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*"And now these three remain: faith, hope and love.*

*But the greatest of these is love."*

*1 Corinthians 13:13*

# ASSESSMENT, FEEDBACK and MARKING POLICY

**Policy Lead  
Committee:**

Local Academy  
Committee

**In consultation with:** Headteacher

**Approved by:**

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**Review Frequency:** Two years



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## 1. Introduction

Newnham St Peter's C of E Primary School's Assessment, Marking and Feedback Policy is based on the following principles and methods from the *Teacher Feedback To Improve Pupil Learning Guidance Report* (Joe Collin and Alex Quigley (EEF), 2021).

The report recommends the following principles and methods for teacher feedback:

- Lay the foundations for effective feedback:
  - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
  - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- Deliver appropriately timed feedback that focuses on moving learning forward:
  - There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
  - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupil's exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
  - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
- Plan for how pupils will receive and use feedback:
  - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
  - Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
- Carefully consider how to use purposeful, and time-efficient, written feedback:
  - Written methods of feedback, including comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
  - The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.



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- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

## 2. Purpose and Aims

The purpose of this policy is to make explicit how teachers assess children's progress, mark children's work and provide feedback at Newnham St Peter's C of E Primary School. This policy also recognises the important role children play assessment enabling them to become reflective learners and to close the gap between current and desired performance.

A consistent approach to assessment, marking, and feedback promotes high standards and ensures continuity across all classes.

Summative assessment data is crucial for self-evaluation, identifying strengths and areas for improvement at individual, group, and whole-school levels. This analysis is also essential in enabling the Local Academy Committee to have a clear understanding of the performance of the school.

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance.

## 3. Roles and Responsibilities

3.1 – It is the responsibility of the Local Academy Committee:

- To establish a policy for assessment, feedback and marking and to monitor the effects of the procedure.
- To monitor that the policy is being consistently applied across all classes and challenge inconsistencies.
- To monitor and challenge data alongside other sources of information such as LAC visits, book looks, meetings with pupils and subject leaders.

3.2 – It is the responsibility of the Head teacher:

- To ensure the policy is being consistently implemented across all classes.
- To ensure that there are consistent standards for feedback and marking across the school.
- To collate and analyse assessment data using INSIGHT and utilise the information to support school improvement and thus raise standards at a whole school level.
- To schedule Pupil Progress Meetings.
- To ensure that statutory requirements are met.
- To keep up to date and inform staff on latest information and requirements.



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- To inform the Local Academy Committee about the school's performance on a termly basis or when requested/agreed by LAC members.

3.3 – It is the responsibility of subject leaders:

- To advise colleagues on feedback, marking assessment and recording that is specific to their subjects.
- To attend any Pupil Progress Meetings relevant to their subject.
- To complete assessment moderation through book looks.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.
- To complete an annual subject leader report for June each year.

3.4 – It is the responsibility of all teaching and educational support staff:

- To ensure the policy is being consistently implemented in their class.
- To familiarise themselves and comply with this policy and procedures in accordance with the Teachers' Standards.
- To collate and analyse all assessment data (both formative and summative) by marking books, giving feedback and using INSIGHT. In turn, utilise the information to adapt teaching and planning and to support children in making progress and close gaps in learning.

3.5 – It is the responsibility of all educational support staff:

- To ensure the policy is being consistently implemented with the children they are supporting.
- To familiarise themselves and comply with this policy and procedures in accordance with the Occupational Standards.

#### **4. Marking and Feedback**

All feedback and marking must be meaningful, manageable, and motivating to advance pupil progress and outcomes. Marking is used to advance individuals: by identifying next steps, motivating to improve and adding challenge. Marking is only relevant when it is achieving one or more of these goals. Marking and feedback are aspects of formative assessment.

Teachers promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset.

Wherever possible, feedback will take the form of either verbal feedback as a conversation between the teacher and pupil(s) or written comments, which pupils may or may not need a response.



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All written work will be marked and this will be evident in some form in the children's work.

#### 4.1 – Verbal feedback


- Verbal feedback may be teacher to pupil, pupil to teacher or pupil to pupil.
- Verbal feedback during a lesson is considered to be most effective enabling pupils to make immediate responses or teachers to adapt plans mid-session accordingly, either by reinforcing what has been taught or by adding challenge.
- Where verbal feedback has taken place, this will be indicated using the code VF inside a circle using a turquoise pen (VF).

#### 4.2 – Written Feedback

- Correct answers will be marked with a tick (✓) using a pink pen (Positive Pink).
- If children have shown they have achieved the success criteria and learning objective, then the teacher will tick these too. Teachers will then use a positive stamp to the right of the learning objective and success criteria sticker.
- Mistakes will be marked with a dot (•) in turquoise pen (Try Again Turquoise).
- The children should then respond to this by correcting the answer in purple pen (Polishing Pen). Children will be given time to act on any feedback provided.
- The following marking codes are used to provide feedback. These codes will be displayed in every classroom:
  - ✓ Correct answer
  - • Incorrect answer
  - S Spelling mistake (the word will be underlined until the end of Y4)
  - p Punctuation mistake (the error will be underlined until the end of Y4)
  - g Grammar mistake (the error will be underlined until the end of Y4)
  - ^ Missing word
  - (VF) Verbal feedback has been given
- When marking spellings, teachers will exercise their professional judgement if a child has a particular need around spelling. Therefore, they will decide as to which words and how many words will be corrected. The expectation is for most children to be correcting most, if not all, of their spelling mistakes.
- When correcting spellings, an S will be written in the margin as well as by the incorrect word. Children will then attempt to write the correct spelling in the margin in purple pen. If the child gets it wrong again, the teacher will then write this out correctly at the end of the work for the child to practise 3 times.



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- If the teacher has identified a clear and achievable next step for the child to complete, this will be written in turquoise pen using the next steps symbol (  )
- The White Rose approach to maths encourages pupil-teacher dialogue throughout the lesson. As such, the majority of feedback will be given immediately in verbal form and through whiteboard tasks (guided practice).
  
- The following support codes are written in books to the left of the learning objective. They give an indication of the level of independence of the pupil when producing the work. If no support code is used, the work has been completed by the pupil independently. The codes are as follows:
  - **S-** Minimal support was given. Child struggled to access initially but with some scaffolding, they could then be independent.
  - **S** Support was given. Child struggled to access and resources were used to enable them to complete some work independently.
  - **S+** A lot of support was given. Child had minimal access to the work and required a high amount of input and scaffolding to complete the task.
- In Maths, the S-, S and S+ codes will be put next to the individual question numbers in the workbooks, rather than for the whole piece of work.
- In EYFS, feedback focuses on supporting children's immediate learning through meaningful interactions rather than written comments. Feedback is primarily verbal, embedded in play, and responsive to children's emerging skills. Observational assessment is used to identify next steps and offer targeted guidance that is age-appropriate, constructive, and encouraging. Any recorded marking is minimal, purposeful, and designed to inform future planning rather than evaluate children's work in a formal way. This approach ensures feedback remains developmentally appropriate and supports continuous, confident learning.

#### 4.3 – Next steps

- It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding.
- For slips, it is often enough to simply indicate where each slip occurs, with pupils given time to correct them.
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small group or 1:1 the teacher may arrange same/next day intervention as a means to act on feedback and move forward in their learning. For a large number of pupils, the errors will be addressed in the next lesson.
- When this cannot be done during the same lesson, time for pupils' responses is given at the start of the next lesson.
- For both verbal and written feedback, comments must be appropriate to the age and ability of the child and so may vary across groups and key stages.



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- Where a child has received a number of S or S+ codes, the teacher must decide whether appropriate amendments have been made for the child to access the learning independently. If the child is not on the graduated pathway, a discussion with the SENDCo must take place. If the child is already on the graduated pathway, then the targets on the My Plan need to be amended to support the child in attempting to work independently.

## 5. Summative Assessment

### 5.1 – Data is used to:

- Inform Senior Leaders, subject leaders and the Local Academy Committee of the school's current strengths and weaknesses, enabling them to act accordingly.
- Track children's current attainment and relate this to prior attainment at key learning points to ensure a secure understanding of individual and whole group progress.
- Track children's current attainment across core subjects to identify where children are age related or working at greater depth in Reading, Writing and Mathematics.
- Inform staff progress discussions ensuring all children are appropriately planned for.
- Inform parents where their children are in terms of progression as well as attainment. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:
  - How their child is performing in relation to their past achievements and to national standards.
  - Their child's strengths and any particular achievements.
  - Areas of development and improvement.
  - How they can help.
  - Whether the child is happy, settled and behaving well.

5.2 – In KS1 and 2, Age Related Expectation (ARE) teacher judgements are carried out in reading, writing and maths at the end of the autumn, spring and summer terms. Writing is teacher assessed with age related expectations being defined by agreed year group success criteria. This is also supported by an AI tool that provides teachers and children with feedback and tracks objectives.

5.3 – To add rigour to teacher judgements, all staff participate in 'book looks' and moderation events, including those organised across the Severn Federation Academy Trust. The Local Academy Committee monitor and challenge data, look at books and meet with pupils, teaching staff and subject leaders in order to verify and triangulate the information provided at committee meetings.

## 6. Formal Assessment Cycle



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Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The following assessments take place during the year. All data will be recorded on Insight.

The formal assessment cycle for each year groups are:

- Reception
  - Reception Baseline Assessment (RBA) is completed within the first 4 weeks of the year.
  - Read, Write, Inc. (RWI) phonics assessments are completed at the end of each half term.
  - Teacher judgements are made against the 17 Early Learning Goals (ELGs) at the end of each half term.
  
- Year 1
  - RWI phonics assessments are completed at the end of each half term until the children complete the scheme.
  - Phonics Screening Check (PSC) is completed at the start of the of the second summer half term.
  - Fluency assessments are completed at the end of each half term once they have started whole class guided reading after completing the RWI scheme.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.
  - Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.
  - NFER Reading and Maths assessments are completed at the end of the spring and summer terms.
  - NFER Spelling, Punctuation and Grammar assessments are completed at the end of the summer term.
  
- Year 2
  - RWI phonics assessments are completed at the end of each half term until the children complete the scheme.
  - PSC is completed at the start of the of the second summer half term for those children who did not pass in Year 1.
  - Fluency assessments are completed at the end of each half term once they have started whole class guided reading after completing the RWI scheme.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.



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- Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.
- NFER Reading and Maths assessments are completed at the end of the autumn and spring terms.
- NFER Spelling, Punctuation and Grammar assessments are completed at the end of the summer term.
- End of Key Stage One assessments for Reading and Maths are completed at the end of the summer term.
- Year 3
  - Fluency assessments are completed at the end of each half term.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.
  - Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.
  - NFER Reading and Maths assessments are completed at the end of the autumn, spring and summer terms.
  - NFER Spelling, Punctuation and Grammar assessments are completed at the end of the summer term.
- Year 4
  - Cognitive Ability Tests (CATs) are completed in the first half term of the autumn term.
  - Fluency assessments are completed at the end of each half term.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.
  - Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.
  - NFER Reading and Maths assessments are completed at the end of the autumn, spring and summer terms.
  - NFER Spelling, Punctuation and Grammar assessments are completed at the end of the summer term.
  - Practise multiplication check to be completed at the end of each half term.
  - Multiplication Check (MTC) is completed at the start of the of the second summer half term.
- Year 5
  - Fluency assessments are completed at the end of each half term.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.
  - Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.



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- NFER Reading and Maths assessments are completed at the end of the autumn, spring and summer terms.
- NFER Spelling, Punctuation and Grammar assessments are completed at the end of the summer term.
  
- Year 6
  - Fluency assessments are completed at the end of each half term.
  - Teacher judgements are made for Reading, Writing and Maths at the end of the autumn, spring and summer terms.
  - End of the unit quizzes for all other subjects are completed.
  - Teacher judgements are made for all other subjects are made at the end of the half term that the subject was taught.
  - NFER Reading and Maths assessments are completed at the end of the autumn term.
  - Practice End of Key Stage Two assessments (SATs) completed at the end of the first autumn half term, end of each spring half terms and two weeks before SATs.
  - End of Key Stage Two assessments (SATs) completed in the penultimate week of the first summer half term.

## 7. Transition and Transfers

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between year groups and schools). This ensures that children have the maximum opportunities to achieve. Transition meetings are held between class teachers and with the relevant secondary school at the end of year 6. When children move schools, information is sent securely through the CTFs (Common Transfer Files).

## 8. Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities. Therefore, 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.



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**This policy is available on the school website:**

<https://www.nspschool.uk/page/?title=Policies&pid=61>

**Paper copies are available on request from the School Office.**