



St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

ASSESSMENT and FEEDBACK POLICY

Our Vision for Teaching and Learning

Our teaching and learning principles are inspired by our church school vision of '*Life in all its Fullness*' for all members of our community. Supported by our vision, we strive to embed our Christian values in all areas of school life, promoting them as a guide for flourishing in life and learning. We strive to instil a love of learning and enable all children to learn for life.

Through our curriculum, we aspire to:

- Ignite children's curiosity
- Foster childhood and life-long memories
- Develop character and aspiration
- Inspire and celebrate beautiful learning
- Provide a sense of belonging
- Promote active citizenship
- Place school at the heart of our community
- Enable children to become leaders of their own learning
- Grow the whole child

Above all, we strive to deliver '*learning that lasts*' - rooted in an ambitious curriculum that is coherently planned and sequenced, further supported by the effective use of assessment.

As teachers and leaders, we strive to use assessment well. For example, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

Our Vision for Assessment and Feedback

Underpinned by our school values and rooted in the Education Endowment Foundation research, we believe in the following principles for assessment and feedback.

We believe in:

- **Celebration:** *Recognising hard work and effort, motivating and supporting children to achieve their very best, whilst building self-esteem. Creating an environment where learners feel encouraged to welcome feedback and where mistakes are valued as an approach to learning.*
- **Collaboration:** *Working as a community to develop learning that lasts through peer and teacher feedback, based on the principles of kind, specific and helpful. Scheduling time for*

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children to respond to their feedback and opportunities for adults to reflect on and refine their practice, in our mission to fulfil the needs of every child.

- **Respect:** *Knowing and valuing each child, ensuring that feedback is delivered in a timely manner, appropriate to individual needs and collective understanding of the whole class. Believing in the capabilities of every child - providing work that is pitched accurately and supporting them to flourish.*
- **Responsibility:** *Ensuring that every child is supported to 'learn for life', fully aware of their learning goals, immersed in the standard to aim for and encouraged to be their best self. Working as a school community to develop our practice – through careful and honest use of assessment to inform teaching and enhance learning.*
- **Service:** *Upholding the principles of high-quality inclusive teaching in order to meet the needs of every child, in every subject. Holding high expectations for every child when planning, delivering and assessing learning across the curriculum – using effective methods to check for understanding and respond to misconceptions.*
- **Truth:** *Ensuring that feedback moves learning forward, targeting specific learning gaps, as appropriate for every child, across the subjects. Enabling children to articulate their strengths and next steps, while supporting parents to understand the achievement, attainment and heartfelt aspirations for their child.*

Our Aims for Effective Feedback

We believe that marking and feedback should provide a clear understanding of how well a child has performed within their learning. It should highlight achievement for individual children as well as monitoring the whole class as a tool for further planning, teaching and learning. Marking should inform children of how to improve their learning and provide them with an opportunity to respond and develop their understanding, in relation to their individual needs and age-related standards.

The results of marking and giving feedback will enable teachers to:

- Monitor and assess the impact of lesson content and delivery on learning
- Encourage high expectations of children's capabilities
- Ensure that all children are making good progress
- Close any gaps in children's learning

Guidance – basic marking requirements

- A green pen should be used for all marking.
- Children's work should be marked (or appropriately acknowledged) and the feedback ready for the next lesson.

- Marking should relate to the learning objective and highlight pupil success in achieving this. Lesson objectives should be marked using either one, two or three ticks dependent on the child's achievement.
- Where a verbal explanation was used to address a misconception, this should be indicated through (VF) for verbal feedback. Teachers will discuss feedback with children on a regular basis.
- Throughout a unit of work, next step feedback should be provided to enable children's learning to move on. Best practice includes prompts such as open-ended questions or a scaffolded response about how to improve. To support teacher workload, next step stickers may be generated, where appropriate.
- Spelling errors, including those appropriate to the needs of the child and subject specific vocabulary, should be addressed across the curriculum.
- Time should be scheduled for children to read and respond to their feedback. This should be completed in a purple 'polishing' pen.
- Stamps should be used to indicate where a supply teacher taught the lesson.
- Where children's work has been supported by the class teacher or a learning support assistant, (S) for support should be indicated in the margin.
- Following on from supported work, an (I) might be used to signal independent work.
- In some lessons, self-marking may be appropriate, as long as accuracy is checked by the teacher.

Marking Expectations at St. Peter's

Feedback should focus on moving learning forward, targeting the specific learning gaps that children exhibit. We believe that written feedback is effective when it is timed appropriately, focuses on the task, subject and/or learning behaviours and is used by pupils.

We also appreciate that verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

Mathematics:

- In every lesson, arithmetical or conceptual errors will be corrected and misconceptions will feed into immediate adjustments to the lesson and future planning.
- In every lesson, children should return to their previous piece of work and correct any incorrect workings in purple pen.
- At least once a week or where appropriate, every child will be set a 'next step'. Teachers will use a stamp to write a developmental comment for each child to respond to, appropriate to their needs.
- The 'next step' comment should be constructive and supportive, often taking the form of a question, enabling the child to reflect on their learning either through a written response or by encouraging them to make further changes to their work.
- If the child has achieved well, an extension task may be given to deepen the child's understanding of the topic, instead of a specific 'next step'.
- Children should use the purple polishing pen when responding to their 'next step' feedback.

- At the start of a new maths unit, ‘blue’ assessment for learning tasks should be administered and marked by the teacher, and used to inform future planning within the unit.
- Where a child has used concrete, pictorial or abstract (CPA) resources to support their learning in maths, this will be indicated in their book.
- Where a child has been supported with modelled reasoning, (MR) should be written in the margin, alongside their work.

English:

Marking will vary depending on which phase of the learning journey children are working at.

- During the ‘stimulate and generate’ phase, teachers should tick against the learning objective.
- During any extended pieces of writing, next steps should be set for each child, dependent on their needs.
- During extended pieces of writing or where otherwise appropriate, the marking code should be applied, supporting children to edit their own work. Time should be scheduled at the start of the next lesson for children to respond to their feedback, using a purple pen.
- During the ‘final write’ phase, teachers should establish a success criterion in collaboration with the children. This should accompany the child’s writing and used as an assessment tool, completed by both the child and teacher.
- At any stage of the learning journey, marking feedback should be used to inform next step tasks, as appropriate to the child.

Marking Code:

- The following symbols should be used by the teacher when marking children’s written work, more specifically in English.
- The code should be written in the margin, on the line of the error and used as a signpost to the child, helping them to identify and correct their error.
- A copy should be displayed in every English Book to support children’s independent use.

^	to indicate a word has been omitted
T	the tense is incorrect
Wiggly line & ?	indicates that something doesn’t make sense

WC	reconsider your word choice
✓✓	learning objective/ target achieved
P	incorrect/missing punctuation, please correct
Sp	word spelt incorrectly – please look this up

Addressing spelling errors in English:

- Throughout the learning journey, spelling errors should be identified as suitable to the needs of the individual child and the taught curriculum, including age-appropriate vocabulary.
- Children should be enabled to use a dictionary or a GPC chart to correct their spellings, either independently or with support provided by an adult.
- To signal an incorrect spelling, where appropriate, the code (sp) should be used in the margin, on the same line as the spelling error. In the next lesson, children should be encouraged to identify and correct the word they have spelt incorrectly.
- To further support children’s spelling corrections and long-term learning, errors could also be addressed in the following ways, as appropriate to the needs of the child.
 - A significant part of the spelling error could be highlighted to the child, allowing them to identify incorrect graphemes for example with the support of an adult.
 - The word spelt incorrectly could be underlined, encouraging children to use a dictionary to locate the accurate spelling.
- In any case, children’s spelling corrections should be acknowledged as correct by the teacher, or corrected if the children have practiced them incorrectly.

Wider Curriculum:

- Spellings should be addressed through marking feedback across the curriculum, including a focus on subject specific vocabulary. The above principles apply.
- The guidance for basic marking requirements should be adhered to across the curriculum subjects, specifically including Geography, History, Science and Religious Education.
- Verbal feedback will be shared with children in Art, Computing, Design Technology, Languages (French), Music, Physical Education and RHE.

Assessment Codes

The following codes are used to demonstrate children’s attainment. Formative assessments are undertaken throughout a unit of work, informing next step teaching and learning. Summative assessments are completed at the end of each term, across the subjects. This information is recorded in O-Track, enabling staff to generate a wide range of informative reports in order to support next step actions.

The following assessment judgements are made in relation to age-related standards.

GDS	Working at greater depth
EXS	Working at the expected standard
CTS	Working close to the expected standard
WTS	Working towards the expected standard
BLW	Working below the expected standard
PKS	Working within pre-key stage 2 standards (1 – 6)

Assessment Rubrics

Across the foundation subjects, a rubric is used at the end of a unit to guide both pupil and teacher assessment. The following verbs, underpinned by the principles of Blooms and SOLO Taxonomy, are used within rubrics to differentiate success and learning outcomes.

Blooms Taxonomy: Bloom’s Taxonomy is a hierarchical ordering of cognitive skills.

WTS	CTS	EXS		GDS	
REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Define Describe Identify Recall Recognise	Clarify Describe Discuss Summarise	Demonstrate Discover Express Investigate	Classify Compare Explain Investigate Relate	Assess Determine Interpret Predict Support Validate	Construct Develop Formulate Reconstruct

SOLO Taxonomy: SOLO (Structure of Observed Learning Outcomes) offers a structured outline for learning and thinking, helping to promote deep learning.

WTS	CTS	EXS	GDS
Unistructural	Multiscriptual	Relational	Extended Abstract
Define identify Do simple procedure	Define Describe List Do algorithm Combine	Formulate questions Compare/Contrast Explain causes Sequence Classify Analyse Relate Apply	Evaluate Theorise Generalise Predict Create Imagine Hypothesise Reflect

Example for History (Year 3):

How did life change from the Stone Age to the Iron Age?		Child	Teacher
	AND I can evaluate the impact of developments from the Stone Age to the Iron Age, reflecting on developments that have allowed people in different ages to survive and thrive.		
	I can explain and compare main developments between the Stone Age and the Iron Age, using period specific language.		
	I can discuss and describe similarities and differences between the Stone Age and the Iron Age.		
	I can identify some of the main features associated with the Stone Age and Iron Age. I know that the Iron Age came after the Stone Age.		

Example for Religious Education (Year 4):

For Christians, is communion a celebration or an act of remembrance?		Child	Teacher
	AND I can create a prayer after communion which expresses thanksgiving and remembrance		
	I can explain why Christians might believe communion is a celebration or an act of remembrance		
	I can describe what may happen at communion		
	I can identify elements found on a communion table		

The School's Use of Assessment

Assessment is used to support the teaching of the curriculum, guiding teachers to design and adapt lessons, while helping children to understand their strengths and next steps.

Provision Maps evidence the additional support in place, in response to pupil needs. Academic interventions include 1:1 and small group support across the curriculum areas, including pre-teaching opportunities and phonics lessons. Social/emotional provision includes ELSA (Emotional Literacy Support Assistant) and TALA (Therapeutic Active Listening Assistant). Provision Maps are monitored by the Inclusion Team and shared with Governors on the Raising Standards and Curriculum committee.

Data collection takes place at the end of each school term (three times a year). As part of the data collection process, teachers engage in moderation activities, helping to validate judgements and to identify and respond to key trends. As part of our data collection cycle, class teachers work in collaboration with senior leaders and our SENCO to determine next step actions, including curriculum revision and pupil interventions – all in keeping with our vision for *'High Quality Inclusive Teaching'*.

CPD time is committed to assessment practices and curriculum planning. This includes *'SENCO Surgery'* opportunities for staff to make accurate assessments for pupils with SEND and to plan appropriate provision to support their needs.

Monitoring and Reporting Assessment

School Governors play an active role in monitoring assessment practices and outcomes across the school. This includes three meetings, led by the Raising Standards and Curriculum committee, focused on pupil outcomes in keeping with our data collection points.

Throughout the school year, parents are kept informed about their child's attainment and achievement – including information about their child's strengths and next steps. This information is communicated to parents each school term, as outlined below.

- Autumn term - parent's evening
- Spring term - midway report, including next step targets and attendance
- Spring term - parent's evening, where next step targets are discussed
- Summer term - annual report, including personal development and assessments

Parents are warmly welcomed to arrange a meeting at any point during the school year to discuss their child's *'life in all fullness'* progress and achievement. Other events, including 'parent drop-ins' and 'celebration of learning' outcomes provide regular opportunities for parents to visit the school and view their child's work and learning.

Our bespoke practice of *'SEND Learning Journeys'* is an effective approach used to set and review small step targets for pupils with SEND – supporting children, staff and parents to communicate their school wide achievements, strengths and next steps. This approach is also used to support transition into the next year group. Targets and interventions for pupils with SEND are shared with parents every half term.

Policy Links

- Curriculum Policy