



# Assessment, Marking and Feedback Policy

**Agreed:** July 2025

**Review Date:** December 2026

**Headteacher:** F Mawson

**Assessment Lead:** F Mawson

## **Marking and Feedback Policy**

### **Introduction and Aims**

Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue of feedback between the teacher and the learner to ensure that meaningful and rapid progress is being made. The aim of the policy is to give a clear outline of all assessment, marking and feedback techniques adopted at The Grange Primary School which is underpinned by the belief that every child can improve and make progress.

Through our assessment and reporting practice, we aim to:

- Support pupil attainment and progress
- Promote high standards and expectations of all pupils
- Deepen pupils' learning experience
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Clearly communicate pupil's achievement, progress and areas for development to parents
- Prepare pupils to take ownership of their learning, and their next steps.

### **Roles & Responsibilities**

- The Headteacher has overall accountability for assessment, marking and feedback across the school and reports termly on outcomes to the governing body.
- The Assessment Lead (the Headteacher) oversees the collection and analysis of data in Arbor, coordinates internal and external moderation meetings, and leads policy review and related CPD.
- Class teachers carry out formative and summative assessments, upload results to Arbor according to the agreed timetable, implement the agreed marking codes and feedback processes, and guide pupils in using AIR for writing self-assessment in KS2.
- Subject Leaders monitor assessment practice through termly data analysis, regular book-looks, facilitate in-school moderation and share examples of age-related standards.
- The SENDCo and class teachers work with the Headteacher to ensure that all statutory access arrangements (readers, scribes, extra time, rest breaks) are in place for pupils with SEND. The SENDCo leads moderation sessions focused on these pupil groups, and advises colleagues on reasonable adjustments.
- The Office & Assessment Lead (Headteacher) manage Arbor setup, ensure that all parents have access to the Arbor Parent App, and ensure that teachers produce

statutory reports for distribution at the end of the academic year.

- The Governors review termly data reports, challenge school leaders on standards and progress, and approve the annual assessment calendar and policy revisions.

All newly appointed teaching staff receive induction in this policy during their first term, with follow-up CPD arranged by the Assessment Lead (Headteacher).

### **Forms of assessment**

There are three broad overarching forms of assessment, each with its own purposes.

**Formative assessment:** - Assessment for Learning (AfL) takes place during day-to-day classroom practice and while pupils are engaged in learning. This form of assessment is immediate and it gives pupils an active role in the assessment process. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Some of the strategies for formative assessment are:

- Teacher questioning;
- Flash marking of pupils' work (using green and yellow highlighters);
- Observational assessment;
- Quizzes;
- Class discussions;
- Pupils' responses to the teacher's marking/feedback and
- Self and peer assessment of work.

**Summative assessment:** Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning and is relative to the learning aims and the relevant national standards. This includes:

- End of term/unit assessments
- Reviews for pupils with SEND

**Nationally standardised summative assessment:** Nationally standardised assessments will be used to provide information on how our children are performing in comparison to children nationally. These include:

- Phonics screening test (Y1)
- National Curriculum tests at the end of Key Stage 2 (Year 6 SATs)
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum teacher assessments at the end of Key Stage 2 (Year 6 SATs)
- Multiplication Tables Check (MTC in Y4)

### **Consistency & Moderation Procedures**

Teachers meet termly to carry out internal and external moderation meetings to standardise teacher judgements across classes using exemplars linked to national frameworks. Teachers participate in Local Authority writing moderation each term, including a dedicated session for pupils with SEND, to validate our judgements externally. All statutory assessments follow DfE-published frameworks and guidance to ensure alignment with national standards.

### **Assessment and Feedback in the Foundation Stage**

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers about their child before their child starts in our school.
- Offering both parents/carers and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents/carers with any queries.
- Sharing Tapestry with parents and valuing the on-going contributions to this from parents/carers.
- Offering parent/carer/teacher consultation evenings throughout the year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. This enables accurate and quality assessment opportunities. Assessment in EYFS is principally carried out through observation and discussions with pupils. These observations are recorded and assessments made in accordance with the Early Learning Goals.

Achievements and next steps are shared with parents and carers termly. 'Welcome Wednesday' each term offers parents an opportunity to become engaged in their child's learning. Termly meetings are offered to parents/carers to discuss progress and targets and ensure that parents/carers are aware of where their child is achieving within the Early Learning Goals.

Feedback in the Early Years is primarily given through discussion and interaction, encouraging children to think reflectively about their learning. In writing, feedback is mainly verbal and delivered in the moment so that children can respond immediately and remain confident as they develop early mark-making and writing skills. While some written feedback is introduced to support transition into Key Stage 1, this is selective and purposeful. In the Early Years, feedback is collaborative and centred on the child's developmental stage; it aims to secure foundational

knowledge and skills without inhibiting children’s natural curiosity, experimentation, or emerging independence. Staff use their professional judgement to identify and address key errors that matter most for progression, recognising that not all inaccuracies—especially those typical of early development—require formal correction.

### **Marking and Feedback KS1 and KS2**

**Marking:** The activity of checking, correcting, and giving a mark to students' written work.

**Feedback:** Information allowing a learner to reduce the gap between what is evident currently and what could or should be the case.

At the Grange Primary School, we believe that marking and feedback should:

- Further children’s learning.
- Promote independence in enabling children to take responsibility for improving their own work.
- Be immediate and timely within the lesson, or at the start of the next appropriate lesson.
- Help teachers evaluate teaching and inform future planning and next steps in learning; the next lesson should be the ‘next step’.
- Be embedded within the wider assessment process; formative feedback and marking should support summative assessment each term.
- Enable an appropriate level of challenge for pupils in lessons, enabling them to make progress.
- Be manageable for the teaching team

### **Learning Objectives**

Each piece of work must begin with a Learning Objective (LO) specific to the subject being taught. For example:

*LO: To use simple compass directions*

When marking, the teacher will indicate whether or not the child has achieved the learning challenge using the following codes:

oa.	objective not achieved
oa/	objective partially achieved
oa//	objective fully achieved

### **Marking**

To ensure immediate and timely feedback, we have adopted an 'In the Moment' feedback approach and flashmarking. Throughout independent learning stages of a lesson, the class teacher will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Marking will take place at this time, showing the children the successes they have achieved and giving extra direction to support or deepen learners' understanding. Following the lesson, the teacher will ensure that all work is marked. Pupils will respond to marking using an orange pen.

Marking procedures differ across subjects and key stages:

English and Foundation Subjects	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> <li>• an element of the WILF from the lesson.</li> <li>• subject specific vocabulary has been used correctly.</li> </ul> In English, flashmarking should be carried out between each learning chunk.
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson. To identify where a piece of punctuation is missing. Teacher to highlight yellow where the punctuation should be. In English, flashmarking should be carried out between each learning chunk.
Wavy line under the incorrect word	Spelling mistake. The teacher is to model how to spell the word correctly at the end of the piece of work and the child is to write the word three times at the end of the piece of work. Spelling mistakes are to be identified through HFW, common exception words, statutory spelling lists and phonics that the child should know. A maximum of 3 spellings to be identified per piece of work.
?	This sentence/ paragraph does not make sense. The question mark is to be written in the margin.
^	This may mean a word or words are missing. Write the ^ where the omission or error is.
V	Verbal feedback/ discussion
D (KS2 only)	'D' to be written in the margin. This indicates to the child that there is an opportunity to deepen the moment, by adding further detail or improving vocabulary choices or

	<p>sentence structure choices.</p> <p>Children who naturally move away from the model and deepen the moment may complete this work in <b>pencil</b>.</p>
NP (KS2 only)	<p>NP to be written in the margin.</p> <p>Children to identify where the new paragraph should have started using //</p>
Pink pen (English books)	<p>Children improve and polish work throughout the lesson in pink pen, identifying where they have added and edited/improved their work.</p> <p>If no corrections are required, pupils should be prompted to <i>polish</i> their work in <b>pink pen</b> by making purposeful improvements, for example:</p> <ul style="list-style-type: none"> <li>○ Improving vocabulary choices</li> <li>○ Enhancing punctuation</li> <li>○ Adding a FANTASTIC-themed sentence</li> </ul> <p>In Year 3, teachers should explicitly model how to <i>polish</i> writing and begin to introduce the skill of improving work independently.</p>
Orange pen (English books)	<p>Where the ABC challenge stamp has been used, the children will respond to this in orange pen.</p> <p>Pupils should correct any spelling, punctuation or grammar errors in <b>orange pen</b>.</p>
Additional challenge (English books)	<p>In lessons where there are several shorter writing chunks, these can be used as opportunities to pose additional writing challenges.</p> <p>Challenges should be completed in <b>orange pen</b> and may include:</p> <ul style="list-style-type: none"> <li>● Choosing a sentence and rewriting it in the first person</li> <li>● Choosing a sentence and changing it to a 'show, not tell'</li> <li>● Improving a sentence by adding a relative clause</li> <li>● Improving vocabulary choices within a chosen sentence</li> <li>● Changing sentence structure for impact</li> </ul>
ABC stamp	<p>If an adult works with a child through discussion about their writing and they respond to this feedback, the <b>ABC stamp</b> can be used. Alternatively the ABC stamp can be used for any marking carried out after the lesson.</p>

Star stamp	Two words/ rows of correct handwriting should be starred.
Model	The teacher should model the correct formation at the end of the work for children to respond to.
<b>Handwriting - Peer Assessed</b>	
Star with crayon	Children to draw two stars to identify two words/ rows of correct handwriting.
Underline in crayon	Children to underline with a ruler a word that they think can be improved. Children to respond by writing the word out at the end.

<b>Reading</b>	
We discussed this together stamp	Where texts and answers are discussed and self/ peer assessed as a class, the teacher should review assessment and use the stamps.
Checked by teacher stamp	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> <li>• an element of the WILF from the lesson.</li> <li>• subject specific vocabulary has been used correctly.</li> </ul>
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson.

<b>Maths</b>	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> <li>• an element of the WILF from the lesson.</li> <li>• subject specific vocabulary has been used correctly.</li> </ul>
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of

	the WILF from the lesson.
Comma , (KS2 only)	Include in larger numbers, not in a square on its own.
Decimal point . (KS2 only)	The decimal point should be on the line and not in a square on its own.
Colon : (KS2 only)	The colon for digital time and ratio should not be in a square on its own and it should not sit on the line.

### **Feedback**

The teacher will use a range of strategies within their lesson to provide ongoing feedback to pupils e.g. Talk partners, no hands up, lollipop sticks, diagnostic questioning and CBA questioning to ensure that all pupils are involved in the feedback process.

Books will not contain any lengthy written feedback from the teacher. Instead, when reviewing and marking books at the end of a lesson, the teacher will complete a class feedback record sheet. This will identify:

- any pupils whose work should be shared with the class and/ or praised;
- any concerns over presentation;
- unfinished work;
- a list of the children who require same day intervention or pre teaching (A)
- a list of children who need to respond to feedback with buddy support available if required (B). This can be in response to marking, or to support with the challenge;
- a list of children who should access the challenge (C) - a deeper thinking question/ task or further consolidation questions for example;
- a summary of the next steps for the next lesson.

At the start of the next lesson, the children **must** be given the opportunity to respond to flashmarking and be given feedback from the teacher using the ABC system. This is an opportunity for adult intervention to take place if it has not already, which can be in the form of same day intervention or pre teaching if required.

Using a visualiser is a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding. This is particularly important when revisiting writing and referring to the WILF. The teacher can identify where certain elements of the WILF still need to be included.

There must be a challenge for children to complete (C) for those who achieved the LO (when it is appropriate for the context of the lesson) and for those who have minimal yellow corrections/

edits to make. If the teacher wishes, they may stick a challenge into the pupil's books or display it on the board.

Therefore, each piece of work in English, Maths and Foundation subjects must be stamped with 'Respond to Feedback ABC'.

A	Adult. This should be used where a child needs to access Same Day Intervention or Pre Teaching. Books are to be stamped in the subsequent lesson with pre teach or same day intervention.
B	Buddy. Children to respond to feedback using a buddy for support if required.
C	Challenge. This should be used where the children have confidently achieved the learning objective and a deeper thinking/ broadening challenge can be posed for them, or further consolidation questions can be used. This can be displayed on the board or glued into books.

Where a LO is not achieved, it is expected that there will be evidence of Same Day Intervention (SDI). This will be evidenced using a stamp and there will be evidence of some form of editing and improving or additional work supported by an adult. In some cases, the adult may choose to carry out pre teaching during this time.

In addition, Effort Points, stamps and stickers should be awarded at the teachers discretion to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

### **Self and peer assessment**

Children have access to a range of self assessment resources in the classroom to identify how challenging they are finding the work and to seek further support, e.g. coloured cups, fans and help cards. Children are also encouraged to self and peer assess their work to deepen their understanding of the WILF and identify their confidence. This supports the teacher in identifying those pupils who require further support or intervention.

Self and peer assessment should be used in balance with teacher marking and feedback. Two or more consecutive lessons should not be peer/self assessed without teacher marking/feedback taking place.

Tick with a crayon (green)	correct
Dot with a crayon (orange)	Incorrect. Children to correct their mistakes

	in orange pen.
WILF	To be written in pencil and any ticking/ marking/ highlighting should be completed in crayon.
Effort 1,2,3	1 – Most effort 2 – Could have made more effort but tried hard 3 – Minimal effort made Y2 visual KS2 written in books
Coloured square (red, yellow, green)	Self-assessment of confidence/ difficulty. Y1 – visual thumbs up or smiley faces Y2 onwards – coloured square in books
WINK (What I now know)	What I now know KS1 verbal Y3 and 4 WINK wall Y5 and 6 written in books
.....	Unsure of spelling. Use a buddy or bits and bobs to check.
Orange pens	Response to feedback
Pink pens	Pink pens Y2 more able -Y6 (polishing)
SA	Self-assessment – written in pencil
PA initials	Peer assessment – written in pencil with the initials of the child who assessed the work.
AIR	KS2 pupils use the AI tool AIR to scan their writing and receive immediate feedback linked to the national programme of study.

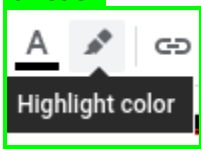
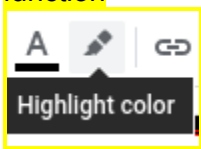
### **Inclusion & Adaptive Practice**

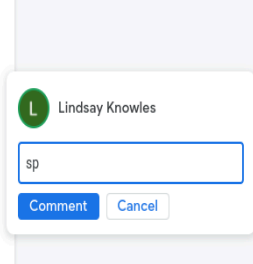
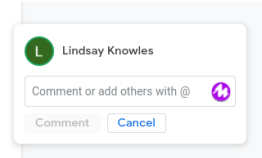
The SENDCo arranges all necessary access arrangements (readers, scribes, extra time, rest breaks) for statutory assessments in line with DfE requirements. Detailed guidance on assessment access arrangements is published on the school website under “Statutory Assessments.” In each lesson, teachers differentiate success criteria (WILF) and scaffold tasks for EAL and lower-attaining pupils to ensure that assessments remain accessible. Self- and

peer-assessment resources are adapted—using visuals, sentence-starters and bilingual checklists—so that every learner can engage meaningfully.

### **Online Learning Marking and Feedback - Remote Learning**

In the event of live lessons and assignments, these are set and submitted via Google Classrooms, with teachers providing feedback through the commenting and flash-marking tools. Other online tools such as TTRockstars and Maths.co.uk provide immediate feedback to pupils. Teachers aim to acknowledge and flash-mark online submissions within 48 hours of receipt. AIR delivers instant formative feedback for scanned KS2 writing, and teachers follow up using the ABC response system in the next lesson. Google Classrooms identifies pupils who have not accessed their assignments, and class teachers or pastoral staff follow up within one working day.

Online Learning Marking KS1 /2 English, Maths and Foundation subjects	
ca.	Challenge objective not achieved
ca/	Challenge objective partially achieved
ca//	Challenge objective fully achieved
<p>Green flashmarking using highlight function</p> 	<p>Used to identify where an answer is correct or the correct use/inclusion of:</p> <ul style="list-style-type: none"> <li>• an element of the WILF from the lesson.</li> <li>• subject specific vocabulary has been used correctly.</li> </ul>
<p>Yellow flashmarking using highlight function</p> 	<p>Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson.</p>
Sp written in comments	<p>Spelling mistake. 'Sp' is to be written in the comments section.</p>

	<p><b>Introduction and Aims</b></p> <p>Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue between the teacher and the learner to ensure that meaningful and rapid progress is being made. The aim of the policy is to give a clear outline of all assessment techniques adopted at The Grange Primary School which is underpinned by the belief that every child can improve and make progress.</p>  <p>In <b>KS2</b>, child is to correct their spellings after feedback is given. In <b>KS1</b> opportunities to practice incorrect spellings given during SDI. Spelling mistakes are to be identified through HFW, common exception words and phonics that the child should know. A maximum of 5 spellings to be identified per piece of work.</p>
?	<p>'?' to be written in the comments section to indicate a sentence does not make sense. This may mean a word or words are missing. Type the ^ where the omission or error is.</p>
^	<p>Type the ^ where the omission or error is.</p>
<p><b>Verbal feedback</b></p> 	<p>This can be given using a voice note add on/extension such as 'Mote' this can be changed into a different language to support EAL and new to English pupils.</p>

## Data Management & Reporting

All summative results and key formative indicators are recorded under each pupil's profile in Arbor. Teachers update progress at three agreed windows: December, March and June. Parents have ongoing access to live attainment data via the Arbor Parent App. A comprehensive written report, incorporating statutory assessment outcomes, is sent home in July each year. The SLT present termly data summaries to governors. All electronic records comply with GDPR, and Arbor access rights are restricted by role to safeguard pupil data.

## Policy Review & Quality Assurance

This policy is formally reviewed annually by the Assessment Lead and SLT, with minor updates made mid-year to reflect statutory changes or new tools. Subject Leaders and SLT conduct book-looks and learning walks, using a checklist aligned to our marking codes, to ensure consistent practice. Termly moderation meetings (including SEND-specific sessions) are held to standardise teacher judgements. Pupil Progress Meetings each term link assessment data to

individual targets and evaluate the impact of interventions. Annual parent and staff surveys collect feedback on the clarity and usefulness of school systems and communication.

### **Terminology Glossary**

LO stands for Learning Objective.

WILF is an acronym for “What I’m Looking For” (success criteria).

AfL refers to Assessment for Learning (formative assessment).

SDI means Same Day Intervention.

ABC denotes response codes: A = Adult support, B = Buddy support, C = Challenge task.

WINK stands for “What I Now Know.”

AIR is our AI writing self-assessment tool used in KS2.

Arbor is the school’s assessment tracking and reporting system.