

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



ASSESSMENT, FEEDBACK AND MARKING POLICY

Review Date: May 2027

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

St Vincent's Catholic Primary School Assessment, Feedback and Marking Policy

Good assessment practice at St Vincent's Primary School will:

- raise standards of attainment and behaviour and improve pupil attitudes and responses.
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required.
- promote pupils' self-esteem through a shared understanding of the learning processes and the routes to improvement.
- guide and support the teacher as planner, provider and facilitator of learning

Introduction

At St Vincent's we believe that:

assessment should be an integral part of the teaching and learning process. Teachers, support staff, pupils and parents all have an important part to play in that process.

The purpose of assessment is:

- to enable children to progress
- to support children in recognising how to progress
- to inform future planning for individuals, groups and classes
- to summarise attainment

In addition, assessment supports teachers and the SLT as designers and evaluators of the curriculum;

- It enables the teacher to adjust teaching and focus on how pupils learn.

- It draws upon a wide range of evidence when using a variety of assessment activities.
- It tracks pupil performance and in particular identifies those pupils at risk of underachievement.
- It provides information which can be used by teachers and the SLT as they plan for individual pupils, groups and cohorts.
- It provides information that can be used by parents or carers to understand pupils' strengths, weaknesses and progress.
- It provides information which can be used by other interested parties (e.g. school governors) and
- It provides information that can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards.

Two distinct types of assessment are identified and used in our school -

1. Assessment for learning (AfL) or Formative Assessment

Assessment for learning helps to identify next steps needed for a child to make progress. It takes account of pupils' strengths, as well as areas for development. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets, and it informs teachers' planning.

Assessment for learning will:

- provide insight into pupils' learning for both pupils and teachers.
- promote success for all.
- support the target-setting process.
- enable continuous reflection on what pupils know now and what they need to know next.
- measure what is valued.
- allow judgements to be made in relation to learning intentions/questions or success steps and promote immediate intervention.
- raise standards by taking pupils to the 'edge of their capability'.

Implications for teaching:

The teacher will:

- provide targeted oral and written feedback which identifies strengths and the next steps for improvement.
- promote pupil involvement in self and peer assessment.
- act on insights gained to inform curricular targets.
- plan against what children know/can do/understand.
- make standards, expectations, objectives, intentions, key questions and/or success steps explicit to pupils.

- promote inclusion by attending to all pupils' learning needs particularly for pupils who are at risk of underachievement.
- engage pupils in rich questioning allowing for 'thinking' time (planned waiting).
- build in time for focused observation of teacher-directed and child-initiated activity.
- impact on learning and the learner.

Impact on learning and the learner:

The pupil will:

- know what to do to improve.
- know what standards are required.
- know what has been achieved against known success criteria and what to do next.
- gain confidence, motivation and self-esteem as a learner.
- improve their own self-evaluation skills.
- make progress.
- increase their awareness and understanding of their own learning style(s) and of how they learn best.
- improve their feedback, encouragement and critique skills.

Assessment of learning (AoL) or Summative Assessment

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning. At St Vincent's we use some tests and external assessments (for example SATs papers, Early Years Foundation Stage Profile, SEND reports) as well as teacher assessment. These assessments give a snapshot of a child's attainment on a particular day, and are useful for benchmarking and comparative purposes.

Assessment of learning will:

- provide a summary judgement about what has been learned at a specific point in time.
- establish national benchmarks about what children can do and about school performance.
- show what pupils can do without support.
- inform the target setting process.
- hold the school to public account.
- promote subsequent intervention(s).

Implications for teaching

The teacher will:

- provide a periodic summary through teacher assessment and tests.
- identify gaps in pupils' knowledge and understanding.

- identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance, which guide future planning.
- implement strategies to accelerate progress to meet local and national expectations (narrowing the gap).

Impact on learning and the learner

The pupil will:

- be able to gauge their own performance in comparison to others and against previous performance.
- be able to measure own performance against externally agreed criteria and standards.
- have a measure of performance at specific milestones in life.
- know what standards and expectations are required.

Both AfL and AoL are essential in raising standards and are used in all classes within our school, therefore assessment *for* learning and assessment *of* learning are both embedded throughout the school. These two assessment types are complementary in many senses and have an equally significant role to play when making teacher assessment judgements.

Feedback and Marking

We believe that marking children's work should provide consistent guidance to support every child to focus on how to achieve success in what they are learning.

Effective marking provides opportunities to encourage all children to enjoy success and to understand the steps that they have to take in order to improve and develop their understanding of the learning intentions.

Research consistently states that effective feedback and marking, as outlined in this policy, has the most significant impact on raising standards in both teaching and learning.

Principles

Marking and Feedback should:

- be manageable for teachers and inform planning.
- provide specific feedback to pupils about their work regularly and promptly whenever possible.
- relate to learning objectives and success criteria, which must be shared with children and take account of individual and group targets.

- be a balance of oral and written feedback and summative and formative marking.
- involve the teaching team (any adult involved in the children's learning).
- allow specific time for children to read, reflect on and respond to marking – time before and/or after lessons.
- give recognition and verbal praise for achievement.
- model, clear strategies for improvement.
- promote children's image of themselves as capable learners with the ability to improve and to learn without limits.
- encourage and teach children to take responsibility for self-assessment.
- respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- provide a consistent approach to annotating children's work by using the agreed symbols - see 'What to look for when your book is marked!' **See Appendix 1**
- ultimately be seen by children as a positive approach to improving their learning.

Formative feedback and marking

It is important that children are given verbal feedback throughout the course of a lesson. Comments to children should focus on the learning objective and relate to the individual's needs.

Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent.

Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and the improvement needs of the child.

Self and Peer Assessment

Children are encouraged to be reflective learners and use the traffic lights system to self-evaluate their work against the success criteria displayed in their books. By the time children are in UKS2 their teacher may begin limiting the number of success criteria written in order to encourage more independence. Discussions will take place as to how the children will achieve the learning objective and what would be essential to include. The children are expected to independently edit their own work as an ongoing part of the learning process, they will also have the opportunity to help others edit their work, learning collaboratively from their peers before submitting it to a teacher to look at. Any editing will be completed in **red** in order for the teacher to monitor the child's independence in editing. Any written feedback from the teacher will be given in **green**. Children are

expected to give supportive comments to their peers in keeping with the ethos of the school.

Shared Marking

The teacher will sometimes model the marking process sensitively using a child's piece of work in whole class discussion or choose two pieces of work to look at with the same learning objective and comparisons are made about the differences this is used as a learning opportunity for all children.

Marking in RE

When marking a child's learning in RE, teachers should focus on the specific RE content and not the literacy, for example you would correct specific religious vocabulary but not other words that may be spelled incorrectly. Each piece of religious work should be marked with 1 out of 2 pieces having a comment that guides the child in their learning.

Feedback and Marking of online work and implications of remote learning.

Any remote learning that children will complete will be assessed as far as possible using the underlying principles outlined in this policy. However, we recognise that it is difficult to evaluate the conditions and level of support given to a child in order to complete a given task. The work a child completes at home gives teachers an extremely valuable piece of information about their learning journey and is therefore considered as part of the Assessment for Learning process in terms of planning for next steps in their learning. The principles of marking and feedback outlined above will still be adhered to with all online feedback to enable continuous learning for the child. It would not be appropriate, however, to use information to make summative assessment judgements and therefore Assessment of Learning will not be used in conjunction with tasks set for online, remote learning or homework.

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason, the class teacher meets with relevant members of the SLT once a term.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of

these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

Attainment and progress expectations

Attainment at the end of the EYFS

Reception children are assessed in June using the EYFS Profile. For each Early Learning Goal (of which there are 17), teachers must decide which one of the following two judgements is most accurate as a 'best fit':

Emerging - The child has not yet achieved the ELG but is working within one of the previous developmental bands of the EYFS framework.

Expected - The child has achieved the ELG as a best fit judgement

This assessment will produce a number/percentage of children emerging or expected for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development.

Progress Expectations in the EYFS

At St Vincent's School we make 'base -line' judgements within the first half of the autumn term. These judgements will be made within the context of gathering information from parents, from liaison with early years' settings during transition meetings and using the DfE EYFS Baseline Assessment. Information from all sources will build a picture of each child's learning and development on entry to school.

Statutory Assessments

Children will be assessed against national expectations at various key points:

EYFS – Baseline assessment (First half term of starting school)

- Early Years Profile (End of Reception Year)

Year 1 – Phonic Screening Check (End of Year)

Year 2 – Phonic Screening Re-Check (End of Year for those who did not meet the expected standard in Year 1)

Year 4 – Multiplication Tables Check (End of Year)

Year 6 - Statutory Assessment Tests (SATs - throughout May children are tested in Reading, Grammar Punctuation and Spelling and Maths)

Attainment and Progress Y1-Y6

Along with the principles of the curriculum, it is our aim that every child will reach Age Related Expectations (ARE) by the end of each academic year, with many children having the time and opportunity to work in greater depth and breadth. Children are assessed using AfL and AoL to ensure that they are making ARE and parents are informed, as to their progress in relation to these expectations at parent consultation meetings and in the end of year report.

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held each term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. Data is formally recorded termly to avoid adding unnecessarily to teacher workload.

The assessment policy has been created in consultation with staff. SLT is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum committee.

The criteria for its effectiveness are:

- how well it is being followed by staff
- the impact it has on children's learning, e.g. their response to marking comments
- the impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- how quickly underachieving children are identified and resulting action taken
- quality of Key Stage results

As a school, children's work, marking and assessment is moderated within year groups and across the school. Where possible, the school works with other local schools to moderate in more depth and takes part in local authority moderation.

How assessment outcomes are collected and used

For Reading, Writing, Maths, GPS (Grammar, punctuation and spelling), Science and RE teachers use a variety of assessments. At the end of each term they will make a professional judgement as to whether they think a child is working at the expected standard (WA), working towards the expected standard (WT) or working at a greater depth standard (WGD). Some children who have specific difficulties in one or more areas may be assessed as working below the expected standard (B) and will invariably have a Support Plan or Educational Health Care Plan (EHCP) in place

outlining the areas of difficulty and smaller steps to success necessary for progress to be ensured with support. Pupils' assessments are logged electronically using Barnet's Assessment Platform "Route Map" and compared with their prior attainment to ensure that they are making good progress. This data forms the basis of the Pupil Progress meetings with teachers and SLT. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEND register.

Assessment of Foundation Subjects

For all other curriculum areas teachers use skills progression maps to plot the progress of the children's learning over time. Individuals or groups are identified who are working towards the expected standard or at a greater depth standard and Subject Leaders are responsible for analysing the information at the end of each term and using it to produce action plans and CPD for teachers to enhance teaching and learning in their subject.

Reporting

An Annual Summary Report is sent to parents each year in July. These reports inform parents of their children's achievements and progress. They also give suggestions for the next steps in each child's learning.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. These are held termly during the school year when parents will receive an outline of their child's strengths and areas of development to complement the final Summary Report in July.

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's Support Plan. The Support Plans are updated at these meetings and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers at mutually convenient times, should they have any concerns.

Roles and Responsibilities

1. The school governors are responsible for:
 - (a) Ensuring that statutory assessment arrangements are carried out.
 - (b) Satisfying themselves that the Headteacher is promoting nationally acceptable assessment standards within the school.

- (c) Supporting the Head teacher and teachers in fulfilling their responsibilities.
2. The Headteacher is responsible for:
 - (a) Implementing the assessment and reporting arrangements at the school.
 - (b) Ensuring a workable and coherent model is in place.
 - (c) Ensuring all teachers are kept updated regarding assessment practice and legislation.
 - (d) Reviewing and updating the school's assessment recording and reporting policy at regular intervals.
 3. All teachers are required to:
 - (a) Carry out all statutory assessment and reporting arrangements.
 - (b) Carry out all assessment, record-keeping and reporting arrangements within the timeframe required by the Head teacher and the school's policy.
 - (c) Attend appropriate in-service training, agreement trialling and moderation sessions.
 - (d) Enter data on the pupil tracking system and prepare for the termly pupil progress discussions.

Equal Opportunities

In making decisions about the assessment, feedback and marking of students' work all staff will take into account any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case and ensure that the physical environment of the school enables all students to have equal access to continuity of education.

Monitoring and Evaluation of this policy

The governor curriculum Committee and staff STEM working party will, in consultation with the Head teacher, monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	Liz Wolfenden + STEM group
Date for Review:	May 2027

APPENDIX 1

All teachers mark in green pen.

Pupils use a red pen or pencil when responding to marking or editing their work.
Some symbols used below are more suitable for KS2.

Symbols you will find in your work	What to look for when your book is marked
^	Missing word
[]	You do not need this
Sp	Find and correct spelling in this line
G	Find and correct the grammatical error in this line
P	Find and correct the punctuation error in this line
?	Check to see what this means
O	Missing capital letter or punctuation
//	You need a new paragraph
Vf	Your teacher has spoken to you (verbal feedback)
S	Speak to your teacher
I	Independent work
Wh	With help from an adult
#	Scaffolded work
.	Incorrect answer
→	Next step to consider