



Moreton Church of England Primary School



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Assessment, Feedback and Marking Policy

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Contents

1. Introduction and Overview

2. Types of Assessment

- Formative
- Diagnostic
- Summative

3. Planning

- Tracking pupil performance
- Progress
- Attainment and Achievement

4. Reporting to Parents

5. Assessment Calendar

6. Feedback and marking

7. Monitoring of the policy

8. Linked policies

Appendix 1 Live Marking Approach

Appendix 2 Marking Key

Appendix 3 Stem sentences

Appendix 4 Examples of Next step comments

Appendix 5 Examples of reflective questions

Appendix 6 Peer assessment guidelines



1. Introduction and Overview

Rationale

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’”

Professor John Hattie (Influences on Student Learning)

At Moreton School, we believe that we are all created in God’s image blessed with the power and wisdom to pursue excellence. Effective assessment provides information to improve teaching and learning enabling opportunities for all children to flourish. Education research provides conclusive evidence that the quality of feedback in learning plays a pivotal role in ensuring pupils make good progress and learn well.

However, feedback in itself is not enough to trigger modifications in learning unless it is actionable, specific and given in a helpful way. The recent work of Ron Berger, John Hattie and Carol Dweck identifies that creating a school wide culture of giving, receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a “growth mindset.”

We encourage our children to play an active role in the assessment of their learning and provide regular feedback on this so that they understand what it is that they need to do better as well as what they are good at. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child’s progress so that teachers, Learning Support Assistants (LSAs), children and parents are all working together to raise standards for all our children.

Promoting children’s learning is the principle aim of our school; assessment, feedback and reporting lies at the heart of this process.

Aims and Objectives

Assessment is a tool for teachers to precisely quantify what children can and cannot do and the aims and objectives of this policy are:

- To be a support in raising the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of pupils/cohorts
- To ensure consistency in assessing achievement and providing feedback
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school’s performance against its own previous attainment over time and against national standards.



2. Types of Assessment

We know that there are many factors that affect a child's attainment and progress, in order to use assessment in the best possible- child centred way we use Arbor, this helps us closely monitor outcomes, assessing a pupil as units of work are covered and revisited. Arbor enables us to also see a child's attendance, if there has been a change in circumstance, behaviour, SEND requirements and so on. This ensures that our practice and input for specific children can be adapted and explored further to ensure the best possible outcomes for all. Our Maths and English policy provide further details on our assessment for these subjects.

Formative Assessment - assessment for learning

This is an ongoing process which measures the children's learning, informs our teaching, short term planning and supports the personalisation of learning. At Moreton we strive involve children in the assessment of their own learning throughout lessons, and helping children take increased ownership of their own learning.

Embedded into our practice are:-

- Verbal and written feedback (known as feedforward) that focuses on success and improvement to move the learning forward
- Talk partners and the use of peer assessment
- Effective questioning to ascertain understanding and direct children to the correct objectives and activities
- Mini-plenaries during the lesson
- Use of technology and working walls
 - Mini teachers
 - Small group- targeted follow up

Diagnostic Assessment

These are ongoing measures which help us diagnose the child's individual learning needs of specific children.

- Ongoing observation of the children across the school, but used with particular reference to stages in the Early Years Foundation Stage Learning and children on the SEN register.
- RWinc assessment from EYFS through to KS1.
- Accelerated reading assessment for all KS2 pupils and some Year 2 pupils. Children reading under their chronological ages, take part in small group Read Write Inc or Fresh Start sessions.
- Assertive mentoring assessments for maths objectives
- TT Rockstars or Numbots for Timestables and Number bonds
- Termly One Plan/ Provision Map reviews to set targets for SEN children.
- Pupil progress meetings. To set up strategies and interventions for achievement.
- Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables



Moreton Church of England Primary School



Summative Assessment

These are the assessments that measure the children's learning at a certain point in time (attainment), and show how much progress or value has been added to the children's learning. Assessments are made termly in reading, writing, maths, science and RE, with speaking and listening and all other foundation subjects included in the summer assessments.

Evaluative Assessment

These are the statutory assessments used to benchmark Moreton School against other schools nationally and in Essex and to set targets for school improvement.

- a) Early Years Foundation Stage Profile
- b) Year 1 phonics tests
- c) Year 4 Multiplication Tables Check
- d) Year 6 SATs tests

Both summative and evaluative assessments are used by the Senior Leadership team and governors to support the analysis of achievement of cohorts, groups or individual pupils within and across the core subjects. The focus will vary from year to year, according to school priorities and to the characteristics of particular cohorts of pupils but could include:

- Pupils who attract the Pupil Premium
- Higher attaining pupils
- Pupils from ethnic minorities
- Pupils with Special Educational Needs
- Boys or Girls
- Pupils with English as an additional language
- Pupils who are looked after by the local authority
- Other vulnerable groups

3. Planning

Teachers review plans regularly as part of effective assessment for learning. Next step and areas to revisit are implemented to ensure each child is able to be successful.

Tracking pupil performance

At Moreton we use a data management system 'Arbor'. The use of this tracking system allows teachers to establish a pupil's rate of achievement and progress over time.

Children are assessed through the year and the assessment data is inputted on a regular basis.

ARE = Age Related Expectation



Moreton Church of England Primary School



Descriptor	Qualifying criteria
Below Key Stage	Child is below all criteria for working at a level below the key stage expected
Below expected	Child is below all criteria for working towards or at ARE
Working towards Expected (WTC)	Child is at the working towards ARE
At expected (EXS)	Child is working at age related expectations
Greater depth (GDS)	Child is working at above age related expectations

Attainment will continue to be measured against a 'secure fit' model, for each child on an ongoing basis.

A very small number of pupils – usually those with additional needs – will not be working at a sufficiently high enough level to access the curriculum designed for their age group. These pupils will be assessed through an appropriate assessment measure.

Progress

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here.

Evidence of Pupil Progress

Evidence of pupil progress is obtained through:

- end of term assessments
- book looks
- teacher / TA notes where applicable
- repetition of baseline assessments.
- Arbor
- Mini assessments at ends of units, and the use of TT Rockstars etc
- year group data files pupil progress discussions

Attainment and achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and



Moreton Church of England Primary School



where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- A high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- A low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but making good progress from their starting point: they are doing well and, almost certainly, trying very hard.

4. Reporting to parents

When reporting to parents the necessity of being clear, succinct and informative is regarded as highly-important by all staff. Formal consultation evenings are held in the Autumn and Spring term, and children are encouraged to attend. Reports conform to statutory regulations.

Reports, verbal and written, highlight achievement and progress, both within long and short-term time-spans. They include indications of future developments and targets. A fully comprehensive written report is given at the end of summer term, this report aims to celebrate each child's successes as well as indicating next steps in preparation for their transition into the next year group.

Early Years have a separate report which comments on each aspect of learning, informing parents of the assessed outcome and information about their child in that area. These reports also contain transitional targets for Year 1.

Phonics screening results are included in the Year 1 report and Year 2 reports if retaken. SATS results are similarly included alongside the teacher report and teacher assessments. Whilst it is not a statutory requirement to report SAT's results at end of KS1, parents can request for the school to provide them with the necessary information.

The school has a highly effective open door policy allowing for on-going oral discussion when needed, where applicable home/school liaison books are also in place.



5. Assessment calendar

	Autumn	Spring	Summer
Assessment	Reading, writing, maths, Science and RE: December	Reading, writing, maths, Science and RE: April	All subjects Early July
Statutory	EYFS - Baseline		EYFS-July Phonics Screening (Y1 & Y2 for any who haven't passed)- June Multiplication Tables Check (yr 4) - June SATS (Y6)-May
Reporting	Parents evening	Parents Evening	Annual Reports
To parents	October/ November	Feb / March	
To Governors	Data Overview including statutory assessments from previous year	Data Overview	Data Overview
Analysis	SLT of statutory assessments (during summer recess)	Pupil Progress meeting	Pupil Progress meeting



6. Feedback and Marking

We identify the need for a consistent and unified approach to the marking, assessment and correction of children's work. It is vital that the work children undertake in lessons is evaluated in a timely manner. Our minimum expectation is to follow our marking key – please see Appendix 1.

Live marking is a consistent and manageable method of feeding forward and assessment. Teachers will circulate and live mark during a majority of lessons using the marking key.

Feedback can either be oral or written but should aim to support and guide the pupils to improve their work as well as praise what they have already achieved. Effort level, and risk taking may also be acknowledged as part of positive learning behaviours.

Marking should be **meaningful, manageable and motivating**.

'The quantity of feedback should not be confused with the quality' (Eliminating unnecessary workload around marking March 2016)

Marking and feedback may include:

- Verbal or written responses
- Providing children with opportunities to become aware of and reflect on their learning needs
- Giving recognition and appropriate praise for achievement
- Scaffolding to adapt approaches for individual needs
- Comments relating to learning objectives and success criteria which have been shared with the children
- Clear strategies for improvement
- Children's involvement in the marking process, both as self-markers and in peer marking
- Opportunities to reason or deepen thinking.

All marking should take place in **blue**, and children may reflect or edit work in a **green** pen. Regular use of stickers, stampers and smiley faces may be used to recognise and reward good work and effort. Where appropriate, misspelt identified or key spellings will be identified by the class teacher by writing the spelling and the child will copy out x3. Comments should be kept brief and to the point- with a clear step to support the pupil's learning either to consolidate or extend. This may be using a 'Next Step' sticker. An **S** will be used to identify where support has been given.

Immediate responsive and summary feedback in practice

Within our lessons individual successes and general misconceptions related to the learning objectives are picked up on, shared and discussed during the lesson. Staff will make regular use of technology to celebrate and review work in relation to the learning objectives. Staff



Moreton Church of England Primary School



will often be able to circulate and mark with the tick annotations set out in the section on marking key.

Written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session or during the whole class summary feedback session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated. Instead, using the marking key, work will be ticked to show it has been checked.

The Assessment for Learning Marking key will be used across the school for all areas of the curriculum. A copy of the marking key will be displayed in every classroom and where appropriate.

7. Monitoring and review of feedback across the school

Senior leadership will review the on-going process of feedback across the school regularly throughout the year. This will include pupil interviews, discussions with teachers (including how and when they record review feedback) and book scrutiny.

8. Other relevant policies


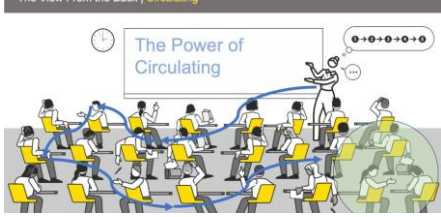

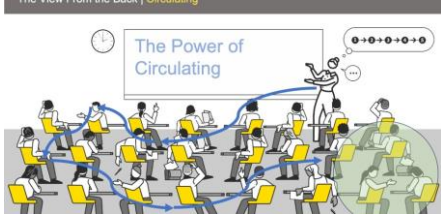
This policy should be read in conjunction with:

Maths Policy, Literacy Policy, Curriculum policy and documents, SEND Policy, EYFS policy and documents, RE policy.








Appendix 1

Live Marking Approach

<p>1. Plan</p> 	<p>Identify potential pupils who might need support or extra challenge when you plan. Ensure staff and children know and understand the marking symbols. Plan for group teaching if applicable based on AfL</p>
<p>Resist immediate help to build resilience and consider using ‘brain, book, board, buddy, boss’, toolkits and working walls. Use AfL to gather data on individuals and groups. Re-explain through mini plenaries. Walk around the room providing feedback as children are working.</p>	<p>2. Circulate</p> 
<p>3. Individual feedforward</p> 	<p>Individual feedback or feedback to groups of children to address misconception or provide extra challenge. Use marking stations for the children to mark their own work. Use the marking symbols to write discussion summary or ‘vf’ in the margin.</p>
<p>Review progress on feedback given. Gather data on individuals and groups for planning/teaching in follow up sessions. Identify exemplar work to share with the class (using screen share or similar). Address common misconceptions (or note them for future planning)</p>	<p>4. Recirculate and feedforward</p> 



Appendix 2

Marking Key	
Annotation	Daily against the learning objective
	Working towards
	Succeeded (prepared for next stage in learning)
	Exceeded
Key for extended marking	
vf	verbal feedback given
^	missing word
sp. <u>wobbly line</u> 	Spelling mistake Check in a dictionary and write the correct spelling 3 times
○	missing punctuation
=	capitalise
//	new paragraph
<u>wobbly line under section ?</u>	check this makes sense
	next step



The **green pen** should be used by children when:

- completing corrections independently;
- marking their own work against a mark scheme/answer sheet
- editing or improving work;
- peer or self reviewing work;
- completing stem sentences (see below)

Stem sentences are reflection sentences, mainly, but not exclusively, used in maths, which we suggest that children complete at the end of a topic/block or unit of work. Here are some suggestions for the starters that children can complete. (more ideas in appendix 2)

The most important thing I learnt was..
I used ... to help me
I must remember ...
What really helped me was...
I am going to work on ...
What really made me think was...

Appendix 3

CONVERSATION STARTERS

Agree

- I agree with the point you made...
- I think you are right about...In my experience...
- I really liked it when you said...because...

Build On

- I would like to build on when you said...with an example...
- I like it when you said, and I think that also...
- When you said _____, it made me think about...

Respectfully Disagree

- I can see why you would say...but have you thought about...
- I respectfully disagree with the point___ because...
- I agree with when you said...but I don't agree with...

@JCasaTodd

CONSTRUCTIVE CRITICISM

What is awesome

- I really liked...
- One of the most powerful elements in my opinion...
- What this media piece does really well is...

Consider changing

- One thing I think that might need to be modified is... because...
- I'm not sure that _____ is the most effective choice.
- I liked _____ and I think that also...

Things to Think About

- Have you thought about...?
- When you said _____, I was wondering if....

@JCasaTodd

(these are used by pupils in Key Stage 2)



Appendix 4

Examples of next step comments

Marking prompts

Marking can reinforce under-achievement and under-expectation by either being too generous, or being unfocussed. Shirley Clarke identifies three different kinds of marking prompts:

Reminder prompts – generally used for higher attainers

- Redirect pupils' attention to the learning intention
- Literally remind the pupil of something that they need to do to improve their work
- They are generally minimal – a 'nudge in the right direction'.

Scaffolded prompts - generally used for middle attainers

- Focus the pupil's attention on something specific by asking a couple of questions
- Offer the pupil some kind of scaffold to assist her to improve

Example prompts - generally used for lower attainers and younger pupils

- Provide some examples that the pupil has the choice to use
- Act as multiple-choice possibilities. The pupil picks one to use.

Teachers and teaching assistants of young learners might consider using these types of prompts when providing oral feedback to children.

Example: Which of these connectives would be best to use in this sentence?

Reminder prompt

How did you make that bag?

Scaffold prompt

Was it hard to make that bag? Did you use the stapler? What else have you used?

Example prompt

You've made a bag haven't you? How did you stick the handles on? Did you use glue, or string or a stapler?



Appendix 5

The following questions may be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in . . . ?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in . . . ?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?



Appendix 6

Peer assessment: guidelines for teachers and rules for children

- The roles of all parties need to be clearly defined.
- Children need to be reminded that the focus of their task is the learning objective.
- The pupil needs time to reflect on and check his or her writing before a peer assesses it.
- The response partner(s) need time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.
- The response partner(s) should ask for clarification rather than jump to conclusions.
- The response partner(s) should begin with a positive comment about the work.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- The author should make the marks on his or her work in green pen, as a result of the discussion.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvements.
- It would be useful to role play peer assessment in front of the class, showing them the wrong way and the right way to proceed.