



Ysgol Gynradd Drury

Feedback and Assessment for Learning Policy

October 2026



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Friendly

The more we learn the more we know, Ysgol Drury is a great place to grow.



Effective Marking and Feedback Policy

At Drury Primary School we are committed to supporting the learning of our pupils by providing clear feedback through our comprehensive marking scheme and assessment for learning strategies. We believe effective assessment is at the heart of improving learning and teaching. It provides the basis of informed teaching, helping pupils overcome difficulties and ensuring teaching builds upon what has been learned. It also allows pupils to understand what they have achieved and what they need to work on.

Before feedback teachers should provide high quality instructions to pupils, using AFL throughout. Learning intentions should be clear and pupils should develop a Success Criteria for which they can assess their own and other's learning. This should be accessible for all pupils – 'Must have, Should have and Could have' gives **ALL** pupils an opportunity to progress.

We believe that the purpose of marking work is to celebrate pupil achievements and should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked: the learner is actively involved in the process. We aim to provide real time 'in the moment' verbal feedback as often as possible.

At Drury Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use verbal feedback consistently as a means of aiding progression during the lesson.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be frequent and regular.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Involve children in the marking process (whether oral or written) as regularly as possible.
- Relate to the learning objective/success criteria of the work set.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy.
- Use the agreed Marking Code (See Appendix I) to correct errors.
- Positively affect the child's progress.

Procedures



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- Children's work should be marked using pink pen.
- Pupils will peer/self mark in green pen.
- Date and title on each piece of work. Title in centre and date on the right (both underlined). Full date written in language books, short date in maths books and Welsh date in all other books.
- All pupils should have time at the start of the next session in order to respond to feedback when necessary.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria (Must, Should & Could). Refer to these when giving written and verbal feedback.
- Acknowledge verbal comments and praise with the appropriate symbol from the code. Encourage pupils to respond to feedback.
- Look for persistent errors and patterns of errors rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, but focused mistakes selected by the teacher. This is used so learners who may have several errors are not demotivated and also to encourage challenge.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

Verbal Feedback

This means the discussion of work and direct contact with the child. Pupils should respond to this immediately.

A discussion should be accompanied by the appropriate marking code symbol in the child's book to serve as a permanent record for the child, teacher and parent. Verbal feedback will be given to all children, irrespective of age or ability and this occurs continually, therefore VF stamps will not be evident in pupils books.

Success Criteria Checklists

Success Criteria will be discussed with the class at the start of each lesson, children will not be expected to write this in their books but it will be kept on the board for them to refer back to.

Success criteria should indicate a 'Must', 'Should' and 'Could' so that **all** pupils can be challenged at all times.

Ticks will indicate

- ✓ 1 tick – 'Must'
- ✓ 2 ticks – 'Should'
- ✓ 3 ticks – 'Could'

Peer Marking

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to 'peer' and 'self' mark work. This is often linked to 'talking partners'. Children should be trained to do this and ground rules set such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria.



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Quality Feedback Comments

Personalised quality feedback comments should be used frequently to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. The three tick system is used to evaluate the work achieved:

✓	Working at expected level
✓✓	Working above expected level
✓✓✓	Working at an exceptional level

Monitoring

Marking and Feedback will be monitored by the Senior Leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Conclusion

'In the moment feedback' is a priority at Drury Primary School and is the most beneficial to learning and progression. We acknowledge that written feedback has limited impact on learning and this policy clarifies our expectations and outlines what you may see in books.

What you will see: Teacher feedback given in form of ticks. Individual progression evident in our books
What you might see: Written comments/examples given by the teacher to help pupils improve their work. Improvements made by pupils in green pen which indicates self-assessment.
What you will not see: Meaningless comments such as 'Good work' Stickers Children writing in each other's books Lengthy written comments from teacher – verbal 'in the moment' feedback given instead.



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Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix I

✓	Working at expected level
✓✓	Working above expected level
✓✓✓	Working at an exceptional level
S	Working with support
LS	Working with little support
/	New sentence needed
//	New paragraph needed
A	Capital letter
.	Full stop
⏏	Finger space
a b c	Write on the line
Green Highlighter	Crafting & Co-crafting



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