

WISBOROUGH GREEN PRIMARY SCHOOL



ASSESSMENT, FEEDBACK AND MARKING POLICY

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1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment, including the use of feedback and marking
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Effective assessment should:

Give reliable information to parents about how their child, and their child's school, is performing

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information that is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Capture the whole child.
- Be reliable and free from bias.

Help drive improvement for pupils and teachers

- Be closely linked to improving the quality of teaching.
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- b. Inform curriculum planning and delivery.
- c. Ensure feedback to pupils and reflection opportunities contribute to improved learning and is focused on specific and tangible objectives.
- d. Produce recordable measures that can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Be created in consultation with those delivering best practice locally.
- b. Be created in consideration of, and benchmarked against, international best practice.
- c. Be created in consideration of teacher workload.

4. Assessment, feedback and marking approaches

At Wisborough Green Primary School, we see assessment as an integral part of teaching, learning and planning. Our aim is that Assessment for Learning (AfL) is used in all lessons, improving learning and raising standards. The feedback and marking generated by both the pupil and the teacher is essential in this process. This policy is written following current research and guidance to ensure that effective marking benefits pupils whilst considering staff workload.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Key characteristics of Assessment for Learning

i. Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Teachers therefore share the learning objective for each lesson with the children, making sure that they understand what it means and what it looks like, as this gives the children a focus, enabling them to review their own progress and to judge whether they have been successful in their learning.

This may sometimes be posed as a question. A ‘key learning question’ replaces what the children will learn with a thought-provoking question, which the teaching and learning will then address or try to answer, and can be used to challenge all learners, including the high-attainers.

Children will include an appropriate title for their work where applicable (agreed/led by the teacher).

Children should be able to explain, “Today I am learning/considering” ... when asked, with a focus on learning, not on doing.

ii. Success Criteria

Developing success criteria to achieve learning objectives helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss their difficulties. Success criteria can be generated by the teacher alone or preferably with the class, as when children are involved in generating success criteria, they develop a better understanding of what they are striving to achieve.

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard. Success criteria is shared with the phrase “I will know I’ve been successful because I’ve....” or “I know I’ve done well because...”

Learning objectives and success criteria will be differentiated if appropriate for children with SEND.

iii. Questioning

“The kinds of questions a teacher ask determine how far the discussion will deepen and further children’s learning and understanding.” Clarke, S 2008.

Questioning lies at the heart of learning and teaching and we use it in a variety of ways, e.g. to assess a child’s starting point so that teaching can be adapted to meet their needs or to probe their understanding of a new area of learning. Open questions are best for encouraging more complex and higher-order thinking and ‘clean questions’ enable our thinking e.g.:

- How do you know ...?
- Why do you think that ...?
- Can you give an example...?
- What do you think will happen next? Why?

We use a variety of methods when questioning, e.g., random selection, framing specific questions for individual children, use of learning partners so that children can discuss and rehearse their answers, and asking children to give examples or to explain their answers.

iv. Feedback and Marking

Feedback and marking should cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Paragraph 15 of The Teachers’ Standards states that teachers should ‘give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback’. Pupils may provide a written response to feedback or may act on the feedback in subsequent work.

At Wisborough Green, feedback may be provided in a variety of ways:

- Written
- Verbal
- Demonstrative

There are occasions when feedback is a combination of all of these types of responses. Feedback may be personal – made by a teacher, a child or a parent - or collaborative (group or class feedback). Teachers are not expected to provide any written record of verbal feedback provided to pupils. Where whole class feedback is appropriate, either common misconceptions or areas for improvement will be fed back to the class by the teacher or the teacher will annotate a colour to indicate which feedback prompt each child is to address.

Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Verbal feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

In Reception and Key Stage 1, it is normal practice for a child to be present when their work is marked or feedback is provided. Most feedback will be verbal, and at the time of teaching where possible, dependent on the child’s ability to read and understand written feedback.

In Key Stage 2, live verbal or brief written feedback will be provided if possible. If this is not practical, subsequent written feedback may be provided and adequate time will be set aside for pupils to respond.

Teachers may provide additional verbal prompts or verbal/written examples in cases where a child is unsure how to proceed following advice given.

We believe that written feedback is effective when it:

- is meaningful: highlights success and improvement against the learning objective
- is motivating: asks for small, focussed improvement in order for the child to make progress
- is live or as close to the point of teaching as possible.

The Independent Teacher Workload Review Group Report: 'Eliminating unnecessary workload around marking', March 2016, recommends that all marking should be meaningful, manageable and motivating.

We expect that marking practice is proportionate in relation to the overall workload of teachers.

In response to The Education Endowment Fund's (EEF) review of the evidence on written marking, April 2016, the following approaches will be adopted:

- Careless mistakes will be marked differently to errors resulting from misunderstanding. Where errors are made, resulting from an underlying misunderstanding or lack of knowledge, pupils will be reminded of a related rule, (e.g., 'apostrophes are used for contractions'), or provided with a hint or question that leads them towards a correction of the underlying misunderstanding. Careless mistakes will simply be marked as incorrect, without giving the right answer, in order for the pupil to correct (see Annex A).
- Targets will be as specific and actionable as possible in order to increase pupil progress.
- Acknowledgement marking, which is unlikely to enhance pupil progress, will be limited.

Annex A sets out the feedback and marking procedures and codes to be used consistently across school. The codes are devised and applied to provide quick, meaningful information to pupils in order for them to easily address any mistakes or omissions. Consistency across school is important as shared expectations of marking will help everybody to be clear about what is required of them, but each subject leader and phase will monitor practice in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches.

In marking children's work, teachers at Wisborough Green Primary School will consider:

- How well the child has understood the task
- The child's knowledge, skills and understanding
- What the child needs to do next to improve
- How the child will be informed of this
- How they can encourage children to review their work critically and constructively
- How future lessons will be planned to reflect gaps, misconceptions and progress.

All teaching and non-teaching staff may use demonstrative feedback in relation to children's work, effort and learning behaviour. This may include verbal praise, awarding House Points or use of a reward system bespoke to a particular class.

Children may be asked to share progress or achievements with other children in their classroom or during Celebration Assemblies. Children may also be asked to show their learning to another teacher or the Headteacher. Some may be shared with parents via weekly newsletters or Twitter. Quality work may also be displayed in the classroom or around school.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

At Wisborough Green, pupil progress meetings are held every half-term, often including support staff, to discuss progress and attainment of every child, these meetings may include impact of any intervention. Summative assessments (PIRA, PUMA GaPs and White Rose) take place twice a year to measure improvements over time using a standardised system of assessment. These results are shared and discussed during progress meetings. Teachers also use their own end-of-unit quizzes and tests throughout the year to inform future teaching and learning. Assessments are adapted for children with SEND as appropriate, with scribes and/or readers provided if applicable.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Early Years Foundation Stage (EYFS) profile at the end of reception
- › Phonics screening check in year 1
- › Multiplication Tables Check in year 4
- › National Curriculum tests (SATs) and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

5. Collecting and using data

Standardised assessment data is collected and analysed twice a year (early Spring and late summer terms). Staff use directed time to mark and record. This standardised data helps to evaluate the effectiveness of our education provision and curriculum. Senior leaders and teachers can see where pupils are doing well, and determine what areas need improvement. This data is used to inform future teaching and learning by identifying strengths, gaps and misconceptions. Group and/or whole school issues may also be identified. This information also helps teachers to agree personal targets alongside children, to be shared with parents or carers.

6. Reporting to parents

Assessment data is reported to parents through annual, end-of-year reports and termly parents' evenings. A mid-year report is also provided.

The annual, end-of-year reports to parents include:

- › Brief details of achievements in all curriculum subjects, highlighting strengths and areas for development
- › Comments on general progress and attitude to learning
- › Arrangements for discussing the report with the pupil's teacher

- › The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- › The results of national, standardised assessment.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Directed staff meeting and INSET time will be devoted to keeping teachers up to date with developments in assessment, and how they will be able to develop and improve their practice. The Leader of Learning will lead on assessment and will attend all locality network and training opportunities provided, sharing relevant information to staff. The Headteacher will jointly lead on assessment within the group of locality headteachers.

A log of teacher CPD is maintained and regularly reviewed by the Leader of Learning and the Headteacher, thereby ensuring that all staff have access to continuing professional development opportunities on assessment. This includes staying abreast of research and any changes at a national level.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- › Ensuring that the policy is adhered to
- › Monitoring standards in core and foundation subjects
- › Analysing pupil progress and attainment, including individual pupils and specific groups
- › Prioritising key actions to address underachievement
- › Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and, in their subject leader role, for ensuring that other teachers across school follow the assessment procedures for their subject.

10. Monitoring

This policy will be reviewed every two years by the Senior Leadership Team (SLT), led by the Headteacher. At every review, the policy will be shared with the governing board. The policy may also be reviewed or adapted in response to changes in national assessment requirements.

All teaching staff are expected to read and follow this policy. SLT and subject leaders are responsible for ensuring that the policy is followed.

All leaders will monitor the effectiveness of assessment practices across the school, through moderation, learning walks, book reviews and pupil progress meetings.

Annex A

EYFS

- Teachers and parents use reading diaries to keep detailed records and comments of the child's progress including reading, and spellings when appropriate
- Feedback is 'live' and generally verbal

Key Stage 1

- Work is usually in pencil, however reluctant writers may experiment with different pens
- Staff to write date until children are ready to write it themselves
- Long date format is used in written work, short date format in maths, science and other wider curriculum work
- Children are encouraged not to scribble out but draw a neat line through an error
- Children are encouraged to check and correct mistakes
- Teachers and parents use reading diaries to keep detailed records and comments of the child's progress including reading, and spellings when appropriate
- Feedback is 'live' and generally verbal until children are able to read and understand written feedback
- Our Marking Code is used consistently by children and staff when marking work (including supply teachers)

Key Stage 2

- School handwriting pens may be used when a child is consistently joining handwriting and producing neat, legible work, at the teacher's discretion
- Rulers are used for all underlining and drawing of tables or straight lines on shapes
- Short date is used and underlined in maths, science and wider curriculum, long date format for writing
- Each digit is written in its own square
- Any mistakes are crossed out by a single line
- Misconceptions are addressed as appropriate before the new piece of work is begun (individual, group or class)
- Children will learn to redraft and edit their work independently
- In Lower Key Stage 2, teachers and parents use reading diaries to keep detailed records and comments of the child's progress including reading, and spellings when appropriate
- Our Marking Code is used consistently by children and staff when marking work (including supply teachers)

Marking Codes

Wobbly underlining	Children identify a spelling they are unsure of
.	Mistake: check again
Sp	Check your spelling
^	You have missed something out
/	New line needed
//	New paragraph needed
<u> ?</u>	This does not make sense: reread aloud
O	Check punctuation
A	Adult support provided
✓	Teachers may ✓ or ✓ ✓ elements that are particularly successful

At Wisborough Green Primary School, we encourage children to present their work as neatly as possible. We have adopted a clear handwriting policy and our aim is that all children develop joined, legible handwriting.

Adult written comments are made in clear, legible handwriting in a style consistent with that being taught to the children, in **purple** pen. Written comments are combined with constructive next steps. Brief comments may be written at the end of a piece of work or part way through, depending on the stage of the work.

Children use a **blue** pen to edit and improve their work.