



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL

*Compassion, Courage & Respect*

# Assessment, Feedback and Marking Policy

## VISION STATEMENT

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a **heart for people**, inspiring everyone to be the best version of themselves:  
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will **thrive together**.

We will reach out to each other, our community and the wider world with  
*Compassion* in our hearts.

We will live bravely, showing *Courage* to keep going when facing challenge.

We will *Respect* ourselves and others, embracing everyone's unique gifts,  
and value the contribution that we can all bring to God's world.

**Date of Next Review : Feb 2026**

Approved and Adopted

Governors Signed \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signed: \_\_\_\_\_ Date: \_\_\_\_\_

At Silchester C of E Primary School, we wish to promote a culture of achievement which provides challenge and develops self-esteem. We believe that assessment, marking and feedback should provide be constructive for every child and teacher, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable children to become reflective learners and help them grow and develop as learners.

## ASSESSMENT

### The purpose of assessment is to:

- Ensure that the progress of all children is regularly monitored so that any under-achievement is identified and addressed swiftly.
- Allow teachers to make informed judgements regarding pupils' attainment, understanding of concepts and development of skills.
- Plan appropriate next steps in the child's learning which informs future planning and the basis of discussion between pupils, teachers, and parents. A crucial aspect of this is pupil self-assessment.

### Forms of assessment include:



### ***Embedding Formative Assessment***

This takes place throughout the unit as teachers mark work or speak to pupils to identify any misconceptions and to ascertain what pupils know. Pupils are also expected to use success criteria to assess their own work and learning. All this information is used to inform day-to-day planning, teaching, and groupings of pupils. This increases engagement from our learners who will support each other and take responsibility for their own learning through peer and self-assessment techniques. It also increases responsiveness and adaptive teaching, empowering our teachers to collect better evidence, make better decisions, and improve learning in every lesson.

### ***Summative Assessment***

This takes place to assess progress towards key end of year objectives. This is updated as areas of the curriculum is taught and is ongoing. Despite it being ongoing, there are three set milestones for data collection through classroom monitoring and analysis throughout the year (December, March & July). At each milestone, pupils' performance in Writing, Reading and Maths are evaluated, recorded and reported, and used to track pupil progress throughout the year.

### **National Assessments:**

#### ***Baseline Reception***

Children will be given a short baseline assessment within the first few weeks of starting Reception class, completed by the teacher, to find the individual child's starting point.

#### ***End of Year 1***

Children take an externally set Phonics Screening Test in June. Children will also be assessed on a regular basis using teacher assessment; you will be informed whether your child has met the

required standard in phonics. If they have not met the expected level, they will be retested in Year 2.

### **End of Year 2 - (End of Key Stage 1)**

In May, Year 2 children will be assessed using externally set tests; these will be marked internally by the teacher. The tests cover mathematics, reading and writing. The writing assessment also covers spelling, punctuation and grammar. Instead of a level, children will be given a scaled score which will be out of 100, where 100 is the standard for that stage. These tests are used to validate the school's teacher assessments in these areas.

### **End of Year 4 - (Multiplication Timestable Check)**

In June, all year 4 children nationally will be expected to sit an online assessment of their competency with multiplication tables. This is an online assessment of mental arithmetic where the child will have 6 seconds to answer a multiplication check question between the x2 table and x12 table. This assessment will be used to validate the quality of our mental arithmetic provision.

### **End of Year 6 - (End of Key Stage 2)**

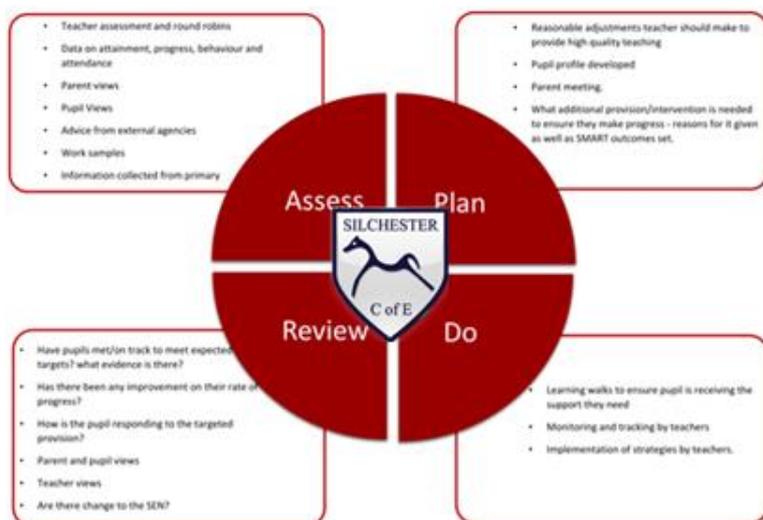
Children will sit National Tests in May; these cover mathematics, reading and grammar, spelling, and punctuation. Writing assessments continue to be based on ongoing teacher assessment; moderated locally. The tests will be externally set and externally marked. The format and level of challenge has changed. There is no longer a separate Level 6 paper. Children will no longer be given a level, instead their raw scores in the tests are converted to a scaled score, where 100 is the standard for that stage.

### **Whole School Assessment**

The whole school data targets are set for end of Key Stages annually by the Executive Headteacher and SLT; these targets are formed on prior attainment of the cohorts and historic progress rates of the school being considered. Year group data is analysed to ascertain progress and to set year group targets (summative assessment). Data is also analysed to identify any group trends e.g. PP, EAL, gender, SEN. This information forms the basis of termly assessment reports to governors and consequent School Improvement Plans where relevant.

### **Prior Attainment Grids (PAGs) & Raising Attainment Plans (RAPs)**

To give our assessment and monitoring practical impact, PAGs and RAPs are produced following each Data Collection Milestone and include the current level of attainment in Writing, Reading and Maths for each pupil in the year group. This enables the needs of individual pupils to be identified and addressed, setting appropriate targets to support learning. Teachers, with the support of SLT, then produce a RAP in which key individuals or small groups are targeted for additional support to help accelerate progress.



## **FEEDBACK & MARKING**

*“Providing meaningful feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.”*

*EEF, 2021*

### **Feedback Principles**

At Silchester, the following principles underpin our effective feedback:

1. Setting clear learning intentions and success criteria, for which the feedback will be given against.
2. Feedback is specific.
3. Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Therefore, teachers implement strategies that encourage learners to welcome feedback, and monitor whether pupils are using it.
4. Written feedback highlights where children have met the success criteria and identify one or two areas where the pupil could improve their work and provide guidance as to how this might be achieved.
5. When verbal feedback is used, points 1 to 3 are again followed to ensure its effectiveness.
6. Time is given for children to reflect on their learning and respond. This should be built into the learning process.

### **Marking**

#### **Summative Marking**

This is associated with closed tasks and consists of ticks and correction marks.

Features of this marking are:

- Wherever possible, children are asked to self-mark or the work is marked as a group.
- The school marking code is applied. See appendix 1
- The children will know before starting the work, which features are to be focused on in marking
- Children are expected to correct some mistakes (up to 3 in a piece of work)
- Not all spelling mistakes will be identified - only incorrect words which use spelling rules that have been previously taught (a maximum of 4 spellings highlighted to as incorrect per page of writing work)
- Generally, children in KS2 will self-edit work for capital letters and basic punctuation.

#### **Quality Marking**

This is associated with more open tasks, particularly writing.

Features of this marking are:

- Children are given the opportunity to reflect on their work, edit and improve before quality marking. This will involve modelling by the teacher using, if applicable, a student's work.
- Teachers will then use highlighting to indicate where the pupil has met the success criteria (up to 4 per one page of written work)
- Teachers will identify one or two areas where the pupil could improve their work and provide guidance as to how this might be achieved.
- Children will be given an opportunity for the pupil to act upon the guidance. This will also involve modelling by the teacher.
- Pupils may then work in a group to mark a piece of work before attempting to mark their own.

#### **Verbal Feedback**

This form of feedback is an essential part of the teaching and learning process. When pupils have misconceptions, verbal feedback and support should be given to a group of pupils who are experiencing similar difficulties wherever possible, to ensure an efficient use of teacher's time. If possible, teachers should indicate in books when verbal feedback has taken place.

Where children have received guided support by an adult to complete a task, a capital 'S' to indicate where support has been given should be marked in their book.

## **PRESENTATION**

At Silchester, we aspire for all children to take pride in their work. Teachers hold high expectations of children's work and presentation. Where presentation is not of a high standard, adults will address this through feedback best suited to the individual child's age and needs. Teachers make a conscious effort to check children's presentation each lesson and support them to achieve the following expectations. See appendix 2 for presentation examples.

### **Maths Book Presentation**

#### **KS1**

- All work is short dated (possibly on a sheet provided)
- Any worksheets / problems / photos and all WALTs are neatly glued in
- Smaller edits can be rubbed out or one line through

#### **KS2**

- Short date is written at the top and right-hand side of every piece of work
- Date is underlined with a ruler
- A WALT is glued into the top of the page each piece of work
- Any worksheets/ problems / photos and all WALTs are neatly glued in
- A margin may be used on each page
- One ruler line is put through larger parts of work
- Smaller edits can be rubbed out
- One digit is written in per square

### **English Book & Others Presentation**

#### **KS1**

- All work is long dated (possibly on a sheet provided)
- Any pictures / worksheets and all WALTs are neatly glued in
- Smaller edits can be rubbed out and one line through

#### **KS2**

- Long date is written at the top and right-hand side of every piece of work
- Date is underlined with a ruler
- A WALT is glued into the top of the page each piece of work
- Any worksheets / problems / photos and all WALTs are neatly glued in
- One ruler line is put through larger parts of work
- Smaller edits can be rubbed out

## **APPENDIX 1**

### **School Marking Code:**

- **Teachers** will mark in a **purple biro**.
- **Children** will mark, self-edit and respond to marking in a **green biro**.

I	Independent work
S	Supported by an adult
VF	Verbal feedback given
•	Corrections [try this again]
yellow highlighter	Success criteria met/achieved, positive marking
pink highlighter	Next step/improvement marking – linked to success criteria
sp (in the margin) (and/or word underlined for further support)	Spelling mistake (up to 4 in a page of work) (previously learnt spellings) (When children have edited spellings, they will put a small tick over the 'sp')
//	Paragraph (if / where appropriate)
^	Omission

## APPENDIX 2

Friday 3<sup>rd</sup> November

**WALT:** inform the reader in a non-chronological report.

Subheading

Topic words e.g. predators, relatives

Different sentences openers e.g. often, Like..., Many...

Check for:

Full sentences read it again	<b>CAPITAL LETTERS</b> Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	Full Stops ●	Finger space 	Spellings - Word mat - Ask a buddy - Dictionary
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mammoths

Often mammoths had great big tusks as long as 15 feet long.

They were found in North Africa, Asia, America and lastly Europe.

There were three types of mammoths called woolly mammoth the Imperial mammoth and lastly Pranis Mammoth.

School Presentation Expectations Examples:

Application problems involving groups of 3 and 4  
 / draw a bar model / draw an array  
 number line  
 sentence and recall the number fact

in a garage. All their tyres need  
 any new tyres are needed?

total of 6 goals a month. The football  
 for 3 months. How many goals are in the

the beach on Friday, Saturday and Sunday.  
 found 8 seashells. How many seashells did  
 by the beach trip?

Jason worked for 7 minutes 4 days a week practise  
 spellings. How many minutes did he practise his sp  
 for in the whole week?

Tommy, Stacy and Frank have 12 pencils. How ma  
 pencils do they have in all total?

Write a possible word problem that this bar mode  
 be showing:

→ Check how many 'lots of'  
 on your number line Eliza  
 Brilliant effort Eliza (thp)

Handwritten solutions on the left page:  
 Problem 1: Number line from 0 to 24 with jumps of 4. Labels: 0, 4, 8, 12, 16, 20, 24. Final number: 24.  
 Problem 2: Number line from 0 to 24 with jumps of 3. Labels: 0, 3, 6, 9, 12, 15, 18, 21, 24. Final number: 24.  
 Problem 3: Number line from 0 to 32 with jumps of 3. Labels: 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 32. Final number: 32.

Handwritten solutions on the right page:  
 Problem 1: Equation  $7 \times 4 = 28$ . Number line from 0 to 28 with jumps of 7. Labels: 0, 7, 14, 21, 28. Final number: 28.  
 Problem 2: Equation  $12 \times 3 = 36$ . Number line from 0 to 36 with jumps of 3. Labels: 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36. Final number: 36.  
 Problem 3: Bar model with 6 boxes, each labeled £3. A bracket above the boxes is labeled 18 and a question mark. To the right, handwritten text says: "6 children to a table and read each to match to their table".  
 Problem 4: Handwritten word problem: "the beach on Friday, Saturday and Sunday. found 8 seashells. How many seashells did by the beach trip?".  
 Problem 5: Handwritten equation:  $3 \cdot 32$ .  
 Problem 6: Number line from 0 to 32 with jumps of 3. Labels: 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 32. Final number: 32.  
 Problem 7: Note: "→ Check how many 'lots of' on your number line Eliza".  
 Problem 8: Signature: "Brilliant effort Eliza (thp)".