

Assessment, Marking and Feedback Policy

2026 - 27

We believe assessment to be fundamental to teaching and learning. It is used to drive learning and standards forward and recognise the individual qualities of all children and encourage progress in a positive environment. We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning. As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice and developed a feedback policy that we feel has the most impact on children's progress and learning.



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ASSESSMENT

Aims of assessment:

- To gather information about the performance of individual children, groups and cohorts, which is used to set specific targets and identify strengths and areas for development in learning at different levels.
- To give reliable information to parents about how their child and their child's school is performing and suggest next steps.
- To provide information for planning, teaching, curriculum and whole school development.
- To identify gaps in learning and plan to meet the learning needs of each child, monitoring SEND and interventions.
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve.
- To track the progress and attainment of children each year, keeping up with the best practice to inform our methods and systems.

At Banks Road we assess through both summative and formative approaches, assessment for learning being our key method enabling children to make good progress.

The three aspects of assessment that are used are:

Day-to-day assessment for learning:

- This is formative assessment – an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.
- We assess against learning objectives and success criteria, which clearly demonstrate what a child is expected to learn, know and be able to do.
- Assessment criteria are derived from the National Curriculum 2014 and the Early Years Development Matters.
- Formative assessment is continual and evidence collected using observations and records of work.
- Assessment for Learning is continual, along with observation and marking.
- Marking enables strengths and next steps to be identified and time given for children to reflect on their work.

Summative assessment:

- The achievement of each child is assessed formally against the relevant criteria for a subject at key points twice a year and at the beginning of the year as a baseline assessment.
- Assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are reliable, valid and consistent.

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Statutory assessment:

EYFS:

All children in Foundation Stage 2 (Reception) undertake the **Reception Baseline** assessment (unless exempt due to SEND) within the first 6 weeks of starting at Banks Road. This is submitted directly to the DfE (Department for Education).

Children in EYFS are assessed against the Foundation Stage Profile and the 17 **Early Learning Goals** (ELGs). At the end of the year, children are reported as to whether they are ‘on track’ or ‘not on track’ for each ELG. It is also determined whether they have reached a ‘Good Level of Development’ (GLD). This is when a child reaches the ELG in the three Prime areas (Communication and Language; Physical Development and Personal, Social and Emotional Development), and two Specific areas (Literacy and Mathematics). These results are submitted to the Local Authority.

Year 1

In June, all children in Year 1 sit a **Phonics Screening Check**. Children who do not achieve the required threshold (this is subject to change) at the end of Year 1 are required to repeat the check at the end of Year 2. These results are submitted to the Local Authority.

Year 2

Year 2 children are assessed against the end of key stage performance descriptors (ITAF) for the 2014 National Curriculum. Children in Year 2 will sit SATS (Standard Attainment Tasks) test papers which will be used to inform teacher assessment. This is now an optional process. It is also optional to report any results of SATs/teacher assessment to the Local Authority.

Moderation

Moderation is an essential part of our school assessment system. Time is set aside each term for moderation to take place to ensure that our judgements and data are accurate and consistent across cohorts, key stages and local schools. Staff are involved in the moderation process to ensure agreement on the criteria for AREs in both key stages in the following ways;

- With colleagues in school – key stage meetings, staff meetings, subject leaders
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

Tracking Pupil Progress

We formally record information on children’s attainment three times a year for reading, writing and maths in Key Stage 1. In the early years the learning is continuously assessed against the intent and end of term benchmarkers. Phonics progress is recorded half-termly.

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Data is reviewed at Pupil Progress meetings and used to target children who are not working at ARE or making sufficient progress. Senior leaders and subject leaders produce an analysis of the data to review progress for their specific area of responsibility.

Interventions are then planned and evaluated. Teachers and teaching assistants plan for and carry out intervention and keep records on children's progress. These are then passed to the SENCO who monitors and evaluates progress of individuals and the effectiveness/impact of the intervention. This is reported back to staff.

Reporting:

- Each term, the governors receive a data report from the Assessment Leader.
- Parents' consultations are held twice a year where teachers share progress with parents.
- Parents receive a detailed annual report. This highlights attainment in all EYFS and National Curriculum areas and areas needing further development.

SEND

Children identified on the SEND register may be assessed using the 'Pre-Key Stage' or 'Engagement Model'. Progress is tracked and reviewed by class teachers and the SENCO at pupil progress meetings and targets are set and reviewed termly. Other assessment tools such as BSquared or the Boxall Profile are used as appropriate.

Assessment of Foundation Subjects in Key Stage 1

All areas of the National Curriculum 2014 are assessed in Key Stage 1. For each curriculum area subject leaders, in collaboration with class teachers and SLT, have prioritised key assessment criteria for each unit/topic linked to both substantive and disciplinary knowledge.

Consistent assessment methods are used across the key stage. For substantive knowledge these are used away from the point of teaching during retrieval tasks. Retrieval activities are planned daily and include 'speak like an expert', quizzes and Plicker tasks. Disciplinary knowledge can be assessed at the point of teaching, at a later date or within continuous provision. This is primarily assessed through observation.

Assessment of Foundation Subjects is recorded using key criteria identified collaboratively by subject leaders and class teachers to inform future planning, teaching and intervention as well as to support subject leaders to develop their subject areas.

Roles and responsibilities

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the Head Teacher and Assessment Coordinator, overseen by the Governing Board.

- **The Governing Board** monitor the progress data with support from the Head/Assistant Head

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- **The Assessment Coordinator** moderates assessments and provides data analysis reports to staff and governors. They hold teachers to account for pupil progress using pupil progress meetings and performance management to set targets.
- **Subject Leaders**, of all subjects monitor and moderate assessments within their curriculum area. They provide support and guidance to other members of staff.
- **Teachers** regularly assess children and provide feedback and marking. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for parents and children. They complete pupil progress data for pupil progress meetings.
- **Teaching Assistants** provide feedback to teachers on the progress and attainment of children they work with.
- **Parents and Carers** support children at home with homework and comment on their children's work.
- **Children** to complete their work to a high standard in order to further their learning. For children to self-assess to promote independent learning, helping them to take increasing responsibility for their own progress.

FEEDBACK AND MARKING

The Department for Education's (DfE's) expert group emphasised that marking should be 'meaningful, manageable and motivating'. This, along with research by the DfE which shows the key contributing factor to teacher workload is marking, has encouraged us, as a staff team, to create a practice that is consistent and manageable but has maximum impact on the learning and development of all our pupils.

Aims of effective feedback and marking:

- Give feedback to children, inform them of their achievements and the next steps in their learning.
- Relate to the learning objective and success criteria of the lesson/unit of work.
- Give children specific praise for the success of their work, showing it is valued.
- Give children clear strategies on how they can improve their work.
- Provide a tool for teacher assessment, supporting teachers to evaluate teaching and inform future planning and next steps in learning.
- Show consistent codes and procedures throughout the school.
- Help parents to understand the strengths and areas to develop in their children's work.

Key principles of feedback and marking:

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Feedback delivered closest to the point of action is most effective, and as such feedback should take place at the earliest opportunity so that it might impact on future learning.

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- Feedback is provided to both teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using WAGOLLS/discussion/activity through play etc).
- Feedback is a part of the school’s wider assessment process which aims to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- All work in books should be acknowledged by the class teacher (this may be verbal or written).

Examples of how feedback can look in practice at Banks Road:

Immediate	Summary
Takes place in lessons with individuals or small groups	Takes place at the end of a lesson/activity
Often given verbally to children for immediate action	Often involves whole groups or classes
May involve use of a teaching assistant to provide support or further challenge	Provides an opportunity for evaluation of learning in the lesson
May re-direct the focus of teaching or the task	May take the form of self/peer assessment
Some evidence of annotations and use of the marking code	Pre and post teach based on assessment
Mini plenaries	

Secretarial features of marking:

In order to ensure a consistent approach, the following practice will be adopted:

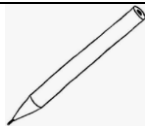
- All work will be dated.
- Learning objectives will be shown for each piece of directed work.
- Where marking is carried out, a green pen should be used for positive marking and pink used for areas for improvement ‘think pink’.
- The following symbols will be used:

I	Independent work
GP	Group work
TA	Teaching Assistant intervention group/supported
T	Teacher guided
ST	Student Teacher
TA T	Session taught by a TA
	Correct
	Next time

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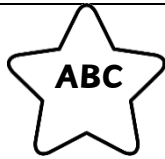
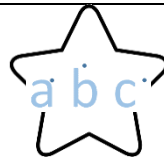
Marking English

These additional marking codes will be used to support feedback and marking within English.

Finger spaces	Capital letters	Spellings	Sit writing on the lines	Full stops
	ABC	SP	<u>abc</u>	.
commas	Extended noun phrases/more detail	Question marks	Exclamation marks	
,		?	!	

English learning objectives will also have four star sentence criteria to promote the key features of a sentence and for our older children to check their work against e.g.

Y1 LO 12: To use specific adjectives.

			
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Quality marking

This must relate to the Learning Objective only. The **learning objective should be highlighted in green when it has been achieved**. There may be one objective for a small unit of work, otherwise, every piece of work should have the objective/s written at the top of the work. Examples to show where children have achieved the success criteria in a piece of work may be **highlighted/underlined in green** by the teacher. There is no expectation for teachers to mark cold or hot writes as children do not always have the opportunity to reflect on this, however, individual teachers may choose to mark these to support their own planning/assessment.

Think pink:

- This is an area for the child to work on and improve.
- Think Pink includes letter reversals/incorrect formation. These can be written in pink at the end of a piece of work for a child to practise (max 3, to practise 3 times).
- Think Pink should include spellings that are appropriate for the child's age/phonic ability or those which have been provided in a word bank as part of project work (max 3, to practise 3 times). In Year 2, children should move towards seeking out these spellings independently if a misspelt word has been underlined in pink.
- Teachers may give children prompts for improving work relating to the success criteria.

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- Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson.

Marking Maths

In Maths directed group work will be marked in line with this policy. Staff aim to hot mark where possible to ensure children are getting immediate feedback and are able to reflect on their work as necessary. Independent work, where children are practising their skills, will not be marked but may be used to inform assessment and future planning.

All number reversals will be corrected and modelled in pink with children expected to practise formation of the number three times.

Impact of the marking and feedback policy

If this policy is working well we should see evident progress in pupils' work. The impact of the policy should be seen by teachers and SLT in the following ways:

- Identified errors addressed by the teacher reduce over time.
- The impact of feedback and marking should be evidence through the range of feedback given and the nature of pupils' responses to it. Books should show evidence of continual improvement in a range of specific ways e.g. presentation, grammar, letter formation, sentence construction etc.
- Teachers should be able to talk with confidence about pupils' work and how they have helped them to improve.
- Pupils can tell you what the teacher has fed back to them and what they have been working on to improve.
- Pupils can talk about their learning with confidence, talk about their mistakes and how they have fixed them.
- Some older pupils are beginning to self-edit their work as they do it, without the need for frequent live feedback.

<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BOARD: June 2027
This policy was reviewed and ratified by the Full Governing Board July 2026. Signed: Chair of Governors _____ Date: _____