St Mark's CE School

Assessment and Feedback Policy

Policy Statement and Guidelines

Policy Date: Summer 2025

Review Date: Summer 2027

St. Mark's Church of England School

Feedback

Rationale

At St Mark's C of E School, we fundamentally believe that the purpose of feedback is to impact directly on pupils' future learning. We value the importance of allowing teachers to use their professional judgement on the type, frequency and depth of feedback given to ensure that it is both meaningful in promoting progress and manageable on workload.

Our flexible approach ensures that students' needs can be met across key stages, year groups and individual subjects. It is important to our students that their work, effort and successes are acknowledged, whilst personal areas for development are given. We encourage all students to be self-reflective, evidencing their own successes and engaging in active dialogue about their learning.

Key Principles

● The sole focus of feedback should be to further students' learning – teachers use their professional judgement when selecting appropriate feedback tools.

● Students should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.

● Feedback will be accessible, inclusive and consistent within each phase.

● Feedback will be focussed and diagnostic (modelled strategies/manageable targeted next steps), leading to systematic and clear progression in learning.

● Feedback should empower students to take responsibility for improving their own work. Time will be planned into lessons for pupils to self-assess and self-reflect on their learning and the feedback given.

● Feedback will inform future planning/targets as well as ongoing assessment.

● Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

The St Mark's Feedback Toolkit

Verbal Feedback from teachers/TAs is instant and interactive and should be used within each and every lesson. This is critical at all stages to correct understanding or extend learning and is an essential tool for ongoing AFL. Verbal feedback also forms a significant element to any guided group work or practical activities. Children can respond to feedback

using their 'Purple Editing Pen' when appropriate.

Whole Class Feedback should be given within lessons as much as possible.

- ● Teachers should use CFU (Checking for Understanding) strategies in class, such as the use of mini-whiteboards.
- ● Teachers should respond to data collected within the lesson by reteaching knowledge as necessary before moving on to new content. **Teachers will not ignore misconceptions.**
- ● Teachers will circulate the room during the independent practice phase of the lesson, looking at work and actively hunting for work to show the class as a model and to find misconceptions that need to be addressed either 1:1 or as a larger group. This is supported through our Intentional modelling technique.

Whole Class feedback will also be given by looking at the outcomes from students' work in books at the end of the lesson. Teachers will make notes on the key messages to give feedback to students at the start of the next lesson using the format below, or within their own note taking system. This can feed into the next lesson and, with the addition of using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work.

Example of template for whole class feedback.

Whole Class Feedback	Subject:
Work to Praise and Share:	**Even better if:**
Basic Skills Errors:	**Presentation:**
Misconceptions/next lesson steps:	

Self-assessment is encouraged, with students assessing against model answers, scaffolds, checklists and the criteria they have access to using a purple editing pen. This is an ongoing process, however most lessons include several opportunities to pause and talk students through this as a class or in groups or independently assess their success through the use of AFL strategies.

Peer Assessment also needs sufficient training and ground rules to be most effective but includes the use of talk partners or highlighting evidence in other pupils' work, encouraging a strong dialogue of learning. This will often be a verbal interaction and does not require a

written outcome. Pairing up of pupils needs careful planning for maximum effectiveness e.g. not pairing up two weaker writers.

Intervention may be a tool for giving feedback when individuals/a small group have misunderstood/struggled with a concept. This may be through same day intervention (Keep up, catch up) and could be on an individual or group work basis. This will be signalled in the primary phase with K.U.C.U.

Summative Marking - ticks (correct) and dots (errors). This often involves pupils or teachers/TAs marking to make a quick assessment of right/wrong responses. Students will tick their work if it is 100% correct and 'edit' their work if it is not 100% correct. Teachers will not accept wrong/incomplete answers (verbally or in writing) – teachers will only mark an answer as correct when it is 100% correct.

In depth marking (pupil not present) can be helpful when marking in depth and using full written comments. It is completed as soon after a lesson as possible and before the next planned session. It is essential with this form of marking that adequate time is planned in for students to read, reflect and re-draft their work in purple pen, responding to the teacher's comments. This lesson will feature genuine, specific praise of best work, live modelling and then independent redrafting. Time spent by teachers on distance marking must be balanced against its impact on moving learning forward. Students should be given in depth feedback regularly to ensure that they are aware of their next steps and how to improve.

No more marking (pupil not present) can be used in departments and year groups to utilize comparative judgment for assessing student work, particularly in writing. It's a method that aims to improve the reliability and efficiency of assessment by having teachers compare student responses against each other rather than assigning numerical scores or grades. The system is designed to reduce teacher workload and address potential biases in traditional marking methods.

Moderation (pupil not present) supports judgements of outcomes by working with teachers within phases and departments within school and with externally. I.E at Local authority or SCLT moderation meetings. 2

Each student to receive teacher comments in blue (praise) and pink (development) pen:

- Development feedback should focus on the rigour of student work as opposed to presentation. Teachers' comments should highlight the highest leverage action step to improve the work based on the intended learning outcomes. These are often best coupled with some thinking prompts/annotations on the work to support students' improvement. Comments on presentation are additional and do need to be made, linking to our non-negotiables of student work.

Non-negotiables of student work

These are:

- Care is taken by all students over the quality of handwriting and all teachers hold high expectations of all pupils for handwriting. All students in the secondary phase should use a joined, legible script as expected by the end of key stage 2 standards. In the primary phase, students' handwriting should reflect the expectations for their year group/key stage.
- Students take pride over the presentation of their workbooks, using a black pen/pencil for writing and a pencil for drawings and diagrams. Where mistakes are made, these should be crossed out neatly. Each lesson should be fronted by a date, learning intention/title and margin where required. These should be underlined neatly with a ruler. The expectation of this should relate to the child's age or developmental ability.

- Where worksheets/additional resources are stuck into workbooks, care is taken by students to ensure that this is done neatly.

- Spelling should be addressed across the curriculum, as appropriate to the students' stage of learning. Key errors should be highlighted to ensure that misconceptions are not embedded.

AGREED FEEDBACK CODE

The Agreed Feedback Code is a carefully selected group of symbols that have been agreed amongst the staff, to give clear and concise feedback to children, without being too onerous on workload. The code is applicable to all year groups, but may be used more in KS1 due to the pictorial approach to feedback better meeting the needs of the children. Colour coded pens for teachers will be used in the secondary phase if appropriate, but not required as long as the feedback principles remain.

Blue Pen Correct/praise/success etc.

Pink Pen Target/Correction/tip/suggestion etc.

Purple Pen Pupil responding to feedback: correcting/editing/improving/self-assessing etc.

VF Blue/Pink Verbal feedback given/discussed. It is not necessary to annotate the given feedback as the impact will be seen in the children's progress from that point on.

I S G on the learning intention (primary). This identifies independent, supported or group work and supports summative assessment judgements.

SP/SP Spelling Mistake/Spelling accuracy

CL Blue/Pink Use of Capital Letter(s)

Blue/Pink Finger space between words

Blue/Pink Using sounds for spellings

^ Pink word/phrase omitted

Missing punctuation

Check and read for sense

_____ blue underlining – strong composition in writing/use of the tool kit features

_____ pink underlining - weak composition in writing/needs editing

K.U.C.U Keep up catch up intervention has taken place (primary phase - no further annotation is needed as impact will be seen in the students' books)

Where symbols are being used to signal errors to the students, the symbols should be positioned in the margin in the line of which the error has occurred, rather than directing their attention to it instantly. This is to support them in locating their own errors, which will prevent them happening repeatedly. Children will need to be trained in this process through guided modelling by the teacher.

Clarity and Consistency

- Regular feedback must be given to students to ensure progress is made across all subjects and misconceptions are addressed. Teachers should select feedback tools from the tool kit that are appropriate for different contexts.
- Written comments should also model expectations and non-negotiables given to pupils, for example written in cursive style (primary phase), legible joined script (secondary phase) and be correctly punctuated.
- Where feedback is recorded in books, praise should be recorded in blue pen. Where improvements need to be made and constructive feedback is given, this should be recorded in pink pen. The colour codes also apply to the agreed marking symbols.

Responding to Feedback

- It is vital that time is built into lessons for pupils to respond to the feedback they are given and to take responsibility for their own learning through editing and improving/self-correction with the use of their Purple Editing Pen when appropriate.

- Where large numbers or groups of pupils have misunderstood an element of learning, this is picked up in planning or focussed group work rather than teachers marking or pupils responding unnecessarily.

Equal Opportunities

All pupils are entitled to have their work marked in accordance with this policy. Marking and feedback must be accessible to all pupils, reflecting their individual needs and abilities. Care is taken to ensure that feedback is accessible for those pupils with SEN, new to English and/or new to the school. Teachers requiring support with this can speak to their line manager.

Feedback Responsibilities

● Teachers ensure that this policy is carried out in each class, involving and training up the pupils themselves. This is built upon mutual trust through effective adult/pupil relationships. Teachers also work with TAs to ensure that they are confident implementing this policy with any groups they work with.

● Subject leaders monitor effective feedback within their subjects and give feedback to teachers in line with the principles of this policy, as well as feeding back to the assessment leader.

● The assessment leaders are responsible for liaising with the Heads of School, subject leaders, the Executive Headteacher and governors over the implementation of this policy and its effectiveness across the school.

Support and training:

● Work sampling/book scrutiny and audits are used regularly to identify training needs for staff, including through coaching, PDMs and INSET.

● Good practice includes teachers and TAs working with colleagues to look at and learn from each other's marking and feedback.

● Effective examples identified through any sampling/sharing of marking and feedback may be used with all staff as models of good practice.

Monitoring and evaluation:

This policy is reviewed annually to ensure that it remains fit for purpose and is being applied consistently. A regular marking and feedback review is used to help identify training needs and any proposed changes to the policy.

Assessment and Reporting

High quality assessment is an essential part of what teachers do in the classroom. From a simple question and answer session to check if students are ready to move on in their learning to a formal examination, teachers are constantly gathering information about their students. The information they gather has a number of uses:

● to help teachers plan
● to let teachers and students understand where they are in their learning and how to move on
● to monitor and track progress
● to trigger intervention
● to provide information for parents

Assessment and reporting in EYFS

A combination of formative and summative assessment is used within EYFS. The main summative assessments are the Reception Baseline which is completed within the first six weeks of a child starting school and the EYFS profile at the end of Reception.

Adults will conduct half termly assessments using the curriculum milestones as a guideline to assess whether individuals are on track or not to meet the Early learning goals (ELGs). These are used to inform future planning, next steps in children's learning and additional support that may be needed by individuals. These assessments are discussed at half termly monitoring meetings and termly pupil progress meetings. These are recorded on SIMS and a Year R data spreadsheet using the codes of 1 (not on track) and 2 (on track). Progress of the percentage of the cohort in achieving GLD is also reported as part of these.

"Staff should use their professional judgement to make EYFS profile assessments, using their knowledge and understanding of what a child knows, understands and can do." EYFS profile Handbook 2025.

Recorded, written or photographic evidence is not required however staff should have a deep knowledge of each child's development. They should reflect on a child's progress over time and not use isolated snapshots to inform their assessments. This can be achieved by engaging with children during Discovery Time to understand their thinking, observing learning as it naturally occurs and using knowledge of the child during adult let inputs or groups.

When assessing the ELGs a best fit approach should be used. This should consider what a child can do consistently in their day to day play and learning.

Staff will use a variety of sources to ensure they have a deep understanding of each child's development. This includes phonics tracker assessment results and work in literacy and maths books from adult led groups and observations and interactions with the children.

Tapestry will be used to record anecdotal notes that capture meaningful moments that highlight development for each child. This could be in the form of photographs or written observations by teachers or TAs. For literacy and maths, evidence of independent application of learning can be captured via photographic evidence or recording verbal responses observed as part of interactions with the child. Tapestry will also be used to capture pieces of work or interactions relating to the other areas of learning that have been observed. Parents will also be allowed to upload observations of the children's learning in their home environment. This will ensure staff have a holistic view of the child when making assessments.

In addition to parents evening and end of year reports, Tapestry will also be used to report to parents on the progress of their children throughout the year.

NELI will also be used to identify and track children's progress in communication and language skills throughout the year and identify any children who may benefit from receiving targeted speech and language support.

Moderation of teacher assessments for the ELGs is done through professional discussion with staff using anecdotal evidence from tapestry and children's books to assist with this.

Assessing Students across the Primary Phase and Secondary Phases

As the curriculum is our progress model, put simply, assessment is there to ask how well the curriculum for each year group is being taught, learned and remembered. Through ongoing and formative assessment, we adapt the pace of the curriculum to ensure that it is sufficiently challenging and supportive for cohorts of students, identified groups of students and individuals. Our aim is for all students to access all elements of their learning and to interleave knowledge so that it is understood, remembered and applied in the longer term.

We assess through:

● Checking how well the intended curriculum has been implemented and subsequently understood and remembered. This is crucial across every subject – rewinding, for example, previous science or geography or art content, to build new knowledge on secure foundations. The St Mark's all-through curriculum maps for each subject ensure that teachers make explicit links to prior knowledge.
● Daily questioning and discussion.

● Daily feedback and marking (see feedback policy)
  ● Phonics scheme ELS is regularly monitored for progress through a structured cycle.

● 1:1 reading (phonics trackers are in place for all pupils on a phonics programme). Teachers and TA keep records of 1:1 reading in primary phase, which are monitored by leaders.
● The checking of understanding through whole class teaching. The emphasis is on children 'keeping up' with expectations to enable them to be ready for the next stage of learning.
● Regular retrieval practice across all subjects through quizzing (including use of knowledge organisers). In the secondary phase, fortnightly learning checks (e.g. 10 question MCQ, short exam style question etc) will be completed by all students.
● Within each unit of learning, a Deeper Learning Check (e.g. a pre-planned assessment task, an essay, a longer set of questions etc) will be completed across all subjects by all students in all phases (years 1-11).
● Pre and post unit assessments where appropriate.
● Termly assessments. These vary according to phase, but may include more formal testing. The purpose of termly assessments is to compare students' progress and attainment with that targeted for each individual, based on performance at the end of the previous key stage, and high expectations and aspirations.

These include:
  ● NFER assessments within primary phase for reading and SPAG at the end of each term.
  ● Accelerated reader 'Star reader tests' take place regularly throughout the year in primary.
  ● Maths tests in both phases at the end of each unit

  ● More formal assessment weeks and mock assessments will take place in Year 6 and at KS4 to assess learning over time in preparation for End of Key stage assessments (SATs and GCSEs)
  ● Practice phonics and Multiplication table checks tests also take place to ensure children are on track in the relevant year groups.

At the end of each term, teachers will report an attainment target for each student and these will be recorded on SIMS. Each term's assessments lead to pupil progress meetings in which each student is discussed to determine any change in provision required.

The following grade descriptors will be used across the school:

Key Stage	Autumn	Spring	Summer
Early Years	On Track or Not on Track	against half termly milestones in each area of learning On Track or Not on Track	against Early Learning Goals
KS1	Year group within curriculum being taught to the individual child. E.G 1WT, 1M, 1GD	Year group within curriculum being taught to the individual child. E.G 1WT, 1M, 1GD	Year group within curriculum being taught to the individual child. E.G 1WT, 1M, 1GD
KS2	Year group within curriculum being taught to the individual child. (ie, not necessarily in the age related year group)E.G 4WT, 4M, 4GD	Year group within curriculum being taught to the individual child. (ie, not necessarily in the age related year group)E.G 4WT, 4M, 4GD	Year group within curriculum being taught to the individual child. (ie, not necessarily in the age related year group)E.G 4WT, 4M, 4GD
KS3	Related to the curriculum year group the child is in: WTS & WTS+, E & E+, GD & GD +	Related to the curriculum year group the child is in: WTS & WTS+, E & E+, GD & GD +	Related to the curriculum year group the child is in: WTS & WTS+, E & E+, GD & GD +
KS4	1 - 3 4-5 6-9	1 - 3 4-5 6-9	1 - 3 4-5 6-9

Statutory and national assessments:

- Early Years Foundation Stage Profile (end of Reception)
- Year 1 national phonics screening
- Year 4 multiplication tables check
- Year 6 Key Stage Two (KS2) SATs (reading; writing; mathematics, SPAG).
- Year 11 GCSE examinations

Each phase has its own dedicated assessment and monitoring schedule. The dates on the reporting schedule are the deadlines for staff to submit information: there then follows a period of checking before publication.