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Assessment, Feedback and Marking Policy

Introduction

The purpose of assessment in our federation is to inform future planning for individual children and groups of children as well as overall provision. This means we can move learning forwards effectively. Our aim is that any feedback following assessment should be: meaningful, manageable and motivating.

Formative assessment is used by teachers to inform planning and allow lessons to meet the needs of children. On a daily basis we assess the children's understanding and adapt our teaching in order to ensure the children move forwards with their learning.

Summative assessment procedures have been developed to provide a purposeful, clear and manageable system to allow ongoing monitoring of progress for each child over time. Summative outcomes inform wider analysis across classes, cohorts and other specific groups which allows the federation to identify strengths and gaps. The federation uses Compass as a tool to support summative assessment practice for children in all year groups.

Feedback and marking are focused and designed to move learning and understanding forwards. Feedback is often given immediately. This can support addressing misconceptions and misunderstandings in a timely manner. Whole class feedback is our preferred method to manage workload and to be effective in moving learning forwards. We encourage live marking in lessons so feedback in the session can improve a child's understanding swiftly.

We have an agreed assessment timetable across the federation and an ongoing professional dialogue about the progress, attainment and barriers to learning that children face. We also plan federation and external moderation regularly.

Aims

- Effective and accurate formative and summative assessments provide a comprehensive picture of each child's attainment and progress over time to enable teachers to plan effectively and support each child so that they can progress with their learning.
- Formative and summative assessment analysis across the federation enables the Senior Leadership Team to plan relevant CPD and plan for ongoing development.
- Assessment procedures and expectations are consistent throughout the federation.
- Children understand feedback is designed to support their learning and progress and allow ongoing improvement in work.

- Clear progress and attainment information is shared with parents in an appropriate and timely manner.
- To ensure that each pupil's progress is monitored and tracked throughout the federation and teaching meets their needs.

Assessment Procedures

- Teachers track progress and outcomes for each pupil at key assessment points throughout the year and record these on Compass for all areas of learning in the Early Years Foundation Stage (EYFS) and for core subjects in Key Stage 1 and 2. Foundation subjects are tracked in Key Stage 1 and 2 using a system, which also allows monitoring of progress and achievement over time. Assessments at key assessment points are informed by work over time and individual observations of children in the EYFS.
- Teachers continually assess progress in daily lessons and sequences of lessons to inform teaching. In all year groups, the use of ongoing formative assessment strategies inform teaching. Examples include specific questioning, retrieval practice and observations.
- Summative assessment outcomes are analysed for all classes, year groups and other groups and this information informs the ongoing professional dialogue around assessment and monitoring of progress throughout the federation. For example, Senior Leaders meet with all class teachers to complete regular Pupil Progress Meetings throughout the academic year. The Deputy Headteacher tracks assessment across the federation for Englis, Maths and Science, the Assistant Headteacher tracks assessment across the federation for foundation subjects and the federation Inclusion Lead is involved in the tracking process of SEND and Pupil Premium children. Analysis of attainment and progress information informs federation wide planning which supports all children as they move forwards with their learning. For example, provision of required resources, training for staff and specific intervention.
- Assessment and progress information is moderated within school by year group and key stage teams and externally with a network of other schools where possible. Our external moderation network aims to include schools from within our local cluster and beyond. Statutory moderation by the Norfolk Local Authority for key year groups also takes place annually, and schools are informed of when they are part of this process.
- Ongoing teacher assessments and details of the progress and attainment of children is shared with parents throughout the academic year. This is shared in many ways, including: Autumn Term Report Cards, Autumn and Spring Parent Consultation evenings and at the end of the year via individual end of year written reports.
- Each child in Key Stage 1 and 2 completes regular assessed tasks in Mathematics, Literacy (reading and writing) and Science. Each year group team plans these assessments to ensure consistency across each year group related to the content of their taught curriculum.
- Work samples across the curriculum are collected to support our staff to ensure accurate assessment judgments and provide evidence of our moderation processes. Evidence is collected by subject coordinators and senior leaders in line with assessment and moderation practice.
- Statutory assessments are carried out as required by the Government. This includes the Reception baseline, end of EYFS assessment judgments, the year one phonics screening, the Year 4 multiplication check and the end of key stage assessments in Key Stage 2.
- Pupil progress meetings are held regularly throughout the year. From their analysis of a child's progress and understanding, teachers discuss children with a member of the SLT where progress or outcomes are not as expected at that point in time. All pupil premium children are discussed at each meeting. Next steps and ways forward for these children are planned, implemented and then shared with parents/carers as appropriate.

We need to ensure the feedback and marking in our school has a positive impact on improving children's learning. We believe that verbal feedback and/or live marking during the lesson is often the most appropriate way of supporting the children's progress. Written feedback must have a purpose and be understood by the children in order to be effective, therefore 'live marking' should be used as the most frequent method of marking.

Live marking, in practice is:

- Giving verbal feedback & development points in lessons
- Marking during the lessons and sharing with pupils to have an immediate impact on learning
- Whole class marking and feedback
- Any feedback and marking in the lesson

Our assessment procedures must be:

- consistently applied by all staff
- clear in their purpose
- manageable
- productive in their outcomes
- appropriate for each child

General points:

- Written marking will be done in a green pen.
- Shared marking may take place as a professional development opportunity and to ensure consistency.
- Any symbolic marking will be consistent across the whole federation (see coding section at end of policy).
- Sensitivity will always be shown towards children's work and their feelings about it and comments should be relevant and developmental.
- Sharing a child's work with the whole class or with a focus group celebrates a child's success and can provide a good model for other children to follow.
- Children will have appropriate opportunities to work with their peers to give feedback on their work relating to the learning taking place. This helps the children to identify successes and areas for improvement.
- A range of a child's work and achievements will be reviewed and kept as evidence to secure judgements of attainment and achievement. A child will not be judged on a single piece of work, test or assessment.
- Relevant assessment information will be shared and passed on to a child's receiving school when they leave.

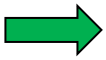
Coding

The following code will be used when adding other focused details:

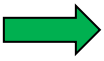
How has your work been marked?



We are pleased with the work you have done. You have shown good understanding of what we have been learning



There is something to improve or check here.



There is an element of SPAG to improve or check here.



This answer is correct.



The answer is incorrect.



This work has been discussed with your teacher.



This work has been discussed with your TA.

This policy was reviewed and agreed by SLT in July '25. This policy will be due for review in July '27.

Appendix 1

Assessment Procedures

EYFS assessment procedures are outlined above.

In Key Stage 1, there are many layers to assessing children as part of the ongoing cycle of assess, plan, do and review. The policy outlines the principles, aims and purpose of assessment in our school, and this appendix provides additional detail.

Key Stage 1 Assessment
We assess using agreed Key Performance Indicator sheets that assess our taught curriculum and the requirements of the National Curriculum. These have been developed by the Infant School to enable us to track the progress of our pupils and plan effectively to ensure children are taught all aspects of the curriculum, and through robust assessment procedures we can check their level of understanding to ensure they succeed.

How we assess progress and achievements of children in Key Stage 1
For additional information please see the How We Assess Progress and Achievements of children in Key Stage 1 power point slide show that is on our federation website. If you are unable to access the website please contact the Infant School office and we will provide you with a printed copy.

End of Key Stage 2 Assessments
The federation ensures it keeps up to date with all current guidance and adapts our practice accordingly. As a result, assessment methods have been adapted accordingly and will be subject to change in line with future information from the DfE.
For further information regarding the end of KS2 assessments please see the Assessment section of the Federation website.

Moderation
All teachers mark and assess the work and progress of each child in their class. They keep records on this and they have a range of written work to base their judgements on.
It is important for us that we are consistent across our federation in our expectations and our judgements. Therefore, we undertake a process called moderation, where staff will meet and look at and discuss the evidence and judgements they have made. They will then agree on a final judgement.
We do this as a whole staff and in year group teams. We also work with teachers from other schools to do this. This means we have a consistent approach and accurate judgements can be made.

Communication with parents
We appreciate that understanding assessment is not always easy. However, it is important for parents to know the stage of their child's learning and how to help them. We will do this by:

- Workshops for parents to explain the assessment processes in school.
- Information on the school website.
- Autumn term and end of year reports
- Formal Parent Consultation evenings in the Autumn and Spring terms. If parents wish to discuss the Summer term reports they are invited to make an appointment to do so.
- Additional discussions for parents where there is a need eg. children who are requiring a great deal of support or who are not making expected progress.