

**Abertillery**  
Learning Community



**FEEDBACK FOR LEARNING POLICY**

Policy:	Feedback for Learning
Age Range:	3-16
Type:	Non-Statutory
Sub Committee:	Learning and Provision
Governing Body Approval:	25 <sup>th</sup> March 2026
Review Date:	March 2027
Staff Lead:	Mrs Blackwell, Mrs Davies, Mrs Tudge, Mr Winship

### Version Control

Version	Key Changes	Sub Committee Approval (Date)	Full GB Approval (Date)	Review Date
2.0	<ul style="list-style-type: none"> <li>Annual Review</li> <li>Staff Lead</li> </ul>	4 <sup>th</sup> February 2026	25 <sup>th</sup> March 2026	March 2027
1.0		22 <sup>nd</sup> October 2024	11 <sup>th</sup> December 2024	October 2025

# Review

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## Monitoring, Evaluation and Review

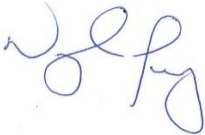
The Deputy Headteacher, will annually review this policy and make any further recommendations to the Governing Body.

The Governing Body will monitor the application of this policy and associated procedures in order to ensure its continued effectiveness and compliance.

Headteacher:



Chair of Governors:



Date: 25<sup>th</sup> March 2026

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## Introduction

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At Abertillery Learning Community we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievements and inform them of what they need to do next to improve.

Marking encourages, motivates, and provides steps to the next stage of learning; forms part of the assessment for learning process, and is an assessment of children's progress. It is one of the ways that we provide feedback to learners to progress learning.

This Feedback for Learning policy is underpinned by research that suggests that providing feedback is one of the most effective and cost-effective ways of improving learners' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust, and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

This policy also recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide learners with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve ...makes a difference to learning' (M. Myatt 2013). Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate the learning journey that the learner takes.

## Purpose of feedback and marking:

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To:

- To deepen learning and allow learners to make good progress
- Encourage, support, and praise children; celebrate success, boost learners' confidence and self-esteem
- Focus on specific success criteria of a learning intention to monitor progress and inform the next steps
- Encourage self and peer assessment as part of the marking and assessment process.
- Allow children to respond to the marking and feedback (age & level appropriate).
- Be rapid and immediate within lessons wherever possible
- To employ a range of strategies that include live marking, self-assessment, peer-assessment as well as teacher assessment which could be formal data points or regular low-stakes testing/checks. This is to ensure feedback is always effective in developing Learner learning (see below for examples)
- Allow learners to receive detailed, personalised feedback which includes strengths and target/s for further development

- Enable teachers to regularly look at learners' books to help 'feed-forward' and plan effectively for lessons.

## What does the research say?

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- Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). If we consider this with our core values at ALC, then feedback has to contribute to this process. Maslow in his hierarchy of needs model indicated that 'the need for respect or reputation is most important for children and adolescents [as well as] self-actualization needs where one realise[s] personal potential, self-fulfilment, seeks personal growth and [has] ... a desire to become everything one is capable of becoming '(Maslow, 1987).

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016

- "determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers".
- "help restore the work-life balance, passion, and energy of teachers in this country".
- "marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"
- "help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice".
- "We recommend that all marking should be meaningful, manageable, and motivating".

## Principles of Feedback at Abertillery Learning Community

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### Definitions:

*Marking* = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark or level to learners' written work.

*Feedback* = providing more detailed guidance to the learner to help them to improve their knowledge, understanding, and skills.

## Expectations:



*[Examples of different forms of feedback from A Marked Improvement – EEF]*

## What does feedback look like at Abertillery Learning Community?

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Teachers are empowered to decide on the most appropriate method of feedback to promote and deepen learning.

Feedback will be specific to the AoLE and the task the learners have carried out. The type of feedback should be decided upon by teachers and chosen based on maximising progress.

Opening up success criteria is a vital part of providing feedback. Teachers must ensure that learners fully understand what they need to do to achieve success in their learning. This can be achieved through the use of WAGOLLS, reinforcing and redirecting learner effort, use of peer modelling, and chunking and checking. Feedback should refer back to the specific learning intention and success criteria. Feedback must be focused; statements such as 'well done' or 'good effort' without any further explanation or development are too vague and unhelpful. Follow-up questions and challenge should be used to enable learners to revisit and learn from their mistakes.

When marking books:

### **Lower School**

Teachers will mark in **green** pen. Learners will respond in **pink** pencil or pen.

### **Upper School**

Teachers will mark in **green** pen. Learners will respond in **red** pen.

## **Live feedback**

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The purpose of live marking is to ensure that learners' effort is reinforced and/or address the misconception and redirect to success criteria.

- Immediate marking of the work by the teacher is linked to the success criteria. Learners act immediately on this during in-class feedback.
- Teachers may give verbal feedback during lessons to small groups, whole class, or individuals. Learners will act upon this feedback.
- Consistent high-quality learning dialogue between teacher and learner during the lesson. Learners act upon this feedback in designated coloured pencil/pen.
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge using the agreed marking codes, whilst circulating in class, in **green** pen. Learners act upon this feedback in **pink** pencil/pen (Lower School) and **red** pen (Upper School).
- Leave and return can be used as a strategy to provide verbal feedback.

### ***The Use of Visualisers***

- At ALC, we believe that visualisers can be an integral teaching tool that provides greater emphasis on making 'live' adjustments but also the right 'pitch' for the lesson at the right level based on how the class responds. Using a visualiser means that our teachers can initially model the strategies needed to solve a problem or improve on a piece of writing. Also, as learners may not understand this the first time, it allows teachers to model and present alternative strategies at short notice.

## **Self-assessment – (SA)**

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We will need to have a supportive classroom environment where pupils are confident to read their work out in class and receive praise and feedback in front of their peers.

- Whenever possible, the teacher provides learners with the answers to mark their work. This also helps their self-reflection, as it is instant feedback allowing them to consider if they understood the concept or not.
- Learners consider their current learning against a WAGOLL and then improve their piece of work in the designated coloured pencil/ pen.
- Learners will need to be trained to self-assess to ensure that feedback is meaningful and effective.

***Other strategies that could be employed:***

- Colour-coded success criteria: Learners underline/shade their work when they have met the success criteria, allowing them to see what they have included/omitted in their work (**Upper school-specific**).
- Provide learners with a mark scheme from the exam board (**Upper school-specific**).
- Provide learners with a list of errors typical of those made by the group; this could be a connect activity. Share and ask learners to pick out what is wrong and then re-draft correctly.

## Peer assessment – (PA)

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The process of having the learners critically reflect upon and possibly suggest improvement for the learning of their peers. This encourages learners to learn from each other and engage with success criteria to promote progress.

### ***Other strategies that could be employed:***

- Sharing good examples of learners' work at appropriate points in the lesson to allow learners to reflect on their work and share ideas for improvement.
- Photocopy examples of work, learners peer assess the photocopied examples, then use what they have learned from this activity to go back and improve their piece of work.
- Learner marker/lead learner: The teacher could ask a learner, to strengthen their understanding, and to go around the classroom marking other learners' work. Learners can be rotated with answers so that one is not singled out as being more able.
- Learners swap work, with partners, and critique their peers' work against the co-constructed success criteria to identify strengths and areas for improvement.

These agreed templates will be used for Peer and Self-Assessment

[Progression Step 1](#)

[Progression Step 2](#)

[Progression Step 3](#)

[Progression Step 4/5](#)

## Teacher marking

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- We are not looking for perfection and we want learners to learn from their errors. Encouraging the process of **making additions, redrafting, improving, and correcting are excellent examples of AfL**. The perfectly presented book with no additions, redrafting, improving, or corrections may be an indication that the work is not challenging enough or there are no AfL opportunities. **Progress is something we want to see in learners' work.**
- All staff must use the marking codes to provide feedback on corrections/actions that need to be addressed either during the lesson or the following lesson. The use of marking codes is used throughout the school to encourage consistency and to aid the transition between classes and progression steps for learners.
- Use of written feedback on selected work for learners to act on. A positive comment should be made that relates to the learning objective or success criteria, for example, a strength, a star, a WWW, or a grade. A target where the success criteria have not been met, for instance, a suggestion, an EBI, or a question to allow opportunity for further progress.
- Staff are expected to model good presentation in their marking of work e.g. correct letter formation/legible handwriting, etc.

### ***Other strategies that could be employed:***

- Make a list of errors typical of those made by the group. Share and ask learners to pick out what is wrong and then re-draft correctly.
- Prepared stickers/sheets that offer insightful feedback suitable for the individual to act upon.
- Books are reviewed between lessons and differentiated feedback is offered through whole-class feedback, post-it notes, codes, mini master classes.
- Learners' work is annotated with follow-up activities, and extension questions, which either consolidate learning or probe for a deeper understanding.

## Whole School Literacy Marking Codes

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- We are committed to the development of learners' literacy across all subjects/progression steps. Below is a list of literacy marking symbols. Teachers should utilise literacy codes when and where necessary within the work. This could be done when looking through books or live feedback/marking. Books must be checked and marking codes used where needed.
- From Progression 1 onwards, when marking for Literacy, **all staff** should use the whole-school marking code. The codes should be displayed in every classroom.
- In Lower School, staff use [Feedback Ffion](#) appropriate to their year group. The codes below match up to the agreed Feedback Ffion codes.

<b>Code</b>	<b>Explanation</b>
.	Full stop
,	Comma
“ “	Speech marks
!	Exclamation
?	Question
‘	Apostrophe
<b>W</b>	Word choice/Vocabulary
<b>C</b>	Capital letter should have been used
( )	Brackets
[ ]	Letter formation
<b>G</b>	Finger spacing
<b>Upper School (as above with the addition of)</b>	
//	New paragraph
^	Missing word
<b>Sp</b>	Spelling error
<b>Gr</b>	Grammar
<b>P</b>	Punctuation

## Additions for digital submissions include:

IW	Incomplete work
“o”	Poor use of space
→	Use of space bar instead of tab

- Teachers should also focus on subject-specific errors to encourage knowledge of key vocabulary. Break words down for deeper understanding.
- Marking for incorrect writing structures should be evident.
- Ask learners to go back and identify their errors.
- Highlight or segment spellings particularly if consistently incorrect.
- Ask questions related to what needs to be corrected in the piece of work.

## Teacher Guidance for Directed Improvement and Reflection Time (DIRT)

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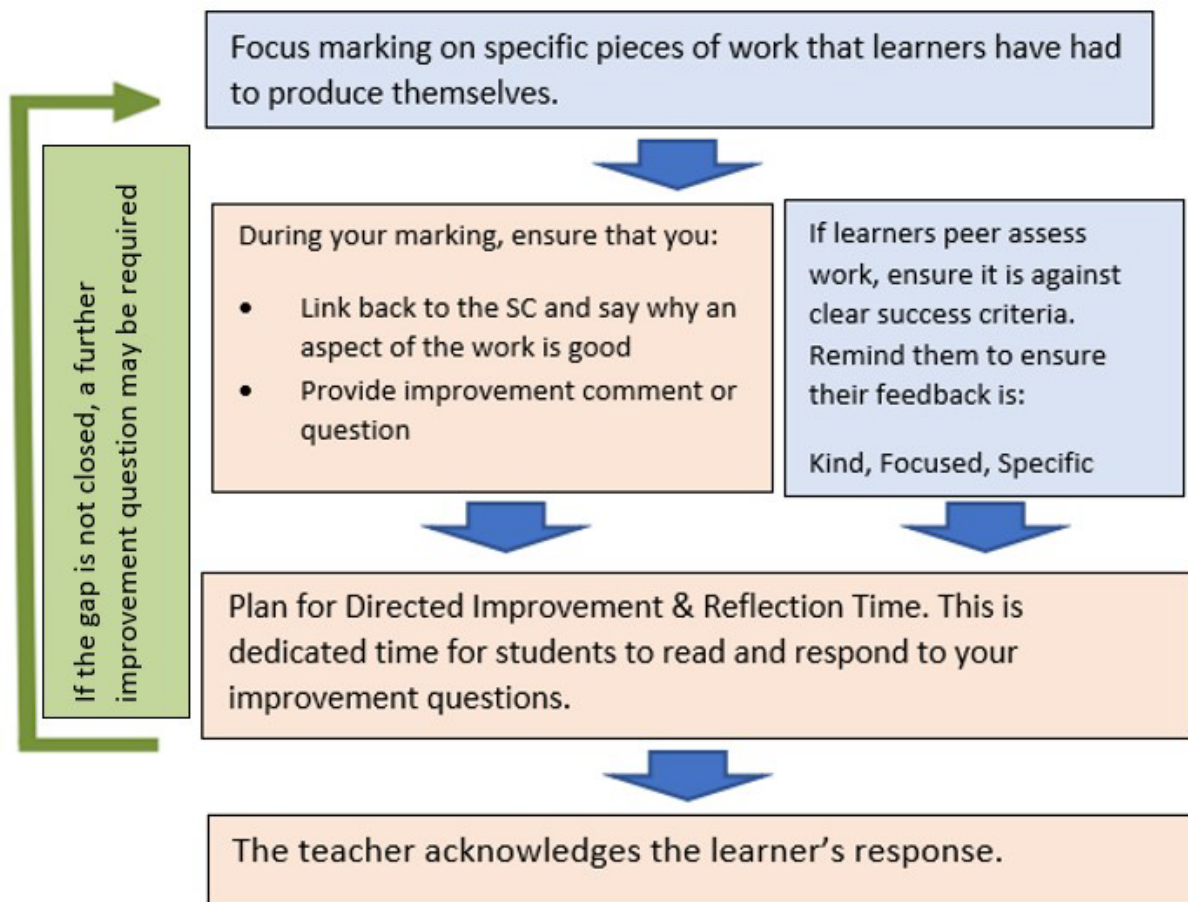
- **Keep it focused.** If you simply hand back work to learners and tell them to improve it all, then the response will invariably be less than successful! They need specific support and to avoid overloading learners we need to focus on specific improvements to their work.
- **Model and scaffold.** Models of work, with specific strengths or weaknesses, are crucially effective in increasing Learner understanding. Seeing an outstanding exemplar helps lessen the load and gives learners a high standard to reach for with their work. Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding of what is required to improve their work. We encourage the use of visualisers to model and scaffold improvements for learners effectively.
- **DIRT** time may seem to be about independent work, but in actuality, there is still a need for guidance from teacher expertise.

Once feedback has been given, learners need to be enabled to respond. When giving feedback, therefore, we should offer learners time to reflect critically on how to craft and improve their work and then develop new techniques to put their feedback into practice. A dialogue is opened up with learners about their feedback, and we offer time and space for this to happen. For ease of reference and the sake of consistency, we can label this time and space within our lessons Directed Improvement and Reflection Time, or DIRT.

### ***Effective use of DIRT to develop more disciplined learners:***

- Reflect critically – in lessons learners are encouraged to reflect on and respond appropriately with effort to teachers' comments so that learners' progress is accelerated.
- Developing techniques – although DIRT is about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show learners how to improve.

- Crafting and improving - As well as encouraging learners to critically reflect on their feedback, DIRT can also be effectively used for crafting and improving work. This allows learners to immediately apply their feedback and put the techniques into practice.



## Whole Class Feedback

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This particular strategy will reduce the time spent needed to mark all the books and give learners a clear overview of what went well and how they can improve. This feedback will be followed up with a DIRT lesson and time given for all pupils to improve.

Examples of Whole Class Feedback can be found [here](#).

## Leadership Monitoring & Quality Assurance

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- SLT will monitor the work in learners' books/digital work to ensure learners' progress is evident and to evaluate skills coverage.
- MLT/SLT will conduct book scrutiny at least once per term as indicated on the school calendar or MLT schedule.
- Any work that is not in line with the Feedback for Learning policy must be addressed immediately with clear support, deadlines, and expectations given for when this will need to be addressed.

- If this is not addressed or improvements are not seen, a plan should be in place to support the member of staff.

## **Learners' voice**

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- At least once per term, leaders will meet with a group of learners to talk to them about their experiences in their subjects.
- Learners may be asked to bring their books along so that they can talk through their experiences, the progress they are making, and how the quality of feedback supports learning.
- The 5 critical questions will be used to lead learners' voice monitoring. These are:
  1. What are you learning?
  2. Why are you learning it?
  3. How will you learn it?
  4. Where will you get support?
  5. How will you know you learned it?

## **ALC Non-negotiables**

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### **Books must:**

1. Show evidence of marking
2. Show evidence of feedback
3. Not contain graffiti and/or have ripped pages
4. Have dates and titles underlined
5. Have written work in pen (once a pen license has been obtained) and have diagrams in pencil.

### **The external appearance of the book/portfolio/folder:**

All books must have the following clearly stated:

- Learner name
- Subject
- Teacher
- Class

There should be no other form of writing or drawing on the cover of the book (except if faculty/AoLEs have their book covers designed - Upper School specific).

Upper School - If learners have two teachers the subject leader will decide upon whether it is appropriate to share the book or to have two books. There must be evidence of the work from all members of staff. If the book is shared, both teachers' names should be clear on the front of the book.

### **Internal layout:**

- In Upper School, all written work should begin with Gwaith Dosbarth, Underline, Date, Underline, Miss  
a Line, Title, Underline).
- In Lower School, all written work should begin with a Date and Learning Intention.
- Any side title/sub-heading should be underlined using a ruler.
- Handwriting should be neat and legible.
- All written work should be completed in **black** pen; in Lower School, learners will use **pencil** whilst they develop fluency and speed and will progress to a **black** pen when their writing is neat and legible or when it is felt that this would help support progress.
- For illustrations, tables, pictures, and diagrams, only pencils should be used.
- All crossing out should be done with a single ruled line.
- Worksheets and assessments are to be glued into books appropriately.
- In Upper School, if a piece of work is homework, it should be labelled as such.

## Appendix

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[LLC \(languages\)](#)

[MN](#)

[S&T](#)

[Compu Tech](#)

[EA](#)

[Humanities](#)

[HWB](#)

[Non-negotiables](#)

## Staff Voice

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Consistency across AoLEs	Literacy	Whole class feedback
Reference to success criteria	On-the-spot feedback rather than in books	Clear explanation of what is missing/expected
Non-negotiables being met/presentation	DIRT - meaningful questions to be posed	Written feedback not time efficient/no marking of books/workload
Learners to identify the next steps	Spelling & Grammar	AoLE/PS/age specific - Colour coding (pink for think/Green for seen)
Verbal feedback	No tick and flick	In-depth marking for assessments only
WWW/EBI	No need to mark every page	Close the gap
AoLE should be independent	Regular marking every 3 weeks (Upper School )	Clear way for digital submissions/google classrooms
Books have feedback every half-term	Key pieces of work to get clear feedback	Self/peer assessment

**[Feedback from Staff Voice, Spring 2024]**