

Mainstream Schools Assessment, Feedback and Marking policy

1.0 Intent

1.1 Purpose of assessment and what should be demonstrated.

Effective assessment ensures that pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended and develop a broad and deep subject knowledge across the curriculum. Effective assessment equips pupils to achieve well in national tests and across the wider curriculum.

It is recognised by Ofsted, that small school assessment data and outcomes in national tests fluctuates considerably. These fluctuations strengthen the need for accurate internal assessment which relies on teacher subject knowledge and high-quality assessment practices informing future learning. Trust staff are expected to know the **intent** of the curriculum – what pupils will learn, how to **implement** the intended curriculum – how pupils will learn and be able to accurately measure the **impact** of the curriculum on pupil knowledge and skills.

2.0 Formative Assessment Principles

2.1 Process

Assessment should be closely linked to planning documents with the expected impact measure (assessment) clearly expressed before the start of each unit of work. Assessment should be explicit and assess only the expected learning intention.

2.2 Methods

There are many different methods for recording and measuring the impact of the curriculum and these should be selected to specifically meet subject specific knowledge and skills. Each school will be able to agree its own methods for assessment, however, as stated in 2.1 these must be explicit and relevant.

2.3 Evidence

When monitoring the effectiveness of assessment, The Trust expects staff to be able to answer questions including, but not exclusively:

- How well do assessments meet the intent plans for this subject?
- How does the work in pupil's books demonstrate learning in the intended skills and knowledge?
- How well do pupils remember what has been taught, how do you know?
- How are you monitoring that key concepts are revisited and embedded?
- How subjective is the assessment?
- How is your assessment informing your planning?

3.0 Subject Specific Assessment Principles

3.1 Core Subject Assessment

Core subjects have Subject Leads with delegated responsibility for the development of the subject, in conjunction with the Academy Head. These responsibilities include finalising assessment methodologies that are suitable and relevant to the way the subject is delivered and how work is produced. These approaches are discussed through Subject Lead meetings and are based in strong research. Often, further decision making takes place at the Teaching and Learning and Assessment Panel (TLA) and is then contextualised at local level within schools/hubs.

3.2 Foundation Subject Assessment

Foundation subjects are assessed against the knowledge set out in the schools/hubs curriculum content. Assessment against the curriculum content is made in a range of ways and can include: quizzes, opportunities to perform their knowledge, written explanations (including double page spreads) or the creation of models or artwork. Teachers use these forms of evidence to assess if a pupil is able to effectively demonstrate their knowledge of the school's curriculum content.

4.0 SEND Formative Assessment Principles

4.1 Support plans

It is expected that support plans are live documents that are reviewed and updated regularly with parents and pupils.

4.2 Targets

There should be evidence of targets informing work set for pupils, these targets should be reflected in their books and other work.

4.3 Marking and feedback

To enable progress to be clearly monitored, the focus for marking and feedback should be based on the specific targets for that pupil. Feedback should be delivered in a form that is accessible to the pupil using oral and visual methods or written where appropriate.

4.4 Evidence

For pupils on an adapted curriculum, it is expected that a variety of evidence will be available to support assessment. These may include; photographs, scribed or recorded work, videos and scaffolded adaptations prepared by the teacher.

5.0 Marking and Feedback Principles

5.1 Evidence and research:

Dylan Williams argues that 'Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.'

He also states that, 'The secret of effective feedback is that saying what's wrong isn't enough; to be effective, feedback must provide a recipe for future action.'

Dylan is adamant that, 'The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor'. *Embedded formative Assessment - Dylan Williams.*

EEF - Feedback appears to have slightly greater effects for primary school age pupils (+7 months)

5.2 Feedback

The Trust policy recognises two approaches to providing feedback to pupils; written feedback and oral feedback.

Written feedback: Written feedback involves scores, grades, use of symbols and/or comments.

Oral feedback: Oral feedback involves comment to the individual, group or class. It is more immediate than written feedback.

It is important that pupils receive feedback on where they have been successful as well as how they need to improve.

5.3 Principles and impact of feedback

According to the EEF guidance, implementing feedback successfully will require the following principles:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Further details on the recommendation and implementation can be found:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

It is for schools to implement the principles at a local level whilst at the same time considering the potential impact written feedback policies can have on teacher workload.

See Appendix 1 for schools local expectations relating to implementing feedback.

5.4 Professional Development for feedback delivery

School leaders should consider how to maximise teacher professional development in supporting them to deliver effective feedback and avoid approaches that increase teacher workload without providing pupils with the necessary information to improve performance

6.0 Summative Assessments

6.1 Core Assessments

6.1.1 Reading

Summative assessment of reading from years 1 - 5 is made using National Test Style Standardised Assessments (NTS), once per term, where appropriate. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth. At the end of autumn and spring terms, teachers make summative assessments of year 1 pupil's phonics acquisition, Pupils in year 6 are assessed using Standard Assessment Tests (SATs). Outcomes for pupils in year 6 are reported and published in line with Department for Education assessment arrangements.

6.1.2 Writing

Summative assessments of writing in years 1 to 6 are reported termly using teacher assessment. Assessment is made using several pieces of writing across a range of genres and is reported as either working at pre key stage standard, working below the expected standard, working at the expected standard or working at greater depth. Teachers consider the National Teacher Assessment Framework for [KS2](#), and Consortium Trust's progression documents, when making a judgement. All teacher judgements are based on whether the pupil is on track to meet the expected standard at the end of Key Stage 2.

6.1.3 Maths

Summative assessments of maths from years 1 - 5 are made using National Test Style Standardised Assessments (NTS), once per term and where appropriate. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth.

Pupils in year 6 are assessed using Standard Assessment Tests (SATs). Outcomes for pupils in year 6 are reported and published in line with Department for Education assessment arrangements.

The multiplication tables check (MTC) is administered to year 4 pupils during the summer term and results are reported to parents by individual schools. There is no pass mark for this check.

6.1.4 Science

Assessment of science considers whether the child is on track to meet the expected standard for their key stage as set out in the National Teacher Assessment Framework for [KS1](#) and [KS2](#). Assessment throughout each key stage is reported as either working below the expected standard or working at the expected standard. A summative assessment is made at the end of each academic year and judgements are reported nationally at the end of year 6.

6.2 Foundation Subjects

Foundation subjects do not have centrally aligned assessments however, schools may choose to use short summative assessments to be able to generate gap analysis data.

6.3 Phonics

6.3.1 Year 1

A summative assessment of phonics is made at the beginning of the spring term using a past phonics screening check paper. The scores are uploaded to Arbor in the 'Phonics check practice' column. All year 1 children complete the statutory phonics screening check in the summer term in line with the Department for Education assessment arrangements.

6.3.2 Year 2

Pupils who did not achieve the pass mark in the statutory screening check in the previous academic year, will complete the past phonics screening check paper in the spring term, alongside the year 1s. The scores are uploaded to Arbor in the 'Phonics check practice' column. All eligible year 2 children will complete the statutory phonics screening check in the summer term, in line with the Department for Education assessment arrangements.

6.4 EYFS

Formative assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In line with the Early Years Statutory Framework (2024), when assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

There are three statutory summative assessments which take place in the Early Years Foundation Stage.

6.4.1 Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.

6.4.2 Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The assessment is electronic and the data is immediately uploaded when the assessment is completed. There is no expected standard and children cannot pass or fail.

6.4.3 Early Years Foundation Stage Profile

The profile must be completed for every child in their last term of their reception year.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profiles are reported in line with Department for Education assessment arrangements.

Appendix - Presentation in Books

Letter formation - Pupils should have letter formation explicitly taught and opportunity to practice with teacher guidance and modelling. Use of guides to help pupils improve their handwriting.

Diagrams, pictures and graphs - All lines, including lines for labelling, must be done with a ruler. Errors should be corrected. Expectations should be modelled to the highest standards. Details to diagrams and pictures must be encouraged.

Teachers and Support Staffs' handwriting MUST exemplify the standard and style expected by our pupils. Any marking in books must be on the lines and model handwriting expectations. Spelling and punctuation mistakes by adults are not acceptable.

Maths books must be given the same attention. Presentation must insist on one digit per square. All lines drawn with a ruler. Spellings are correct. Full sentence answers. Poor presentations will be corrected with a modelled example from the teacher and the pupil will practise. When writing in Maths books, pupils are not expected to use one letter per square as this detracts from the joined script expected.

Appendix - Marking and Feedback

Key Principles

- € The main focus of marking should be to assess the understanding of the pupils in that lesson. It is essential that teachers keep a clear picture of the progress of each pupil overtime.
- € A particular focus of feedback should be to further children's learning.
- € Feedback should empower children to take responsibility for improving their own work
- € Children should receive feedback either within the lesson itself or in the next appropriate lesson.

Although excellent teaching and assessment are central to pupils' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning intention. Teachers need to decide which pieces will be quality marked or will simply be acknowledged.

Statutory words and word lists - Common repeated errors are not acceptable and must be corrected. Spelling errors must be picked up and opportunities identified for pupils to practise them.

Vocabulary - Words that have been introduced and taught as key vocabulary must be used and spelt correctly. Any errors must be picked up and feedback given to the pupil

Child's responses - Children must respond to any feedback given.

There are four types of next steps that should be given by teachers:

1. **Scaffolding** - a child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress
2. **Find and Fix** - signposting work to improve with a clear focus. Eg. 4 Spelling errors - find and fix
3. **Consolidation** - a child needs more practise, or the teacher wants to assess if they are able to demonstrate skills independently
4. **Further Challenge/Deepen the Moment** - a child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context.






What is my teacher telling me?

Your teacher will be giving you verbal feedback in all of your lessons.

Your teacher will also mark your books, to give you written feedback in your work. They will do this in **purple pen**.

You will see these symbols appear in your work.

Edit and correct your work in **green pen**, so it is clear for your teacher to see how you have made progress.

Symbol	Meaning
	A tick means your teacher likes something you have done, or you have correctly answered a question.
	A question mark means you have made a mistake or that you need to check your work carefully. You will do this in a green pen .
	An arrow means your teacher would like you to complete a challenge or follow an example. You will do this in a green pen .
	A VF means that you have received some Verbal Feedback from an adult in your class during that lesson.
	A S means that you have been supported by an adult in your work in that lesson.

Document Control

Changes History

Version	Date	Amended By	Details of Change
1	13/06/2022	Tamsin Little	New policy
2	23/01/2024	Debbie Thomas	Removed reference to statutory KS1 tests
3	17/04/2026	Debbie Thomas	Updated to reflect changes in Ofsted inspection and Trust practices

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/06/2022
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	13/06/2022
Andrew Aalders-Dunthorne	CEO	Electronic signature	28/02/2024
Tamsin Little	Director of Education	Electronic signature	28/02/2024
Andrew Aalders-Dunthorne	CEO	Electronic signature	11/05/2026
Lisa Jones	On behalf of the Exec Committee	Electronic signature	11/05/2026

This policy will be reviewed every 2 years by the Director of Primary Education or as required by changes in legislation.

At every review, this policy will be approved by the Executive Committee.

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