
- WG Tests
- SWST Spelling
- NGRT Reading Tests
- Reading Benchmarks
- Complete Maths Unit Assessments
- Salford Reading Tests
- MALT Maths Tests

- WELLCOMM
- Language Links
- Monster Phonic Assessments

On Entry Baseline Assessment

All pupils are on-entry baselined. In Nursery and Reception, observation notes are made and pupils are assessed in order to support their future learning and development. In Nursery, the basis of these assessments is aligned with the 5 developmental pathways.

Reception observations are based on four areas of learning:

- Language, literacy and communication skills (including Language Links)
- Mathematical development.
- Physical development.
- Personal and social development, well-being and cultural diversity.

Pupils entering the school in other year groups undertake:
- Baseline Writing Assessment
- MALT – Maths Age (Yrs 3-6)
- Reading/Phonics Assessment
- Well-being assessment

Formative Assessment

In the Curriculum for Wales, formative assessment is an integral component of the teaching and learning process that plays a crucial role in supporting learner progress and development. Formative assessment is defined as ongoing assessment that occurs during the learning process to provide feedback and inform instruction. It is aimed at helping learners understand their current level of understanding, identify areas for improvement, and set goals for further learning.

Key characteristics of formative assessment in the Curriculum for Wales include:
- Timeliness: Formative assessment is conducted regularly throughout the learning process, allowing teachers to provide timely feedback to learners as they engage with new concepts and skills.
- Diagnostic: Formative assessment helps teachers diagnose learners' strengths and weaknesses, enabling them to tailor instruction to meet individual learning needs.
- Feedback-Oriented: The primary purpose of formative assessment is to provide feedback that is specific, actionable, and focused on promoting learner growth and development.
- Learner Involvement: Formative assessment encourages active involvement of learners in the assessment process, fostering self-assessment, reflection, and metacognitive awareness.
- Learning Progression: Formative assessment is used to monitor learners' progress towards learning objectives over time, allowing teachers and learners to track growth and identify areas for further exploration or intervention.
- Flexible and Varied: Formative assessment strategies are flexible and varied, encompassing a range of techniques such as questioning, observation, peer assessment, self-assessment, and informal assessments embedded within classroom activities.
- Embedded in Teaching Practice: Formative assessment is seamlessly integrated into teaching practice, serving as a natural part of the learning experience rather than a separate activity or event.

Overall, formative assessment in the Curriculum for Wales emphasises the importance of ongoing feedback and dialogue between teachers and learners to support continuous learning and improvement. It is a dynamic process that empowers learners to take ownership of their learning journey and enables teachers to adapt instruction to meet the diverse needs of learners.

3. Feedback Strategies (see appendix 1 – feedback toolkit)

From our recent action research inquiry projects into effective feedback and marking strategies, we at St Joseph's have implemented a toolkit of activities. We promote real time feedback and marking so that misconceptions can be addressed immediately and support or greater challenge can be implemented during the lesson. We acknowledge that marking cannot always be completed during lessons, especially for extended pieces of writing, but on these occasions detailed success criteria rubrics will be used for learners to refer to. And then time given to reflect on the marking comments.

a. Dialogue-Based Feedback:

Teachers will engage in ongoing dialogue with learners to provide timely, specific, and constructive feedback on their learning journey.

Feedback conversations will centre around learning intentions, success criteria, and personalised goals, empowering learners to understand their strengths and areas for improvement.

b. Self and Peer Assessment:

Learners will be encouraged to engage in self-assessment and peer assessment activities, reflecting on their learning progress and providing feedback to their peers.

Peer assessment will be structured to promote collaboration, communication, and the development of critical thinking skills.

c. Written Feedback:

Written feedback on learner work will be provided using a variety of formats, such as comments, annotations, highlighting and rubrics.

Feedback will be tailored to individual learner needs, focusing on celebrating achievements, identifying areas for growth, and suggesting specific strategies for improvement.

4. Marking Procedures

a. Frequency:

Marking will be conducted regularly to provide timely feedback to learners on their progress. All work will be acknowledged.

Teachers will prioritise meaningful feedback over extensive marking, ensuring that feedback aligns with learning objectives and promotes learner growth.

b. Marking Codes:

Marking codes may be used to streamline feedback on common errors or areas for improvement, promoting efficiency while maintaining the integrity of feedback.

Learners will be familiarised with marking codes and encouraged to use them as tools for self-assessment and reflection.

c. Feedback Reflection:

Learners will be given opportunities to reflect on and respond to the feedback provided, considering how they can apply it to their learning practice and set goals for future improvement.

Feedback reflection will be integrated into classroom routines to promote metacognitive awareness and self-regulation.

5. Monitoring and Evaluation

The effectiveness of feedback and marking practices will be monitored and evaluated regularly through teacher reflection, learner feedback, and data analysis.

Feedback from learners, parents, and staff will be used to inform continuous improvement in feedback and marking practices.

6. Professional Learning

Teachers will engage in professional learning opportunities to deepen their understanding of effective feedback and marking practices, drawing on research and best practices from scholars such as Dylan William, Shirley Clarke and John Hattie.

Collaboration and sharing of effective feedback strategies will be encouraged among staff to foster a culture of professional learning and innovation.

7. Communication with Parents and Carers

Parents and carers will be kept informed about the school's feedback, marking and assessing policy and encouraged to support their child's learning journey through meaningful conversations about feedback at home.

Opportunities for parent-teacher dialogue about learner progress and feedback will be provided regularly, promoting a shared understanding of learner strengths and areas for growth.

Conclusion

At St Joseph's Primary School, we are committed to providing high-quality feedback and marking experiences that empower every learner to thrive in accordance with the Curriculum for Wales. By embracing research-informed practices from scholars eg, Dylan William and John Hattie, we aim to foster a culture of continuous improvement and excellence in teaching and learning, ensuring that every learner reaches their full potential.

Appendix 1 – feedback/feedforward toolkit

- In the moment marking - green highlighters to be used to show LO is being met
- In the moment marking - pink highlighters to indicate mistakes and corrections are to be made. Literacy = punctuation and spelling; maths = mistakes
- Blue highlighter indicates improvements to be made –
    - ✞ the teacher bullet points the improvement on a post it notes. If feedback for improvement is unable to be given in the lesson, improvement post its will be made after the lesson and learners will be given time to make the improvements at the beginning of the next lesson.
    - ✞ Teacher assesses against the success criteria rubric. Anything not highlighted is to be included in the redrafted version
- Yellow square indicates that the learner must complete the additional challenge displayed on the board
- Success criteria rubrics – these are used for self and peer assessment purposes
- Tracing paper – put over work. Learners can then use it to correct, edit, amend, evidence success criteria etc
- Children to use green pen when undertaking peer/self-assessment
- Exit tickets – at the end of a lesson
- WWW/EBI
- Teacher marking at the end of a piece of work - marking/comments to be completed in red pen

    Agreed Marking Codes

sp	Spelling Correction
//	New Paragraph
c	Correction to be Made
vf	Verbal Feedback

	Something the child has done well that links to success criteria or achieving the Learning Objective.
	Something the child has done incorrectly. This could be the wrong answer to a question or a spelling/punctuation error.
	A part of the child's work that can be improved/redrafted. Usually in a piece of extended writing.
	A challenge or extension to take the learning forward.