

Sutton-on-Trent Primary and Nursery School



Assessment and Feedback Policy

Compiled by	J Hutchinson
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Date approved by the Governing Body	NA
Recommended review period	Every 2 years
Date for review	July 2026

Introduction

At Sutton-on-Trent we recognise that effective assessment provides essential information to improve teaching and learning. We give our children regular feedback on their learning so that they are able to identify the progress they have made and understand what it is that they need to learn next. Regular assessment allows us to base our teaching on a detailed knowledge of each pupil. It also provides useful information for parents, which teachers can share to ensure teachers, children and parents are working together to raise standards for our children.

Aims and Objectives

We aim to:

- enable children to demonstrate what they know, understand, and can do in their work
- use effective feedback to ensure our children are able to identify what they have done well and what they need to do next to improve their work so that they make good progress
- allow teachers to plan work that accurately reflects the needs of each child
- promote a positive self-image and growth mind-set for learners, in accordance with school values and, through this, encourage them to value and take pride in their work.
- celebrate and reward learners' achievement and progress.
- provide information for parents that enables them to support their child's learning
- provide the headteacher and governors with information that allows them to make judgments about the effectiveness of the school

Planning For Assessment

We use our school curriculum framework to guide our teaching. It details what is to be taught in each year group, or phase. In their planning teachers identify opportunities for assessment. However, we prioritise formative assessment that enables teachers to reshape individual lessons and also schemes of work to maximise the progress of all pupils.

We strive to ensure that all tasks set are appropriately for each child's level of ability and we plan lessons with clear learning objectives. We also use success criteria, where appropriate, against which the children are assessed. Teachers may keep informal records of these formative assessments which are then used to inform future planning.

Feedback consists of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the task. Verbal feedback at the point of learning, often during the lesson, offers the child or group of children instant guidance and allows them to make improvements.

In our school, this type of feedback is highly valued and should take precedent over lengthy, annotated **Marking**.

Type	What it looks like/Impact	Evidence (for observers)
Immediate	- Includes teacher gathering feedback during lessons, including discussion, whiteboards, book work etc. - Takes place in lessons, with individuals or small groups. - Often given verbally to pupils for immediate action. - May involve simplifying or reshaping a task, providing support or resources, or extending learning through a challenge. - May re-direct the focus of the teaching. - May include annotations, according to the marking code	- Drop ins/learning walks - Annotations on pupil work - Books show learning that is adapted and differentiated
Summary	- Takes place at the end of a lesson or activity. - Often involves groups or whole classes - Provides an opportunity for evaluation of learning in the lesson. - May include self or peer assessment.	- Drop ins/learning walks - Peer and self-assessment in books - Books show learning that is adapted and differentiated
Review	- Takes place away from the point of teaching. - May involve written comments and annotations. - Provides teachers with opportunities for assessment. - Leads to adaptations of future lessons through planning, grouping or adaptation of tasks. - May lead to targeted next steps for pupils' future attention.	- Evidence in pupil books. - Acknowledgment of work completed - Written comments and annotations -Next steps identified for pupils

Where used, written marking will focus on a limited number of points, which are related to the learning objective and success criteria from the lesson. Children should be aware of the marking convention used in the classroom, and what response is required with respect to marked work. See Appendix 1

Marking convention guidelines

- ✓ Work should be marked in colour (blue and black are used by the children) by the class teacher, support staff and supply staff showing comments and correct or incorrect work.
- ✓ KS1 and KS2 teachers may mark against the learning objective using a number of ticks for assessment purposes. 1 tick represents emerging - the child is beginning to understand the content of the lesson. 2 ticks represent expected standards - the child is confident with the content of the lesson and working at age related expectations. 3 ticks represent exceeding – the child is working at greater depth.
- ✓ Next steps may be used and will be indicated by a stair symbol. These should provide an opportunity for consolidation, an additional challenge, or opportunity to work at greater depth.
- ✓ Work must be marked according to the ability and needs of the child.
- ✓ A high proportion of corrected errors can be a disincentive. We acknowledge that is not always good practice to correct all mistakes.
- ✓ Spellings can be brought to the pupil's attention by writing the letters: SP. Staff may also underline the incorrect word. It is important to check high frequency words, and words associated with the lesson are spelt correctly, including scientific language, RE vocabulary etc.
- ✓ Where spellings are identified, they should provide an additional learning opportunity for the child. They should be encouraged to self correct, through use of dictionaries etc, or be expected to practice a correct spelling provided by the teacher.

Next steps

Next steps should be followed up to ensure a pupil response. This can be done in a variety of ways:

- ✓ Children should respond to the next step or challenge.
- ✓ Where next steps have been given, time should be created at the start of the next lesson in order that children have opportunity to review & respond to their work.
- ✓ Comments requiring referral to the teacher should be initialed by the teacher when they have seen the pupil.

Stampers

It is important to know that level of support a pupil has received during a lesson when using pupil work to support attainment judgements.

All teachers have stampers to identify the level of support the children have received during the lesson:

- Teacher assisted
- Teaching assistant assisted
- Independent

In Early years, work that is left unstamped is assumed to be supported.

In Years 1-6, work that is left unstamped is assumed to be Independent.

Where children have worked collaboratively, P or GW may be used to indicate paired or group work tasks.

Involving children in providing feedback

At the start of a lesson, teachers explain to the children what they will be learning and what outcomes the teachers expect using the learning objective and, where appropriate, success criteria. We do this for a number of reasons:

- ✓ The children are more focused and know what is expected of them.
- ✓ The children can actively participate in assessing their progress.
- ✓ The teachers are communicating their high expectations of the children.
- ✓ Children can demonstrate their own prior knowledge.

Peer and Self-Assessment

Research has shown that pupils will achieve more if they are fully engaged in their own learning process. This means that if pupils know what they need to learn and why, and then actively assess their understanding, gaps in their own

Self-assessment is an important strategy for teachers. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress. These skills need to be taught and modelled by the teacher in order to achieve maximum impact. In Early Years, much of this work is done verbally e.g. Proud Cloud discussions. In KS1 teachers will continue to model and begin to support children in recording their assessments in writing, or by using stickers. By KS2 children will become more confident and accurate in conducting self assessment independently.

Pupils assess their own work and identify up to three things that are good about their work and one thing they could do better next time.

Peer Assessment

Year Group	Self Assessment	Peer Assessment
Reception	Thumbs up	
Year 1	Thumbs up Traffic light stickers	Verbally during plenaries
Year 2	Thumbs up Traffic light sticker Assessment slips	Questions Verbal feedback
KS2	Traffic light stickers Assessment slips	Assessment slips

Self/Peer Assessment

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As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations using the online journal, Tapestry. Everyone is encouraged to contribute, including parents. These on-going observations are used to inform the EYFS Profile. The child's progress is reviewed every term. The observations provide parents with feedback on their child's attainment and may also provide information about the expected next steps for learning.

Information for the next Teacher

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includes the latest assessments and the handover of books. This helps to ensure continuity and progression when planning for future learning needs.

Providing feedback to Parents

Parents are informed about their child's progress through a mixture of informal open afternoons and formal parents' evenings. At the formal meetings parents are informed of their child's current stage of learning in relation to end of year expectations.

An annual report is given to parents at the end of the school year. The report is written by the class teacher using language that can be easily understood by parents. It states all achievements over the year and also highlights any difficulties a pupil may be experiencing. Every effort is made to ensure parents gain an accurate understanding of their child's progress. Parents are able to comment on the report and are asked to sign it.

Throughout the year parents are invited into school for verbal feedback on their child's progress. Class teachers also inform parents in writing, at the start of every term, the work that will be covered in their child's class.

Results of statutory assessments, such as end of foundation stage, year 1 phonics screening, key stage 1 and key stage 2, are also reported to parents.

Consistency in Assessment

Moderation is conducted at whole staff meetings in order to ensure that teachers have a common understanding of the stages, and can make consistent judgments about standards in reading, writing, and maths across the school. We will also moderate work across our family of schools.

Curriculum coordinators conduct work scrutinies and pupil discussions in order to monitor standards in their subject across the school. Strengths and areas for development are highlighted and discussed at staff meetings. Work scrutinies are also conducted with specific criteria, determined from the previous one, or linked to the current School Development Plan priorities.

Monitoring and Evaluation

It is the responsibility of class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking is consistently implemented across the school.

The Headteacher is responsible for monitoring the implementation of this policy.

They may look at samples of children's work, conduct pupil discussions or observe the policy being implemented in the classroom.

Appendix 1

Marking Symbols

Symbol	What it means	Symbol	What it means
SP The word may also be underlined	Spelling error	C	Correction required
	Next steps		Used when lots of questions are incorrect.
	This doesn't make sense.		You've missed something out.
	Start a new line or paragraph.		Start over here/ use the whole line
P	Worked with a partner	GW	Group work

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Self Assessment

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Self Assessment

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Self Assessment

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Self Assessment

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Peer Assessment

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Peer Assessment

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Peer Assessment

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