

## Assessment, Feedback & Marking Policy

Issue number	8
Date approved by Governors	Autumn 2025
Date to be reviewed	Autumn 2028
Changes Made	
Making code slimmed down Addition of Sticky Knowledge	

### Rationale

Assessment, feedback and marking are central to children's learning and are an integral part of the education process. They help teachers to identify, plan for and meet the needs of children, promoting effective learning. Assessment, feedback and marking should enhance motivation, reinforce the children's confidence and self-esteem by recognising and giving credit for their achievements as well as offering strategies for improvement.

### Forms of assessment

Summative assessment provides a 'snapshot' of attainment at a particular point in time whereas formative assessment provides information which can be used to determine the next steps in learning. Both summative and formative assessments of the children's learning are made during each key stage.

### Expectations and responsibilities

- EYFS assessment and feedback will predominantly be verbal feedback, in the moment.
- It is the responsibility of all adults working with the children to ensure that this policy is implemented.
- Children will be given the time to read the feedback and respond.
- Generally, work will be marked by the next lesson in that particular subject.
- The learning objective must be visible for the children to see and refer to. This should be shared and understood by pupils as part of the lesson.

### Methods of assessment & interventions

To assess the process of learning we need to:

- observe children as they work
- discuss and question their work with them in the moment where possible through 'live feedback'.
- Discuss individuals and cohorts at Pupil Progress Meetings

To assess the work produced we need to:

- Compare it with earlier work to determine progress
- Compare it against the learning objective and the year group expectations
- Consider the extent to which learning objectives have been achieved
- Consider the children's self-assessments

## Marking

The 'marking' of children's work can involve both the teacher, other adults in the room and the child in discussion and evaluation. The most valuable kind of marking is 'live marking' and takes place alongside the child whilst work is in progress and when completed. It is important that the children develop an understanding of the criteria which will be used in marking. This can be achieved by sharing learning objectives with the children and focusing the discussion of a finished piece of work around these. Comments should be as positive as possible and/or indicate how work can be improved in the future.

## Self-assessment

Children can assess and evaluate their own learning if the purpose of the activity is shared with them.

## Moderation

We will regularly moderate our judgements as a school, across Key stages and with other schools.

## Retaining evidence

A sample of exercise books are retained at school each year for evidence and reference.

## EYFS

In the Early Years Foundation Stage the teachers will use a planning and assessment cycle of Planning, Observing and Assessment. Through observations the teacher will analyse what the children understand so that judgements can be made about their development and progress.

## Reporting

Parents are encouraged to liaise with their child's teacher as and when the need arises. Parent consultations are held in the autumn and spring terms to review children's progress. In the annual written report to parents', comments are made on children's achievement in all National Curriculum areas in accordance with current DFE reporting requirements. In addition to comments made by the class teacher, the report includes the child's self-assessment of their achievement in a format appropriate to their age.

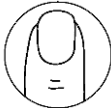
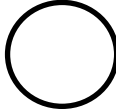




## Using assessment data

Assessment information is used in the following ways:









- **Baseline information** - used to set targets for the children within their first term of school.
- **Work assessed against the learning objective** – used to inform short-term planning.
- **Sticky Knowledge assessed for the wider curriculum in Years 1-6**
- **Work assessed against NC age related expectations** – used to support judgements for teacher assessment at the end of each year.
- **End of Key Stage assessment data** – analysed by comparison with National / LEA and self-referenced group data to identify significant differences by cohort and gender.

- **SEN interventions** – analysed regularly to assess impact and adapt as necessary.
- **Spelling and reading assessments** – analysed individually and by year group to identify whether children / cohorts have made appropriate progress during the year since the last test and to put in further interventions if necessary. Read Write Inc assessments carried out every six weeks.

# Marking & Feedback Code

Key Stage 1	
	Finger space
	Punctuation missing
	Capital Letter
	Support given at this point
	Green highlighter is used for meeting the learning objective or correct work
	Pink highlighter is used for errors and to show where improvements can be made

## Marking & Feedback Code

Key Stage 2	
	Finger space
	Punctuation missing
	Capital Letter
	Word missing
	New Paragraph
	Support given at this point
	Green highlighter is used for meeting the learning objective or correct work
	Pink highlighter is used for errors and to show where improvements can be made
Black pen for any written feedback	