



ASSESSMENT, MARKING AND FEEDBACK POLICY

***Stanley St Peter's CE Primary
School***

Document title:		Assessment, Marking and Feedback Policy	
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Version number:		V8	
Date approved:			
Approved by:		Governors	
Date of review:		27/7/26	
Document History			
Version	Date	Author	Note of revisions
V2	July 2022	Leanne Hick	WOW marking and feedback.
V3	August 2022`	Michelle Wiggins	Formative assessments changed to termly for most year groups, changed assessment materials used for reading and the addition of Reception Baseline Assessment statutory requirement.
V4	August 2023	Leanne Hick	Update to the assessment materials, this includes using WRMH materials, it includes phonics assessment materials and science. Y2 no longer complete the KS1 SATs. Changes made to Word of the Week.
V5	June 2024	Leanne Hick	Reading assessment materials are now Accelerated Reader tests, not Star Reader tests. WOW (Word of the Week) has changed back to the original way of doing it each week.
V6	July 2024	Michelle Wiggins	Reading assessments are STAR reading tests (that is the name on AR). Removed Science assessments – formal testing in science is no longer undertaken. Further clarification added regarding expectations for marking.
V7	July 2025	Leanne Hick	We no longer do ‘Word of the Week’, and this is replaced with 3 spelling sessions a week before the spelling test at the end of the week.
V8	July 2026	MWiggins	Removed the word ‘new’ from ‘new National Curriculum 2014’

Rationale

At Stanley St Peter's CE Primary School, we endeavour to support children to achieve the best of their abilities. We believe that assessment is fundamental to being able to extend and challenge children in their learning and allow us to achieve our vision of "Unlock Potential, Celebrate Success".

Principles

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school.

Assessment is only effective if there is regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Assessment is at the heart of teaching and learning in our school. It provides evidence to guide teaching and learning and grants the opportunity for children to demonstrate and review their progress.

Assessment of children can take a variety of forms and be both formal and informal.

Method of Assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. Ongoing teacher assessment is central to pupils making good progress and to identifying misconceptions thus allowing staff to act to ensure that they are corrected.

Teachers regularly check pupils' understanding systematically and effectively in lessons, through a variety of techniques and strategies in order to offer clearly directed and timely support to any pupils who require it, including those who may be considered to be 'falling behind' or who have additional support needs.

- We also use the outcomes of assessment to check and support our teaching standards and help us to improve.
- Through working with other schools within the All Saints Partnership and using external tests and assessments, we will compare our performance with that of other schools.

- We assess pupils against learning outcomes and success criteria/challenge cards, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the new National Curriculum 2014.
- The achievement of each pupil is assessed against all the relevant criteria for a subject at the end of each term (half-termly in Y6) in the academic year.
- Each pupil is assessed as being either:
 - 3 - Unable to access the expected age-related curriculum objectives (well below expected standard) and so may be working within a previous year group's curriculum objectives.
 - 2.2 - Able to access the relevant age-related curriculum objectives with support/intervention (below expected standard).
 - 2.1 - Able to access the relevant age-related curriculum objectives with minimal support/intervention (at expected standard).
 - 1 - Able to access the relevant age-related curriculum objectives (at expected standard).
 - D - Able to access the relevant age-related curriculum objectives with a deeper understanding and grasp of concepts covered (above expected standard).
- For those pupils working at a 'D' standard, work will be provided at a more challenging level within the year group criteria.
- Assessment judgements are recorded and backed by a body of evidence created using observations, discussions, AfL, records of work and testing.
- Assessment judgements are moderated by colleagues in school and across the All Saints Partnership to make sure that our assessments are fair, reliable and valid.
- Assessment for learning is used on a daily basis, along with the use of observation, marking of pupils' work and the pupils' responses to feedback to provide formative assessment judgements.
- Summative assessment is used alongside formative judgements to determine whether a child is working well below, below, at or above the expected standard for that year group on a termly or half-termly basis (dependent on year group).

- The school aims to maximise outcomes for every pupil and to ensure all pupils make strong progress from their individual starting points. Children are expected, by the end of each academic year, to have made the expected progress. For example, if a child is considered to be working at the expected standard for their age, they should (at least) remain working at the expected standard throughout the year.
- Formal testing such as number bonds tests, times tables tests and spelling tests are also used on a weekly basis in Years 1-6.

Assessment materials

The school has adopted the use of the following materials for the subjects listed:

- Maths – Power Maths, White Rose Maths Hub, SATs papers, Twinkl, CGP
- English –Extended piece of writing based on a topic covered and assessed against the National Curriculum expectations for English in each year group (as outlined in the school’s English Framework).
- Reading – STAR reading tests, CGP, SATs and Twinkl Assessment materials.
- Phonics- RWI assessments and Phonics Screening Assessments

For all other subjects, the rich formative assessment data collected by teachers in the course of ongoing classroom work is also made to serve summative purposes (reporting to parents, teachers of the following age group, and government) through synopsis at the end of each academic year.

- End-of-year expectations are set for each year group, based on the National Curriculum criteria.

Formal and Statutory testing

- Pupils in EYFS complete the Reception Baseline Assessment within the first 6 weeks of the Autumn term.
- Pupils in Y1 complete the Phonic Screening Check in June of each year.
- Pupils in Y6 undergo statutory end of Key Stage assessments in reading, SPAG, and maths, along with teacher assessment in writing.
- Pupils in Y4 will undertake the Times Table Check in June of each year.
- Results of statutory tests and teacher assessments are reported to parents, the LA, the governing body and the DFE as required.

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to identify strengths and developments and plan the learning on a daily basis.
- Termly Pupil Progress meetings are held between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably stretched.
- The information from the assessment is communicated to parents and pupils on a termly basis and also through parent consultations which occur during the autumn and spring terms.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.
- Whole school moderation and standardisation is undertaken termly for maths and writing and exemplars of each coding for different subjects are decided upon as a reference. The school is subject to external moderation at any time.
- Governors have access to anonymised data to support and challenge the school.

Assessment for Learning

- Assessment for Learning is pivotal and underpins Stanley St Peter's approach to Teaching and Learning. Staff use Learning Outcomes, Success Criteria/challenge cards, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps.
- Assessment opportunities are identified during lessons. Marking is in line with the Marking & Feedback Policy (see Appendix 1) and will identify successes and areas for improvement. Time for responding to feedback is given and is important to create a dialogue with pupils to extend, challenge and move their learning forward and close the gaps.
- Teachers use Bloom's Taxonomy to question and deepen their understanding of pupils in their classroom. In addition, teachers use other means by which to assess pupils for example: through partner or group work, collaborative learning structures, talking partners, mini whiteboard responses, the random name generator/lolly sticks, observations, listening to pupils' discussion, etc.

SEND

Pupils identified on the SEND register are assessed in line with other pupils using the school's own tracker sheets or the year group criteria which is applicable to their needs. Progress is tracked and reviewed termly at Pupil Progress meetings and targets are set and reviewed termly through the One Page Profile meetings.

Pupil Progress Meetings

Each term, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the class teacher and leaders at the Pupil Progress Meeting. Progress and attainment are discussed about the class as a whole and about groups such as disadvantaged and SEND. Discussions and results will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards achieving Performance Management objectives.

Records and Record Keeping

- All teachers use the assessment tracker data system to record termly judgements in reading, writing, and maths (half-termly in Y6).
- This system is to be used to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents.
- End-of-year targets are set during the first half term in autumn. These are recorded in the assessment tracker data system and are aspirational.
- Termly assessment judgements in science and non-core subjects are recorded on a separate tracker spreadsheet, informed by formative assessments made throughout each topic covered.
- Other forms of record keeping used by teachers are: planning, children's work, teacher's observations, notes/evaluations on planning, guided reading record sheets and gap analysis spreadsheets.

Moderation

- At least termly moderation of writing and maths takes place within the school at staff and Key Stage meetings.
- Moderation also takes place between the primary schools within the All Saints Cluster.
- The school is subject to external moderation for Phonics & KS2 as appropriate.

Targets and Target Setting

- End-of-year targets are set for individual pupils at the beginning of each year, for reading, writing, and maths on the assessment tracker data system. Progress towards them is monitored through termly Pupil Progress meetings.
- The end-of-year targets set are used to support Performance Management appraisals.
- Targets for Y1 phonics and Y6 reading, writing, maths and SPAG are set and monitored by SLT and governors.

Roles and Responsibilities

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the headteacher, in conjunction with the leadership team, overseen by the Governing Body.

- The governing body monitors the school's outcomes and progress data with support from the Headteacher and Assistant Headteacher. The governing body will delegate this monitoring to an appropriate committee.
- The Headteacher/Assistant Headteacher- moderate assessments and provide data analysis reports to staff and governing body members. They hold teachers accountable for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
- Subject Leaders- particularly English, maths and science, monitor and moderate assessments within their curriculum area. They source methods and materials for assessment and where appropriate provide support and guidance to other members of staff.
- Teachers regularly assess pupils and provide feedback. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for pupils and parents as well as school leaders. They will update the assessment tracker data system regularly and complete Pupil Progress Data which will be in preparation for Pupil Progress Meetings.
- Teaching Assistants—provide feedback to teachers on the progress and attainment of pupils they work with.
- Parents and Carers- support children at home with homework.
- Pupils- complete work to the highest standards in order to make good progress in school.

APPENDIX 1 - MARKING & FEEDBACK

Introduction

As a staff, we believe children learn best when there are the highest expectations of their achievements and the quality of their work. This is achieved when children take pride in their work and therefore it is essential that the school has **clearly defined and consistently applied approaches** to the presentation and layout of children's work and the methods of marking.

Presentation of work in KS1

In Year 1, children are provided with the date, learning outcome and success criteria/challenge cards (if appropriate) already printed and stuck into their books. Children are expected to use leading lines as a precursor for using a cursive script (which they will begin to use as soon as they are able).

In Year 2, children are expected (as preparation for transition to KS2) to present their work using DUMLUMS and to use the cursive script by the end of the year.

Children in KS1 will write using a pencil. Children should draw a **single** neat line through mistakes.

Presentation of in KS2

In KS2, all children are expected to present their work using DUMLUMS (date, underline, miss a line, learning outcome, underline, miss a line, start). They are expected to write the long date in all lessons except mathematics and to use the cursive script.

Children in KS2 will write in pencil until they are able to maintain legibility in joined handwriting when writing at speed - at this point, the children will be required to write in black pen. (By Year 5, it is an expectation that all children will be writing in pen! If this is not the case, handwriting intervention should be prioritised.)

A pencil should be used in maths and for drawing and labelling pictures/diagrams.

Children should draw a **single** neat line (using a ruler) through mistakes.

The Purpose of Marking, Key Principles and Beliefs

Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement. Shirley Clarke, 2001

The key purpose of marking is for the children's benefit - to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read feedback and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this. Children need to be trained via whole class and group marking to identify their successes and improvement needs. By engaging children in this purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to

the ethos of our school. Marking shows that teachers care about children's work. It should foster interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

Classroom practice that supports effective marking

- Children should be made aware of the criteria for the marking of a set piece of work.



Clear learning outcomes and success criteria/challenge need to be referred to, shared with the children and reinforced with reminders as the lesson develops.

- In KS1, the children have 5 non-negotiable expectations for their work. These are: finger spaces, joined handwriting, capital letters, full stops, and checking to make sure their sentence makes sense. (The Magic Five).
- Marking may take various forms e.g. peer marking, self-assessment, highlighting, written feedback or discussion with the children. Meaningful feedback delivered closest to the point of action is most effective, and as such, verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be **common practice in lessons**. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning.
- Marking must be manageable, concise and focused i.e. marking against the learning outcome intended with reference to the success criteria/challenge criteria.

Marking types

Marking is a waste of time if it has no impact. At Stanley St Peter's, we have prioritised reducing teacher workload, after all, the less time teachers spend completing unproductive tasks that do not directly impact children's progress and achievements, means that they have more time available to plan quality, personalised learning opportunities.

The type of marking used for a task completed should reflect the aim of the task set - teachers should use their professional judgement to decide if more detailed feedback and written comments are needed for a piece of work.

Please note that children should NOT be allowed to line up at the teacher's desk for their work marking.

Active marking should take place during **every** lesson. This involves the teacher and/or teaching assistant moving around the room giving verbal feedback and using green and pink highlighters to mark children's work (or their success criteria/challenge cards) as they are completing it, therefore providing instant feedback. Children should be expected to, upon receiving any feedback, immediately respond to it using a purple pen. (This includes feedback given against the learning outcome as well as SPaG mistakes and feedback on

presentation.) Any feedback given on a child's work after the lesson has been completed; must be acted upon at the beginning of the next lesson. The children's feedback responses should be re-marked (and their success criteria/challenge card adapted to reflect that they have now reached the level). This is to ensure that the child simply made an error and does not have a misconception that needs to be addressed with further teaching or instruction.

All work completed should have the LO highlighted either green or pink to indicate whether the learning outcome has been achieved or not. (If the LO has not been achieved, further intervention must take place.)

Marking should praise, but also give guidance, consolidation and challenge. It may help to think of marking as intervention marking. The teacher steps in to support, consolidate, accelerate or challenge.

When giving more detailed feedback, at least one positive point about the work should be identified next to a dash in GREEN highlighter pen and at least one point for improvement/a challenge question should be given that is identified by a dash in PINK highlighter pen next to it. These should be written at the end of the piece.

English

In most English lessons, children will be provided with a success criteria/challenge card. The success criteria/challenge should be broken down into 3 levels – bronze, silver and gold. Bronze level criteria should be the basic skills that are expected in EVERY child's work. Silver-level criteria should reflect the aged-related expectations of the learning outcome of that lesson and gold-level criteria should provide a challenge for the more able pupils.

The success criteria/challenge card should be highlighted by the teacher (in the feedback column) to indicate whether that particular skill has been demonstrated during the lesson or not (using green and pink highlighters). In Years 1 & 2, all examples of the success criterion/challenge card demonstrated within the piece of work should be highlighted. Each element of the 'Magic Five' hand should also be highlighted on the success criteria/challenge card. In Years 3 – 6, one example of each of the success/challenge criterion being demonstrated within the piece of work should be highlighted.

Any of the success/challenge criterion that has been marked with a 'Think Pink' must be responded to in purple pen/pencil. Therefore, the gold-level criterion should only be highlighted pink if the child can reasonably be expected to achieve it. If they cannot, this should be left blank.

Also note, that any responses from children in purple pen/pencil should also be marked. If a child has still been unable to get a 'Green for Great' on their success criteria/challenge card after responding to feedback, they should receive further intervention.

Any errors in punctuation and grammar within a piece of writing (that are age-appropriate) **must** be addressed by the teacher's marking. Thorough marking of English work by the class teacher is an expectation in all year groups.

Three weekly spelling sessions take place within the timetable. Within the sessions, they cover revisiting and reinforcing the previous spelling rules learnt, suffixes/prefixes/root word knowledge, introduction to the new spelling rule, common errors, spelling within the context and then repetition of chanting the words and writing the words before the spelling test at the end of the week.

KS1 Example

	<i>Monday, 4th September, 2019</i> <i>LO: Describe a character</i>	Feedback	
B	<i>Magic Five</i>		
S	<i>Adjectives</i>		
S	<i>Commas for lists</i>		
G	<i>Simile</i> <i>(Using 'as' or 'like')</i>		

KS2 Example

	<i>Success Criteria</i>	<i>Feedback</i>
B	<i>Basic punctuation used correctly.</i>	
B	<i>Identify fronted adverbials.</i>	
S	<i>Create correctly punctuated sentences which include fronted adverbials.</i>	
G	<i>Use a pair of fronted adverbials to create parenthesis.</i>	
G	<i>Correctly punctuate a sentence that includes parenthesis.</i>	

Please note that what is included in each level of the success criteria/challenge card will differ and be dependent on the stage of the children's learning journey. For example, at the beginning of the year (in a Year 4 class) it may be appropriate to have 'Use correctly punctuated fronted adverbials' as a silver-level criterion when it is first introduced, but this should progress to being a basic expectation of the children's work and thus a bronze

criterion (or not included in the success criteria/challenge card at all) as the year progresses.

English Outcome Books

Outcome books should have an assessment grid placed on the inside of the back cover. This is to be completed for each outcome piece and should be used to inform future planning and interventions.

Within the grid:

- A tick indicates that the skill has been evidenced and used correctly in the piece.
- A cross indicates that the skill has been used incorrectly in the piece.
- A dot indicates that the skill has been taught and could have been used in the piece but has been omitted.
- A blank box indicates that the skill has either not been taught or was not relevant to the text type being written.

At the bottom of the piece of work there should be:

- A GREEN dash and either a positive comment about the piece of work or the words 'Target achieved' next to it.
- A PINK dash with a skill that must be evidenced in the next piece (this will be the child's target).

Peer marking and self-assessment

Children should be involved with self-assessment: by proofreading their own work; checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success/challenge criteria and regularly self-assess their level of understanding and success by the use of self-assessment fans in each class.

Marking codes

- Adults mark and comment in blue pen.
- All LOs should be highlighted either green or pink to indicate whether the learning outcome has been achieved or not.
- Successes are highlighted in 'Green for Great'.
- Errors or corrections to be made are highlighted in 'Think Pink'.

- Children should respond to feedback in purple (purple polishing pen) so that it is clear to the child when they look back at their work that they have examples of improved/good work to use again. The purple pen responses should be marked by the teacher.
- Spelling errors should be underlined in blue pen. Age-appropriate spelling mistakes should always be signalled to children in all subjects (not just in English). Correct spellings may be given above the incorrect spelling/in the margin for children in KS1. These children should then copy the correct spelling out x1 in Year 1 and x2 in Year 2 either in the margin or at the bottom of the piece of work. Children in Years 3 – 6 should be expected to use a dictionary to correct any spelling mistakes and copy out the correct spelling x3 in the margin or at the bottom of the piece of work. (There will, however, be instances when it is more appropriate to give the spelling to children in Yrs 3 – 6, teachers should use their professional judgement on when to do this.)

For children who struggle with spelling, it is imperative that a child is not demoralised by having too many spelling corrections signalled. In these cases, teachers should use their professional judgement to prioritise which spellings need to be corrected in a piece and there should ideally be no more than 4 in KS1 and 6 in KS2 in each piece that require correction.

- Grammar and punctuation mistakes should also be highlighted in all subjects (not just in English lessons).

Child-friendly marking code posters should be displayed at the front of all classrooms as a reminder of what the feedback given means and what the child must do with it.

Early Years

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers.

Maths Marking & Feedback

We have adopted the Same Day Intervention model for our mathematics teaching.

The main input begins at 9:45 am and lasts for 30 minutes. This is based on the 'teach-practise' model, where basic and age-related skills are demonstrated by the teacher before being completed by the children. This work is differentiated at bronze (basic) and silver

(ARE) and sometimes (if appropriate) gold (ARE with greater depth), and each of these is modelled to the class. During these 30 minutes, the teacher uses AfL and the children self-assess using their assessment fans to indicate where support is needed. This allows the teacher to identify those who are 'red and amber' (not confident and who are yet to meet ARE).

After completing some independent, intelligent practice in this session, the class go to collective worship (led by SLT) while the teacher marks (see marking code below) the first session's work. This allows the identification of the groups for the SDI (Same Day Intervention) session which lasts for 30 minutes. This model ensures that no child is 'left behind' and misconceptions/gaps in learning are addressed immediately.

SDI

During the Same Day Intervention, pupils who fully achieved the age-related expectation are given related tasks to further embed their understanding. Those that have a firm grasp of the concept covered and need more challenge will be given more challenging (gold) work to complete. Those that need extra support will work with an adult in a guided group with the aim that they will progress to completing some of the ARE tasks (silver level) independently by the end of the session. This lasts for approximately 30 minutes. During their independent tasks, any children who complete the designated number of questions at ARE level are able to Fast-Track, either through self-marking their work or through teacher active marking, in order to move on to the gold level (or deeper thinking task).

Maths Marking Codes

SDI	Same Day Intervention needed. The child will be supported by a member of staff in the second part of the maths session.
AT → S	The child is working at age-related expectations. They have achieved the target for the lesson and need to consolidate their learning. They will work on the silver level in the second part of the maths session.
AT → G	They have a firm grasp of the concept covered and are ready to move on to more challenging work. They will work on the gold level in the second part of the maths session.
INT	Further intervention is required for the child to reach ARE.
S	Support has been given to complete the task.
P	Practical work has been carried out.

Any incorrect answers identified during the lesson should be acted upon immediately by the children. Children are given time at the beginning of the next day's lesson in order to make any further corrections necessary.

Self Marking

In order to ensure that no child is left 'waiting' for work to be marked, a child-friendly mark scheme should be available for children to self-mark their work (wherever practical). This does take some time to embed correctly with classes but it is worth investing time into it initially and then it will become routine for the children. This also helps reduce teacher workload.

Things to consider

It is vital that teachers recognise the difference between children's mistakes and children's misconceptions.

Mistakes - something a child can usually do correctly but on this occasion has not done so i.e. made a mistake.

Misconceptions - something the student has not mastered or has misunderstood i.e. an error in understanding.

Misconceptions cannot be simply highlighted for the child to correct alone, as they would not have the knowledge to work out what they had done wrong.

Improvement of a misconception requires specific identification of the error with precise teacher feedback to address the misconception. Written comments, verbal feedback in the lesson, intervention or planning to re-teach the aspect in the next lesson will be needed to secure understanding.

The Teacher Professional Standards outline the professional responsibilities of all teachers to consistently implement school policy and support the learning of children. This policy establishes clear expectations for teachers and MUST be adhered to.