



**WESTFIELD PRIMARY SCHOOL AND NURSERY**  
**ASSESSMENT, FEEDBACK AND MARKING POLICY**

**Date ratified: October 2022**

**Ratified by: Full Governing Board**

**Date to be reviewed: July 2025 by the Full Governing Board**



## **WESTFIELD PRIMARY SCHOOL AND NURSERY**

### **Assessment, Feedback and Marking Policy**

**October 2022**

At Westfield we believe that:

- Assessment should be an integral part of the teaching and learning process;
- Teachers, support staff, pupils and parents all have an important part to play in that process.

Effective assessment is essential to support quality teaching and learning. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Effective assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps for their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children. Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and areas for development at an individual, group, class, year group and whole school level. This information guides strategic planning at each level. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

#### **Planning**

Planning is the key to effective assessment and the quality of learning. Assessment should inform planning. All plans should be realistic, relevant and adaptable to ensure they provide:

- a broad and balanced curriculum;
- sequential learning;
- challenge for all pupils
- scaffolding to support through task, resources or use of adults
- foster independence

All planning is based around the year group curriculum maps which plans out the national curriculum objectives which need to be covered for each year. These are working documents which are adapted to meet the needs of each cohort of children.

To support the planning of each curriculum area, there are a range of resources which Westfield use to ensure that teachers are able to focus on meeting the needs of the children in their class. These include:

- English – Talk 4 Writing
- Maths – HfL Essential Maths
- Science – Collins
- History and Geography – Connected History and Geography by Collins
- Art – Access Art
- R.E – Discovery RE
- PSHE - Jigsaw
- French – Language Angels
- Music – Charanga

#### **Assessment**

The aims and objectives of assessment at Westfield are:

- to build a picture of children's attainment and progress;
- to compare a child's current attainment and progress with age related expectations;
- to enable children to demonstrate what they know, understand and can do in their work;
- to help 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.

Assessment at Westfield takes place through formative and summative assessment:

### **Formative Assessment**

Formative assessment is the use of day-to-day assessments to gauge and explore pupils' understanding of a topic. It is best thought of as an assessment for learning. Formative assessments are what we carry out to help inform the learning 'in the moment'. Formative assessment is continuous, informal and should have a central and pivotal role in every classroom. When used correctly, it will have a high impact on current learning and help guide teaching and learning.

. At Westfield, assessment in the classroom is mainly formative. This can be seen in many different ways, including but not limited to:

- dialogue between adult and pupil/ small group/ whole class about work in progress or completed work
- open ended questioning focusing on the learning objectives of the lesson
- a written record of observations for the teacher
- written comments in a pupil's book

At Westfield we place great emphasis on formative assessment that happens in the moment with the children rather than after the event. This instant feedback enables the adults to address any misconceptions quickly and for the children to understand how to improve their work whilst doing the work.

### **Summative Assessment**

Summative assessments take place after the children have completed a block of work, whether that be on a term or modular basis. They are a more formal way to sum up pupil progress. They are best thought of as assessments of learning. There are different types of summative assessments that we carry out 'after the event', often periodic (rather than continuous), and they are often measured against a set standard. Summative assessment can be thought of as helping to validate and 'check' formative assessment – it is a periodic measure of how children are, overall, progressing in their learning.

At Westfield, we choose to do mid-year and end of year assessments with all year groups in KS2. These summative assessments we use are called the Oxford National Curriculum Tests and are provided by Oxford University Press. We use an online platform called the MERIT system to record the results and aid the analysis. It is important to note that these tests do not act as a final judgement on a child's attainment and progress; instead these are used in association with the teacher's knowledge and understanding of each child from their classwork to inform a judgement at mid-year and end of year data collections.

Aside from these formative assessments, the government requires summative assessments to be completed at the following points:

- Entry to Reception Baseline (Autumn 1)
- Foundation Stage Early Years Profile (Summer 2)
- Year 1 Phonics Test (Summer 2)
- Year 2 SATs (Summer 1)
- Year 2 Phonics re-check for those who didn't pass in Y1 (Summer 2)
- Year 4 Multiplication Check (Summer 2)
- Year 6 SATs (Summer 1)

### **Assessment in the Early Years Foundation Stage**

In the EYFS we assess the children on entry to establish their baseline and then assess through on-going assessments (Formative assessments) and Summative assessments, which takes place towards

the end of the Reception year. All evidence of the children's learning is captured through 'Evidence Me'; Special Books and Writing Books. On-going formative assessment is at the heart of Early Years practice. It is the link between observing children and effective planning to support their progress. On-going assessments take place on a daily basis through observations of the unique child during their independent play, daily routines and when engaged with others. Observations inform adults about what the child has learned or can do already, their preferred learning styles and interests. Information gathered from parents and previous/other settings are valued and used to gain a bigger picture of the child. This information is then used in planning next steps in the child's learning.

### **Moderation and Consistency**

Moderation is vital in ensuring consistency of assessment across the school. Moderation meetings (both internal and external) are held several times a year in core subjects. In addition, county moderators visit the school from time to time to ensure consistency with other schools. As we are a one form entry school, our internal moderations take place across year groups (normally across phases i.e. EYFS; Y1 & 2; Y3 & 4; Y5 & 6). However, to ensure our assessments are accurate and consistent with those outside of Westfield, all teachers attend moderation clusters with local school run by Herts. This provides teachers with the opportunity to share their books with other teachers in the same year group and have professional dialogue about the progress in books.

Furthermore, all subject leaders view examples of children's work within their subject area to make judgements about their current attainment. All our teachers discuss these, so that they have a common understanding of the expectations in each subject. By doing this, consistent judgements about standards in the school can be made.

### **Reporting to Parents**

We believe that reports should have a positive effect on children's attitudes, motivation and self-esteem. We also value the input we receive from parents and see reports as one way of further developing the relationship between the school and parents. The Annual Report to Parents will include:

- Highlights of positive achievements and progress made;
- Careful chosen language that clearly communicates whether the child is working towards, working at or working at greater depth in relation to the national expectation;
- A summary of the child's attendance and punctuality;
- In Years 2 and 6, pupil's National Curriculum assessment results
- Positive suggestions that would help further development;
- General comments about the child's attitude and social skills;
- Child's reflection on his/her year's work.

### **Parent/Teacher Consultations:**

Two Parents' Evenings are held during the school year:

Autumn (October) - is an opportunity for the parents to meet the class teacher and to find out how their child has settled into their new year group. It is an opportunity for parents to ask questions about the year ahead. Parents sign up for a specific time slot.

Spring (February) - parents will have an opportunity to look at their child's work and discuss with the teacher their child's progress on a one-to-one basis. Parents sign up for a specific timeslot. At this meeting, the teacher will inform the parents of how the child is working in relation to end of year expectations. This could be that they are on track to be working at pre-curriculum; working towards; on track to be working at or on track to be working at greater depth.

After receiving annual reports in the Summer term, parents can request to meet the class teacher to discuss the report if they wish to do so. A response form is also put in with the annual report to encourage parents and carers to respond with any comments they wish to make about their child's year.

### **Tracking Assessment**

Westfield Primary and Nursery School has decided to adopt the Herts for Learning Easy Tracking Assessment introduced in Autumn 2020.

Key principles of the Easy Tracking approach:

- a 'light-touch' approach to summative assessment, allowing teachers more time to focus on the formative aspects of assessment
- flexibility built into the system regarding the timing and number of data collection points (maximum of 3 summative assessment points per year, but could be fewer)
- clear easy-to-use reports on attainment and progress for school leaders, subject leaders and governors

#### **Process:**

At any of the summative assessment data collection points, teachers would assess children using just 4 possible 'categories'.

At the end of an academic year, these categories are:

- Working at Pre-Curriculum Expectations (of that year group)
- Working Towards the Curriculum Expectations (of that year group)
- Working at the Expected Standard (of that year group)
- Working at Greater Depth

At interim checkpoints during the year, judgements would be made on the basis of children's learning and development so far at that point in time. The judgements indicate what the child is 'on track to' achieve at the end of the year, i.e.

- On track to be Working at Pre-Curriculum Expectations (of that year group) at the end of the year (i.e. not projected to achieve Working Towards or higher)
- On track to be Working Towards the Curriculum Expectation (of that year group) at the end of the year
- On track to be Working at the Expected Standard (of that year group) at the end of the year
- On track to be Working at Greater Depth at the end of the year

In other words, a child who is demonstrating secure understanding of the curriculum concepts (appropriate to their year group) experienced so far at that point in time would be 'On track to be working at the Expected Standard'. If they continue to make good progress to the end of the year, they would end the year 'Working at the Expected Standard' (i.e. achieving the Early Learning Goal).

At Westfield we do one interim checkpoint mid-way through the year (Spring Term) as well as an end of year data collection at the end of the academic year (Summer Term)

#### **Pupil Progress Reviews (PPR)**

Although summative judgements through data collection are only made twice a year, we have half termly Pupil Progress Reviews. These meetings are a professional conversation between the class teacher, SLT and SENCo to analyse the progress of pupils in each class, celebrate success and implement support for children that need it.

#### **Data Analysis**

The school uses a range of reports including the Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR) from the DFE and those generated by the Easy Tracking System (school data base system) to analyse its performance in the core subjects compared with similar schools locally and nationally.

#### **Feedback and Marking**

At Westfield Primary School and Nursery, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and the outcomes from the research carried out by the Marking Policy Review group (March 2016) .

The Education Endowment Foundation (EEF) research shows that effective feedback should:

- reflect or refocus either the teacher's or learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell children when they are wrong

Notably, the Department for Education's (DfE) research into teacher workload as highlighted written marking as a key contributing factor to workload. The Senior Leadership Team (SLT) has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**. We have also taken advice provided by the National Centre for Excellence in Teaching Mathematics (NCETM) that the most important activity for teachers is the teaching itself, supported by the planning and preparation of lessons.

## Key principles

Our policy on feedback has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning
- feedback should ensure that children are clear of what they have done well and what they need to do next to improve
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification
- written comments should only be used where they are accessible to children according to age and ability
- feedback delivered closest to the point of action is most effective and as such specific feedback delivered in lessons is more effective than comments provided at a later date
- feedback is provided both to the teachers and children as part of the assessment process in the classroom and takes many forms other than written comments
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress
- All children's work should be reviewed by the teachers at the earliest appropriate opportunity so that it will impact on future learning. When work is reviewed, it should be acknowledged. This might be through self-marking, peer marking or by an adult.

Within these principles, our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

## Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons and use the information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in this learning process:

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

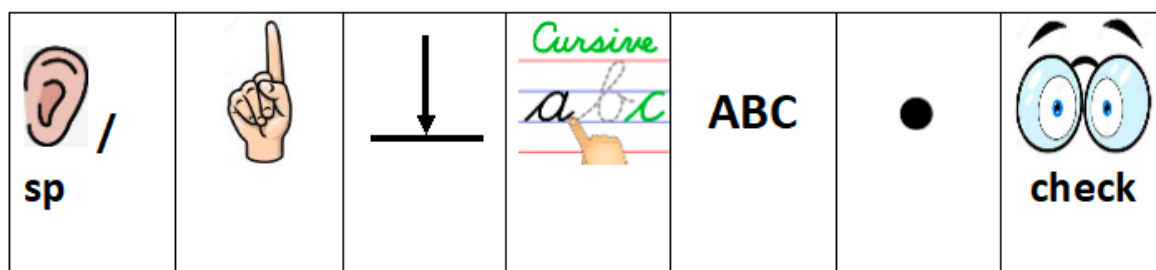
The stages are deliberately numbered in order of priority, noting feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further plan and adapt next step teaching.

At Westfield Primary School and Nursery, this can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve the Teacher and /or a Teaching assistant to provide support or further challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/ Learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>

	<ul style="list-style-type: none"> <li>May re-direct the focus of the teaching or task</li> <li>May include highlighting/ annotations according to the marking code</li> </ul>	
<b>Summary</b>	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity</li> <li>Often involves whole groups or classes</li> <li>Provides an opportunity for evaluation of learning in the lesson</li> <li>May take the form of self-or-peer assessment against an agreed set of success criteria</li> <li>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/ learning walks</li> <li>Timetabled pre-teaching / same day catch up based on assessment</li> <li>Some evidence of self- and peer-assessment</li> <li>May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>Takes place away from the point of teaching</li> <li>May involve written comments / annotations for children to read / respond to</li> <li>Provides teachers with opportunities for assessment of understanding</li> <li>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>May lead to next steps being given to children for future attention , or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of work completed (peer, self or adult marked)</li> <li>Written comments and appropriate responses /action</li> <li>Adaptations to teaching sequence tasks when compared to planning</li> <li>Use of annotations to indicate targeted groups</li> </ul>

All written work, across all subjects and year groups, will have the following non-negotiables at the top of it which children are able to self-assess against:



## Feedback and Marking Approaches

In Foundation Stage, feedback will be immediate and verbal.

All work in Key stages 1 and 2 will be acknowledged in some form. This may be through simple symbols such as ticks or highlighting of learning objectives / success criteria.

In 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 children (see end of policy for marking code and symbols). Where children are unable to read/understand such comments, these are shared verbally with the children at the next appropriate opportunity and indicated with the symbol VF and the key focus.

In addition to the above in Key stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of children having a common need, it may be appropriate for teachers to address this through adjusting their planning or grouping to target this through a targeted guided teaching group rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning this need not be annotated.




### Purple Polishing

When a child edits their original work or responds to their next step marking by answering a question, practising a spelling or improving their work in response to the marking they will write in 'purple pen' clearly indicating how they have improved their work.

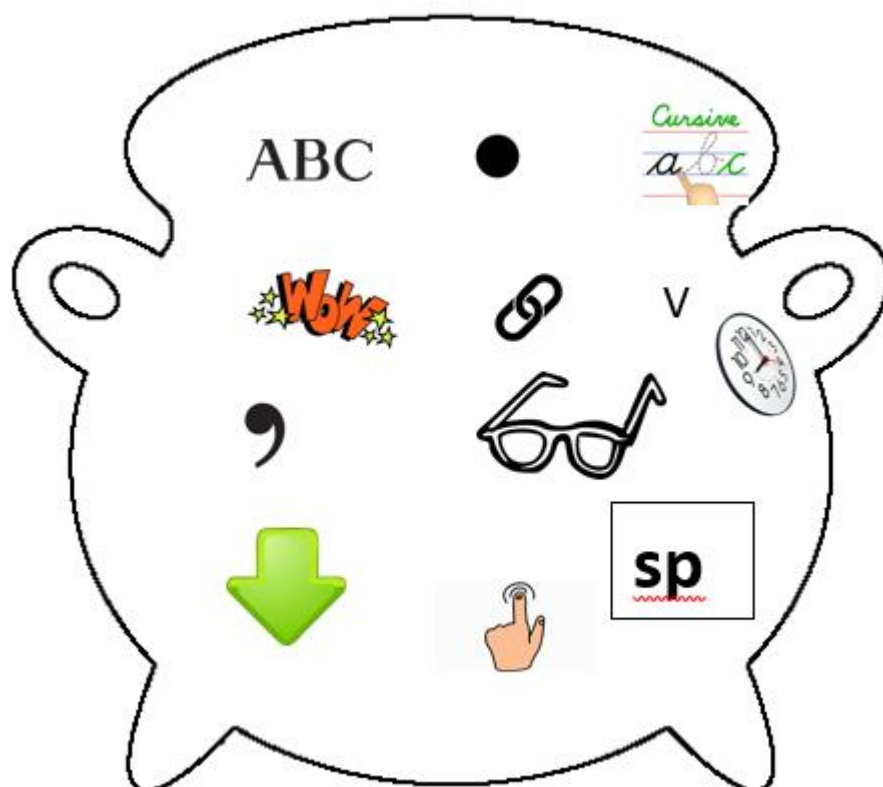
### Marking Code

All teacher comments will be written in either pink or green.









Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we aim to achieve this is through the use of our marking code, which combines use of highlighters and symbol codes. The core of this code is outlined below, although some additional age- appropriate elements may be included in year groups.

Annotation	Meaning
	Work which demonstrates that a child has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome. In writing, up to three features will be identified as pink in any piece of work.
	Work which needs further attention or displays an error or misconception (e.g letter needing capitalisation, poor word choice. Priorities for improvement are indicated in green for the children to correct in any piece of work.
	Incorrect spelling mistake of non-negotiable spelling. This will be used selectively with a maximum of 3 spellings highlighted in a piece of work, focused on high frequency words, spelling patterns or subject specific related words which should have been secured by a child.  Yellow highlighter will be introduced when appropriate in Year 1 and continued to be used through the school. Children will be expected to practice the correct spelling 3 x.
//	New paragraph needed
^	Missing word
VF	Verbal Feedback
I	Independent
S	Supported
M	Merit to reward for recognition of effort and achievement KS1 and KS2

### Symbols for Key Stage 1





	Finger spaces
ABC	Capital letters
●	Full stops
<div data-bbox="199 347 327 459">sp</div> 	Spellings / heard the sounds
	Can you read it? / Sense
	Cursive writing
	Adjectives
	Connectives
	Time words
,	Commas
	Sequence / order