



Alsager Highfields Primary School

Mighty oaks from small acorns grow

Assessment & Feedback Policy

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Chair of Governing Board: Mr Alan Stancliffe

Signature:

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Review Date: to be reviewed in the light of operating experience and/or changes in legislation.

Feedback needs to be given as soon as possible to be effective:

"....learning is like quick drying paint. You only have a short time to correct the mistake or let it harden into permanent error."

Rogers J (1989)

Introduction

At Alsager Highfields, we strive to provide all pupils with timely and purposeful feedback that furthers their learning. Teachers are expected to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Assessment

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment:

Assessment for learning and assessment of learning.

- Assessment for learning (formative assessment), involves the use of assessment in the classroom to raise pupil achievement. We believe that pupils improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment of learning (summative assessment), involves judging pupils' performance against the national standards of 2024. Teachers make ongoing judgements which culminate in an end of term more formal assessment. At this point, school data analysis is undertaken by the Senior Leadership Team (SLT)

Children are given regular feedback on their learning so that they understand what it is that they need to do better to empower them to take action towards improving their own performance.

Objectives

The objectives of assessment in our school are:

- To allow teachers to plan work that accurately reflects the needs of each child, thus moving learning forward
- To enable our children to demonstrate what they know, understand and can do in their work
- To promote a culture of self-improvement and life-long learning, equipping pupils with the tools needed to improve

- To provide regular information for parents that enables them to support their child's learning
- To provide the headteacher and governors with information that allows them to make judgments about the effectiveness of the school

Planning for assessment

- Teachers use the Programmes of Study outlined in the National Curriculum 2014 as well as the DfE assessment guidance in conjunction with assessment with commercial schemes adopted, to help identify each child's achievements.
- Teachers plan lessons with clear objectives based on the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's ability and promote inclusion for all groups including SEND.
- Teachers share the lesson's learning objective with the children which is presented in the form of a question. This will form the basis of the success criteria against which the work will be judged.
- Teachers use a range of strategies including; asking probing questions, quick application tasks, scrutiny of written work, right through to formal tests, to find out what pupils know, what they understand and to reveal their misconceptions.
- Teachers note individuals who do not achieve at the expected level in core area lessons. They use this information to plan interventions and next steps.

Target setting and Reporting to Parents

Targets in the core areas are set at the start of an academic year with teachers and are reviewed three times a year. Progress towards these targets are communicated to parents through termly parent consultations. These consultations serve different purposes and vary in format. Namely:

Autumn – this is a face-to-face parents' meeting which will discuss pastoral care as well as achievement in the core areas. Books will be shared.

Spring – this is a face-to-face parents' meeting which focuses more on academic progress and attainment. Books will be shared.

Summer – this is a comprehensive written report in which attainment is shared. Parents are invited to make an appointment with teachers to discuss any aspect of the written report should they wish to. An open-door policy is in place.

Feedback

Feedback to pupils is essential as it tells them what they have done well and what they need to do to further improve. Feedback should help children to become reflective learners and to close the gap between current and desired performance. We have an agreed code for marking for each key stage, and this ensures marking is consistent across the school.

At Alsager Highfields, we fundamentally believe that the core principles of feedback and marking are:

- To further children's learning.
- To be accessible to all students, therefore written comments should only be used once children can read and fully comprehend them.
- To be delivered closest to the point of action in order to have the greatest impact (verbal feedback in lessons is preferred over written comments in books at a later date).
- Teachers are not expected to evidence verbal feedback or 'mark books' purely for external verification, however SLT do expect to see evidence that feedback has been given in the editing and drafting process.
- All pupils' work should be reviewed by teachers at the earliest possible opportunity so that improvements will positively impact current and future work. When work is reviewed, it should be acknowledged in books.
- When written feedback is given on work, teachers should relate this to the question posed in the learning objective.
- In maths, we make clear whether the objective has been met, partially met or not met both in workbooks and the blue books with the use of stampers next to the learning objective.
- Where possible, work should be marked alongside the child, for example through writing conferences, during class monitoring and as part of guided work sessions.

General Marking Objectives

Teachers need to be clear and concise when explaining the learning objective so that the success criteria is fully understood by pupils.

- The learning objective will be displayed at the start of a piece of work and will be presented as a question.
- Marking will be consistent by marking to the success criteria set for the task.
- Marking and feedback must focus on improvement and not correction. Corrections should be picked up by the child in the proof-reading and editing process.
- Exhaustive indication of every mistake is not appropriate for any child, especially those with SEND. Marking and feedback should be sensitive to the needs and the ability of the child.
- Children must be encouraged to acknowledge marking of all forms, read written comments and respond in writing or verbally.
- The children will only benefit from marking if they understand the marking system. A simple and consistent marking scheme will be used throughout the school.
- Work in the core subjects must be quality marked in line with the marking policy and code.
- Work in foundation subjects may be marked with a lighter touch, however, it is vital teachers still review work in order to assess against the learning objective. Evidence of this is expected to be seen in books.

Codes will be used to show if a child has completed work independently (I), with help from a teaching assistant (TA), with help from a teacher (T) or if they have had light touch guidance (G).

Marking Strategies

A variety of marking strategies may be used, including;

- Focused marking by the teacher which concentrates entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed so that the gaps are closed between achievement and potential achievement.
- Self-marking of closed tasks should take place of appropriate. Children may mark their own or others' work against an answer key. Children should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. They should check and improve their first drafts themselves, or use 'talking partners' prior to writing out a final draft.
- Peer-marking - pupils should be trained to evaluate a partner's work, identifying successes against learning objectives and looking for points for improvement. Teachers need to comment or acknowledge work when it had been peer marked.

Frequency of Marking

- Where possible, feedback should take place as soon as possible and always before the next lesson.
- At Highfields we advocate that feedback and marking takes place during lessons – providing immediate feedback.
- 'Distance' marking should be returned before the next session of the subject.
- Long-term projects may be marked on completion.

Feedback on Writing

Pupils require regular, frequent and timely feedback about their writing, with an opportunity to review and edit it. The more frequent the feedback is and the closer it is to the opportunity to edit writing, the more it improves writing. Feedback needs to be encouraging but something that pupils can act upon. It may tackle sentence-level issues or broader aspects, such as the overall structure of the text. Writing must be re-read by pupils first, with any errors or improvements made. When possible, of weakness or to be improved should be indicated by visual codes.

Effective feedback of writing follows the following principles (The Writing Framework DfE 2025):

- tends to be more oral than written and is more discussion-based than directive
- can be provided throughout the writing process. However, oral feedback during drafting and revising is particularly effective
- is specific to the writing task rather than a general comment. It explains clearly and precisely what the problem is and what the solution is. For example, 'You need to add some

more information' is less useful than 'I think you could add some more information about the temperature of lava here. How could you do that?'

- needs to be supportive and encouraging but always giving a reason. For example, 'I liked that sentence because the relative clause helped me picture the woman's hair...' rather than 'Great sentence!'

If the teacher plans it well, peer-to-peer feedback can also be effective when pupils are revising their writing. It can be as powerful for the pupil giving the feedback as for the one receiving it. Again, such feedback needs to be specific and something to be acted on, with clear instructions from the teacher as to what the feedback should focus on. Explaining to pupils (particularly younger pupils) how to give feedback – and on what – is vital. It encourages them to read critically, apply recommended solutions to their own writing and embeds knowledge of the subject matter they are giving feedback on. Pupils will need time to absorb and act upon feedback, with sufficient space on the page to edit. Writing on alternate lines or on only one side of a double page may be helpful for pupils, and the results indicate clearly that feedback has been given and acted on. Encouraging pupils to reflect on feedback is essential for their growth as independent and reflective writers. They should decide whether and how to use feedback, based on their goals for writing.

Marking of Spelling

- Common practice should be that pupils have the opportunity to check and self-correct their own spellings.
- Blanket marking of errors is not acceptable for some children as it demoralises the child. Teachers will focus on the correct spelling of common exception words and those that include spelling rules appropriate for that year group. Correction of spelling should not inhibit pupils' experiments with more adventurous vocabulary.

Marking of Maths Work

Maths work needs to be marked daily so that teachers can see which children have not met the learning objective and intervene with support.

- Incorrect answers will be marked with a cross/dot???
- Stampers will be used to indicate whether a child has met, partially met or fully met the learning objective.

Reward Systems

Rewards must be used for good effort and not only for excellent work. We use a Range of rewards, such as;

- Praise
- Stars on bookmarks
- Dojos
- Raffle tickets

Marking Methods – General Principles

- The date and title are recorded by the children (where possible and appropriate) and the learning objective may also be recorded or referred to where appropriate.
- Teachers will mark in green pen.
- Purple pens will be used when the pupils self-assess their own work.
- Following positive comments, next steps should be identified if appropriate

Monitoring and Evaluation

The implementation of the marking policy will be monitored through:

- Work scans/book looks (is the marking and feedback policy being used consistently by all?)
- Lesson observations (is feedback given in the moment, are children encouraged to 'self-assess' or mark their work in relation to the success criteria?)
- Pupil voice (do pupils know what they are doing well and how they can improve in their work?)

Year 1 & 2 - Marking Codes

T	TA	VF
Teacher supported	Teaching Assistant supported	Verbal feedback given
P	/	//
punctuation error	new line	new paragraph
_	C	sp
lower-case letter error	capital letter error	spelling mistake
r	?	T
letter reversal	check for sense	incorrect tense
hw	wc	fs
handwriting formation	check your word choice	finger space

Year 3, 4, 5 & 6 - Marking Codes

T	TA	VF
Teacher supported	Teaching Assistant supported	Verbal feedback given
P	^	//
punctuation error	missing word	new paragraph
C	LS	sp
capital error	letter size	spelling mistake
r	?	T
letter reversal	check for sense	incorrect tense
hw	wc	S/V
handwriting/join	check your word	subject/Verb agree-