



MARKING, ASSESSMENT AND REPORTING POLICY

ORIGINATOR: Rachael Coyne
SLT LINK: Kelly Jackson

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This policy applies to all School pupils.

RATIONALE

Dylan Wiliam states that, 'the main role of feedback, at least in schools, is to improve the learner, not the work. The idea is that, after feedback, students will be able to do better at some point in the future on tasks they have not yet attempted.' (EEF Teacher Feedback to Improve Pupil Learning, 2021). The Marking Policy Review Group report (Eliminating unnecessary workload around marking, DfE 2016), suggests the three principles of effective marking: meaningful, manageable and motivating. Further DfE case studies have measured the impact of these principles and found them to be effective in pupil progress.

Meaningful feedback supports pupil progress, builds learning and addresses misconceptions. Feedback is a crucial component of high-quality teaching across the curriculum. It informs teaching to ensure that lessons are appropriately pitched and offer sufficient support and challenge to all pupils. Manageable feedback results in teachers having more time for reflection and to plan for pupil learning. In their report for the DfE entitled supporting teachers through the school workload reduction toolkit (2020), the Education Development Trust found that reducing teacher workload (which includes lengthy marking processes) was associated with a period of maintained or improved pupil outcomes.

Marking and feedback should help to motivate pupils to progress and take responsibility of their learning (Eliminating unnecessary workload around marking, DfE, 2016).

AIMS

It is our aim to create a culture of effective feedback in order to maximise the impact on learning through the use of a wide range of approaches which research and evidence suggest are the most effective. This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher time.

- Feedback is a two-way process: teachers will learn and be able to adapt their practice from the feedback they receive from pupils within lesson and pupils will be able to learn from effective feedback they receive.
- It is primarily a verbal process that takes place between teachers, teaching assistants and pupils.
- Effective, positive and constructive feedback enables pupils to feel proud of their efforts as well as making it clear to the child how they can improve.
- Feedback will look different in different year groups and curriculum subjects. Feedback and marking will be appropriate for the age of the pupil and the subject.

- It is based on a thorough understanding of individual pupils and their learning and may focus on the task pupils have completed, the subject they are learning or on self-regulation strategies.
- Teachers will be left to judge the extent and nature of the responses according to the needs of individual pupils and the objectives of the lesson.
- Feedback should ultimately aim to improve pupils' knowledge and understanding as opposed to simply improving the work produced.

FORMATIVE AND SUMMATIVE ASSESSMENT

We believe that summative assessment (which summarises a child's performance using a grade) should be used sparingly and not more than once per term. Checkpoint tasks will be used as low risk, informal measures to continuously check if pupils' learning is embedded. We use a tracking system to track and record both summative and formative assessment in line with our assessment calendar.

PROCEDURES

The diagram below summarises the different types of feedback and how this may look in practice. This ensures that there is a consistent approach across the School whilst allowing subject areas and age phase flexibility in the way in which it is applied.

Type of feedback	What it might look like
Immediate	Takes place within lessons as part of teaching. • Includes teacher gathering feedback from verbal responses, whiteboard, book work, thumbs up/down, traffic lights etc. • Takes place within lessons with individuals, small groups or the whole class. • Is given verbally so the impact can be immediate. • May be given by teaching assistants, other adults or peers. • May involve further support, challenge or a change of task. • May re-direct the focus of teaching or the task. • Indicated in books by verbal feedback.
Summary	Takes place at the end of a lesson or activity. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against an agreed set of success criteria or the learning objective. • In some cases, may guide the teacher's further use of distance feedback, focusing on areas of need or particular interest.
Distance	Takes place after the lesson. • Provides teachers with the opportunities for assessment of understanding. • Adaptation of future lessons through planning or grouping. • Feedback may be given to individuals, groups or whole class. • Use of Doctor's Surgery book in English and maths to log pupils or groups of pupils who need distance feedback. This is delivered by either the teacher or teaching assistant.

MARKING AND FEEDBACK IN BOOKS

- Agreed colours that pupils understand: 'Green for Great' and 'Blue for You' to show something the pupil can develop or practice. Same colours for when pupils are marking own/ peer's work.
- Teacher/teaching assistant's tick (green), or dot (blue) demonstrating if the learning objective has been met or not.
- Red/Amber/Green used to self-assess (dots in books, faces, books into coloured trays).
- Peer-assessment in the form of marking each other's work or verbally celebrating the success of work.
- Pupils use purple pen for editing their work.
- Pupils write in black ink when using pens so that blue feedback is clear.

MARKING AND FEEDBACK CODES AND SYMBOLS

Written in green:

- VF- Verbal feedback.
- SW- Supported work, whether teacher or teaching assistant.
- I- To show that the pupil has then completed part of the work independently (only to be written when a pupil has had support to start with).

Where appropriate and necessary by either an adult or child:

✓ Correct ● Incorrect

Annotation by teacher or teaching assistant written in blue (see below for examples in practice). Maximum of four annotations for a piece of work so the pupil doesn't feel demoralised:

- Circle to identify missing punctuation the pupil is expected to know and use, or reversed digits the pupil is expected to know.
- Straight underline for spelling mistakes the pupil is expected to know. No more the three identified in a piece of work and to focus on progressive spelling non-negotiables.
- Wavy line to identify that the pupil needs to check the sentence makes sense.

the town was called London

I will mayk a drink.

The children is playing.

These codes and symbols are used in all subjects.

REPORTING TO PARENTS AND PUPILS

Parents receive reports throughout the year (autumn and summer). The autumn report is a pastoral one, sharing with parents how they have settled into the year group with celebration of strengths and identifying some initial next steps. In the summer report, attainment in all subjects and any key assessments are shared. A parents' evening in the spring term shares next steps to further progress and enhance learning.

ASSESSMENT CALENDAR

The assessment calendar identifies key points at which data should be recorded on the tracking system in order to create reports to share with parents and to inform Pupil Progress meetings. A balance of summative and formative assessment is used to reach a level and scaled score at which the pupil is currently working. Judgements are made against where national expectations are for a pupil of that age at the time of assessment (e.g., a Year 3 pupil in spring term). Each pupil has a level assigned to reflect current ability and targeted outcomes:

- WTS – working towards age expected / targeted to achieve below age expected.
- EXS – working at age expected / targeted to achieve age expected.
- GDS – working above age expected / targeted to achieve above age expected.

Tracking system also calculates their current working Scaled Score in core subjects. These too are reported to parents in spring teacher meetings and summer reports. These are used to track and demonstrate progress within level boundaries.

- A scaled score below 100 is WTS.
- A scaled score of 100+ is EXS.
- A scaled score of 110+ is GDS.

Tracking in the foundation subjects for each year group is made by teachers looking at the learning objectives for the unit of work and ranking at WTS EXS GDS.

The key assessments (which are externally moderated and monitored) reported to parents in the summer report are:

- Start of the EYFS, Reception Baseline test.
- End of the EYFS, in Reception Year (Good Level of Development).
- End of Year One, Phonics Screening Check.
- End of Year Two, Phonics Screening Check.
- End of Year Two/KS1, Standard Assessment Tests.
- End of Year Four, Timetables Check.
- End of Year Six/KS2, Standard Assessment Tests.

EYFS pupils are set targets for age-expected outcomes using the language of emerging and expected. Parents receive an EYFS report at Christmas, Easter and Summer. EYFS parents also have access to Class Dojo which is an online system giving access 24/7 to children's achievements and observations.

CHECKPOINT CYCLE ONE
Data deadline on tracker for Core and Foundation subjects: by end of Term 2 Reports to parents: end of Term 2 – Pastoral Report
CHECKPOINT CYCLE TWO
<i>See PiXL for QLA deadlines.</i> Data deadline on tracker for Core and Foundation subjects: end of Term 4. Parents Evening within this Cycle
CHECKPOINT CYCLE THREE
<i>See PiXL for QLA deadlines.</i> Data deadline on tracker for Core and Foundation subjects: by end of Term 6 Reports to parents: Last Thursday of Term 6 – End of Year Achievement Report

CORE SUBJECTS

From Year 2 onwards PIXL tests are used to check children's understanding at 3 points of the year. In class assessment (checkpoints) are also used to measure progress and inform planning.

FOUNDATION SUBJECTS

Each subject has a tracking grid which shares the core outcomes and skills for each unit of work within the scheme of work. Teachers assess work produced by children against these outcome and rank WTS, EXS or GDS over the course of the year.

ASSESSMENT TIMETABLE

Autumn (by end of Term 2)	(Year 4) Multiplication check data entered. KS2 Mock PIXL assessments to inform doctors surgery also used to provide a baseline	TA assessment made from in class tasks for Reading, Writing, Maths and Science (following Rosenshine Principal)
Spring (by end of Term 4)	(Yr 2, 5 and 6) PiXL Data for Reading, GAPS and Maths entered. (Year 1) Phonic Screening check data entered. (Year 4) Multiplication check data entered.	TA assessment made from in class tasks for Reading, Writing, Maths and Science (following Rosenshine Principal)
Summer (by end of Term 6)	(KS2 and Year 2) PiXL Data for Reading, GAPS and Maths entered. (Year 1) Phonic Screening check data entered. (Year 4) Multiplication check data entered.	TA assessment made from in class tasks for Reading, Writing, Maths and Science (following Rosenshine Principal) LO strands of Foundation Subjects covered TA judged against end of year examples to be included in end of year report.



Appendix Three REPORTING TIMETABLE

Autumn (start of Term 1)	Meet the Teacher Parents Evening	Presentation shared detailing expectations for the academic year.
Autumn (by end of Term 2)	Pastoral Report	Word Document written by class teacher to cover how the child has settled into new class. Key areas of strengths identified so far, what areas need further support and development. Attendance to be included.
Spring (by end of Term 4)	Progress Evening	Meeting with parents to share current achievement, progress made and targets ready for the summer term.
Summer (by end of Term 6)	Key Assessment Report (End of Year Report)	A data report including PiXL scores so far and teacher assessments. For Reading, Writing, Maths and Science. End of year grade for foundation subjects also. End of year short paragraph from class teacher.