



St Mary's C of E (VA) Primary School

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

Assessment and Feedback Policy

This policy is GDPR compliant.

Date of issue: Autumn 2024

Last reviewed/adopted: November 2025 (Standards Committee)

Next review date: Autumn 2026

Signed: _____

Date: _____

Relationship to other policies

This policy should be read in conjunction with the Homework, Equality & Diversity, Special Educational Needs (SEN) & Disability policies, and the Home-School Agreement.

Why do we assess?

Effective assessment is essential to support quality teaching and learning. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' current knowledge, attainment, progress and the next steps for their learning.

Responsibilities

Headteacher, Deputy Head and Senior Leadership Team (SLT)

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To identify underperforming groups and to agree strategies to tackle this underperformance.
- To ensure that statutory requirements are met.
- To inform staff of statutory assessment requirements
- To review the procedures for pupil progress meetings ensuring that they are 'fit for purpose'
- To lead pupil progress meetings.
- To inform Governors about the school's performance (based on triangulated evidence) on at least a termly basis.

Curriculum Leaders

- To ensure curriculum planning includes clearly defined knowledge, skills, understanding and vocabulary development that identifies expected end points for each year group
- To monitor standards within their curriculum area using triangulated evidence.

Class Teachers

- To ensure that pupils receive timely and constructive feedback, in order to ensure progress.
- To use formative assessment to identify both secure knowledge and areas that require revisiting/further development
- To prepare and write reports for parents, colleagues and other agencies.

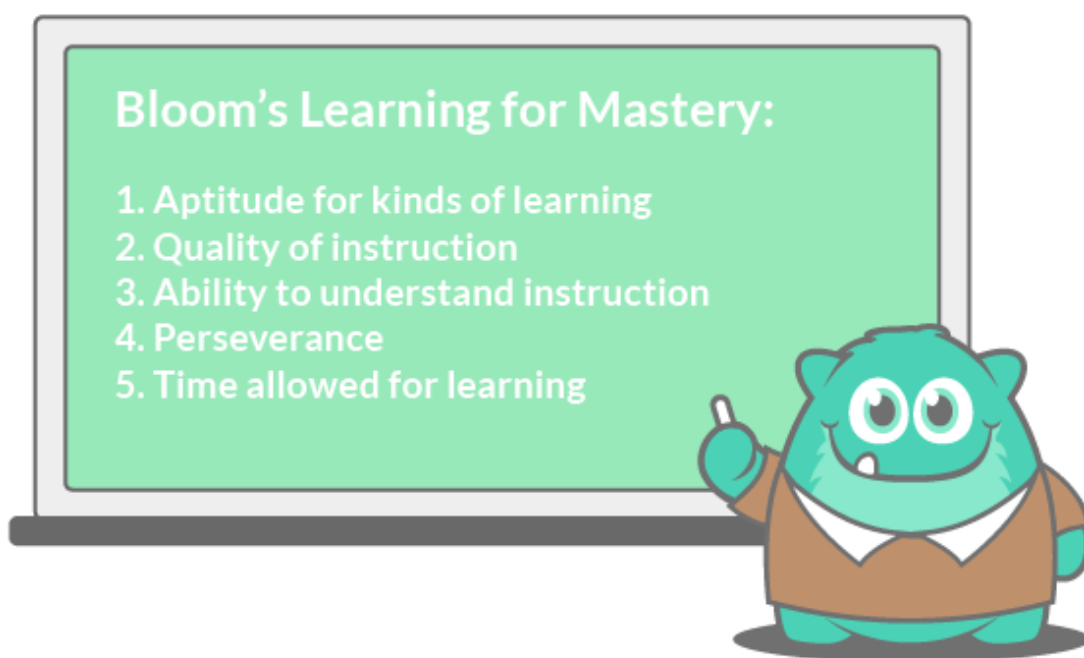
Pupils

Pupils are encouraged to take responsibility for their own learning through:

- Assessing their own work and, where appropriate, their peers
- Working towards the achievement of their own targets.
- Using the supportive strategies and materials provided to edit and improve their own work.

Mastery Learning

In traditional teaching methods, the class learns together and moves on to the next unit when most of the students have achieved mastery. Students who cannot keep up are more likely to develop learning gaps that grow as they tackle material that is more difficult. In the 1960s, educational psychologist Benjamin Bloom theorized that with a mastery-learning model, students could master any kind of content if they were given the right environment and classroom support. According to Bloom's Learning for Mastery, mastery learning depends on five key variables:



This is the approach we use at St Mary's, it moves beyond the idea of student aptitude — the natural ability to do a given task or learn a specific subject — and insists that every student is capable of achieving mastery under the right conditions.

Monitoring and Evaluation of Assessment

The Headteacher and SLT will ensure this policy is implemented throughout the school through scrutiny of pupils' books, lesson observations, learning walks and planning scrutiny.

The Headteacher will report annually to the governing board on:

- The outcomes of monitoring, and any changes in practice that may have resulted from them.
- The overall standards achieved in the core subjects by year group.
- The overall standards achieved at the end of each key stage.
- The standards achieved by pupils with an identified SEN need and groups considered vulnerable or disadvantaged.

Pupil Progress Meetings

Pupil progress meetings are used to discuss attainment and progress within each year group and to identify barriers to learning, to identify pupils who require additional support, agree intervention strategies and monitor the impact of prior interventions.

Reporting to Parents

Parents Consultation Evenings

Reports to parents are given verbally at parents' evenings twice a year, and include information on pupils' attainment, progress and attitude to learning.

Written Report

A written report is provided to parents at the end of the summer term. This informs parents of:

- How their child is performing in relation to their past achievements and, where relevant, to national standards.
- Their child's strengths and any particular achievements.
- Areas for development and improvement.
- Behaviour and attitude to learning.

Transition & Transfer

- Assessment information is shared between professionals at each stage of a child's schooling.
- Transition meetings are held between class teachers each year and with secondary schools at the end of year 6.
- When children move schools, information is shared through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender orientation or special educational needs and disability.

We have high expectations of all pupils and of all groups of pupils

- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Feedback

We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal

- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable and motivating**.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own learning; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself (VF) or after through small group or 1-1 conferencing. Next step (NS) can also be recorded in books for children to respond to in the next lesson using red pen.
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished - In order to structure and focus this feedback, teachers use "Whole class feedback" forms

4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

Feedback can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher-gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support or further challenge - May redirect the focus of teaching or the task, for example, key misconception that needs addressing immediately	Lesson observations /learning walks/pupil voice
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self or peer-assessment against an agreed set of criteria - Known as "Fishy Feedback" to the children who provide "Friendly, helpful and specific" feedback. - May take the form of a quiz, test or score on a game - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need - Children self-marking during session	Lesson observations /learning walks/pupil voice Some evidence of self – and peer-assessment Quiz and test results may be recorded in books or logged separately by the teacher
Feedforward: 'the next step is the next lesson'	For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proofreading and editing their work. Different groups of learners may be working on slightly different areas according to next step/ attainment level	Lesson observations/ learning walks Evidence in books of pupils editing and redrafting their work in red pen Weekly "Whole class feedback" checklist
Summative	End of unit or term tests or quizzes These help to identify gaps in learning and which learning has been committed to long term memory.	Quiz and test results

	Maths: Termly Herts Diagnostics tests/analysis Writing: Half termly big write – Referring back to year group’s objectives (TAFs) Phonics: Half termly assessments using Read, Write Inc resources Reading: Reading book bands should be reviewed at least half termly. Children in KS2 should complete a termly independent reading assessment. RE: Assessment activities should be completed at the end of each unit of work and recorded on the RE assessment grid. Other Subjects: Teachers should assess the children’s attainment against the unit objectives and record these on the MTP.	Assessment data should be stored in a class assessment folder. Data for Reading, Writing, Maths and Science should be recorded on Arbor at the end of each term. This information will provide the basis for Pupil Progress Meetings.
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Guidance for teachers

Proof reading and editing in writing lessons

During the writing phase of a literacy sequence, lessons will allow time for editing where children receive whole class/individual (1-1 conferencing) or group feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses

Teachers will apply the agreed marking codes for marking in books.

Teachers will have looked at pupils’ work soon after the previous lesson and identified strengths and areas for development , looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content.

For some children, teachers will identify a next step for the child to respond to, using the imperative, e.g.:

NS: In the first paragraph, there are three spelling mistakes. Correct them.

NS: In this section, please add in full stops and capital letters.

NS: Change the fronted adverbial for three of your sentences.

Children must also be given time within the lesson to edit. This can be done in a variety of ways:

- Shared example to ‘edit and improve’
- Peer marking
- Teacher modelling
- Guided learning
- Small group or 1-1 conferencing
- The teacher might need to draw a box around a section of text to narrow down the search area for the pupil

Spellings

Within general work – this will vary according to the child's level of attainment and the nature of the work.

- Children would be commended for producing phonetically plausible word attempts or using standardised rules even where misapplied. Obviously, the correct form should then be introduced.
- Children should be encouraged to attempt spellings in their writing because it provides an insight into their strategies.
- It is extremely useful to have displays to which children may refer for phonics and spelling rules.

At Key Stage 2

The focus of spelling corrections in all work should be:

- topic/subject specific key vocabulary
- age related common exception words
- recently learned/revised spelling rules

An appropriate amount of spelling corrections should be made for the length of the piece and in relation to the attainment of the child.

We support and develop independence with identifying and correcting spellings. Children will develop at differing rates and teachers will use their judgement to select the most appropriate form of feedback for the individual child.

- 1 Teacher underlines spelling mistakes in green pen and provides support to correct spellings.
- 2 Teacher underlines spelling mistakes in green pen and child use resources to support corrections independently or with peers.
- 3 Teacher writes (sp) in the margin, in line with spelling mistakes and children use resources to support corrections independently or with peers.
- 4 Children proofread work, identifying and correcting spelling mistakes independently.

Feedback in maths

All maths work involving calculations must be marked. This can be done through:

- Teacher marking
- Peer marking
- Child self-marking and correcting

All other subjects

Work needs to be acknowledged.

Early Years and Foundation Stage

In our EYFS curriculum, learning is mainly through creative play and ongoing assessment, much of the work is practical. The majority of feedback is given orally, where carefully planned questioning moves the children on in their learning.