

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:

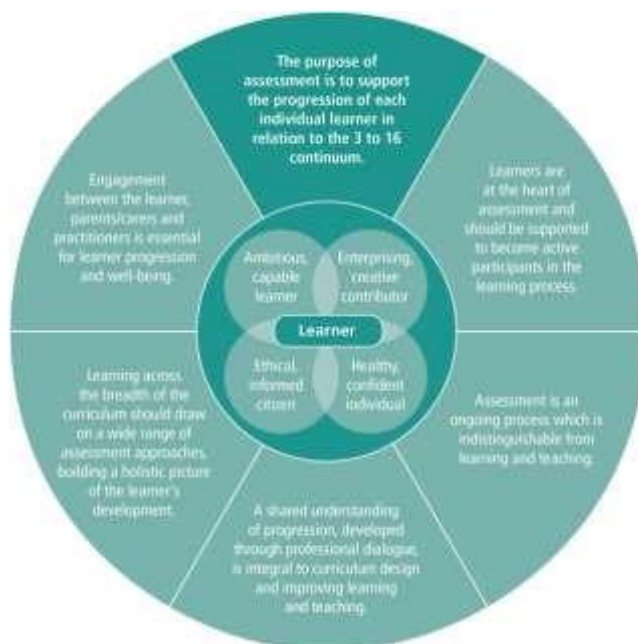
You have the right to a good quality education

1. Purpose

The purpose of feedback, marking and assessment at St Joseph's Primary School is to support the holistic development and progress of every learner in accordance with the Curriculum for Wales.

Our feedback and assessment practices aim to:

- help learners understand what they have achieved;
- identify errors, misconceptions and areas for development;
- provide clear and achievable next steps;
- encourage learners to reflect on and improve their learning;
- develop resilience, independence and a growth mindset;
- enable practitioners to adapt teaching in response to learners' needs;
- support learners in making progress towards the four purposes of the Curriculum for Wales.



At St Joseph's Primary School, our assessment procedures are designed to promote high achievement and progress for all learners. We aim to equip learners with the knowledge, skills and experiences they need for life in the twenty-first century. We believe that assessment is a vital part of effective teaching and learning.

The Curriculum for Wales states:

“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 single judgement about a learner's overall achievement at a set age or point in time. Instead, it should contribute to a broad and developing picture of each learner's progress.

Assessment has three main roles in supporting learner progression:

- supporting individual learners on an ongoing, day-to-day basis;
- identifying, capturing and reflecting on individual learner progress over time;
- understanding the progress of groups of learners in order to reflect on and improve teaching practice.

When planning and delivering learning experiences, practitioners should be clear about the purpose of assessment and how the information gained will be used to support future teaching and learning.

2. Principles

Our feedback, marking and assessment practices are guided by the following principles:

- Feedback is an ongoing dialogue between practitioners and learners.
- Feedback should help learners understand their strengths and areas for development.
- Feedback should be timely, specific, constructive and manageable.
- Feedback should relate directly to the learning objective, success criteria or individual learner needs.
- Feedback should provide clear and achievable actions.
- Marking should be purposeful and have a positive impact on learning.
- Practitioners should prioritise meaningful feedback over extensive written recording.
- Feedback should be inclusive and responsive to the needs, interests and abilities of all learners.
- Learners should be given opportunities to respond to feedback and improve their work.
- Self-assessment and peer assessment should support learners in becoming reflective and independent.
- Assessment should inform future planning, teaching, support and challenge.
- All learning should be acknowledged, although the method of feedback will vary according to the learner's age, developmental stage and the nature of the activity.
- Verbal feedback and live marking are valued as important and effective forms of feedback.

3. The Four Purposes

Feedback and assessment should support learners in progressing towards the four purposes of the Curriculum for Wales.

We aim to support learners in becoming:

- ambitious, capable learners who are ready to learn throughout their lives;
- enterprising, creative contributors who are ready to play a full part in life and work;
- ethical, informed citizens who are ready to be citizens of Wales and the world;
- healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Feedback should help learners develop confidence, independence, resilience and responsibility for their own learning.

4. Formative Assessment

Formative assessment is an integral part of teaching and learning. It takes place throughout lessons and learning experiences and is used to identify strengths, address misconceptions and inform future teaching.

Formative assessment helps learners understand:

- what they are learning;
- what success looks like;
- what they have done well;
- what they need to correct or improve;
- how they can improve;
- what their next steps are.

Formative assessment helps practitioners to:

- identify learners' strengths and areas for development;
- adapt teaching during and after lessons;
- address misconceptions quickly;
- provide appropriate support;
- provide greater challenge;
- plan future learning;
- evaluate the effectiveness of teaching and provision.

Key characteristics of formative assessment include:

Timeliness

Assessment takes place throughout learning so that feedback can be given while it is most useful.

Diagnostic Assessment

Assessment helps practitioners identify learners' strengths, misconceptions and areas requiring further support.

Feedback

Feedback is specific, constructive and focused on supporting progress.

Learner Involvement

Learners are encouraged to take an active role through discussion, reflection, self-assessment and peer assessment.

Learning Progression

Assessment is used to monitor progress over time and identify appropriate next steps.

Flexible and Varied Approaches

Practitioners use a range of strategies according to the intended learning and the needs of learners.

Embedded Practice

Assessment is naturally integrated into teaching and learning rather than treated as a separate activity.

Formative assessment strategies may include:

- effective questioning;
- observation;
- discussion and dialogue;
- learner explanations;
- mini whiteboards;
- quizzes and retrieval activities;
- exit tickets;
- self-assessment;
- peer assessment;
- success criteria;
- live marking;
- verbal feedback;
- individual or group conferencing;
- practical demonstrations;
- assessment rubrics;
- modelled examples;
- digital responses;
- photographs and videos.

5. Summative Assessment

Summative assessment is used to evaluate learner achievement and attainment at the end of a period of learning. This may take place at the end of a unit, term or academic year.

Unlike formative assessment, which takes place throughout the learning process, summative assessment provides an overview of what a learner has understood and achieved at a particular point in time.

Key characteristics of summative assessment include:

Endpoint Evaluation

Summative assessment takes place at the end of a specified period of learning.

Assessment of Learning

It assesses what learners have understood, remembered and can apply.

Standardisation

Some summative assessments use standardised measures to support comparisons and identify progress.

Accountability

Assessment information may be shared with learners, parents, carers, staff and other appropriate stakeholders.

Decision-Making

Assessment outcomes may inform decisions about support, intervention, challenge, curriculum planning and provision.

Feedback for Improvement

Summative assessment information may also be used to inform future teaching and learning.

A Balanced Approach

Summative assessment forms part of a balanced approach alongside formative assessment, practitioner observation and professional judgement.

At St Joseph's Primary School, summative assessments may include:

- Welsh Government Personalised Assessments;
- SWST Spelling Assessments;
- NGRT Reading Tests;
- reading benchmark assessments;
- Complete Maths unit assessments;
- Salford Reading Tests;
- MALT Maths Tests;
- WELLCOMM;
- Language Links;
- Monster Phonics assessments;
- end-of-unit or end-of-topic assessments;
- independent writing assessments.

Assessment results should not be considered in isolation. Practitioners should use a range of evidence to develop an accurate and holistic understanding of each learner.

6. On-Entry Baseline Assessment

All learners are assessed when they enter St Joseph's Primary School so that practitioners can understand their individual starting points and plan appropriate next steps.

Nursery

In Nursery, assessment is primarily based on observation, interaction and evidence gathered through purposeful play and learning experiences.

Assessments are aligned with the five developmental pathways:

- belonging;
- communication;
- exploration;
- physical development;

- well-being.

Reception

Reception observations and assessments include:

- language, literacy and communication, including Language Links where appropriate;
- mathematical development;
- physical development;
- personal and social development;
- well-being;
- cultural awareness and diversity.

Learners Entering Other Year Groups

Learners entering the school in other year groups may complete appropriate baseline assessments, including:

- an independent writing assessment;
- a MALT assessment for learners in Years 3 to 6;
- reading or phonics assessments;
- spelling assessments;
- well-being assessments;
- language and communication assessments where appropriate.

The information gathered through baseline assessment will be used to identify strengths, areas for development and any appropriate support or challenge.

7. Feedback and Assessment in Nursery, Reception and Year 1

In Nursery, Reception and Year 1, feedback and assessment will be appropriate to the age, developmental stage and individual needs of each learner.

The main approaches will include:

- immediate verbal feedback;
- questioning and discussion;
- modelling;
- praise and encouragement;
- written practitioner observations;
- written comments;
- written ways forward;
- photographs and videos of learning;
- annotations alongside examples of learning;
- individual learner records;
- assessments linked to developmental pathways and curriculum expectations.

Practitioners will record significant observations that demonstrate:

- what the learner can do;
- the knowledge, skills or understanding demonstrated;
- how the learner approaches learning;
- any support or prompting required;
- progress made over time;
- an appropriate way forward.

Written observations should be purposeful and contribute to the holistic picture of the learner. Practitioners are not expected to record every activity or interaction.

Written Comments

Written comments may be added to a learner's work, learning journal, observation record or digital portfolio.

Written comments should:

- recognise a specific achievement;
- describe the knowledge, skill or understanding demonstrated;
- be clear and purposeful;
- provide useful information for future planning;
- reflect the learner's individual development.

Written Ways Forward

Where appropriate, practitioners will record a written way forward.

A written way forward should:

- identify the learner's next appropriate step;
- be based on observation and assessment;
- be specific and achievable;
- inform future teaching and provision;
- reflect the learner's individual needs.

8. Feedback and Marking in Years 2–6

From Year 2 to Year 6, feedback will be provided through:

- live marking during lessons;
- verbal discussion between the practitioner and learner;
- the agreed four-colour marking system;
- effective questioning;
- modelling and worked examples;
- self-assessment and peer assessment;
- opportunities to correct, improve and extend learning.

Feedback should be given directly to learners during the lesson wherever possible so that they can understand it and act upon it immediately.

During live marking and verbal discussion, practitioners will focus on:

- what the learner has done successfully;
- any errors or misconceptions;
- what needs to be corrected;
- what needs to be improved or redrafted;
- how the learner can improve;
- any further challenge;
- how the learning can be applied in future work.

The four colours provide a clear visual record of the verbal feedback and support learners in responding independently.

9. The Four-Colour Marking System for Years 2–6

The four-colour system provides a clear and consistent approach to feedback across Years 2–6.

The colours should be used selectively and purposefully. Practitioners should highlight the specific word, sentence, calculation, method or section that relates to the feedback.

Green – Success

Green highlighting identifies something the learner has done successfully.

This should usually relate to:

- the learning objective;
- the success criteria;
- an individual target;
- an effective skill or strategy;

- clear evidence of progress.

Green communicates:

“This has been done well.”

Practitioners will verbally explain the success where necessary and encourage the learner to apply the successful skill again.

Pink – Correction

Pink highlighting identifies something that is incorrect and needs to be corrected.

This may include:

- an incorrect answer;
- a spelling error;
- missing or incorrect punctuation;
- incorrect grammar;
- a mathematical misconception;
- an inaccurate fact;
- an error in method or working.

Pink communicates:

“There is an error here. Check it and correct it.”

Practitioners will verbally discuss the error or misconception with the learner and support them in making an appropriate correction.

Learners will complete corrections using a green pen.

Blue – Improvement or Redrafting

Blue highlighting identifies a part of the learner’s work that needs to be improved, developed or redrafted.

The work may not be incorrect, but it could be made clearer, more accurate, more detailed or more effective.

Blue may indicate that the learner needs to:

- add further detail;
- explain or justify an answer;
- improve vocabulary;
- reorganise a sentence or paragraph;
- redraft part of an extended piece;
- include supporting evidence;
- improve clarity;
- show clearer mathematical working;
- apply a missing aspect of the success criteria.

Blue communicates:

“Improve or develop this part of your work.”

Practitioners will explain the required improvement verbally and support learners in understanding how to develop their work.

Learners will complete improvements or redrafting using a green pen.

Yellow – Challenge

A yellow square or yellow highlighting identifies an additional challenge or extension.

Yellow communicates:

“Complete an additional challenge to take your learning further.”

The challenge may be:

- verbally explained by the practitioner;

- displayed on the classroom board;
- provided as part of the lesson resources;
- included on the original task sheet;
- selected from an agreed challenge activity.

Practitioners will ensure that the learner understands the challenge and how it will deepen or extend their learning.

A challenge should deepen learning rather than simply require the learner to complete more of the same type of work.

10. Live Marking in Years 2–6

Live marking is the agreed approach to feedback in Years 2–6.

During lessons, practitioners will move around the classroom to:

- review learners' work;
- identify and highlight successes;
- address errors and misconceptions;
- ask questions about learners' thinking;
- provide immediate verbal feedback;
- model improved answers or methods;
- provide prompts and scaffolding;
- offer additional support;
- provide greater challenge;
- use the four agreed colours;
- ensure learners respond to feedback.

The four colours should normally be added while the learner is present so that the meaning can be discussed and understood.

Live marking may be carried out by the class teacher or a teaching assistant working under the direction of the teacher.

Live marking enables learners to:

- receive feedback while the learning is taking place;
- ask questions and seek clarification;
- correct misconceptions immediately;
- improve their work during the lesson;
- develop greater independence;
- understand the connection between feedback and progress.

11. Verbal Feedback and Discussion in Years 2–6

Verbal feedback will be specific, constructive and linked to the intended learning.

Verbal discussions may focus on:

- the learning objective;
- the success criteria;
- what the learner has done well;
- an error or misconception;
- how the learner can improve;
- a more effective method or strategy;
- how the learner can deepen or extend the learning;
- how the feedback can be applied in future work.

Learners will be encouraged to:

- explain their thinking;
- ask questions;
- identify their own successes;
- identify and correct errors;

- suggest possible improvements;
- reflect on their progress;
- act upon feedback during the lesson.

Corrections, improvements, redrafting and completed challenges will provide evidence that feedback has been understood and acted upon.

12. Reviewing Learning After the Lesson

Although feedback should be provided during lessons wherever possible, practitioners may review work after a lesson to:

- assess learner progress;
- identify common misconceptions;
- evaluate the effectiveness of teaching;
- identify learners requiring further support;
- identify learners requiring greater challenge;
- inform future planning and teaching.

Where work is reviewed after the lesson, practitioners may use the four colours to identify a success, correction, improvement or challenge.

The feedback will then be discussed verbally with the learner and time will be provided for an appropriate response.

Common misconceptions may be addressed through:

- whole-class verbal feedback;
- modelling;
- worked examples;
- additional teaching input;
- further practice;
- group support;
- individual support.

13. Learner Response in Years 2–6

Learners will be given regular opportunities to respond to live marking and verbal feedback.

Learners will:

- recognise and discuss successes highlighted in green;
- correct errors highlighted in pink;
- improve or redraft work highlighted in blue;
- complete challenges identified in yellow;
- ask for clarification when feedback is not understood;
- apply feedback to future learning.

Corrections, improvements, redrafting, self-assessment and peer assessment will normally be completed using a green pen.

Practitioners will check significant corrections and improvements where appropriate.

Time to respond to feedback should be built into lessons and classroom routines.

14. Self-Assessment

Learners should be taught how to assess their own work accurately and constructively.

Self-assessment may involve:

- checking work against the learning objective;
- checking work against success criteria;
- identifying evidence of success;
- identifying errors or omissions;

- making corrections and improvements;
- discussing strengths and areas for development;
- completing an exit ticket or reflection activity;
- explaining how learning has progressed.

Self-assessment should help learners develop:

- independence;
- responsibility;
- self-awareness;
- resilience;
- metacognition;
- an understanding of quality.

Learners in Years 2–6 will normally use green pen when making changes following self-assessment.

15. Peer Assessment

Peer assessment may be used when it supports the intended learning and is appropriate for the learners involved.

Peer assessment will:

- be clearly modelled by the practitioner;
- relate to the learning objective and success criteria;
- involve purposeful verbal discussion;
- identify a specific strength;
- provide a helpful verbal suggestion for improvement;
- use respectful and constructive language;
- support collaboration and communication.

Learners should be taught how to provide helpful, specific and respectful feedback.

Learners in Years 2–6 will normally use green pen when making changes following peer assessment.

The class teacher remains responsible for ensuring that peer feedback is accurate and appropriate.

16. Success Criteria and Assessment Rubrics

Success criteria should help learners understand what they need to do to succeed.

Success criteria may be:

- developed with learners;
- shared at the beginning of a lesson;
- introduced during the lesson;
- displayed on the board;
- provided on a task sheet;
- presented as a rubric;
- adapted to meet learners' needs.

Success criteria and assessment rubrics may be used for:

- practitioner assessment;
- self-assessment;
- peer assessment;
- identifying strengths;
- identifying missing elements;
- supporting improvements and redrafting;
- supporting learners in understanding quality.

Success criteria should be clear and relevant but should not become a restrictive checklist that limits creativity, independence or alternative approaches.

17. Feedback Across Areas of Learning and Experience

Feedback and assessment will vary according to the nature of the learning.

Languages, Literacy and Communication

Feedback may focus on:

- purpose and audience;
- organisation;
- vocabulary;
- sentence structure;
- spelling;
- punctuation;
- grammar;
- handwriting and presentation;
- oral communication;
- use of evidence;
- explanation and justification.

Practitioners should focus feedback on the intended learning, the learner's stage of development and individual needs.

Mathematics and Numeracy

Feedback may focus on:

- accuracy;
- calculation methods;
- mathematical reasoning;
- use of mathematical vocabulary;
- presentation of working;
- identification of patterns;
- explanation and justification;
- application of skills in unfamiliar contexts.

Pink may identify an error or incorrect method. Blue may identify where an explanation, method or presentation can be improved.

Science and Technology

Feedback may focus on:

- scientific knowledge and understanding;
- planning investigations;
- observations and measurements;
- interpretation of results;
- evaluating evidence;
- explaining conclusions;
- designing, creating and improving;
- digital competence.

Humanities

Feedback may focus on:

- knowledge and understanding;
- use of sources and evidence;
- explanation of cause and consequence;

- comparison;
- interpretation;
- ethical and informed responses;
- understanding of people, places and events.

Health and Well-being

Feedback may focus on:

- physical skills;
- decision-making;
- teamwork;
- resilience;
- reflection;
- emotional awareness;
- healthy choices;
- participation and personal progress.

Expressive Arts

Feedback may focus on:

- creativity;
- performance;
- technique;
- interpretation;
- experimentation;
- use of materials;
- reflection and evaluation;
- refinement and improvement.

Practical, Oral and Digital Learning

Not all learning will result in written work.

Feedback and assessment may be captured through:

- practitioner observation;
- verbal feedback;
- photographs;
- videos;
- digital portfolios;
- learner reflections;
- assessment rubrics;
- questioning;
- practical demonstrations;
- performances;
- saved examples of digital work.

Practitioners should ensure that significant learning and progress are captured in an appropriate and manageable way.

18. Inclusion and Additional Learning Needs

Feedback and assessment should be accessible and appropriate for all learners.

Practitioners should adapt feedback according to:

- age and developmental stage;
- additional learning needs;
- language and communication needs;
- level of independence;
- emotional and well-being needs;
- individual targets;

- preferred methods of communication and recording.

Adaptations may include:

- additional verbal explanation;
- visual symbols;
- adult scribing;
- audio feedback;
- digital feedback;
- additional processing time;
- practical demonstrations;
- simplified instructions;
- short and clearly defined response tasks;
- personalised success criteria.

Where a learner has difficulty distinguishing colours, practitioners should accompany colour highlighting with a clear verbal explanation or an appropriate visual symbol.

Feedback should support learners' confidence and promote a positive attitude towards improvement.

19. Monitoring and Evaluation

The effectiveness and consistency of feedback, marking and assessment will be monitored regularly.

Monitoring may include:

- reviewing learners' books, journals and digital work;
- reviewing written observations and ways forward in Nursery, Reception and Year 1;
- reviewing the use of the four colours in Years 2–6;
- learning walks;
- lesson observations;
- discussions with learners;
- reviewing planning and assessment information;
- teacher reflection;
- moderation activities;
- learner progress meetings;
- feedback from staff, learners, parents and carers.

Monitoring should focus on the impact of feedback on learning and progress rather than the quantity of recorded feedback.

Key questions may include:

- Are written observations in Nursery, Reception and Year 1 purposeful?
- Do written ways forward inform future teaching and provision?
- Are comments specific and linked to learning?
- Do learners in Years 2–6 understand the four colours?
- Can learners explain the verbal feedback they have received?
- Are learners given time to respond to feedback?
- Are corrections and improvements evident?
- Is live marking helping practitioners identify and address misconceptions?
- Is feedback helping learners to become more independent?
- Is the approach manageable and consistent?
- Does assessment information inform planning and teaching?

Findings from monitoring will be used to celebrate effective practice and identify areas for further development.

20. Professional Learning

Practitioners will engage in professional learning to deepen their understanding of effective assessment and feedback.

Professional learning may draw upon:

- the Curriculum for Wales;
- school-based action research;
- professional enquiry;
- moderation and standardisation;
- collaboration between colleagues;
- evidence-informed practice;
- research by Dylan Wiliam;
- research by Shirley Clarke;
- research by John Hattie;
- examples of effective practice from within and beyond the school.

Collaboration and the sharing of effective strategies will be encouraged to support consistency and professional development.

New members of staff, supply teachers and support staff should be introduced to:

- written observations, comments and ways forward in Nursery, Reception and Year 1;
- the four-colour marking system used in Years 2–6;
- live marking and verbal feedback expectations;
- learner response using green pen;
- agreed approaches to self-assessment and peer assessment.

21. Communication with Parents and Carers

Parents and carers will be informed about the school's approach to feedback, marking and assessment.

Communication may take place through:

- school policies;
- curriculum information sessions;
- parent consultations;
- written reports;
- school communications;
- examples of learners' work;
- discussions with class teachers.

Parents and carers should understand that:

- Nursery, Reception and Year 1 use written comments, written observations and written ways forward;
- Years 2–6 use live marking, verbal discussion and the four-colour marking system;
- learners in Years 2–6 respond to feedback using green pen;
- much effective feedback is provided verbally during learning;
- the quality and impact of feedback are more important than the quantity of written recording.

Parents and carers may support learners by asking questions such as:

- What did you do well?
- What did the green highlighting show?
- What did you need to correct?
- What did you improve?
- What challenge did you complete?
- What did your teacher discuss with you?
- What will you try to do next time?

22. Responsibilities

Senior Leaders

Senior leaders will:

- promote a consistent whole-school approach;
- ensure staff understand the policy;
- provide appropriate professional learning;
- monitor the impact of feedback and assessment;
- ensure expectations remain manageable and purposeful;
- use monitoring findings to inform school improvement;
- review the policy regularly.

Practitioners in Nursery, Reception and Year 1

Practitioners will:

- provide timely verbal feedback;
- record purposeful written observations;
- provide written comments where appropriate;
- identify clear written ways forward;
- use assessment information to inform provision and planning;
- adapt feedback to meet individual needs;
- develop a holistic picture of each learner's progress.

Practitioners in Years 2–6

Practitioners will:

- provide live marking during lessons;
- engage learners in purposeful verbal discussions;
- use the four-colour marking system consistently;
- explain successes, corrections, improvements and challenges;
- provide time for learners to respond;
- use green pen responses as evidence of improvement;
- use assessment information to inform planning;
- adapt feedback to meet individual needs;
- address misconceptions promptly;
- provide appropriate support and greater challenge.

Teaching Assistants and Support Staff

Teaching assistants and support staff will:

- follow the school's agreed feedback procedures;
- provide appropriate verbal and live feedback;
- communicate relevant observations and assessment information to the class teacher.

Learners

Learners will be supported to:

- understand the feedback they receive;
- take pride in their learning;
- listen and respond to feedback;
- recognise their successes;
- correct errors;
- improve and redraft their work;
- complete appropriate challenges;
- assess their own learning;
- provide respectful feedback to others;
- ask for clarification;
- become increasingly independent.

23. Summary of Feedback and Marking Expectations

Phase	Agreed approach
Nursery, Reception and Year 1	Verbal feedback, written comments, written observations and written ways forward.
Years 2–6	Live marking, verbal discussions, the four-colour marking system and opportunities for learners to respond during the lesson.

Four Colours Used in Years 2–6

Colour	Meaning	Learner response
Green	Something has been done successfully and links to the intended learning.	Recognise the successful skill and apply it again.
Pink	Something is incorrect and requires correction.	Correct the error using green pen.
Blue	A section needs to be improved, developed or redrafted.	Complete the verbally agreed improvement using green pen.
Yellow	An additional challenge or extension should be completed.	Complete the verbally explained or displayed challenge.

24. Conclusion

At St Joseph's Primary School, feedback, marking and assessment are used to support every learner in understanding their progress and taking appropriate next steps.

In Nursery, Reception and Year 1, practitioners use verbal feedback, written comments, written observations and written ways forward to capture learning and inform future provision.

From Year 2 to Year 6, practitioners provide feedback through live marking, verbal discussion and the agreed four-colour system:

- **Green celebrates success.**
- **Pink identifies a correction.**
- **Blue identifies an improvement or redrafting opportunity.**
- **Yellow identifies an additional challenge.**

Learners are given time to respond to feedback so that corrections, improvements and challenges become a meaningful part of the learning process.

Through timely feedback, purposeful assessment and meaningful dialogue, we aim to empower learners to reflect on their progress, develop independence and reach their full potential.



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.

ALN

St Joseph's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.