



Mainstream Schools Assessment, Feedback and Marking policy

1.0 Intent

1.1 Purpose of assessment and what should be demonstrated.

The Ofsted Inspection Handbook 2024 Section 238. describes effective assessment as:

- Teachers check pupils' understanding systematically, and identify misconceptions accurately providing clear, direct feedback
- Teachers ensure that pupils embed and use knowledge fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed key concepts and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

The Trust's position is in line with these statements; believing that the key to pupil success is not reliant on the use of performance data but is dependent 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. All Support plans, including EHCP targets (where relevant) should be recorded on the Learning Pi platform, where they are accessible to staff and families.

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. Targets set on Learning Pi and through EHCP outcomes should also be reflected in classroom assessments and the marking and feedback processes.

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)

John Hattie - Feedback: effective size of 0.75 which has the potential to considerably accelerate student achievement.

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 2 - 6 is made using National Test Style Standardised Assessments (NTS), once per term. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth. Pupils in year 1 are assessed using the NTS Standardised test in the summer term only. At the end of autumn and spring terms, teachers make summative assessments of reading based on year 1 pupil's phonics acquisition, guided reading and individual reading outcomes. 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 below the expected standard, working at the expected standard or working at greater depth. Teachers consider the National Teacher Assessment Framework for [KS1](#) and [KS2](#) 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 their current Key Stage.

6.1.3 Maths

Summative assessments of maths from years 2 - 6 are made using National Test Style Standardised Assessments (NTS), once per term. Pupils are assessed as working below the expected standard, working at the expected standard or working at greater depth. Pupils in year 1 are assessed using the NTS Standardised test in the summer term only.

At the end of autumn and spring terms, teachers make an end of term assessment of year 1 maths based on outcomes from formative assessments.

In the Summer Term, 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

The principles of early years assessment are in line with the Trust's position on intent listed above in sections 1 and 2. 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

1. Marking and Feedback expectation documents
2. Context specific considerations

Document Control

Changes History

Version	Date	Amended By	Details of Change
1	13.6.2022	Tamsin Little	New policy
2	23/01/2024	Debbie Thomas	Removed reference to statutory KS1 tests

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	13/6/2022
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	13/6/2022
Andrew Aalders-Dunthorne	CEO	Electronic signature	28/2/2024
Tamsin Little	Director of Education	Electronic signature	28/2/2024



Appendix 1



Winterton Primary School and Nursery

Marking and Feedback Policy



Introduction

Winterton Primary School is committed to providing feedback to pupils that moves learning forward. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development and evaluating how well the learning has been understood. Feedback should be a process of creating a dialogue with the learner. It should be high-quality and timely and the learner must be made to think as a result of the feedback provided.

We believe that feedback and responding to children's work is a powerful tool in raising achievement. We provide constructive feedback to every child, focusing on success and improvement needs against the core learning and modelled examples, enabling children to become reflective learners. We mark in order to assess whether or not the children have understood a concept and to give points for further development/improvement. We also believe that it is important to include children in the process and will regularly ask children to assess their own performance and that of others.

On the occasions that retrospective marking is given, adults must ensure that sufficient time is provided for pupils to respond and improve as a result of the feedback. **Without time given to responding to feedback, feedback is redundant and a waste of time.**

As often as possible, work is marked 'on the go', meaning that teachers and T.A's check the work as the children do it in class. Thus, using formative assessment, support and challenge can be provided immediately. If necessary, interventions can be organised before the end of the day to ensure children do not go home with any misconceptions left unaddressed.

Methods of providing feedback:

- (1) **Verbal Feedback: (whole-class, small groups, one-to-one)** Verbal feedback is important because it is a quick and effective method of providing feedback to students. Students should immediately act upon verbal feedback to correct work and act on identified next steps given. **Pupils respond in Green Pen.**

- (2) **Symbol/written Feedback (Purple pen only):**

- Pupils' work is scrutinised to identify success, errors/corrections and areas which need to improve directly linked to the learning – the latter having the most significant impact on progress. This information is used by pupils to improve their knowledge, understanding and skills. This may include corrections, which are particularly useful in making improvements in mathematics and spelling.
- If the learning has not been achieved then steps should be taken to close the learning gap and time provided (intervention, QFT, guided group work...)



- If corrections have been carried out, it is important to determine whether the same mistakes are still being made later. This could demonstrate that learning is not secure and has not been effectively addressed.
- Alternatively, it is useful to determine whether the mistakes are minor and caused by rushing. This could mean that pupils know what to do but need to learn strategies to check work before moving on.
- Examples of success should be indicated with a tick to enable pupils to see what their success looks like.

Checking against written and verbal advice (purple pen only)

- Work should be checked that the pupil has responded to feedback accurately.
- Following pieces of work should be checked to determine whether the pupil has acted on the advice and previous mistakes are not still being repeated.
- Verbal feedback needs an immediate response. It should be used during a lesson. Corrections/improvements must be checked to ensure the pupil has understood the feedback provided.

Pupils Response to feedback whether Written or Verbal - Green pen

- **Green** – pupils will respond to all feedback and make improvements using green pens.
- In the case of verbal feedback, pupils will make the improvements **in green** then continue in pencil/pen.

Subject specific marking

Maths:

Where errors have been made the pupil will be shown the errors and supported to correct them if they are unsure of the answer. It is essential that a model is available for pupils to refer to – this may be available from teacher instruction or written in the pupil's book for them to refer to.

Correct number and symbol formation is vital and should be corrected where required and time given for deliberate practice.

A piece of work will be completed in books every lesson.

Writing:



In Phase 3 a symbol will be placed in the margin to indicate an error has been made (an error that the pupil should know how to do correctly i.e. has been previously taught). In Phase 2 a symbol will be placed above the error and verbal feedback provided as necessary.

Vocabulary that has been explicitly taught as part of a lesson should be corrected. All explicitly taught vocabulary should be displayed on the literacy working wall.

A piece of work will be completed in books every lesson.

To ensure consistency of marking and feedback (for children and staff), use the following symbols when providing written feedback; these must be on display in the classroom for pupils to refer to.

Phases 2 & 3

Symbol	Meaning
?	Sentence doesn't make sense (advice may be given to indicate why)
P	Omitted/incorrect Punctuation
Sp/ph	Spelling*/phonics
//	New Paragraph needed
^	Insert missing word/words
H	Handwriting errors e.g. incorrect letter formation, placement, legibility, incorrect joins

*Some pupils may need guided support.

*Verb tense will be identified as part of the focus on spellings

Colour coding:

Adult marking: **Purple** pen

Pupil Response to feedback: Green

Evidence of success: Indicated with a

including written drafts

tick



Frequency of Marking:

At Borders Primary Partnership we strive to ensure that marking is manageable for all involved. Therefore we use Marking on the Go! Firstly to promote timely feedback and response and also to reduce the workload of retrospective written feedback.

- For feedback to be effective it must be timely and specific, therefore 'Marking on the Go' should happen in each lesson with target pupils being a key focus.
- Whole class feedback is used and completed leading to planned Quality First Teaching addressing errors and corrections, improvements must be made by pupils.



- Marking in other subjects should provide feedback on spelling of key vocabulary as well as the success of the learning and, where relevant, success of targets.
- Literacy is a key focus of feedback in all lessons.
- Accuracy of knowledge and content should be the focus of feedback. Inaccuracies & errors should be addressed in a timely manner.

Spot-check group - teachers may wish to 'spot-check' groups of pupils e.g. pupil-premium, SEND, boys/girls on a weekly basis to ensure pupils are achieving well and that errors are being picked up and addressed. Where necessary, short interventions may be used to move learning forward.

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