

Achieving Excellence through Leadership

Assessment, Marking and Feedback Policy

Document Details	
Approving Body	FGB
Author	Giles Junior School
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Scheduled Review	Every two years
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Next Review	September 2027

Please note that all policies are signed digitally on Governor Hub following ratification at the relevant Committee or Full Governor Body Meeting.

Rationale

At Giles Junior School, assessment, marking and feedback are integral to high-quality teaching and learning and are not viewed as separate or additional processes. Assessment information is only accurate and valuable when it arises from rich, purposeful learning opportunities. Feedback exists to support responsive teaching, remove ceilings on attainment and enable pupils to make clear next steps in their learning.

Children are taught and assessed against the key skills, knowledge and understanding appropriate for their age, as set out in the Primary Curriculum (2014). Assessment and feedback are used to inform teaching, empower pupils as learners and ensure learning moves forward.

Feedback takes many forms and is a regular and robust feature of every lesson. It is most effective when it is timely, clearly positioned within learning, and acted upon by pupils. All feedback should be positive in tone, specific, purposeful and designed to lead to improvement.

Aims

The aims of assessment, marking and feedback at Giles are to:

- Help pupils make progress
 - Provide clear strategies for improvement
 - Allow dedicated time for pupils to reflect and improve their work
 - Inform planning and shape subsequent teaching
 - Support effective and realistic target setting
 - Promote purposeful dialogue between teacher and pupil
 - Encourage pride in work and high standards of presentation
 - Address misconceptions and errors, particularly in literacy and mathematics
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Principles of Feedback at Giles

- Feedback is timely and responsive to the needs of individual learners so pupils can actively engage with it.
- Teachers use secure subject knowledge to identify misconceptions and adapt teaching and planning swiftly.
- Feedback may take the form of dialogue between teacher and pupil, between pupils, within groups or independently.
- Time is explicitly planned for pupils to respond to feedback in order to move learning forward.
- Pupils are encouraged to assess their own work against clearly shared and collaboratively created learning goals.

- Peer and self-feedback are valuable learning tools and are explicitly taught, modelled and structured by the teacher.
 - Professional judgement should always be applied to ensure feedback remains purposeful, proportionate and effective.
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Types of Feedback

Verbal Feedback

- Verbal feedback is the most frequent and impactful form of feedback.
- It has immediacy and relevance and leads directly to pupil action, usually evidenced in purple pen.
- It may be directed to individuals or groups and may be planned or responsive, based on ongoing assessment for learning.
- Where appropriate, verbal feedback is indicated in books using the notation **VF**.

Peer Feedback

- Peer feedback is highly effective when it is rigorously structured and modelled by the teacher.
- Pupils are explicitly trained over time to give meaningful peer feedback.
- Peer feedback may be verbal or written and is acted upon by the pupil in purple pen.
- Pupils do not amend work in books other than their own.

Self-Reflection, Assessment and Feedback

Pupils are supported to reflect on and improve their own learning through clear and consistent structures. Opportunities for self-reflection may include:

- Editing work in response to feedback (black pen)
 - Self-marking, particularly in mathematics
 - Reviewing work against agreed success criteria
 - Recording reflections or successes, for example prior to parent consultations or within leadership folders
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Formative Assessment Strategies

Formative assessment is embedded within everyday teaching and is not an add-on. Strategies may include:

- Group guided or shared activities
- Teacher and pupil metacognitive modelling

- Think–Pair–Share
 - One-to-one conferencing
 - Enquiry walls and post-it responses
 - Anchor tasks informed by prior learning
 - Procedural and conceptual variation
 - Whole-class or group editing to model common areas for improvement
 - Quick quizzes
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Written Feedback

- Written feedback is used less frequently than verbal or formative feedback.
 - It is used strategically when it is the most effective method to support learning for a particular pupil, subject or context.
 - Written feedback focuses on actionable next steps and balanced reinforcement of mastered skills.
 - It may include attention to key vocabulary, presentation or spelling, with pupils expected to respond appropriately.
 - Written feedback should model the school’s presentation and handwriting expectations.
 - Appendix 1 outlines agreed approaches to spelling correction.
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Expectations of Staff

General Principles

- Teachers will see pupils’ work over the course of a lesson or lesson sequence, either during or after the lesson.
- Evidence of teacher interaction may include green pen, verbal feedback notation or other agreed indicators.
- Systems are designed to support consistency, not performative marking.

Writing – Sentence Stacking Lessons

- Green pens are used by all adults writing in pupils’ books.
- Verbal feedback is given during lessons and acted upon by pupils in black pen.
- ‘Tickled pink’ highlighting may be used during lessons to identify strengths, with explanations given verbally.

Writing – Independent Pieces

- Editing guidelines are available on the Giles Writing Curriculum (Google Drive).

- Teachers conference with pupils during the writing process and support improvement from draft to final piece.
- Evidence may include green pen, pink highlighter or pupil editing.
- Work not seen by the teacher at draft stage should be peer or self-edited.
- The writing checklist supports assessment at key points of the year against independent pieces to allow a summative judgement to be reached in addition to giving clear guidance on the next steps for that child

Mathematics

- Green pen is used by adults when modelling or extending work in books.
- Pupils primarily self-mark or peer-mark, supported by discussion.
- Pink highlighter may be used to indicate correct responses or question numbers.
- Spelling correction applies only where written explanations are required.

Guided Reading and Spelling

- Green pen is used by adults when writing in books.
- Verbal feedback is evidenced where appropriate and acted upon by pupils.
- Whole-class or peer marking may occur, with marking completed by pupils in purple pen.

Science and Foundation Subjects

- Teachers use subject-specific assessment documents to note misconceptions and inform planning.
- Common spelling errors are addressed collectively rather than corrected individually.
- Teachers record pupils working towards or at greater depth where relevant.

Adult Support

- Where pupils work with an adult, this is indicated by a sticker or clear identifier.
- This supports accurate assessment of independence against age-related expectations.

Assessment and Reporting

Assessment serves a clear purpose at every level and may be formative or summative.

Summative Assessment

- Summative judgements are made twice yearly.
- Judgements are based on a body of work and, where appropriate, test outcomes.
- Summative assessment provides a snapshot and does not replace formative assessment.

Reporting to Parents

- WTS: Working towards the expected range for age
- EXS: Working at the expected range for age
- GDS: Working above the expected range for age

Pupils working significantly below age-related expectations may be coded as PRE internally. This term is not used in written reports; progress is discussed through SEN reviews.

Parents are informed through:

- Two parent consultation evenings
 - Open afternoons
 - An annual written report
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Roles and Responsibilities

- The Headteacher and relevant Subject Leader report attainment and progress to governors twice yearly.
 - Subject leaders ensure assessment is completed and reviewed within their subjects.
 - Class teachers maintain ongoing formative assessment which contributes to summative judgements alongside more formal tests
 - Teaching Assistants mark work completed within guided sessions and provide verbal feedback to teachers to inform next steps.
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Review and Distribution

Please note that policies are ratified by the relevant committee and/or the Full Governing Body and signed digitally on Governor Hub.

Date for review: **September 2027**

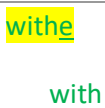
Appendix 1

Spelling correction guidance

Spelling corrections will be individualised to meet the pupils' needs. The structure and expectations of independence will be varied.

For those pupils requiring a more structured approach the following strategy will be used.

Where needed a teacher may refer to another similar spelling rule to support them transferring their spelling understanding to a different word.

	Adult copies the incorrect spelling and the correct spelling in the margin. The child underlines the error and then copies the correct spelling 3 times.
	Adult highlights the incorrect spelling underlining the part requiring the correction.
	Adult highlights the incorrect spelling. The child writes their correction underneath.

NOTE: Always remember presentation.

Ensure that all handwriting by adults and children is neat, legible and follows Giles Junior School handwriting expectations.

Appendix 2 – Examples of tailored written feedback for English and Maths

Supporting pupils with mistakes

Reminder Prompt - allows focus to elaborate / extend e.g. Say more about . . Explain why you think this . . .

When you add 19 what could you add which is nearly 19? How could you then adjust your answer?

What happens to the digits when you divide by 10?

How do you think the dog felt here?

Scaffolded Prompt -provides more structure to improve the work.

- **A Question**

When I add 19 I add 20, as it is easier to do this by looking at the tens. What do I need to do to my answer after I have added 20?

Do you think the dog was annoyed? How might he have shown this?

- **A Directive**

Look at how I worked number 3 out. Can you see the difference between mine and yours?

Complete the calculation I have started for you

e.g. $19 + 26 = 20 + 26 = 46 -$

The dog was annoyed. Add vocabulary to show this.

- **An Unfinished Sentence**

‘When we divide by 10 all the digits move...’

“You wanted to find two numbers that added together to make 100, but your total is 110. What do you need to do now?”

Describe the expression on his face

He was so surprised he.....

He barked _____ly, running around feeling very _____ .

$$\begin{array}{r} 3469 \\ - 372 \\ \hline 097 \end{array}$$

Example Prompt

More supportive and structures response e.g. Working through an example or modelling a successful strategy

‘Which of these two answers for question 12 is correct?’

$$\begin{array}{r} 469 \\ - 372 \\ \hline 117 \end{array}$$

$$\begin{array}{r} 3469 \\ - 372 \\ \hline 097 \end{array}$$

Choose one of these or write your own:

He couldn't believe his eyes!

He ran round in circles looking for the rabbit, feeling very confused.

Choose one of these or you own:

- *He is a good friend because he never says unkind things about others.*
- *This character is a good friend because he is always nice to everyone else.*

Appendix 3 – Example of foundation assessment

Foundation Assessment

Subject and topic: _____

Lesson content and vocabulary	Misconceptions/Concerns/Comments	Absent	Unsecure children and the relevant action needed for them to be secure	

Appendix 4 – Writing Checklist Example

Year 3 Writing Checklist

Learning from previous year groups must continue to be revised and practised across both key stages. Working towards the expected standard (after discussion with the teacher)									
Name:		Date:	/	/	/	/	/	/	/
KS1 data		Text genre:							
1. Write simple, coherent narratives									
2. Write in a range of non-narrative forms									
3. Use a range of punctuation taught up to and including Y2 mostly correctly									
Using mostly correctly	4. Capital letters to start sentences								
	5. Full stops								
	6. Question marks/ Exclamation marks								
	7. Commas for lists								
	8. Apostrophes for contraction								
9. Use co-ordination (or / and / but)									
10. Use some subordination (when / if / that / because)									
11. Spell many tricky words									
12. Use phonic knowledge to spell many words relating to the KS1 programme of study correctly									
13. Form capital letters and lower case letters correctly									
Working at the expected standard The pupil can write for a range of purposes and audiences									
14. Create settings, characters and plot in narratives									
15. Use a range of conjunctions to build cohesion (and, because, when, even though)									
16. Use description in the form of some adverbs (often, quickly, very) And adjectives.									
17. Use some prepositions (next to, underneath, with)									
18. Use past and present tense mostly correctly									
19. Use the range of punctuation taught up to and including Y3 mostly correctly									
Using mostly correctly	20. Speech punctuation								
	21. Capital letters for proper nouns								
	22. Paragraphs								
	23. Apostrophes for possession								
24. Spell most common exception words from year 3 curriculum									
25. Maintaining legibility in joined handwriting when writing at speed									
Working at greater depth within the expected standard - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing									
26. Show authorial intent. Use detail and vocabulary to interest and engage the reader									
27. Use homophones mostly correctly									
28. Improve the effect of their writing by making changes when editing (re-ordering sentences and adapting vocabulary)									