



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

**Date ratified: May 2026
Ratified by: Full Governing Board
Date to be reviewed: May 2028**



WESTFIELD PRIMARY SCHOOL AND NURSERY

Assessment, Feedback and Marking Policy

May 2026

1. Policy Statement

At Westfield Primary School and Nursery, assessment, feedback and marking are integral to high-quality teaching and learning. Our approach reflects national guidance, including:

- Department for Education (DfE) workload principles
- Education Endowment Foundation (EEF) Feedback Guidance
- Statutory Assessment Frameworks (EYFS, Phonics, MTC, KS2)

Assessment should:

- Support children in understanding what they have achieved and what they need to do next
- Enable teachers to plan effectively for progress
- Provide leaders and governors with reliable information about school performance
- Strengthen partnerships with parents and carers

Assessment, feedback and marking must be meaningful, manageable and motivating.

2. Planning

Planning is informed by assessment and provides:

- A broad, balanced, sequential curriculum
- Challenge for all pupils
- Scaffolding where required
- Opportunities for independence

Teachers plan from the school's curriculum maps, adapting content to the needs of each cohort. Westfield draws on high-quality planning tools including HfL English and Maths, Kapow, Jigsaw, Language Angels and Sing Up.

3. Aims of Assessment

Assessment at Westfield aims to:

- Build an accurate picture of each child's attainment and progress
- Compare learning to age-related expectations
- Help children articulate what they know and what they need next
- Inform high-quality planning and teaching
- Provide timely and clear information for parents
- Enable leaders and governors to evaluate school performance

Assessment takes place through formative and summative processes.

4. Formative Assessment

Formative assessment is ongoing and central to teaching. It takes place in the moment and includes:

- Verbal dialogue with individuals, groups or whole class
- Open questioning
- Teacher observations
- Pupils' self- and peer-assessment
- In-class feedback during tasks

Formative feedback enables misconceptions to be addressed quickly and learning to be advanced without delay.

5. Summative Assessment

Summative assessment provides periodic checks of learning, validating formative assessment. At Westfield this includes:

Internal Summative Assessments (KS2)

In KS2 we use termly diagnostic assessments using HFL and Testbase. These tests sit alongside teacher judgement and do not stand alone as an attainment measure.

Statutory Assessments

- Reception Baseline (Autumn 1)
- EYFS Profile (Summer 2)
- Year 1 Phonics Screening Check
- Year 2 Phonics re-check (where applicable)
- Year 4 Multiplication Tables Check
- Year 6 SATs

6. EYFS Assessment

Assessment in the EYFS is continuous and based on observation of children's play, routines and interactions. Evidence may be collected through:

- Tapestry
- English and Phonics Books
- Parental contributions

Assessment information informs next steps and supports progress across the Early Learning Goals.

7. Moderation & Consistency

To ensure accurate and consistent judgements:

- Internal moderation occurs regularly across phases
- Teachers attend local authority moderation clusters
- County moderators visit periodically

- Subject leaders review samples of work across the school

Moderation supports shared expectations and high-quality assessment practice.

8. Reporting to Parents

Annual Reports include:

- Achievements and progress
- Attainment judgements (Working Towards / At / Greater Depth)
- Attendance and punctuality
- Statutory assessment results (Years 2 and 6)
- Teacher comments on attitudes and social development
- Pupil reflections

Parent Consultations:

- Autumn: settling and curriculum expectations
- Spring: progress, attainment and next steps
- Summer: optional follow-up to discuss annual report

9. Tracking Assessment

Westfield uses Herts for Learning Easy Tracking. Judgements are made using four categories:

End-of-Year Judgements:

1. Pre-Curriculum Expectations
2. Working Towards
3. Working At
4. Working at Greater Depth

Mid-Year 'On Track To' Judgements:

- On Track Pre-Curriculum
- On Track Towards
- On Track Expected
- On Track Greater Depth

Data collection points:

- Autumn Term
- Spring Term
- Summer Term

10. Pupil Progress Reviews (PPR)

Held half-termly, involving class teachers, SLT and SENCo. Meetings:

- Analyse pupil progress
- Identify strengths or concerns
- Agree actions and support
- Monitor vulnerable groups

11. Data Analysis

The school draws on:

- Analyse School Performance (ASP)
- IDSR
- Easy Tracking reports
- MERIT assessment system

This informs school improvement, curriculum planning and governor monitoring.

12. Feedback and Marking

Feedback is driven by the EEF principles that it should:

- Redirect learning
- Be specific, accurate and clear
- Support further effort
- Be meaningful and manageable
- Provide guidance on how to improve

Feedback should:

- Focus solely on improving learning
- Make next steps explicit
- Be delivered as close to the point of teaching as possible
- Avoid unnecessary workload
- Be accessible and understood by the child

All children's work is reviewed promptly to inform next steps.

13. Types of Feedback

Type	What it looks like	Evidence (for observers)
Immediate (Highest Priority)	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve the Teacher and /or a Teaching assistant to provide support or further challenge• May re-direct the focus of the teaching or task• May include highlighting/ annotations according to the marking code	<ul style="list-style-type: none">• Lesson observations/ Learning walks• Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson	<ul style="list-style-type: none">• Lesson observations/ learning walks• Timetabled pre-teaching / same day catch up

	<ul style="list-style-type: none"> • May take the form of self-or-peer assessment against an agreed set of success criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<p>based on assessment</p> <ul style="list-style-type: none"> • Some evidence of self-and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments / annotations for children to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to next steps being given to children for future attention , or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed (peer, self or adult marked) • Written comments and appropriate responses /action • Adaptations to teaching sequence tasks when compared to planning • Use of annotations to indicate targeted groups

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, practicing 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 marking 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
/	New line needed
^	Missing word
VF: Comment e.g. Presentation	Verbal Feedback
I	Independent
S	Supported
M	Merit to reward for recognition of effort and achievement KS1 and KS2

16. Roles and Responsibilities

Teachers:

- Use assessment to plan effectively
- Provide timely, purposeful feedback
- Ensure marking is meaningful and manageable
- Maintain accurate assessment records

Subject Leaders:

- Monitor assessment practices within their subject
- Review samples of work
- Support staff with accuracy of judgements

Senior Leaders:

- Oversee assessment and feedback systems
- Ensure consistency
- Lead pupil progress reviews

Governors:

- Monitor school performance
- Hold leaders to account for outcomes

17. Policy Review

This policy will be reviewed every two years or earlier if national guidance changes.