



# **Assessment, Marking and Feedback Policy**

**Responding to Children's Learning**

**Agreed by Governors: Summer 2025**

## Rationale

Feedback is an essential part of the teaching and learning cycle. It is vital that we maximise the effectiveness of its use in practice. We aim to ensure that all pupils receive constructive feedback, both written and verbal, that will improve their knowledge, skills and understanding, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

We are also mindful of the workload implications around written marking, and the research surrounding what makes effective feedback.

## Aims

Our policy is underpinned by evidence of best practice from the EEF (Education Endowment Foundation). Our aims are underpinned by this research. Effective feedback ought to:

- ensure children progress, knowing their achievements and what they need to do next.
- ensure planning is amended in order that the teaching and learning meets the needs of all children.
- be specific, accurate and clearly understood with a consistent approach throughout school.
- encourage and support further effort.
- be meaningful and ensure impact.
- provide specific guidance about how to improve rather than point out errors.

Written marking is a key contributing factor to workload, as highlighted by the DfE in 2017. Our policy therefore is designed to be **meaningful, manageable** and **motivating**.

## Principles

Responding to pupils' learning can have different roles and purposes at different times and can involve both written and verbal feedback.

The following core principles are at the heart of this policy:

- The sole focus of feedback and marking is to **further children's learning**.
- Written comments must be **accessible** according to pupil age and ability.
- Sufficient time must be allowed for pupils to **read, reflect and respond** to feedback ensuring the marking has **impact** on the pupil's progress.
- Instant **face-to-face feedback** in the lesson is most effective to ensure immediate impact.
- Written feedback must be **manageable** for the teaching team.
- All pupils' work should be **reviewed by teachers** at the earliest appropriate opportunity to ensure impact on future learning.
- Reviewed work should be **acknowledged in books** and relate to the **learning objective** and **success criteria**.
- Make use of the school's **agreed editing policy** to ensure consistency for pupils.
- Give **recognition and praise for achievement** and **clear strategies for improvement**.

- **Inform future planning**, assessments, records and reports.
- Pupils should be taught to regularly **self-assess and peer-assess** (as appropriate for their level of maturity and ability)

## Three Stages of Feedback

Feedback typically occurs at one of three common stages in the learning process:

1. Immediate feedback (at the point of teaching)
2. Summary feedback (at the end of a lesson/task, or start of next lesson)
3. Review feedback (away from the point of teaching – including written comments)

Research suggests this is the order of priority. Feedback closest to the point of teaching and learning is most effective to drive forward improvement and progress, especially for younger pupils.

As a school, we place considerable emphasis on immediate feedback within lessons. Review feedback should also provide valuable focus for teachers to further adapt teaching.

We recognise that both immediate and delayed feedback may be effective and is therefore left to teacher judgement to decide on the best course of action.

### Immediate or Verbal Feedback

This *can* be especially effective in driving further improvement and learning, especially for younger pupils and can support pupils in avoiding overlearning errors in e.g. spelling or handwriting.

This type of feedback has the following effect:

- Positive in recognition of pupil's efforts and achievements
- Developmental when offering specific, precise guidance to help pupils improve or correct their work and make progress

What immediate feedback might look like:

- Teachers gathering feedback from lesson using mini-whiteboards, books etc.
- Takes place within a lesson with individuals or groups
- Most often given verbally for immediate action
- May involve a teaching assistant to support or further challenge
- May re-direct the focus of teaching / task
- May involve highlighting / annotations according to the marking code e.g. VF plus 'adjective'
- Some work need only be acknowledged by a 'tick' or a celebratory remark

### Summary Feedback

This often involves whole groups / classes and provides the opportunity to evaluate learning in the lesson. It can be known as a plenary. For most children, the 'next step' is usually the next lesson.

What summary feedback might look like:

- Teachers gathering feedback at the end of a lesson or activity
- Often involves whole groups or classes
- Provides the opportunity to evaluate the learning in that lesson
- Could be peer or self-assessment against the success criteria
- It could guide a teacher's further use of review feedback, focused on areas of need
- Could be a plenary review task in books as well as verbal

### **Review Feedback**

New learning can be easily forgotten. Explicit steps must be taken over time to revisit and refresh learning. Teaching staff should not assume that pupils have securely learnt material based on evidence drawn close to the point of teaching it.

Feedback must sometimes take place sometime after the original teaching input when assessing if learning is now secure – this will highlight how much a pupil has retained their knowledge.

Review feedback provides teachers with opportunities for assessment of understanding and may lead to the adaptation of future lessons through planning, grouping or adapting tasks. Review feedback may also lead to targets being set for pupils' future attention, or immediate action, could lead to specific catch-up work being planned, or define a targeted and planned intervention.

What review feedback might look like:

- Takes place away from the point of original teaching e.g. 'Flashback 4' in maths
- May involve written comments / annotations in books for pupils to read / respond to
- Provides teachers with the opportunity to assess understanding
- Leads to adaptation of future lessons through planning, grouping or adapting tasks
- May lead to targets being set for pupils future attention or immediate action

### **Content of Feedback**

Staff should focus on one of three things:





1. The particular task that a pupil has undertaken
2. The underlying processes related to a specific subject
3. A pupil's self-regulation

Feedback is likely to be less effective if it provides general comments about a pupil's characteristics.

When giving written feedback teachers should focus first and foremost upon the learning objective and the success criteria of the task. The emphasis should be on both the successes against these, and the improvement needs of the pupil.

Teachers must plan for how pupils will receive and use feedback and must use strategies to ensure that pupils will act on the feedback offered. Pupils must be given opportunities to re-do or re-draft a task, apply subject-specific knowledge and skills to a different task or practice a specific skill in either the same or a different context following feedback.

The following table from the EEF guidance report, *Teacher Feedback to Improve Pupil Learning* indicates ways this can be applied at different stages:

	Feedback more likely to move learning forward			Less likely
	<b>Task</b>  <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	<b>Subject</b>  <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	<b>Self-regulation strategies</b>  <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	<b>Personal</b>  <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

## Marking Approaches

All work should be acknowledged in some form by class teachers. This may be through highlighting the learning objective and success criteria, and/or using simple symbols as per the school marking code (see below).

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. If pupils are unable to read/understand such comments/codes, these should be shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used as meaningful guidance when it has not been possible to offer this during the classroom session. If the group has a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written

comment. Where a child has met the intended outcome and is well-prepared for their next step in learning, annotation may not be needed, and highlighting the learning objective will be enough.

In most cases, written comments will be focused on extended pieces of written work, or extended tasks. These comments will allow children's achievements to be recognised and provide further guidance for future learning and next steps.

Examples of written feedback may include asking pupils to:

- Give example(s)
- Complete a directive eg. Record two differences between the shapes. Give an alternative fronted adverbial.
- Prove it, show me, spot the difference, true or false, explain, what comes next? What is wrong?

**Verbal:** will swiftly address misconceptions or prompt deeper thinking / learning

**Summative / Light Marking:** the answer will either be marked correct (✓) or incorrect (○) to acknowledge and recognise attainment / progress or success / completion of work. It can also be highlighting LO/SC and quick comments where applicable. This type of marking is for immediate feedback.

**Formative:** this work is marked in detail against the success criteria or marking grid where applicable. A positive comment is given to recognise effort or achievement that is linked to this.

**Self-Assessment:** based on clear teacher guidance, a child marks their own work against the success criteria / marking grid. This work will then be reviewed and acknowledged by teaching staff to inform future planning and assessment.

**Peer-Assessment:** a child evaluates the work of their peers against the success criteria. This work will then be reviewed and acknowledged by teaching staff to inform future planning and assessment.

**Next Step:** could be whole class or individual where a task has been given to address e.g. misconceptions / inaccuracies / consolidate / apply / challenge / deepen learning. A response is expected from the child to help improve and extend their learning.

The frequency and type of feedback will depend on the age/stage of the pupil; the context of the task that has been taught and learnt; and the phase of learning.

## Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes for pupils. One way to achieve this is through the use of our agreed marking code, which ensures consistency across the school. See child version Appendix 2.

Green Highlighter	You have met the Learning Objective / Success Criteria Elements proving this are highlighted within work
Green Comments	Your teacher will mark and annotate your work using a green pen

Grey Pencil or Blue Pen	Your editing or marking will be in pencil or in blue pen
Word/word	Finger space needed
^	Insert word
✓ or ○	Tick to show correct, dot to indicate an error
CL / SP / P in the margin	Indicates the need to identify and correct missing capital letters (CL), incorrect spelling (SP), or missing/inaccurate punctuation (P)
VF	Indicates verbal feedback was given. A word or phrase will indicate the content of verbal feedback given eg. 'Adjectives.'
NP	New paragraph needed
1. 2. 3.	Indicates a note from the teacher which will be at the bottom of the work.
	Underlining an incorrectly spelled word with a wavy line or a sentence that does not make sense.
SP 'word' x3	At the bottom of the page SP in the margin with a word correctly spelled. X3 indicates number of times to practice the word.
HW 'letter / word' x5	At the bottom of the page HW in the margin with a letter/word correctly formed to be copied here 5 times.

## Principles of Marking and Feedback

Every lesson/ unit of work should have clearly identified learning objectives and success criteria which are shared with the children.

- Where possible children should write the date themselves. Check for the correct spelling of the date and correct use of capital letters and punctuation.
- Staff highlight when children have met the success criteria to ensure teachers know what the pupil knows, can do and can understand.
- At least one comment should be made within a unit of work that is appropriate to age and ability (specific to learning objectives) and should be used to move children forward in their learning.
- When marking writing, highlight the words/phrases that meet the lesson objective or are high quality.
- In some subjects (such as maths), it is not necessary to highlight; instead ticks or dots will be used to signify correct or incorrect answers.
- All marking is to be done in green pen and consistent with the marking key.
- In some cases, it may be appropriate not to mark work, e.g. final drafts for display, independent planning for assessments, floor books etc.

- It is NOT necessary to stick photographs in books as evidence of practical/group work – this can be collated and stored on IPADs or added to a display in the classroom. There is no need for a slip in books if no work is going to be recorded in them for that day.
- Keep the use of worksheets to a minimum and where meaningful or purposeful to the learning; ensure the sheets are reduced in size, neatly trimmed and stuck in books.
- Ensure children rule a line under the previous piece of work and begin under this when there is more than half a page available in their book.

## → NEXT STEPS

*Maths* – a minimum of one next step per unit of work.

*Literacy* – a minimum of one next step per week.

*Topic* – there is no expectation for next steps to be given in Topic; however, if there are specific Literacy or Maths skills that need to be addressed then a next step may be given to address these.

- Time must be allocated for children to respond to next steps and complete any actions given.
- Teachers must check actions/corrections.

## Assessment

At the heart of highly effective teaching and learning is **purposeful assessment**. At Dothill, we use a wide range of assessment methods to provide teachers with rapid formative assessment so they can adjust their teaching which will in turn improve learning.

Well planned and carefully designed assessments, including practice tests and low-stake quizzes are also used to increase long-term memory – children retrieve their prior knowledge.

### Assessment of learning

This type of assessment is summative/evaluative, providing a snapshot of each child's achievement – these can be reported to parents and allow the school / teachers to evaluate how effective their teaching is.

From Year 1 to 5 we use NFER assessment materials to help inform teacher assessment in Reading, Grammar and Spelling and Maths (pas SAT papers in Year 6). These assessments are benchmarked nationally and therefore allow us to track our pupil progress and attainment alongside a wider group to ensure standards are more accurate. These tests are compared with teacher assessments and are completed at the end of the Autumn Term, Spring Term and Summer Term.

Other national assessments: Reception Baseline which takes place in the first few weeks of starting school; Year 1 Phonics Screening Check takes place in June; Year 4 Multiplication Tables Check in June; and Year 6 Reading, Maths and Grammar Punctuation and Spelling SATs in May.



Some children who are not following subject specific study may be assessed on small steps of progress as part of the engagement model.

All NFER and SAT assessments are converted to a scaled score which enables teachers to track a child's results against their targets and to easily compare different assessment types. Test results are used to support and inform the teacher's own assessment of the child. Teacher assessments are entered into the school's assessment target setting and tracking system OTrack. Test results are evaluated according to the following criteria:

Below Standard (B)

Working Towards the Standard (WT)

On Track (OT)

Exceeding (E)

### **Assessment for learning**

This kind of assessment is formative/diagnostic, providing information for the teacher to plan the next steps in the children's learning and about individual children's strengths and weaknesses.

Through a range of strategies, a teacher can assess where a child is at in their learning and what they need to do to progress to the next stage.

Pupils are involved in this process to ensure that they know what is being taught (learning objectives) and how they know that they have achieved this (success criteria).

Day to day assessment strategies include the following:

- Questioning
- Observing
- Discussing
- Analysing
- Checking Children's understanding
- Engaging children in the review process- peer and self-assessment
- Marking

### **Assessment as learning**

This may look like assessment but gives pupils the opportunity to retrieve their prior knowledge, informing their ability to progress further in their learning journey. Practice of retrieval strategies in low-stakes assessments and quizzes help pupils increase their long-term memory skills.

Teachers plan opportunities to recall learning from the previous day, previous week, previous unit of work, previous year etc.

### **Assessment in EYFS**

On entry to Reception, children will be assessed using the Reception Baseline Assessment. Results are used to inform planning and aid early identification of special needs. Children will be assessed throughout each term to ensure that the next steps in learning are appropriately planned to help children make progress.

During their reception year, children will be assessed using the Early Learning Goals which are based on the teacher's ongoing observations and assessments in the areas of learning. Each child's development and attainment are recorded on the school tracking system (OTrack).

### **Feedback in EYFS**

In the foundation stage marking and feedback strategies include:

- Verbal praise
- Written annotations, short and narrative observations
- Annotation of work by teachers and the support team
- Pupils beginning to annotate their own work and pictures
- Verbal dialogue with pupils about their play, work or special books
- School editing policy beginning to be used

### **Standardisation and Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for stage descriptors in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools
- By using the National Standards exemplification materials

Staff take part in regular standardisation sessions to ensure whole school agreement on the specific criteria required for each stage in the prime areas/reading, writing and maths.

### **Reporting**

Reports promote and provide the following:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information shared with outside agencies/other schools

A written report for each child is given to parents, once a year, at the end of the summer term.

Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

For children at the end of Key Stage 2, and those who have taken other national assessments (Y1 Phonics Screening Check, Y4 Multiplication Check), additional information including details of the testing will also be provided.

Parents are invited to attend Parent meetings with the teacher during the Autumn and Spring terms.

Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

## **Monitoring and Evaluation**

Assessment, Marking and Feedback procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in response to any changes or new initiatives. This policy should be reviewed in line with the school cycle.

Teachers follow the agreed Assessment Cycle using the procedures outlined in Appendix 1

The Senior Leadership Team is responsible for monitoring the implementation of this policy through regular book scrutiny.

## **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

# Appendices

## Appendix 1

### Dothill Assessment Cycle

#### LITERACY

- Termly teacher assessment for reading (NFER Y1-5; SAT Y6)
- Phonics assessments - RWI every half term
- SATs (May): writing (TA), reading and spelling, punctuation and grammar
- Reading records, reading folder and guided reading
- Writing: two independent writing assessments per half term, marked according to school Steps to Success assessment (NC)
- EYFS Literacy areas: objective led planning

#### MATHS

- Termly assessments for maths (NFER Y1-5; SAT Y6)
- Weekly tables test (or number bonds)
- Weekly arithmetic skills check - age appropriate (Y1-6)
- End of KS2 SATs
- EYFS Maths: objective led planning

#### NON-CORE SUBJECTS

- Cumulative assessment of skills and learning in subjects such as History, Geography, Music, ICT, PE, D&T, Art etc., collated termly where applicable on OTrack
- Observation based or oral questioning
- Pre and Post Quick Quiz
- Linked to learning objectives
- EYFS: ongoing observation and assessment in specific and Prime areas

## Appendix 2

### Marking Codes: classroom copy

Green Highlighter	I have met the Learning Objective / Success Criteria
Green Comments	My teacher has marked my work using a green pen
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VF	My teacher gave me verbal feedback.
NP	I need a new paragraph here.
1. 2. 3.	The number shows me where my teacher needs me to check.
	A wiggly line shows I spelled a word incorrectly or my work does not make sense.
SP 'word' x3	This means to write a spelling correctly 3 times.
HW 'letter / word' x5	This means to practice my handwriting letter / word 5 times.