

# St Alban's C.E Primary School



## Assessment, marking and feedback policy

(How do we know pupils are remembering more and knowing more?)

March 2025

Faith

Hope

Love

# Assessment, marking and feedback policy

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# Our school vision



Our vision is that all our pupils should grow in:

**Faith** in God, or be inspired by faith, and in their own ability to fulfil their potential,

**Hope** to be the best of examples, to work to change themselves and the world for the better, and

**Love**, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

## FAITH, HOPE AND LOVE

1 Corinthians 13:13

Faith

Hope

Love

1. **Our vision** underpins our approach to assessment at St. Alban's CE Primary School. We have a rigorous approach to tracking assessment for all our students but especially those who vulnerable; our disadvantaged pupils and pupils with special education needs. We aim to ensure that the outcomes for our most vulnerable children are as good as if not better than those of their peers so that we work collaborative to allow children to fulfil their potential and work hard to be the best example for themselves and others.

## 2. Introduction

This policy has been updated in light of the new national curriculum and the report of the commission on assessment without levels. The key points of this were:

- schools need better curriculum coherence with a focus on high quality, in-depth teaching and effective assessment
- in-school formative assessment should be used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- in-school summative assessment should enables schools to evaluate how much a pupil has learned at the end of a teaching period
- nationally standardised summative assessment, which is used by the Government to hold schools to account
- School policy should have clear aims and principles, clarify how assessment outcomes are used and communicated to pupils, parents and other teachers as well as how teachers are trained and developed.
- Assessment is only effective if it impacts on pupils' achievement
- Pupils' work will continue to be an important consideration when evaluating outcomes for pupils and the effectiveness of teaching and learning.
- High expectations should apply equally to disadvantaged pupils, pupils with SEN and disabilities as to all other pupils.

## 3. Objectives of assessment

The objectives of assessment in our school are:

- To enable children to demonstrate what they know, understand and can do in their learning
- To help our children recognise the standards to aim for, to understand what they need to do next to improve their work and support them to aspire to always try their best
- To allow teachers to plan work that accurately reflects the unique needs of each child
- To plan appropriate support and challenge for individuals and groups, especially those most vulnerable
- To provide regular information for parents that enables them to support their child's learning and strengthen the home/school partnership
- To provide the school leadership team, including governors, with information that allows them to make judgements about the effectiveness of the school overall and its support for disadvantaged pupils and those with special education needs.

## 4. Assessment at St Alban's

### On-going formative assessment (assessment for learning)

#### In KS1 and KS2

- Teachers provide evidence in planning/evaluations that there is a clear learning focus based on the new national curriculum expectations. Key questions are identified in planning to support assessment across all subjects and vulnerable students are identified on plans to ensure they are supported and extended to reach their full potential.
- There is an on-going focus on high quality formative assessment to establish what children know, understand or can do. We use effective questioning (including Blooms taxonomy to extend the more able) as well as use of white boards, thumbs up/down etc to quickly identify how well *new* learning objectives are being met and where further support or extension is needed. *Having key questions identified for the lesson will be essential.*
- Continued focus on ensuring that marking is positive, clearly helps children understand what they have achieved and what they need to do next to make further progress. Children also need to be able to reflect on their own learning e.g. to be able to self-assess against steps to success or to evaluate what they have learnt at the end of a unit of work (see section 5 below)
- Teachers keep regular assessment records to identify children's progress towards learning objectives from the new NC. These can be completed during/at the end of a lesson or unit and inform future planning and teaching. They should not be left until the end of a term or half term. For reading and maths, these may be for a group of pupils. Writing should be assessed for each child individually. There needs to be clear assessment notes to support judgements on reading- these may be for the group or where teachers prefer, for the individual.
- Pupils in both KS1 and KS2 have the reading, writing and maths objectives available to them to provide support for reading, writing and maths targets. Current targets are highlighted and dated once securely achieved. This requires regular discussions with the children during focus teaching time so that they understand what they mean and how well they are addressing them. In reading, the teacher is explicit with the children about the learning focus of each session and how well they have achieved it. This provides opportunities for pupils to take ownership for the next steps in their learning
- On-going teacher assessment judgements are supported by regular small tests or tasks. These may be written by the teacher or from commercial materials eg Rising Stars, Testbase or NCETM. Teachers should ensure they use their own judgement in deciding what a child can achieve based on a range of evidence rather than relying entirely on tests.
- Moderation, both internally, externally and with other schools, will be used to enable teachers to compare and review their judgements on pupil achievement. Literacy and maths advisors alongside SLT will be used to support the process to ensure accurate judgements and to provide professional development for staff.
- The emphasis in the new curriculum is on children learning at greater depth. Where children can apply their knowledge, skill or understanding in a range of contexts or explain their learning accurately to other pupils or adults in a clear manner, they may be deemed to be working at greater depth on that objective. Teachers should identify where this happens for the most able children in their class on the on-going assessment records.
- Where pupils are working well below or well above the expectation for their chronological age, teachers should plan and assess based on the objectives for lower or higher year groups, monitoring closely their progress and how to move them on. ***In line with guidance from the new***

***NC, more able pupils should not be rushed on to higher level objectives too quickly but instead be challenged to show greater depth in their learning through application in a range of contexts. However, once you have sufficient evidence for this, you should be challenging them at a level you feel is suitable to maintain their interest and motivation.***

- Codes for assessment at **WTS** (working towards the expected standard), **EXS** (working at the expected standard) and **GDS**(working at greater depth within the expected standard)

#### Early years

- Effective on-going formative assessment is at the heart of high quality early years practice. All adults use questioning and observations of pupils' approach to activities to identify what they can do and what their next steps are. As well as assessing against the prime and specific areas of the early years curriculum, they also consider their characteristics of effective learning. Staff use the development matters framework to identify goals based on age bands.
- Early year's staff meet weekly to share their observation notes, particularly for focus children, and plan activities based on the next steps of their learning as well as their interests.
- Communication with parents is used to gain as much information about the children as possible and this also feeds into future planning

#### In-school summative assessment (assessment of learning)

##### In Key stage 1 and 2

- Pupils will have progress measured termly and their end of year targets will be based on the previous year's data.
- Pupils at the end of KS1 will have their progress measured from their outcomes at the end of EYFS as well as from the end of Y1.
- Pupils at the end of KS2 will have their progress measured from their outcomes at the end of KS1 and from the end of EYFS.
- Each term, teachers should make a summative judgement about the attainment of all pupils in their class based on whether they believe they are "on track" for that point in the year (using their on-going assessment sheets). ***Rather than expecting each child to securely achieve a specific proportion of the objectives each term (e.g. 1/3 of objectives each term), teachers should use their professional judgement in deciding whether a child has achieved the objectives covered at an appropriate level for that point in the year.*** Many objectives are broad and teachers would expect to cover them several times during the year before they could judge the child to have achieved it securely. If a child has only partly met one of these objectives by the end of Autumn term, this could still mean they are working at an age appropriate level and are therefore "on track". This approach will however require teachers to ensure they are covering the curriculum objectives in line with the school's curriculum maps/schemes of work.
- In year tracking - Target Tracker will be used every term to record the "step" where each child is. In order to ensure consistency between classes, we will expect children who are "on track" to be secure or better by the end of the year, to be identified as:
  - Below (B) by the end of Autumn 2
  - Working within (W) by the end of Spring 2
  - Secure (S) by the end of Summer 2

Pupils in Years 2 and 6 need to carry out end of key stage assessments in May and we will use the guidance from the STA as well as tests to support teachers' judgements about whether pupils are

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working towards the expected standard, at the expected standard or at greater depth/high score/higher standard.

- Teachers will meet with the HT or DHT for a PPR meeting at the end of each term to review children's attainment and progress as well as to clarify end of year targets. During these meetings we consider what additional support or challenge each pupil may need in order that they are making at least expected progress. We also ensure we focus on our disadvantaged pupils at these meetings and how any pupil premium money may best be spent for each child. Children with SEND have a separate assessment system which is reviewed termly by the class teacher and the SENCO.
- Using Target Tracker, pupils will be expected to make 6 "steps" progress over the course of a year. More than this will be considered to be above expected progress. Less will be below expected progress. Where children are working at a much lower level, progress will also be evident in the formative assessment notes.
- Pupil progress measures/targets will be used to inform teacher appraisal targets where appropriate.
- Termly parent meetings allow teachers to share information about each child's progress and to identify areas for further development

#### In Early Years

- A baseline is used to identify what pupils can do within the first six weeks of starting in Nursery or Reception class. This is used to measure progress over the course of the year.
- Each term, a summative judgment is made regarding the attainment of pupils in all areas of the Early Years curriculum. Pupil progress review meetings are held with the leadership team to identify whether pupils are "on track" in terms of attainment and progress and to plan additional support or challenge where needed.
- Termly parent meetings allow teachers to share information about each child's progress and to identify areas for further development

#### National summative assessments

The school carries out statutory summative assessment of pupils and submits the data to the local authority and DfE. This includes the end of Reception class data, Y1 and Y2 phonics check data as well as end of KS1 and KS2 test and teacher assessment data. The leadership team and governing body use this information to compare the outcomes of our pupils both disadvantaged and non-disadvantaged with local and national data and to identify areas for further improvement.

## **5. Marking and Feedback**

**It is vital that children receive swift feedback on the quality of their work and the extent to which they have met the learning objective.** Often this feedback will be oral, particularly in early years and KS1.

Not all pieces of work can be 'quality marked'. At St Alban's we aim to quality mark our core subjects: reading, writing, maths, RE and science.

Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress. Teachers mark the children's work against the learning objective for that task. They use a set of criteria (steps to success) to assess whether the children have met the learning objective. In writing books, this takes the form of a Success Ticket.

**Appendix 1** shows the overview of assessments throughout the school year

**Appendix 2** shows the school marking code

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**Appendix 3** shows examples of prompts for effective marking in maths.

#### Feedback in the Early Years and KS1

Most feedback will be oral through questioning and discussion and staff will highlight what the child did successfully and where they could make an improvement. The records kept may consist of a short or long observation sheet on paper, observations in their profile books or on Tapestry. The long observation sheets are completed once every half term for each child when they are a focus child within class.

Simple oral targets will be agreed with the child as appropriate. The profile books showcase samples of work from across the early years and foundation stage curriculum and contain comments from both the teacher and pupils. There are also opportunities for parents/ carers to add comments about the piece of work.

In Year 1, Autumn term is a transition period between the EYFS and KS1. Success in written work may sometimes be highlighted in yellow and improvement in green to lay the foundations of the school policy. Throughout the rest of year 1 and year 2, pupils are mainly supported and enabled to make improvements while they are working with the teacher or TA- this will be evident in support prompts written in red biro.

Follow-up is essential after marking; it is the crucial element in moving children forward in their learning. Time needs to be set aside for all children to respond to the teachers marking as a means of making improvements to their work. Teachers also need to check the quality of the pupil's response to establish whether further support is required.

If nothing happens following marking, pupils soon get to know that they don't have to respond in terms of improving their work.

## **6. Target setting**

Each year, we set end of year targets for pupils in each class in reading, writing and maths, based on their previous year's outcomes and after discussion with teachers as part of their Performance Management meetings and the Autumn term Pupil Progress Review meetings. In Early Years, we base the targets on their baseline information as well as further information gathered during Autumn term. These pupil progress review meetings take place each term and enable us to review the attainment and progress of each child, planning additional support or challenge as needed. We also consider how well specific groups of pupils are achieving, such as disadvantaged pupils or those with SEND.

## **7. Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. In Autumn term, we hold an initial "meet the teacher" session in September followed by a progress meeting in December. In the Spring term, we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on Religious Education. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the standards achieved in the National Curriculum tests.

Each term, parents are invited in to the classroom to look at their child's books and learning with them prior to attending parents evening in order that they have a clearer idea of how well their child is progressing.

We offer parents of pupils in Nursery and Reception regular opportunities to look at and contribute to their child's Learning Profile with the teacher.

At the start of a term each of our teachers gives parents a class newsletter and curriculum map that identifies the main areas of study for that particular class. In this, the teacher identifies how parents can support any elements of the work during the rest of the term. This information is also made available within class pages on the school website.

## **8. Inclusion and assessment for learning**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting social, racial and gender equality, and including pupils with disabilities or special educational needs.

## **9. Consistency**

We hold planned professional development opportunities where all staff come together to discuss, moderate and agree the standard of a range of pieces of work. This will generally indicate whether a piece of work reflects the standard expected of a child for that year group or whether they are working below or above that standard. We seek to have regular opportunities to undertake moderation with other local schools to ensure quality of judgements. Literacy and maths advisors will be used to support the process to ensure accurate judgements and to provide professional development for staff.

We have a detailed monitoring programme each term and this includes all aspects of assessment such as planning files, planning files, lesson observations and pupil progress review meetings.

## **10. Monitoring and review**

The leadership team, Subject leaders and class teachers are responsible for monitoring the implementation of this policy.

This policy will be reviewed every two years, or earlier if necessary

**Next review date: July 2024**

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## Appendix 1






### Assessment annual overview

Year groups	Assessments	When?
Nursery & Reception	Entry level assessments (baseline)	October
	On-going assessments to inform profile books and EYFS profiles on Tapestry.	Weekly / daily
	Review of EYFS profiles and levels (DM and ELGs) Use to create individual and class tracking sheets	End of each term
Reception, Years 1 and 2	Phonic assessments- knowing phonemes and using these to read and spell (blending and segmenting)	On-going as part of daily phonics lessons plus end of every half term
Years 1 - 6	Summative assessment tests for reading, writing and maths	Assessment week - termly
Years 1 - 6	On-going assessments for reading, writing and maths based on end of year objectives	On-going as well as end of unit and end of term assessment tasks
	Assessment against key objectives for science, RE, Computing and all foundation subjects	Weekly/ half termly
Years 2 and 6	Test papers to inform teacher assessment data	Termly
	SATs tests	End of year
Year 1 and 2	Phonics Test	June
Year 4	Multiplication Tables Test	June

Appendix 2

# Marking Code

## St Alban's marking code

	EYFS	KS1	KS2
<b>General marking</b>	Comments to be made in <b>black pen</b> , including next steps comments	Mark in <b>red biro</b>	Mark in <b>red biro</b>
<b>Codes</b>	WS (with support) I (independent) VF (verbal feedback given) U (understood)  CI (child initiated) AI (adult initiated)	WS (with support) I (independent) VF (verbal feedback given) U (understood) NS (next step)  remember finger spaces  C . remember capitals and full stops	WS (with support) I (independent) VF (verbal feedback given) U (understood) NS (next step)
<b>Maths</b>	EYFS books/work/profile books will show the following for each piece/task: <ul style="list-style-type: none"> <li>The learning band/ELG that the activity relates to</li> <li>Highlight in yellow what the children have achieved in relation to this</li> <li>Next step comment written in red pen</li> </ul>	"on the spot" next step marking – minimum one group per day (focus marking) Responded to in pencil or <b>green biro</b>   check it makes sense/proof read	"on the spot" next step marking – minimum one group per day (focus marking) Responded to in <b>green biro</b>   check it makes sense/proof read
<b>English</b>		<b>Yellow highlighter</b> (up to 2 aspects where the children have met the outcome/steps to success)  <b>Green highlighter</b> "green for growth" (1 NS comment – related to EITHER SC/LO) Pupil response to green NS prompt, in <b>green biro</b>  <b>Fix basic skills with prompts</b> SP – spelling T – tense P – punctuation   check it makes sense/proof read  Autumn term- beside the word in piece Summer term – in margin where appropriate Pupil response to green NS prompt, in <b>green biro</b>	<b>Yellow highlighter</b> (up to 2 aspects where the children have met the outcome/steps to success)  <b>Green highlighter</b> "green for growth" (1 NS comment – related to EITHER SC/LO) Pupil response to green NS prompt, in <b>green biro</b>  <b>Fix basic skills with prompts</b> SP – spelling T – tense P – punctuation   check it makes sense/proof read  Autumn term- beside the word in piece Summer term – in margin where appropriate Pupil response to green NS prompt, in <b>green biro</b>
<b>Other subjects</b>		Mark in <b>red biro using codes</b> and retrieval practice at the start of the next lesson.  Pupil response to red key question in <b>green biro</b>  Art/DT – <b>next step question</b> for evaluation piece, responded to in <b>green biro</b>	Mark in <b>red biro using codes</b> and retrieval practice at the start of the next lesson.  Pupil response to red key question in <b>green biro</b>  Art/DT – <b>next step question</b> for evaluation piece, responded to in <b>green biro</b>

### Appendix 3

#### Prompts for effective maths marking

##### 1. Model

A model provides a worked example for pupils to follow in the way that the teacher might if working with the child:

$$14 + 12 = 14 + 10 + 2$$

Now try

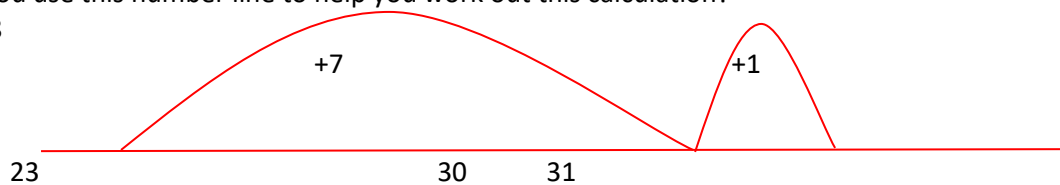
15+13 by partitioning

##### 2. Image

An image gives a visual picture of the thinking behind a concept:

Can you use this number line to help you work out this calculation?

$$23 + 8$$



Now try 36+7

##### 3. Closed/multiple choice question

Direct question provides an opportunity to judge the pupil's level of understanding of the learning objective at an appropriate level:

If you combine these digit cards, what number will be made?



"Circle the numbers that round to 50."

44 45 54 59 49 40 55

##### 4. Open question

Allows for more elaborate answers with multiple possibilities that may lead to elements of generalisation:

"I have two 1-10 dice. What numbers could be thrown with each dice to total 15?"

"I'm thinking of a number. When I round it to the nearest ten I get 460.

List the numbers I could be thinking of."

##### 5. Finish the sentence

Gives an opportunity for pupils to clarify their understanding and generalise:

"If a whole turn is  $360^\circ$  then half a turn is..... because..."

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“Can you finish this sentence and give a number sentence as an example? When you divide by 10, the digits...”