

John Blandy Primary School



Assessment and Feedback Policy 2026

Belong. Believe. Brilliant.

John Blandy Assessment, Marking and Feedback Policy

The principles and aims of assessment

Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. Effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. We recognise that assessment must never limit pupils' learning or develop ideas of fixed ability. There will always be an opportunity for all pupils to succeed if taught and assessed effectively.

Aims/Objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- 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 judgements about the effectiveness of the school.

Strategies

There are 3 main types of assessment used at John Blandy Primary School

Formative Assessment - This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to day basis and to tailor teaching accordingly, for example through:

- Quick Quizzes and sticky learning opportunities
- Questioning
- Group work and 1:1 work
- Marking including live in-the-moment feedback and marking

Summative Assessment – This is used to evaluate how much a pupil has learned at the end of a teaching period. (Unit, topic term or academic year), for example through:

- Use of formal written assessments;
- ‘Hot’ pieces of work completed at the end of a teaching unit or topic; and
- Review of SEN Pupil Profiles.

Nationally Standardised Summative Assessment – This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally, for example through:

- National Reception Baseline assessments;
- Phonics Assessments
- Year 4 Multiplication Times tables Check (MTC)
- National Curriculum tests at the end of Key Stage 2;

Assessment of Work and Feedback procedures

We recognise various methods of assessing a child’s learning. The type of assessment that we make varies from subject to subject. Assessment can take place through:

- Questions and answer sessions during class work and teacher inputs;
- Marking of pupils’ work and feedback of strengths and areas of development;
- Observational assessment;
- Regular recap/quick quizzes such as Maths Ninjas/times tables tests;
- Scanning pupils’ work for attainment and development;
- Assessing pupils’ understanding of concepts, so any gaps or misconceptions are addressed;
- Topic summaries at the start and end of topics; and
- Pupils’ self-evaluation.

Unnecessary recording of formative assessment should be avoided by staff.

Each piece of work is marked. However, within our marking, we use minimal written feedback. We encourage all teaching staff to ‘Live Mark’, providing children with instant, in-the-moment feedback. Greater emphasis is placed on verbal feedback than written. We expect children to act on this feedback eg: correcting letter/number formation, punctuation, key vocabulary spelling, instantly or improving sentence structures/choosing better vocabulary/laying out calculations. This will be seen in pupils’ work as corrections or in purple pen. As part of our focus on Stronger Foundations, pupils’ work in Year 1/2, should clearly evidence where feedback has been provided, picking up on the basics to ensure that handwriting, letter formation etc is picked up on and ‘fixed’ by the child. In KS2, children’s work, will evidence the child ‘fixing’ errors over time, due to the quantity written and the ability of the adults working with individuals or key groups of children within a lesson. We avoid pieces of work being highly marked for errors for the self-esteem of the child.

Making codes that we use when providing Live marking/written feedback can be found in Appendix A.

Feedback is also used at the start of each lesson reflecting on the previous day's work and is evident in PPT feedback slides.

On occasion, work will illustrate some use of close-the-gap marking, where it is deemed appropriate and purposeful such as within maths. For example, if an incorrect formal method has been used, the marking will indicate the taught method with an example for the child to complete to help address the misconception.

Minimal marking will include:

- Pink highlighter next to a focussed learning objective to demonstrate the meeting of the objective along with:
 - A green tick to show that something is correct
 - A green dot to show an incorrect response particularly in maths
 - A green pen with comment for close the gap comments/in-the-moment feedback, only where necessary
- Where an adult has supported the child with their work
- Some incorrect spellings will be picked up on and will be asked to practise them dependent on age/ability. These will be evident through a speech bubble.

Moderated Writing –

When pupils complete a moderated writing task, pink highlighter will be used to underline key aspects eg: adjective, punctuation, fronted adverbial. KPIs at the front of moderated write books will be marked off by the teacher after a 'hot write'. Written marking is **not** needed. However, Next Steps (NS) should be indicated on the piece of writing so that a child, if requested, could go back and edit their work independently.

Marking should be completed promptly within 3 days, to allow for pupils to be given feedback to then act on in their next piece of writing.

Summative Assessment Practices

Teaching and marking means that as teachers we are assessing continuously and we also assess formally, three times a year during the autumn, spring and summer term.

Year Group	Assessment Timetable
Reception	-Baseline assessment on entry, end of autumn, Spring and June -DFE Baseline assessments -Regular assessment of phonics by RWI lead
Year 1	-Teacher assessments to take place Nov, March and June (reading, maths and writing) -Regular assessment of phonics by RWI lead -Past phonics assessments Sept, Nov, Feb, April -Phonics check – June -FFT reading fluency - June -CEW spelling test- September, January, May

Year 2	<ul style="list-style-type: none"> -Teacher assessments to take place Nov, March and June (reading, maths and writing) - FFT fluency assessments to take place in September, January, early May. - SATs- June – for those children achieving above and well above in fluency to complete Reading SATs paper, for those achieving expected to complete Paper 1 SATs Reading. All pupils to undertake maths SATs paper. -Regular assessment of phonics by RWI lead of those still in receipt of RWI -CEW spelling test- September, January, May
Year 3	<ul style="list-style-type: none"> -Formal assessments incl teacher assessments judgements to be made 3x a year (maths, reading, SPaG) in Nov, March, May - Moderated pieces of writing 8 times per year to help inform teacher assessments - FFT fluency assessments to take place in September, January and May. - CEW spelling test- September, January, May
Year 4	<ul style="list-style-type: none"> -Formal assessments incl teacher assessments judgements to be made 3x a year (maths, reading, SPaG) in Nov, March, May - Moderated pieces of writing 8 times per year to help inform teacher assessments - Baseline MTC September. MTC spot check regularly throughout the year (December, February, April) - MTC June - FFT fluency assessments to take place in September, January and May. - CEW spelling test- September, January, May
Year 5	<ul style="list-style-type: none"> -Formal assessments incl teacher assessments judgements to be made 3x a year (maths, reading, SPaG) in Nov, March, May - Moderated pieces of writing 8 times per year to help inform teacher assessments - FFT fluency assessments to take place in September, January and May. -Baseline SATs paper completed July - CEW spelling test- September, January, May
Year 6	<ul style="list-style-type: none"> -Past SATs assessments (maths, reading, SPaG) in Nov, February, SATs- Early May - Moderated pieces of writing 8 times per year to help inform teacher assessments - FFT fluency assessments to take place in September, January and May. - CEW spelling test- September, January, May

Target setting

At John Blandy Primary School, we set targets across the school using FFT. These targets are discussed with the class teachers and support staff in September during

Pupil Progress Meetings. Targets should be aspirational whilst achievable. They are then reviewed at each subsequent meeting in the spring and summer term. Targets are shared termly with our CLT Director of Education, providing an opportunity to review and track the progress of different groups and individual pupil's progress. We set targets in mathematics and English (reading, writing and SPaG) for all our children during each academic year. We communicate individual targets to parents at both parents' evenings. We review and track the progress of each child at the end of the academic year and set revised targets.

How do children evaluate their own learning?

We expect all children to respond to live, in-the-moment feedback. From Year 2 to Year 6, children are encouraged to respond to marking, where appropriate. The children respond using a purple pen. This could be in response to a close-the-gap comment, or to change an incorrect answer. Children are also encouraged to use purple pen to amend and improve their work after feedback has been provided.

Monitoring and Evaluation

Marking and Feedback will be monitored regularly by the Leadership Team and will form part of our annual monitoring cycle.

Roles	Responsibilities
Headteacher	<ul style="list-style-type: none"> -To oversee the work of the Subject co-ordinators, staff, pupils, parents and Governors - To provide opportunities for Subject co-ordinators to carry out book-looks -To provide opportunities to see good practice and discuss this during time in meetings -To use research to inform our school's assessment policy and practices, ensuring these are updated regularly. - To analyse data
Subject Leads	<ul style="list-style-type: none"> -To ensure staff mark in line with the school policy -Ensure that marking and feedback is purposeful and manageable for teachers -Ensure consistency in marking throughout the school -Provide guidance, support and training to all staff
Teachers and support staff	<ul style="list-style-type: none"> -Ensure work is marked in line with school policy and that their marking has a purpose and is consistent -To share good practice of book marking in meetings -Provide supportive guidance for parents - Children are encouraged and rewarded for their efforts and progress -Where applicable children know their targets for further development -To record assessment data when applicable
Pupils	<ul style="list-style-type: none"> -Read all comments by teachers where appropriate and complete and set tasks -Respond positively to comments written by teachers and make improvements (where applicable)

	<ul style="list-style-type: none"> -Under guidance from teachers, sometimes mark their own or another student's book using purple pen -Be aware of the next steps to achieve individual targets, reflecting on KPIs in an age-appropriate manner -Put their best effort into their work -Keep high standards of presentation in book work -Celebrate their achievements and share their work with others
Parents	<ul style="list-style-type: none"> -To read through the comments written by teachers during parents' evening -To engage in dialogue with the school where appropriate to support their child's learning -To support the school in ensuring that pupils put in their best effort
Governors	<ul style="list-style-type: none"> -To agree to the school's Assessment and Feedback Policy -To listen to feedback on the implementation of the policy -On link-Governing visits to the school, the Governors are able to see students' work -Responsibility for ensuring this policy and all policies are maintained and updated regularly

Assessment Judgements

Core

Within maths and Moderated writing books, KPI sheets for the child's year group can be found. Teachers mark these and date them.

Across KS1 and KS2, children are assessed to be working at the following standards:

- Emerging (below) (1)
- Developing (working towards) (2)
- Expected Standard (3)
- Greater Depth (4)

EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1 or 2 scale against each ELG.

- Not met (1)
- Met (2)

Non-Core

Across the foundation subjects, teachers assess pupils against the key objectives identified. The children's knowledge is assessed using formative assessments made in both the lesson and pupils' work. Teachers record those children working below and any child who has shown very good knowledge and understanding. This is recorded on a proforma that can be accessed by class teachers, to help inform future planning, as well as by Subject leads to inform their knowledge of their subjects and make any subsequent changes as needed.

Teacher assessments are used to inform parents in an end-of-year report in the July of each academic year as to the standard their child is working at.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice a year we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year (October), we consider how the children are progressing in their new class. At the second meeting of the year (March) we evaluate their child's progress as well as sharing their next steps.

During the summer term, parents receive an electronic report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year.

In reports for pupils in Year 6 we also provide details of the standards achieved in the national tests. Comparative data for both the school and against national standards is also shared. For pupils of Year 1 we provide details of the Phonics Screening Check having been met or not met. For pupils in Reception class, we also report to parents on their Child's attainment of reaching a Good Level of Development (GLD). For pupils in Year 4 we report on a child's achievement in the MTC.

Parents are given the opportunity to discuss any concerns they have with regard to their child's progress in the summer term once they have received a written report in an electronic format using MCAS (My Child At School). The opportunity to speak to teachers about their child's report takes place during the school's annual open afternoon held at the end of the summer term.

Tracking Progress

We currently use 2 systems to track progress of different groups and individual progress of pupils. One system is using that of FFT. We also have a personalised system, which identifies children's attainment at key points in the year, over the years of time that pupils are with us. This enables the SLT and teachers to identify those children making expected/less than or greater than expected progress. Using this system, we are also able to identify pupils in specific groups such as: FSM, Pupil Premium and SEN to help identify their individual progress as a group. The SENCo tracks progress for this group as a whole and reports this to Governors in the annual report.

Our Governing Committee are presented with data at LGC meetings, three times a year, providing them with the opportunity to analyse and question what the data is showing and school's performance.

Appendix A

Marking Codes

WS – With Support

WS+ - With a lot of support

GG – Work completed as part of an adult led guided group

When using the above codes add who gave support T or TA e.g. WS TA

I – Independent work

D – Dictated

VF – Verbal feedback given

Sp – written to draw attention to spelling errors when appropriate

● - incorrect answer (used in Maths)



With correct spelling inserted in bubble for children to copy and fix

To be used by children when they are editing:

// - New Paragraph

/ - New Line