

St. Paul's CE Primary School
Assessment, Marking and Feedback Policy



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POLICY FOR ASSESSMENT

Jesus offers life in all its fullness, and so we inspire our children to flourish and grow in school, the community and the wider world.

Our school is a safe and caring environment, with Christian values at its heart.

Our school respects, and welcomes, all faiths, cultures and communities.

We ensure every child is valued, encouraging them to discover their gifts and potential.

Unique and precious in God's eyes, be the best that you can be.

Jesus said, 'I have come in order that you may have life - life in all its fullness.'

John 10:10

At St Paul's CE Primary School, we follow the principles of Assessment for Learning, with the aim of ensuring that all pupils learn more and remember more, focused on our agreed key learning for all subjects.

What is Assessment for Learning?

Good quality "assessment for learning" is essential if we are to support each child in achieving their potential through a curriculum planned to meet their needs. It creates a profile of information about a pupil's progress, attainment and learning needs. The aim is to help pupils become confident, effective learners who understand what they have achieved and what they need to do to improve.

Essential elements of assessment for learning are:-

- **Explicit** learning objectives and success criteria
- **Sharing** these with pupils so they know **what** they are going to learn and **how** to achieve success
- Effective feedback through discussion and quality marking
- Regular, planned time for pupils to respond to feedback
- Pupil self-evaluation - having the skills to evaluate their own learning, and become more responsible for developing it further
- Effective questioning that:-
 - a) helps teachers understand pupils learning
 - b) helps pupils clarify and demonstrate what they need to know, understand and can do
 - c) gives pupils the opportunity to extend their learning and make connections with prior learning

- Planning is modified in response to assessment
- A culture of **achieving** and raising pupils self-esteem, the foundations of which are clear expectations, focused praise, constructive criticism and the celebration of success

Aims of Assessment

- ◆ To help pupils learn effectively and reach their highest potential.
- ◆ To help pupils learn more and remember more
- ◆ To ensure quality is encouraged and sustained in all areas of school life.
- ◆ To help teachers evaluate their teaching, and provide learning opportunities appropriate to children's needs.
- ◆ To provide information for others.
- ◆ To provide a measure of the "value added" at each stage of a child's education.

At St Paul's CE Primary assessment is ongoing. Teachers constantly assess children's learning, in relation to planned key learning objectives. These assessments help the teacher to:-

1. Identify strengths and weaknesses in the teaching programme.
2. Identify strengths and weaknesses in our teaching delivery.
3. Inform the next steps in our planning and delivery.
4. Identify pupils who need support, and adaptations to help them learn.
5. Identify pupils who require challenge to move their learning on.
6. Know when learning is embedded in long term memory for a pupil.

Assessment records will be used to review pupils' progress regularly, and to set appropriate future targets/needs.

We use Capita, which is completed termly by teachers for; Maths, Reading, Writing, Speaking and Listening, Science, History and Geography.

All other subjects are assessed using the agreed tracking grids, some of which are built into the schemes of work we use.

Phonics is assessed in line with the scheme, Little Wandle, allowing us to regularly track progress and plan teaching.

There are Pupil Progress Meetings each term, which monitor and evaluate the progress of the children in each class from N-Y6. This focuses on whole cohorts and different vulnerable groups. It also allows the targeting of children who may need interventions, class based or with intervention teachers.

The EYFS Baseline is statutory and completed within 6 weeks of the children starting in Reception. The Reception Profile is completed in the Summer Term. Accurate assessments and records can help us to evaluate our teaching, and to inform long/medium term planning. Records assist with continuity and progression, from year to year, and school to school. They are used to help in the planning of pupil groups, as flexible grouping is a key part of our QFT.

Progression

The content of formally assessed work, and the methodology used, will indicate progression, in that younger children may be assessed individually, in small groups, or over a period of time, while older children may be assessed in whole class situations.

Assessment allows appropriate progression to be planned across a year group, and for individuals.

SEND

Children with SEND are supported and assessed through their SEN Support Plan or EHCP. Most of these children will be working academically within their year group, but for those who are not, they will be following the objectives set within the LA SEND Tracker, SEN Support Plan or EHCP. Assessments will be completed against these documents. Other services who work with SEND will also provide assessments for these children. Children with some special needs are disapplied from the SATs process and this would be discussed and agreed with parents/carers. In internal formal assessments, records will indicate if a child has special needs, or has support from a staff member. In some cases, tasks may need to be adapted or substituted with material that is more appropriate to that particular child or group of children.

Equal Opportunities

Any form of assessment should ensure that every pupil receives the learning opportunities most appropriate for their needs, irrespective of gender, race, age or academic ability.

Monitoring and Evaluation

Assessment plays an important role in the monitoring of achievement: against both internal and external criteria. Assessment also helps with the evaluation of achievement, in all areas of the curriculum. The SLT will set a timetable for monitoring and evaluation each term, which will include analysing data, book

scrutiny, moderation of work, learning walks and observations. These will also link in with the SIP priorities.

(See the SIP)

Role of the Assessment Lead

- To plan and implement an assessment programme which enables the collection of data.
- To co-ordinate the processing and evaluation of that data.
- To lead Pupil Progress meetings termly, ensuring the rigorous analysis of data, assessments and setting targets that demonstrate good or accelerated progress by all groups of children.
- To analyse the standards and performance of different groups within the school, and ensure that quality first teaching and/or interventions are used effectively to narrow gaps for any vulnerable groups.
- To lead staff meetings/Inset to share information with staff.
- To work with subject leaders to analyse subject specific data, recognising strengths and areas for improvement, which will then inform their action plans and monitoring activities.

Summative Assessment

(See Monitoring Timetable)

We will use published test materials in Maths and Literacy to ensure our children have the practice needed for taking tests, and also to support/challenge our teacher assessments. These will be completed in Year1-Year 6. We will be using NFER Tests for this purpose.

SATS Tests continue to be done in Y6.

All results from these assessments will be recorded, and kept in the agreed format. The outcomes will be analysed, alongside teacher assessments, to see what the data is telling us, and informing next steps, whether that be for individuals, classes, cohorts, or whole school.

Formative Assessment

- SEN records - SEN Support Plans/EHCP's/LA SEN Tracker.
- Reading record - containing titles of books received with comments from school staff and parents/carers.

- Marking which reflects the learning intention of the task, and informs the child of successes and weaknesses, and strategies/areas for improvement (next steps)
- Planning - assessment is built into all planning, where key learning objectives, success criteria and key questions are clearly defined.
- Target setting - these may be for individuals, groups or a whole class, and will be set for a period of time. This ensures pupil involvement, and informs the teacher and pupil of individual needs. It also provides a record of the child's progression.
- Using Capita as an on-going assessment tool, alongside subject trackers for a number of subjects.
- Using individual subject trackers within schemes to provide on-going assessments, for example GetSet4PE.
- Little Wandle assessments/trackers, which are used by teachers and the Phonics Lead/Intervention teachers. These ensure we have accurate and on-going records of every child, which in turn allows us to ensure they are in the right groups, accessing the right phase of teaching, and if they need additional catch-up support.
- Learning more and remembering more - using the agreed strategies to understand every pupil and their learning, and how well that learning is embedded in their long-term memory. (See LMRM appendix)

Marking and Feedback

Our policy for marking and feedback reflects assessment for learning(AFL) principles and is an integral part of our whole school policy for assessment. All marking must be focused on the key learning objective, and must be relevant and useful to the pupil.

AIMS

Marking is an integral part of classroom practise and as such has the following aims:-

- ***To give value to children's work***
Through positive marking children know their work is valued and appreciated, and this helps to improve their motivation and self-esteem.
- ***To assist future planning and to assess the children***
Marking enables teachers to assess the children and what they have learnt, allowing for intervention where needed. It also allows teachers to plan effectively by showing what stage the children are up to, and what they need to do to improve, referenced in their next steps comments.
- ***To give positive reinforcement***
Positive marking enables reinforcement of ideas that the children have developed, and so will continue to develop. It allows acknowledgement of what is good about a piece of work.
- ***To highlight errors/misconceptions and model future action/development***
Marking allows misconceptions and errors to be highlighted and corrected. It also enables children to progress further and areas for development can be modelled by the teacher.
- ***To allow children to evaluate their own work and share their thoughts with the teacher***
Through marking, children can evaluate their own work, the areas they feel they have succeeded in and also the areas they feel need further development. It also allows them to share this with the teacher, and their peers.
- ***To show the way in which the children have worked***
It enables the way in which children have worked to be highlighted (eg with a partner) and also any resources that might have been used.

PRINCIPLES

Marking will be linked to the key learning objective and success criteria for that particular piece of work. For example, if the key learning objective is based on punctuation, comments should not be made about spelling. (This does not mean that non-negotiable spellings will not be pointed out if they are spelt incorrectly.)

Where possible, success criteria will be agreed with the children, and the marking will link to these. This allows the children to reflect on their own learning and success of their work. If they are not done with the children then they must still be shared with them so that they understand what success looks like.

KEY LEARNING OBJECTIVE

The Key Learning Objective will be written by the children as the title for each piece of work. This fulfils two objectives. It makes them more aware of what the Key Learning Objective is and also gives them prior warning of what their work is going to be marked on. In books this will be seen as the **WALT**.

For EYFS/KS1/Special Needs it may be written in by the teacher or pre-printed and stuck in, but this will not be done in advance in case children are absent.

METHODS OF MARKING

1. *Showing how children have worked*

In order to show how a piece of work has been achieved codes will be put on each piece of work. These codes will be visible for the children at all times in every classroom.

These codes are as follows:-

T	Teacher
TA	Teaching Assistant
CI	Child Initiated (EY)
I	Independent (Y1-Y6 EY if appropriate)
H	Helped by an adult
P	Worked with a partner
G	Worked in a group, unassisted
CL	Worked as a whole class

2. Marking to the Key Learning Objective (WALT)

Work will be marked using the Key Learning Objective and the agreed Success Criteria.

Traffic lights will be used by the children as a method of self/peer assessment, and the teacher will highlight the WALT to show if the objective has been achieved or not: green, orange or pink depending on the level of success. Comments should be given to guide the children in what they have done well, and what they may need to do to improve/next steps. The older the children the more detailed the comments should be. For some children the comments may need to be read with the child. There is no need for written comments to be lengthy, but they must be clear, meaningful and appropriate to the child, and must relate to the key learning objective.

VF should be used on any piece of work where the teacher has discussed it with the child and therefore written comments are not necessary.

In English books all children will have their writing marked in depth regularly, using the highlighters as agreed: green for those elements done well and pink for those that need improvement.

In some cases it will be necessary to be able to identify who has marked, or put written feedback on a piece of work. If there is more than one teacher/TA in a class then they should initial their marking. If it has been done by a supply teacher then they too should initial their marking, it does not need to say supply teacher.

3. Stickers

Stickers can be used on work to highlight where the Key Learning Objective has been achieved and also where the child has made a substantial effort. Children love receiving stickers so please use them!

4. Feedback

If it is felt by the teacher that a comment is needed on a piece of work to tell the child where to go next, the advice given will be modelled to demonstrate what they are being told.

Eg. Next time try to use more adjectives in your writing. The **tall, thin** man placed the cup on the table. This may differ depending on the year group.

Children must be given the opportunity to respond to feedback and make improvements/corrections to a piece of work. This is called RAP Time and should be at the beginning of lessons, or during lessons if appropriate. All responses and corrections will be done in green pen so that they are clearly identifiable.

EY/Y1 will do this as and when it is appropriate, but Y1 will introduce the response time with the more able children in the Summer Term.

5. Self-Evaluation

In KS1/2, children will be allowed to self-evaluate and partner mark where possible. This will take the form of success criteria which the children will have agreed with the teacher before the activity, so that they know what their work will be marked to, and how they can be successful. At first children should be introduced to self-evaluation, and then move on to self and peer evaluation. By Upper KS2 they should be confidently able to do both.

In Writing, checklists may be used from Y2 to guide the success criteria e.g

	C	F	T	
Impersonal				
Technical vocabulary				
Written in present tense				
Punctuation				

Take care not to make the checklist too prescriptive, because this will take away the ability to judge independence in writing.

In Maths, the children will evaluate some of their work by using the inverse calculation to check their answers, partner marking and the use of calculators.

6. Editing written work

When editing written work, both children (using a green pen) and teachers (using a purple pen) will use the following codes. This will be copied and laminated and put out on tables for the children to refer to at all times, and introduced as appropriate throughout school. It must also be displayed on the classroom walls.

O means some punctuation needs to be added (a full stop, capital letter, etc)

— underneath a word, means that the word is spelt incorrectly

∧ written between two words meaning a word is missing or there is something **written** there to help you

NP or // means start a new paragraph

() means leave this bit out

* means this bit is to be added

means carry on, don't start a new line

✓ means this is good

HP means a house point has been awarded

next steps

At St. Paul's CE Primary we are mindful of the workload that marking can cause, but understand how important it is for the pupil and for our own assessment. We know marking that can be done with the children during a lesson is highly impactful, and should be done like this wherever possible. Where it needs to be done outside of the lesson, teachers must be mindful of how much they write and how their comments will be beneficial to the pupil in moving their learning on. If any teacher is struggling with the workload of marking they should speak to the Heateacher/Assessment Lead.

Appendix A

Learning More and Remembering More – Strategies that we will use in our classrooms

Daily/weekly strategies used in the classroom

- Every lesson starts with questions about prior learning
- Marking and feedback during the lesson
- Talk partners, record on a whiteboard – 3 things you have learnt
Explain a word you didn't know before
- Mini quizzes, linked to the KO and /or the LO
- Spot the teacher's deliberate mistake
- Use of songs and rhymes
- 2/3 pictures – discuss and share how they can be linked
- Show me....using whiteboards
- Quality questioning
- Vocabulary quizzes – matching words to definitions (flash cards)
- Choral reading, paired reading
- Consolidation/fluency time and **lessons**
- The end of each lesson should include a 'what have we learnt today' activity

Strategies used at the beginning/end of a unit of work or series of lessons

- Quiz – linked to the KO (Questions decided before teaching, and questions given throughout)
- Memory challenge grid (Twinkl)
- Memory boxes – 3 or 4 items in a box linked to learning, what can the children recall from them
- Looking at their books – 2 things you have learnt, share with your partner and then record as a class
- Pictures/objects – explain the link
- Pupil Voice – this might be done by subject leaders and/or class teachers

With all strategies, we are trying to understand what children have learnt, where gaps still exist and what misconceptions they may have. It should aim to be simultaneous wherever possible, so that you have this knowledge for all children. It is not effective to spend time asking just 2 or 3 children.

Specific assessments

- White Rose
- Fast Maths
- Multi-sensory T&L
- NFER
- Little Wandle
- Capita
- Wellcomm/Language Link
- Kapow and other scheme unit assessments