



Four Marks CE Primary School Assessment and Feedback Policy

"So let's choose for ourselves what is right. Let's learn together what is good." Job 34:4

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Review Date	June 2027
Name of Headteacher	Veronica Stoodley
Chair of Governors	Jon Elliman
Summary of Key Changes	This policy has been re-written with changes throughout to reflect new research and practice.

At Four Marks CE Primary School, we aim to establish a supportive working environment in which good learning and teaching flourish. An environment in which children are:

- Motivated to achieve within a broad and balanced curriculum to meet the demands of the National Curriculum
- Challenged by high expectations through a variety of teaching strategies (supported with adaptations when required)
- Encouraged to be active, caring and self-disciplined members of the school community
- Able to develop spiritual and moral awareness
- Encouraged to learn socially through discussion and challenge each other through thinking critically.

Effective assessment and feedback are an essential part of learning. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

We believe that the key to successful learning is high self-esteem and that research (Sutton Trust) indicates that the following factors can improve learning:

- Effective feedback to pupils
- Active involvement of pupils in their own learning
- Adjustment of teaching to take account of the results of assessment
- The need for pupils to assess themselves and understand how to improve
- Encouraging children to bridge their own learning gaps.
- Feedback where pupils see next steps
- A confidence that every student can improve

Much of the research upon which this policy is based appears within **'Unlocking Formative Assessment'** by Shirley Clarke and by Dylan Williams. It also takes account of the recommendations from the Workload Review Group (March 2016) which aims to ensure that feedback is meaningful, manageable and motivating. Feedback should help pupils improve their understanding and respond to pupils' needs. Marking should serve to advance pupil progress and outcomes.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice should be proportionate and the impact of this on pupil progress, rather than any other feedback, should be commensurate with the time taken to do this, and considered by teachers in deciding the most appropriate form of feedback. We know that verbal feedback in the moment has a higher impact on learning outcomes and this should also be taken into account.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

We believe that pupils are likely to be learning effectively when they are:

- Working in a positive, encouraging and stimulating environment
- Actively involved in their own learning
- Given effective feedback
- Provided with tasks that have been adjusted according to their needs and differing levels of challenge
- Involved in the planning, organisation and evaluation of their work
- Undertaking challenging activities which are appropriate for their age and abilities

- Clear about what they are trying to achieve and how their work can be improved
- Seeking and getting help when needed
- Given opportunities to work in a range of situations e.g. on their own, with a partner, in small groups and in whole class teaching situations
- Well-motivated
- Staying on task throughout and maintaining a good work rate
- Self-evaluative
- Able to fully participate
- Encouraged to become independent learners

Pupils should be encouraged to take responsibility for their own learning, particularly in editing and drafting skills. They should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.

We believe that pupils are likely to be ineffective in their learning and therefore making less progress than expected when they are:

- Unsure about the purpose of the task
- Occupied by purposeless teaching activities
- Finding work unduly hard, or too easy
- Unsure how to improve
- Poorly motivated or working in an unsupportive environment
- Afraid to make mistakes

Planning and Assessment

- Lesson objectives and success criteria must be clear
- Planning will identify prior learning. In foundation subjects, this will be personalised to the Four Marks learning journeys, not just the National Curriculum statements.
- Class teachers should consider day-to-day adjustments and ongoing assessment in a way that works for them. This could include annotations on planning or using teacher feedback sheets.
- Constant assessment through questioning will be used in lessons to inform future adjustments, groupings and targets.

At the beginning of a unit of work, a short assessment task may be used to help evaluate where the point of entry is into a unit. This will be linked to objectives from prior years, or to our Handy Facts in foundation subjects with similar concepts or themes. The outcomes of this will help to inform teachers' planning, and the opportunities that need to be provided for children to consolidate and master any prior learning for the unit, and the appropriate level of challenge that pupils need to encounter.

Summative Assessment

Years 3 – 5 will be assessed using NFER papers at the end of each term in Maths, Reading and Grammar, Punctuation and Spelling. These will be used alongside Teacher Assessment and will allow teachers to track attainment compared with a wider group of children.

Years 2 and 6 will be tracked using past SATs papers across the same subjects.

Assessment in Foundation Subjects

For each of the units in the foundation subjects, 5 Handy Facts have been identified: the key information teachers would like children to learn from the unit. Lessons will be planned around these facts and will be revisited throughout units, and in subsequent units where learning links, to support children with memory and retention.

At the end of each unit, children's understanding of the Handy Facts will be assessed through independent application tasks (e.g. creating posters, creating books, Concept Cartoons) and time to revisit will then be planned in. Teachers will provide scaffolds within these tasks to enable all children to be able to show their understanding of the Handy Facts, regardless of writing ability.

Sharing Lesson Objectives & Success Criteria

Where Lesson Objectives (WALTs) are shared, pupil learning, motivation and achievement can be significantly improved. It is important that children know what they must concentrate on and the purpose of the task.

- WALT should re-phrased if necessary to be in child-speak and children should be encouraged to unpick the exact meaning. The children should be able to articulate what it is they are learning in any lesson.
- Learning objectives should be separated from the activity instructions. E.g. "To blend colours" rather than "To paint a rainbow".
- The WALT should be stuck into books and act as a title for any piece of work.
- Lesson objectives (W.A.L.T. 'We are learning to') and Success Criteria ('W.I.L.F' 'What I'm looking for') should be clear for all lessons and explained to the children, although it can sometimes be of benefit not to give these at start or too early. Approaches should vary.
- Tasks must match the Lesson Objectives. e.g. 'To find numbers up to 10' may involve children in pairs counting piles of objects and matching then with numeral cards. Task design should follow **Solo Taxonomy** to ensure that children can explore learning at varying degrees of depth and complexity within and across lessons.
- Success criteria ('What I'm Looking For'/W.I.L.F) should be guided by SOLO and where appropriate, be created with the children.
- WALT & WILF should be visually displayed where possible and read aloud with the children order to exploit different learning styles. Ensure that children understand what these terms represent.

SOLO TAXONOMY (Structure of observed learning outcomes).

Depth of learning	Solo Taxonomy	Learning verbs for task design
Surface/ Apprentice Learning	Unistructural <i>Children show that they understand concepts and knowledge with support.</i> • I can define key words. • I can describe my idea. • I can follow a one-step procedure.	Define Name Identify Draw Find Label Match Recall
	Multistructural <i>Children show that they understand concepts and knowledge with support. There is some evidence of independence and confidence in their understanding.</i> • I have lots of ideas • I can list and describe my ideas (but I am not sure how I link my ideas together).	Describe List Outline Follow a procedure
Deep Learning/ Mastery	Relational <i>Children can confidently demonstrate their knowledge and skill independently across a range of situations with a degree of fluency.</i> • I can explain why things happen and apply my ideas • I can classify and sequence • I can link my ideas together • I can compare and contrast different things.	Sequence Classify Compare and contrast Explain causes Explain effects Analyse Make an analogy Organise Distinguish Interview Question Apply
Conceptual Learning/ Mastery at Greater Depth	Extended Abstract <i>Children can confidently apply their understanding and knowledge to new situations and can make links across different learning domains.</i> • I can make predications and write hypothesis • I can evaluate and generalise using my ideas • I can apply my ideas to new contexts and subjects • I can imagine and create new things using my ideas.	Generalise Predict Evaluate Reflect Hypothesise Create Prove Plan Justify Argue Compose Prioritise Design Construct Perform Invent

Pupil Self-Evaluation

- Learners need to be responsible for their own learning and studies have shown that self-evaluation improves achievement. Children will need support in developing this skill, and responses will need to be modelled throughout the year.
- These sessions should be used to inform planning and helps teachers to value pupils' contributions.
- Key questions should be linked with the WALT. E.g. What are you most pleased with about understanding pushes and pulls?
- A variety of approaches should be used to answer these questions – whole-class responses, group responses, paired response or written individual ones. A balance of all of these approaches should be used.
- Plenary should be used for self-evaluation. During this time, KS2 children will mark next to each W.I.L.F statement using a tick or a dot to show their level of understanding.

Feedback

- Feedback should recognise that a level of challenge and difficulty is positive and indicates that new learning is happening. Teachers should not step in too soon, so that children can build resilience and perseverance in tackling new things.
- Feedback should focus on the learning objective. The main purpose of feedback should be to give information to children about how well they have done against the learning objective, using the success criteria as a driver. The teacher will indicate whether the child has met the success criteria by ticking against these. The children will tick or dot to show their self-assessment against the success criteria.
- Marking must be manageable and not all pieces can or should be marked in depth. As a guide, it is considered reasonable that one piece of English work each week, and one piece of Maths work each week will have detailed feedback for pupils offering guidance with a view to improving or enhancing their future performance. This could include live marking and feedback given within the lesson. This guide comes with the proviso that teachers have the skill to be able to judge whether written feedback on a particular piece would be beneficial (beyond developing self- assessment skills) in moving a pupil's learning forward. Consequently, this expectation remains a guide, but also recognises that this level of written feedback is also part of developing pupils' confidence and expertise in reflection and self-assessment. Pupils would be expected to read and respond to comments, and there would usually be an expectation that children review or refine an aspect of their work during reflection time.
- The main focus of marking and feedback should be on the Learning Objective. However, high frequency spelling, grammar, handwriting and presentation may be commented on if appropriate.
- Written 'deep' feedback should indicate where the child has achieved the best aspects against the learning objective and an area where some improvement can be made. Next steps will be indicated by a step symbol. In Key Stage 2, children may also highlight their own successes against the WILF. Specific marking or assessment criteria may also be used by staff/ children to focus on specific targets and next steps which may be highlighted and annotated.
- 'Next steps' should help the child to close the gap. Useful 'close the gap' comments are:
Reminders e.g. What else could you say here?
Scaffolds e.g. What was the dog's tail doing? 'The dog was angry so he....' 'Describe the expression on the dog's face.'
Examples e.g. 'Choose one of these or your own: 'He ran around in circles looking for the rabbit/The dog couldn't believe his eyes'
This need not be done on every piece of work and for many pieces of work a teacher tick or marking against the WILF is adequate in order for it to be manageable.
- At Key Stage 2, children are encouraged to self-mark/peer mark wherever possible looking for success and improvement against the learning objective and success criteria. Peer- marking, particularly on written pieces, should identify what their partner has done well and what they could improve. Where there has been sufficient support on this aspect, this can lead onto effective self-assessment.
- Shared marking is also a useful tool for plenaries and introductions.
- 'Reflection Time' must be given for children to read comments and next steps in order to capitalise on their ability to develop. Children must be given the chance to make an improvement and edit work where necessary, or to respond to comments made by the teacher. Planning should reflect this day-to-day adjustment.
- Where work is 'deep marked' ensure that the children can read comments, or indicate that these have been discussed if, for Key Stage 1 children, the deep written feedback helps to indicate the learning process. Where feedback has been discussed or given verbally, a speech bubble symbol will be used to indicate this. 

- Guided group sessions may be used to assess strengths and next steps for a piece of work in more depth, and to model good pupil self-assessment and response.
- Consistency is important, but we believe that this comes from consistently high standards, rather than unvarying practice. Shared expectations of marking across phases and for different subjects are understood by teachers, and team leaders ensure that these expectations are followed as consistently as possible within teams.
- Written feedback can be given using marking symbols if appropriate to convey successes and next steps, with workload in mind.

^	Word missing
CL	Capital letter
Ⓢ	Spelling mistake
~~~~~	Word/ phrase does not make sense Check grammar
○	Missing punctuation
⚡	Next step in learning
//	New paragraph
/	New sentence
Ⓣ	Teacher supported
ⓖ	Group work
Ⓢ	Independent work
Ⓢ	Supported work
Ⓟ	Worked with a partner/ peer
💬	Verbal feedback/ discussed

### Target Setting

At the start of each unit, the key learning is identified so that the children know what they are working towards by the end of the unit. These are expressed as success criteria for the unit and may also be displayed on the 'Working Wall' in the classroom. In addition, children may have specific individual targets added to the unit success criteria that focus on mastering specific skills during that period (e.g. spelling rules, use of grammar features, fluency in number facts). For foundation subjects, the Handy Facts outline the key knowledge or skills that children will be learning throughout each unit.

### Questioning

- Where children have a response partner to discuss ideas before offering an idea to the teacher, responses from the class are much greater.
- When asking questions, teachers should endeavour to allow a wait time of at least 5 seconds.
- "Pause, Pounce, Bounce" is a questioning technique that encourages deeper thinking and student engagement by incorporating pause time for students to process questions, then actively eliciting responses and building upon them. It helps teachers move beyond surface-level answers and foster more robust understanding.
- Discussions should be scaffolded by the A,B,C approach (**A**dd a new point, **B**uild on someone else's point, **C**ontest someone else's point).

- PEE (Point, Evidence, Explain), should also be used a strategy to encourage children to justify and give depth to their thinking and answers in Key Stage 2.
- Thinking can also take place in small groups.
- Give pupils a choice of different possible answers. A range of resources (such as Discuss It cards, What do you think? Cards, and Concept Cartoons) are useful in developing this approach.
- A range of strategies to gather responses should be used so that there is not an over-reliance on 'hands up'.
- Response partners or talk triangles should be used frequently in all lessons where children are being asked to respond.
- When few children respond to questions, response partners should then be used to improve participation.

#### **A summary and checklist for success**

1. Learning Objectives should be clear and shared with children in words that they can understand and form part of a quality introduction where WALT, WILF are spelt out to all pupils. In order to capture and inspire the children this may not always be the first thing you say. Children may generate the Learning objective for the next lesson as part of the plenary of the prior session. Timescales/ where in the learning journey this learning fits should be shared with the children.
2. All lessons should involve pupils working on quality tasks that provide them with appropriate challenge.
3. Planning should show clear learning objectives and be based on the National Curriculum Programme of Study. It should show adjustment based upon the assessment of the children's needs and take account of assessment tasks used at the start of units. Thought should be given to any necessary adjustments for individual children/ groups.
4. A plenary, usually but not always at the end of a lesson, should enable pupils to reflect upon the extent to which the learning objective has been met.
5. Children should be involved in self-evaluation against learning objective and success criteria.
6. Oral and written feedback should be focused on the learning objective and where marking is in more depth teachers should focus on what the child has done well and next steps in learning.
7. Books should demonstrate that the child has had the opportunity to make improvements based on feedback, or a response to the teacher's comments.
8. Children need to be clear about what they need to do to improve their work, and what they have done well.
9. All children should be encouraged to ask and answer questions and response partners/ talk triangles should be used to facilitate full participation.
10. Pupils should be encouraged to become independent learners who are able to select and organise materials for the task in hand and to work with sustained concentration.