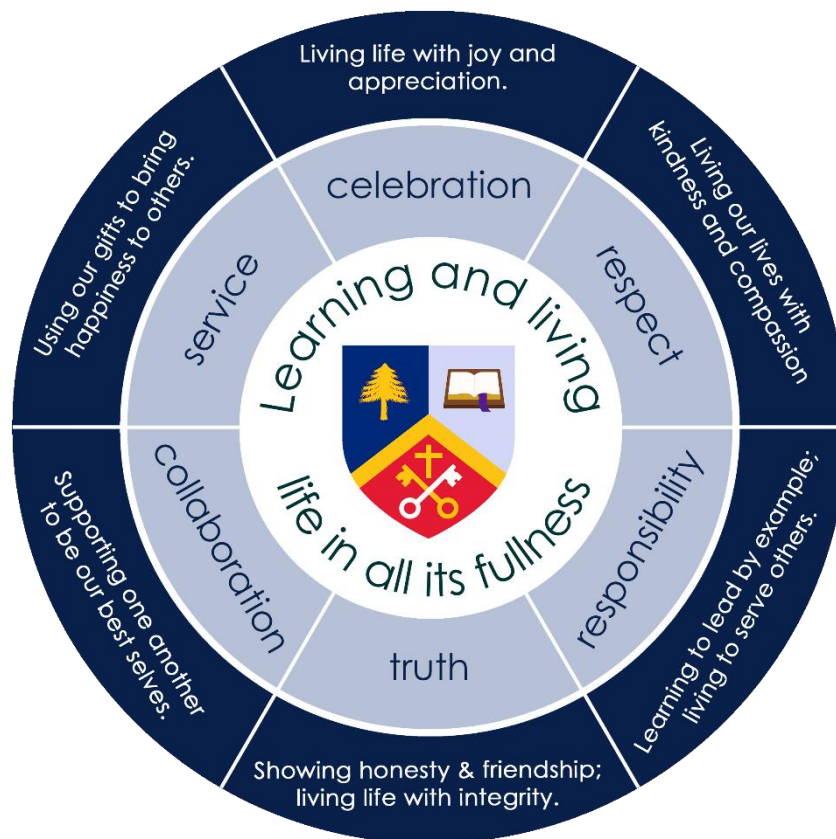




St Peter's CE Junior School

Learning and living life in all its fullness

Assessment and Feedback Policy Summer 2026



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	HHF, with SLT input
Approved/Ratified by Governing Body	May 2026
Date for Review	Summer 2029
Status	Non-Statutory

Assessment and Feedback Policy

This policy is linked to the Teaching & Learning Guide issued to all staff.

Our Vision for Teaching and Learning

Our teaching and learning principles are inspired by our church school vision of *'Learning and Living Life in all its Fullness'* for all members of our community. Supported by our vision and linked to our Christian foundations as a school, we aim for all at our school to flourish in, and enjoy, life and learning.

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.

Feedback & Marking

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.

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from adult to child, child to adult or child to child. Written feedback may take the form of 'Acknowledgement Marking' or 'Quality Marking'. Quality marking is linked to the learning objective and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

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.

Verbal Feedback

We also recognise that verbal feedback is a vital tool in raising achievement. At St Peter's, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond.

All classrooms have a visualiser, which supports teachers with this 'on the spot' feedback. There is widespread, current research ongoing around the use of 'whole class' feedback which aims to respond quicker, have more impact and allow more immediate response/improvement on the children's part, in addition to making marking manageable and more effective for teachers. We

continue to follow, discuss and adapt to current research and practices where appropriate and when evidence is strong for doing so.

Verbal feedback can be:

- Whole class feedback or group at the start of a lesson, as a result of identified need from previous lesson.
- Individual with a child, with an improvement suggestion.
- Within guided group work, either to the group or a child in the group linked to previous or current work.
- As part of whole class work, using a visualiser.

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 question 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 can 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 is appropriate. Teachers check accuracy following self-marking.

Mathematics:

- In every lesson, arithmetical or conceptual errors will be corrected and misconceptions will feed into immediate adjustments to the lesson and future planning.
- Success Criteria should be used where appropriate, for example where learning about a process which has several steps, or to exemplify a skill which has several elements (e.g. diagrammatic or graph work). This can be printed on sheets or LQs as a close reference for children, or may form part of the lesson slides/working walls.
- 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 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. Targeted success criteria will inform achievement of the LQ and can be noted as appropriate if specifically missed/achieved.
- 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, a more detailed success criteria can be used, including those designed in collaboration with the children as part of the writing process. 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 class 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 partially / fully
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.
- Assessment in foundation subjects is primarily based on the curriculum content relevant to that subject.
- However, if a piece of work has substantial written content, the teacher may decide to use the English marking guidance/code.
- Verbal feedback will be shared with children in Art, Computing, Design Technology, Languages (French), Music, Physical Education and RHE.

Assessment Codes / Point in Time Assessment

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 subjects. Teacher Assessments in the core subjects of reading, writing and maths are recorded on Insight, our recording and analysis system, which is used to generate attainment and progress reports which support our understanding of children's next steps and needs. Insight is also used to record test and assessment scores connected to these subjects.

Point in Time Assessment – explanation and definitions

If we say that 'Expected' means that a child is working comfortably with what has been taught to date, at any point in the year, this is what is meant by '**Point-in-Time Assessment**,' or '**PITA**.' It means that pupils could be deemed as Below, Working Towards, Expected and Greater Depth within any term. Pupils don't have to cover the majority of the curriculum to be identified as such.

The guide below can be used, alongside subject assessment criteria and assessments/tests, to aid thinking when deciding on a PITA judgement.

Supporting SEND

The expected standard is designed to indicate that children have a mastery of the skills they have learnt and can begin to apply them in different contexts. There are a lot of criteria to master and some children, particularly those with SEND needs, will still be working towards this standard, or working below the standards for their age range. We have various ways of tracking children who have not reached the expected standard. Progress for these children is based on small-steps of achievement which are not always apparent in Insight – it will be important to make use of learning journals and individual feedback/praise to recognize the progress SEND children make.

PITA / Insight Assessment Guide

Judgement/ Prediction	Age-Related Expectations / Guidance	Scaled Score (GUIDE)	Standardised Score (GUIDE)
Significantly below (-2 or more years)	- Largely or wholly unable to access the national curriculum for their year group, even with heavy personalised support and scaffolding, perhaps due to early stages of learning EAL or significant barriers to learning. - Will usually undertake different tasks to the rest of the cohort for core subjects. - Likely to be judged as 'pre key-stage' at KS1 and/or KS2.	< 85	< 80
Below (-1 year)	- Is often not able to access the year group NC, unless with heavily personalised support and scaffolding- possibly due to EAL or barriers to learning. - Cannot apply learning independently or embed concepts. - May sometimes undertake a different task to the rest of the cohort.	85-90	80-90
Working towards (WTS)	- Is able to access the NC, often with some scaffolding or support. - Has some gaps in their learning. - Experiences difficulty to embed concepts. - Often struggles to apply learning independently.	91-95	90-95
Close to expected (CTS)	- Meeting some, but not enough NC expectations to be regarded as securely expected. - Inconsistent test results- approaching 100 but not always. - Can improve work/fix errors but needs targeted feedback or support to do so.	96-99	96-100
Expected (EXS)	- Is meeting many, but not always all of the NC expectations. - Is successful at learning many new concepts. - Applies skills independently but not always consistently. - May make errors but will usually be able to improve work following feedback and support. - May have some smaller gaps in learning.	100-104	100-110
Moving from Expected to Above	<i>Is meeting all, and sometimes exceeding, national expectations.</i> <i>Is usually a successful learner and shows good understanding of over around 80% of objectives taught.</i> <i>May make occasional errors in applying learning to a new concept.</i>	105-109	110-120
Above (also GDS/Greater Depth)	- Is exceeding national expectations. - Is nearly always, or always, successful in understanding key learning objectives, and often exceeds understanding required for year group expectations. - Is able to apply skills in a range of contexts, making few errors. - Can explain and justify ideas.	110+	120+

- Standardised Scores overlap because there is no 'pass mark.' Teacher judgement must still be used. Anything between 95 and 115 is in the expected 'range' for a standardised score.
- Scaled Scores are only for use in Year 6 when using 'Mock' SATs papers.

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 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

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		

Procedures and practices linked to assessment

- 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 through the Raising Standards and Curriculum committee.

Throughout the school year, parents are kept informed about their child’s attainment, strengths and next steps, as outlined below. Parents are also encouraged to request a conversation with teachers to discuss any concerns they have at other times.

- Autumn and Spring term – parents and carer’s appointments with class teachers
- Spring term - midway review, including next step targets and attendance
- Summer term - annual report, including personal development and assessments

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.

‘*SEND Learning Journeys*’ are 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.