St. Peter's R.C. Primary School

Ysgol Gynradd Gatholig Pedr Sant

ST PETER'S RC
PRIMARY SCHOOL

Assessment Marking and Feedback Policy

Vision Statement (Aspirational Goal):

That every child who is placed in our care and every person who is part of our school community fulfils their potential by growing and developing in a human and spiritual sense.

Mission Statement (Development of Culture):

To create an environment within our school community that truly reflects the values that are expressed in the Gospels.

Core Purpose Statement (Actions and Impact):

To ensure practice, policy, procedure and decision making promote high and consistent standards of wellbeing, pastoral care, academic, moral, ethical and spiritual development for all the children who are placed within our care.

Marking and Feedback

INTRODUCTION

At St Peter's RC Primary School, we take a professional approach to the task of marking work and giving feedback. We believe that feedback and marking should be constructive for every child, focusing upon success and improvement needs against learning intentions. This will enable children to become reflective learners and help them to close the gap between current and desired performance. All staff recognise the value of marking as an integral part of the teaching and learning process. Good quality marking is the foundation of formative assessment. We aim to have a consistent approach to the marking symbols used by individual teachers.

AIMS

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others (teachers/peers);
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson planning.

PRINCIPLES

- Marking and feedback must be manageable for teachers;
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- The marking should relate to the lesson objective, which needs to be shared with the children, and the child's own personal learning targets;
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made;
- Written comments should be clear, legible and written in red.
- Supply teachers are responsible for the marking of work undertaken during their time with a class.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Give clear strategies for improvement;
- Inform future planning and individual target setting;
- Respond to individual learning needs using a range of marking techniques;
- Use consistent codes throughout the school;
- Be accessible to children;
- To be seen by children as positive in improving their learning;

- Encourage and teach children to self and peer assess work, where possible;
- To raise pupils' self-esteem.
- Feedback may also be given by a teaching assistant, through peer/self/group assessment, through plenaries and in group sessions.
- Marking will normally be done before the next lesson in that subject/area of learning, although this may not always be possible for longer pieces of work.

STRATEGIES

QUALITY MARKING

All staff will use the agreed marking code with detailed attention given to closing the gap marking, detailing next steps/challenges. The emphasis in marking will be upon both success against the learning intention and necessary improvement required to meet the learning objective. Useful 'closing the gap' comments depending upon the ability of the child are:

- A reminder prompt
- A scaffold prompt
- An example prompt
- A challenge

Teachers will mark in red pen. Cover staff will also mark in red pen and initial the work. Supply teachers will mark work in red pen and initial work. Staff will mark children's work in the following way:

- Mark against the learning objective and success criteria. Letter 'S' on work which has been supported
- Letter 'I' on work completed independently, particularly for Foundation Phase children and ALN children in Key Stage Two. This can also be completed by children themselves. Stamps may be used for this.
- Staff can write 2 stars and a wish on work.
- Staff can write challenges on work.
- Targets can also be discussed orally with the child.

FORMATIVE FEEDBACK/MARKING

With oral feedback, in the course of a session, teachers' comments to children should focus firstly on issues about the learning objective and secondly on other improvements. Stamps can be used to identify when oral feedback has been given and the children's work should then reflect the comments that were made.

SELF MARKING (Self-Assessment)

Children should self-evaluate wherever possible and will be encouraged to check their own work against the learning objectives, success criteria and written targets. This can be done in a variety of ways, e.g. purple pen (for Years 1-6) and using smiley faces (in Nursery and Reception), two stars and a wish, partner work and discussion during plenary sessions.

PEER MARKING (Peer Assessment)

Children should be asked to peer assess a partner's work, using a green pen. When doing this, the following points are important:

- Peer-marking should be done orally in Reception and Year One until ready. Pupils in Year Two should start to record peer marking when ready.

- Children need to be taught to do this, through modelling with the whole class and working with groups of pupils.
- Partners should be ability based, if possible.
- Encourage a dialogue between peers when they are assessing each other's work.
- There must be a clear learning objective and success criteria so that pupils know what they are looking for.
- Peer-marking needs to be appropriate to the individual needs of the pupils.

MONITORING, EVALUATION AND REVIEW

The Senior Leadership Team will be responsible for monitoring the quality of marking throughout the school. The SLT have specific responsibility for reviewing the Marking Policy.

GUIDELINES

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, negative comments are often followed up by a constructive statement on how to improve.
- **The main objective of marking and feedback is not to find fault, but to help children learn**. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning steps involve, and what should now have priority.
- Teachers mainly mark by comments that aim to close the gap between what a pupil has achieved and where they need to be. Grading (such as A-, B-) is not used, but for specific tests e.g. tables or spellings a mark (such as 7/10) may be given.
- Where possible, teachers establish direct links between oral and written praise and any agreed school reward system. Stamps and/or stickers may also be used from time to time but teachers are aware that these in themselves do nothing to close the gap in understanding or to being about improvement in standards.
- Ticks are normally where work is correct, a dot where errors have been made. *Please see the marking symbols below.*
- When appropriate, children may mark their own or another child's work, but the teacher always reviews this marking.
- All teachers should use the marking code.
- Marking should reflect the positive ethos of the school.
- Marking should show consistent evidence of marking to pupil targets.
- Marking should show consistent evidence of informing pupils of next steps.
- Regular use of Welsh marking comments should be made e.g. *Da iawn, Ardderchog, Bendigedig.*
- All members of staff will respond to children's work.
- Work will be marked in red pen by teaching and support staff and initialled by supply staff.
- Feedback should be given to pupils throughout the session.

- We inform pupils that, at times, we will be concentrating upon one particular aspect of work and that not all errors will be corrected. It could be that we are only looking at content or use of a specific vocabulary. In general, the subject's/area of learning's content will be marked, with supplementary subjects taking secondary importance (such as, spelling errors in a Maths investigation).
- Teachers should avoid lengthy queues of pupils waiting for books to be marked. Instead pupils are encouraged to self and peer mark.

The areas which most concern us when marking a pupil's piece of work are the Learning objectives/success criteria, content, the effort put in by the child and the key writing skills that include:

1. VCOP – Vocabulary, connectives, openers and punctuation
2. Spellings
3. Paragraphing
4. Grammar
5. Presentation

Teachers comment on spellings and grammar only in the following cases:

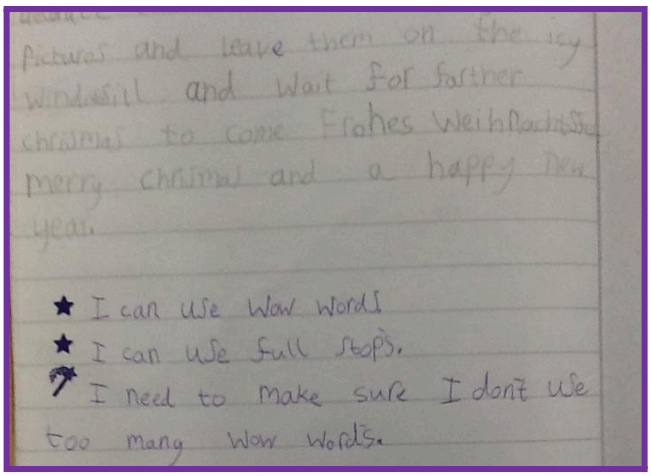
- If spellings and grammar were part of the lesson focus/objective;
- If it is a spelling/high frequency word/context/word bank work that the pupil should know;
- If it is related to the child's target or part of the LNF Literacy and Numeracy Framework.
- To mark a piece of work that has a significant number or errors can demoralise a child. We will then use a more constrictive method to move the learning on such as talking to or working with the learner.
- As part of the school's Learning and Teaching Policy, marking is an ongoing process both orally and written throughout the duration of a session.

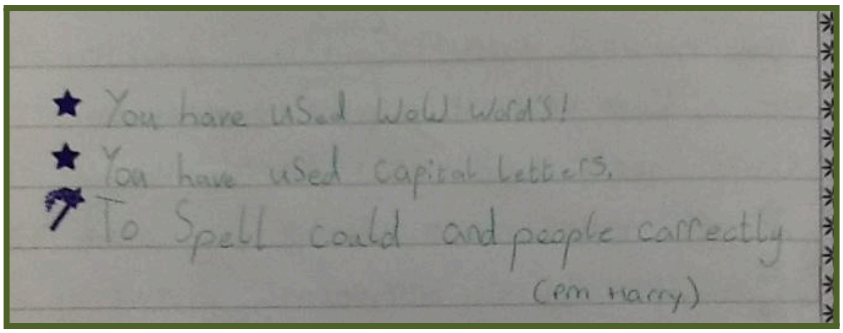
Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

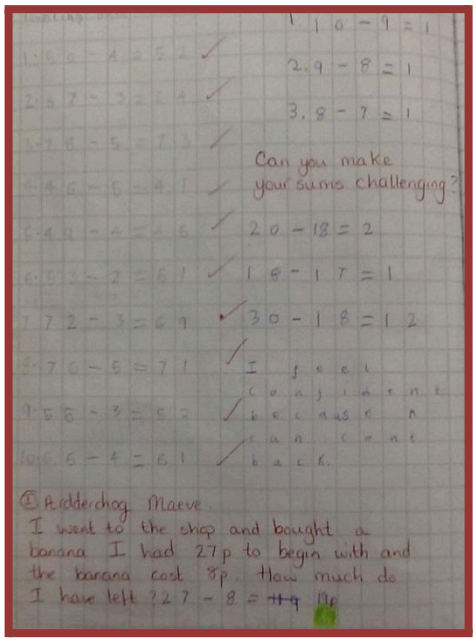
Examples of Assessment for Learning Strategies used for Marking and Feedback

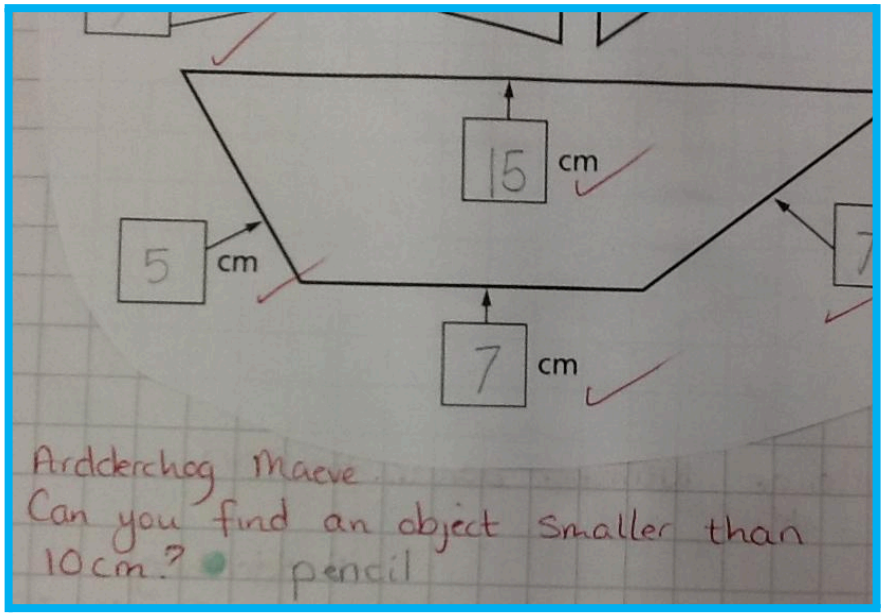
Purple pen





Challenge





Foundation Phase Marking Codes:





Key Stage 2 Marking Codes:

See if you can spot these things in your work and be a

BRILLIANT WORK Detective!



RED pen is where your teacher or a TA (teaching assistant) has helped you with your work. Try to read what they have written and if you need help remember to ask someone.
GREEN pen is where your friend or partner has tried to help you with your work.
PURPLE pen is used when you improve or 'up-level' your work.

P	Try to keep your work neat or add something that's missing like underlining the date and title.
C	You need to make a correction – maybe something needs changing or maybe something doesn't quite make sense.
//	You need to start a new paragraph here.
0	Don't forget where capital letters go – names, places, days, months, start of a sentence or when someone starts to speak inside speech marks.
G	This was work you did in a group.
Pr	This was work you did in a pair with someone.
S	This was work you had a bit of help with when you needed it.
T	This is work you talked to your teacher about OR work that you need to see your teacher about so that they can help you.
~~	Have a look at your spelling and don't forget to do your spelling correction.

Welsh Comments

Iawn – Fine **Da iawn** – Well Done **Ymdrech dda** – Good Effort
Ardderchog – Fantastic **Gwaith da** – Good Work **Bendigedig** – Brilliant



Assessment Definition

"Assessment is the process of gathering evidence and making judgements about the nature and quality of learner's work achievements on the basis of clear and explicit criteria. It should develop out of the curriculum ~ its aim, objectives, criteria for content and classroom approaches and not the reverse" (HMI Series).

Aim

The aim of this policy on assessment is to develop learning skills, attainment and personal qualities.

Objectives

- sharing learning objectives and success criteria with our pupils;
- involving our pupils in self-assessment;
- providing feedback, which leads to pupils recognising their next steps, bringing about future improvement e.g. Two stars and a wish and other written and verbal feedback;
- having the confidence and expectation that all our pupils can improve e.g. targets in books,
- making and recording judgements so that future activities can be properly matched to individual pupils' needs.
- diagnosing particular difficulties the pupils are encountering.
- motivating our pupils e.g. stickers, tocyn iath and other rewards;
- aiding pupil transfer between classes and key stages e.g. field notes, teacher discussion and liaison;
- making judgements about the nature and quality of pupils' work e.g. moderation;
- reporting progress and achievement to parents, pupils, colleagues, governors (where appropriate) and relevant outside agencies e.g. annual reports; and
- monitoring trends in whole school performance and effectiveness e.g. analysis of Fischer Family Trust (FFT), DEWI, the LA directed standardised test scores as well as the school's own test scores, INCERTS, electronic Whole School Pupil Tracker data and Valued Added data.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Peter's RC Primary School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those with ALN and the more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the success criteria and learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process.

- Regularly share these targets with parents to include them in supporting their child's learning at parents' meeting
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess subjects termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average
- Track pupils' progress through the school using agreed assessment tools e.g. incerts, SIMS
- Use Assessment for learning strategies such as:
    1. *Observing e.g.* watching children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
    2. *Discussing e.g.* holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
    3. *Analyzing e.g*. marking and assessing written work with children.
    4. *Checking children's understanding e.g*. conducting recall tests, introducing brief review checks that draw upon what has been taught previously.
    5. *Engaging children in reviewing progress e.g*. developing self and peer assessment, review lessons during which teachers carry out sustained feedback with individuals or groups of children in order to identify the progress that has been made, targets achieved and to plan future learning.
    6. Working walls displays in the classroom identifying success criteria or examples of marked/leveled work
    7. *Targets e.g.* ensuring the children know what they need to do to improve

Planning Learning

Focusing on learning at the planning stage means:

- Being clear about the learning and teaching objectives in planning and sharing them with the children, their parents and carers;
- Planning the key focus points for the teaching and the learning and a clear understanding of the success criteria;
- Making sure that the context is designed to enable the learning objective to be fulfilled;
- Being confident to adapt the planning and teaching at any time if the learning objective, based on assessment in the lesson, is not being fulfilled.

Assessment of Learning

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle will include data from:

- Statutory tests – Welsh Government Years 2 – 6
- Optional Standardised Tests (appendix 1)
- Termly reading assessments based on running records, GGR and formal tests

- Termly writing/maths assessments (individual pupil portfolios, including AT1 assessments)
- INCERTS assessment - ongoing teacher assessments in all subjects on a regular basis (nursery – year 6)
- Additional tracking data to show individual pupil progress over time (SIMS)

Consistency, standardisation and moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At St Peter's RC Primary School we will:

- Meet regularly to moderate assessments
- Moderate work through planning and book scrutiny, feeding findings back to members of staff
- Collate evidence to back up teacher assessments,
- Participate in moderation schemes in our Cluster and Welsh Government

Analysis and reviewing of assessment

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at St Peter's RC Primary we will:

- Follow the Assessment cycle and update the data on a regular basis (see appendix 1)
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are more able and those with special educational needs and review groupings regularly
- Set cohort targets for numeracy and literacy and share information with the Head teacher, assessment administrator, ALNCO, subject leaders and governors
- Analyse targets alongside FFT prediction (KS2)
- Work with colleagues to moderate and level pupils work
- Analyse data at the end of academic year to track 'value added' progress made
- Discuss cohort data and analysis with next teacher and teaching assistants
- Discuss cohort data and pupil progress with SLT

7. Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports are based on the INCERTS assessment tracker and will be personalized by teachers so that they reflect pupils' attitudes, motivation and self-esteem.

At St Peter's RC Primary School we will:

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled, share the target setting process and have a final end of year report, giving information relating to progress and attainment, including literacy and numeracy framework.
- Discuss pupil progress at the request of parent by appointment.

ARR roles and responsibilities

The governing body will:

- agree statutory targets;
- agree SIP;
- approve ARR policy;
- the ALN governor will liaise with the Head teacher and ALNCo; and liaise with subject co-ordinators.

The Head teacher and Senior Leadership Team will:

- ensure the school meets the statutory requirements;
- agree statutory whole school targets for inclusion in school improvement plan (SIP), school prospectus and governors annual reports;
- measure the school's performance, progress and improvements against LA targets, national benchmarks and individual cohorts of children;
- identify variations between performance of different groups of learners and respond accordingly;
- agree pupil targets for the End of Foundation Phase and Key Stage 2 for individual cohorts, as and when required by the LA;
- monitor quality of ARR procedures;
- define the role of subject and skill development area coordinators;
- act on any specific staff development issues; and
- allocate financial resources ensuring value for money.

The AAR Coordinator will:

- ensure the ARR policy remains up to date, is regularly reviewed and is consistent with other subject and skills development area policies;
- disseminate information and provide INSET training and support for colleagues;
- generate an ARR Development Plan in line with SIP as required;
- liaise with other subject leaders to ensure coherence;
- make ARR procedures clear to all colleagues and ensure they are followed and used consistently;
- set the timetable for assessment cycle for the whole school;
- determine means for setting standards throughout the school;
- support colleagues in identifying assessment opportunities and in using all available data;
- collate assessment data to inform school target setting;
- compare school performance with national, county and similar school standards;
- use the available data to compare the results of identifiable groups, e.g. Gender, Free School Meals, ALN pupils etc;
- ensure portfolios are generated and standards agreed;
- rationalise assessment systems to ensure manageability; and
- monitor all ARR procedures and practice.

The Leader of Learning of Inclusion / ALNCo will:

- liaise closely with class teachers and Leaders of Learning for FP, KS2 and ARR ;
- provide a supportive environment where assessment can be carried out without damaging pupil self-esteem or motivation;
- monitor pupil's progress against their IEP's and IBP's;
- undertake specific assessment tasks as required;
- liaise with external agencies including High Schools;
- undertake formal assessments for statements; and
- use the school's electronic Whole School Pupil Tracker as a base to form judgements about the impact intervention strategies have had on a child's attainment.

Leaders for Learning will:

- ensure the curriculum planning and opportunities for assessment are of good quality;
- monitor their areas of responsibility to ensure assessment informs learning and teaching.
- monitor levels of attainment and standards within their teams;
- monitor the adequacy and use of resources – through the use of audits and teacher questionnaires;
- ensure that all pupils receive their statutory entitlement to the curriculum with appropriate opportunities for building upon skill development;
- use all available data to make changes to learning and teaching as required;
- interpret and analyse data to produce a termly IMPACT report and set targets for future improvement;
- report to the SLT team, Head teacher and governors on standards and the School Improvement Plan (SIP) as appropriate;
- identify own CPD needs and those of others in their team, in relation to skills development and improving learning and teaching;
- moderate samples of work from within their teams and across the primary phase to ensure consistency, progression and appropriate level of challenge;
- evaluate the standards of pupils' work against wider school, LA or national standards in the subject or skills development area.
- disaggregate National Literacy (Reading) and National Numeracy test papers and other standardised / non standardised test papers with the staff to identify areas of strength, weakness and implications for learning and teaching;
- compare school performance with national, county and similar school standards in Foundation Phase and Key Stage 2; and
- compare the performance of identified groups of learners within the school (e.g. by gender, Free School Meals (FSM), ALN provision or EMTAS support).

Class teachers will:

- provide a supportive environment where assessment can be carried out without damaging self-esteem of our pupils;
- provide clear planning and share learning objectives with our pupils;
- use assessment information to inform planning;
- provide constructive feedback to our pupils - oral and written comments;

- report to parents on pupils' progress, attainment and next steps through Parents Consultation evenings during the spring terms and a written annual report towards the end of the summer term;
- set individual targets for improvement with our pupils in terms of using target books;
- identify pupils who either need to be further challenged or who are in need of extra support – e.g.: Our More Able and Talent (MAT) children and liaise with the ALNCo to write Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs) for our ALN children;
- set, monitor and evaluate, once a term, IEPs and IBPs where appropriate;
- predict and / or confirm current academic status teacher assessment outcomes / levels and End of Foundation Phase / Key Stage 2 teacher assessment outcomes / levels within the school's electronic Whole School Pupil Tracker;
- carry out school based tests, LA directed tests and statutory assessments;
- use on-going and summative assessment to highlight and record significant progress, above or below average;
- use the agreed range of assessment methods and techniques to gather and use information in line with school policies;
- ensure that pupil information and the appropriate record files are transferred to the receiving class teacher before the end of the academic year; and
- Year 6 teachers need to ensure that all the required transition data is sent to the receiving High School by the end of the academic year.

Equal opportunities and racial equality

Assessment procedures are undertaken equally with all pupils regardless of gender, race, socio-economic or cultural background. All members of staff make balanced judgements of pupil attainment. The school is committed to duties and rights set out in the 2010 Equalities Act. Developing positive relationships with all pupils and parents is an essential aspect of the Assessment Policy, and staff are committed to ensuring that all pupils achieve the highest possible standards in an inclusive environment.

ALN statement

St Peter's RC Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing, and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

UNCRC statement

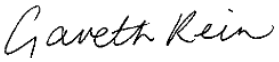
St Peter's RC Primary School is committed to creating a community where children's rights are respected, upheld, and fulfilled. We aim to foster a rights respecting environment that empowers pupils to become active and responsible citizens. Through collaboration with pupils, staff, parents/carers and governors, we aim to embed the United Nations Convention on the Rights of the Child (UNCRC) into our policies and practice.

Review

The Head teacher and designated members of staff are responsible for monitoring the implementation of this policy. They liaise with all staff within areas of learning and experience when monitoring an area of

learning and experience or subject of responsibility. The ARR co-ordinator with input from all responsible for areas of learning and experience will compile an annual strategic overview for ARR to identify strengths, weaknesses and areas for future development.

This policy will be reviewed by the Governing Body every year.

Approved by		Headteacher	Date: 07.10.25
Approved by		Chair of Governors	Date: 07.10.25