



**YSGOL
AFON WEN**

EFFECTIVE FEEDBACK POLICY

Ratified by Governors	16 th October 2025
Signed Chair of Governors	
Headteacher	Mrs Claire Crockett
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YSGOL AFON WEN



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1. AIM

To ensure that all pupils' work is marked to a high standard against clear active learning objectives and shared success criteria so that clear 'next steps' in the learning journey are made explicit for pupils.

2. RATIONALE

At Ysgol Afon Wen, our commitment to fostering a supportive, inclusive, and dynamic learning environment for students aged 3-16 drives every aspect of our educational approach. The Feedback and Marking Policy is designed to align with our core values, promoting a culture of continuous improvement, reflective learning, and personalised guidance.

At Ysgol Afon Wen, we recognise that if marking and feedback is to have a positive impact on pupils' attitudes and self-esteem, then pupils themselves should view assessment primarily as a means to improving the standard of their work and not simply summative judgement on one piece of work. Informal and routine feedback provides a good opportunity to achieve this and the objectives below:

3. OBJECTIVES

- To enable written feedback to be an effective tool for improving the learning experience.
- To use STAR as a framework for teachers and pupils to engage in purposeful learning dialogue.
- To utilise the R strand to deepen learning through pupils' personal reflection
- To acknowledge when purposeful verbal feedback is given.
- To inform the future teaching and planning of all lessons. Through careful marking, pupils should have a clear picture about what they have done well and where they need to improve and this should reflect the particular needs of all pupils across the 3-16 continuum.



4. ENHANCING LEARNING AND PROGRESS

Effective feedback and marking are crucial in supporting pupil progress, helping learners to recognise their strengths and identify areas for development. By providing timely, constructive, and clear feedback, we empower our pupils to take ownership of their learning journey, cultivating a growth mindset that values effort, resilience, and self-reflection.

Effective Feedback Should:

- be specific, in both the positive and the critical offer alternatives, or ask the learner to do so
- be descriptive rather than consist of judgement alone
- focus on task, success criteria and the active learning objective not on the person
- be offered as soon as possible after the event to which it refers
- look forward to the specific next steps to improve performance
- involve the learner wherever possible to improve the change of it being understood and acted upon.

Marking and feedback will have a greater impact on learning if it is done carefully; the focus must be on the quality of feedback and feed-forward rather than on the quantity of information gathered.



5. EXPECTATIONS OF FEEDBACK

Based on research conducted by the EFF, the following principles for successful marking and feedback will be followed:

- Teachers will lay the foundations for effective feedback. This will involve high quality instruction, including the use of formative assessment strategies, setting active learning objectives and sharing/creating success criteria with pupils.
- Teachers will deliver appropriately timed feedback that focuses on moving learning forward. With the use of STAR feedback and teacher/pupil questioning and dialogue, gaps in learning that pupils exhibit will be targeted. This feedback will return to active learning objectives and success criteria where the A and T strands of STAR will be addressed.
- Teachers will plan for how pupils will receive and use feedback. Consideration will also be given to providing opportunities for pupils to use and work with the feedback given in order for the feedback loop to be closed so that pupil learning can progress.
- Pupils will respond to T and A strands which will be posed as tasks or questions for the pupils to complete in order for them to reflect (R strand) on their learning journey and move their learning forward.



6. FURTHER EXPECTATIONS

- Presentation, quality and quantity of work will be checked and steps taken to act on missing, incomplete or poorly presented work.
- All teachers will sign and date the marking after each checking period.
- Peer and self-assessment are vital learning tools and these need to be evidenced in books.
- There will be a consistent approach to the colour of pen used by pupils to assess their/each other's work. Teachers will mark in RED pen, pupils will mark theirs/their peer's work in GREEN pen and all reflection work completed post STAR marking will be completed in PURPLE pen.
- Verbal feedback will be an integral part of all lessons. Verbal feedback will be recorded by the pupil in margin of their books and labelled VF.
- STAR feedback will be used in the formative assessment of pupils' work, highlighting clear strengths and areas of improvement (linked to active learning objectives and success criteria). The A strand will be linked to skills development of either literacy, numeracy, DCF or one of the CFW integral skills.
- Pupils are expected to complete the R (reflection) in designated reflection time in the following lesson and therefore develop a learning dialogue which will facilitate in moving learning forward.
- Teachers will provide in text marking in the form of questions in order to move learning forward in summative assessments. These will be linked to improving skills, accuracy and content of work.
- Teachers will use the Ysgol Afon Wen marking codes to highlight errors in SPAG. Pupils are expected to correct these themselves and write spelling errors out three times each in the margin or below the piece of work in PURPLE pen.
- Own work (homework) tasks are set, marked and returned with clear areas for improvement as appropriate.
- Arbitrary grades are not used if they do not continue to promote the pupils' learning. Note: S (Strength) T (Target) A (Accuracy) R (Reflection).



7. FURTHER EXPECTATIONS

Subject and Phase Teachers are expected to ensure that:

- Pupils' work is regularly marked as directed by the Faculty Lead, in line with the whole school policy.
- All feedback is linked to active learning objectives and success criteria.
- All marking will be dated and signed by the class teacher.
- Use of the marking code is correct and in line with whole school policy.
- Use STAR to deepen the learning experience and promote learning dialogue.
- Learning dialogue, including in text marking will be evidenced and personalised between pupil and teacher. This will focus on skills, accuracy and content and not on the person. Use the correct colour pens depending on the type of feedback pupils are engaging with.
- Ensure that pupils are noting and actioning verbal feedback given.

Associate Assistant Heads, Faculty Leads and Middle Leaders are expected to ensure that:

- The faculty feedback policy reflects the principles outlined in the whole school effective feedback policy and that these are effectively implemented.
- Each faculty/department will set an appropriate frequency timetable in conjunction with school expectation and in consultation with line managers.
- There is a common understanding of the purposes and role of feedback within the faculty and the sharing of good practice is timetabled into faculty QA time. This is supported by regular book reviews and scrutiny factored into SE time.
- Feedback is planned over an extended period of time so that clear evaluation of pupils' strengths and weaknesses can be provided.
- Feedback within the faculty motivates pupils and has a positive impact on self-esteem.

SLT are expected to ensure that:

- They devise a strategy to monitor the consistent implementation of the whole school effective feedback policy and monitor through QA procedures.
- Whole school work scrutiny will be completed each term to ensure consistency of marking and feedback across the school.
- They evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.