






EMERGE SCHOOL

Assessment, Feedback & Marking Policy

2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish.

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1. INTRODUCTION AND RATIONALE

Research indicates that effective questioning, feedback, sharing criteria and pupil self-assessment can result in improved achievement and attainment for children of all ages and abilities. Successful learning occurs when learners have ownership of their learning; when they understand the goals they are aiming for; when, crucially, they are motivated and have the skills to achieve success.

At Emerge School, we believe that direct oral comments to children about their work, along with purposeful marking of the completed product, will form the basis of a dialogue between teachers/practitioners and children, leading to more effective teaching and learning.

2. OUR AIMS

- To increase children's motivation, attainment and achievement in all aspects of school life and enable them to make valid contributions.
- To enable teachers/practitioners to diagnose children's learning difficulties and identify what children know, understand and can do.
- To enable teachers to facilitate children's learning by promoting thinking skills.
- To enable teachers to evaluate the effectiveness of their teaching and to plan appropriate future learning experiences.
- To meet statutory requirements with regards to reporting to parents/carers on progress, attainment and achievement.

3. OBJECTIVES REGARDING ASSESSMENT AND FEEDBACK

The purpose of assessment is central to helping all pupils make rapid progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and targeted support.

The Fundamental Principles of Assessment we are committed to are:

- Monitor progress and support learning by giving teachers a framework for providing feedback and next steps / targets in order support the learning journey and provide every opportunity for pupils to make progress.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance and a shared understanding of the marking process and how it can be used to improve the quality of work in the future.
- Guide, planning, teaching, additional support, curriculum development and the use of resources.
- To improve consistency and uniformity in the marking of children's work.
- Communicate with parents/carers about pupils' achievement and how the marking process can lead to academic success.
- Provide continuity for transition between phases.
- Comply with statutory requirements.

4. PRINCIPLES UPON WHICH POLICY AND PRACTICE ARE BASED

- Opportunities for prompt and regular written or oral dialogue between teacher/practitioner and child.
- Teacher/practitioner is clear about the learning objective and success criteria at the beginning of any learning activity.
- Children are clear about the learning objective and success criteria at the beginning of any learning activity.
- Teacher/practitioner provides constructive, positively phrased suggestions about ways in which children can improve their work.
- Teacher/practitioner agree the next steps/target with the child.
- Teacher/practitioner follows up the agreed targets with the child to measure improvement.
- Teacher/practitioner is selective about aspects of work commented upon (must relate to learning objective / success criteria).
- Teacher/practitioner comments on positive aspects of work.
- Teacher/practitioner recognises effort as well as quality of work.
- Teacher/practitioner uses the information gained from assessment to inform future planning.
- Children are encouraged to comment on their own work before it is marked by an adult.
- Children are given time to act upon feedback given (usually during the same lesson).
- Teacher/practitioner uses appropriate questioning techniques to maximise learning. (Consider 'Blooms Taxonomy')
- Classroom practice is consistent with the overall policy.

5. OBJECTIVES REGARDING REPORTING AND RECORDING

- To provide information for target setting at all levels, including individual and cohort targets.
- To provide accurate information about a child's attainment, progress and learning needs that can be passed on to the next teacher/school.
- To inform the writing of IEP's.
- To inform discussion with parents.
- To assist EHC plans and end of year reports.
- To inform subject leaders of any changes required to medium-term plans, schemes of work and curriculum development.
- To enable teachers to evaluate the effectiveness of a variety of teaching strategies.
- To help identify issues for the School Development Plan.

6. IMPLEMENTING MARKING AND FEEDBACK

Effective marking and feedback should:

- Be meaningful, manageable and motivating.
- Redirect or refocus either the teacher's or the learner's actions to achieve an objective.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The sole focus of feedback should be to further children's learning. Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification. Feedback should empower children to take responsibility for improving their own work; it should not be the adults doing the thinking/work for the pupil and written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher. Children should receive feedback either within the lesson itself through regular assessment for learning opportunities or in the next appropriate lesson: the 'next step' is usually the next lesson. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Any form of marking on a pupil's work should capture the necessary points/ required improvements in a straightforward and concise manner. Teachers should ensure that any comments written to a child are positively phrased and clearly identify next steps to move learning forward. Comments should relate directly to the learning objective, individual target, success criteria and/or assessment criteria.

The Learning Objective (LO) and success criteria should be shared with children at the beginning of the lesson (written in 'child speak' and displayed where possible) and referred to and revisited throughout the lesson. Teachers should then provide oral feedback and advice/ guidance whilst work is still in progress, highlighted through 'hot-marking,' so that misconceptions can be addressed either individually or as a whole class in order to give children the opportunity to act on this immediately. Throughout the lesson, children need to be given time to check, mark and assess their work against the success criteria to ensure they have fully understood the expectations of the task and fulfilled the learning objective appropriately, or to identify what else they need to do to be able to achieve this.

At the end of each lesson, children can evaluate their own and peer learning through plenaries, partner or group discussions and make reflections on their progress using verbal feedback to determine whether or not they have achieved the outcomes set out for them. As custom and good practice, teachers should review progress in books before the next session in the teaching sequence. After reviewing books they should produce 2-5 specific teaching points and/or amend their subsequent plan to reflect the misconceptions or next steps needed to make rapid progress.

When marking, the use of symbols should be kept to a minimum and words to be corrected need to be underlined. Work which fulfils success criteria can be simply ticked and any written advice/ guidance on completed work should be meaningful using both Reminder prompts – '*How did they boy feel?*' or Scaffolding prompts – '*What do you think the girl said?*' Spellings are only marked and corrected if they are 'target words.'

Marking MUST show:

Annotation to the right of the Learning outcome (LO) of each child's book at an opportune time (i.e. when there is sufficient work to make a judgement on whether a child has achieved the LO) will show whether the child is 'working towards', 'working at' or 'working above' the LO/sequence of work.

The following codes are to be used:

WT = Working towards **EXS** = Expected standard **GDS** = Greater depth

Teachers/ practitioners will discuss and agree appropriate targets with the individual child for Maths and English.

7. IMPLEMENTING RECORDING AND REPORTING

- Teacher annotates medium and short-term plans and adjusts accordingly.
- Teacher/practitioner marks children's work with comments referring to progress against the learning objective/success criteria.
- Teacher records achievement on the Assessment Toolkit regularly throughout the year for review by the Senior Leadership Team and subject leaders to feed into the target setting process as per the Quality Assurance Framework.
- Teacher ensures that IEP's are updated termly or more frequently, as necessary, in line with formative and summative assessments.
- Teacher/practitioner maintains subject-specific records e.g. sight vocabulary of high frequency words, phonics records, reading age and comprehension scores and ensures that IEP's and IBP's are updated regularly, at least once per half term as per the Quality Assurance Framework.
- Teacher/practitioner maintains records linked to commercially produced schemes of work.
- Pupils can contribute towards summary of achievement and setting targets in annual review / EHC plan process.
- Teacher/practitioner completes annual report for parents/carers on the whole school 'My Year of Learning' standardised format showing whether the child is working towards, meeting or exceeding objectives for their year group.

8. PRINCIPLES OF EFFECTIVE ASSESSMENT FOR LEARNING

We want students, teachers, parents and school leaders to have confidence in our assessments and to use this information to help everyone be involved in raising standards for all our children. Rigorous assessment can sometimes be a draw upon time, but we want the assessments we make to be accurate and informative. Good assessment requires attention to detail and analytical skill. It involves teachers : asking questions, interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner's strengths and weaknesses.

Effective assessment for learning involves

- The sharing of learning goals/intentions with pupils.
- Helping pupils to know and recognise the criteria for success.
- Providing evaluative feedback and marking that helps pupils to identify how to improve.
- Pupils learning self-assessment techniques to discover areas they need to improve.
- The use of effective questioning to assess progress.
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

9. PRINCIPLES OF EFFECTIVE FEEDBACK

Feedback is most effective when;

- Learning is challenging.
- It is developmental.
- It is evaluative.
- It is formative.
- It is encouraging.
- It is acted upon.
- It is part of effective assessment
- It is targeted and specific.

10. PRINCIPLES OF EFFECTIVE MARKING

Effective marking should;

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be written at the child's level of comprehension.
- Be evaluative.
- Not penalise children's attempts to expand their vocabulary.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular; at least every third piece of work marked in detail and every piece seen.
- Allow specific time for the children to read, reflect and respond to marking (as appropriate).
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Involve children in the same process (whether oral or written) to ensure equity across subjects and abilities.
- Provide information for the teacher on the success of the teaching.
- Relate to the learning objective / success criteria.
- Positively affect the child's progress.

11. PROCEDURES

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria.
- Refer to and revisit the learning objective and success criteria throughout the lesson; identifying examples of good practice within the classroom.
- Link marking to targets (IEP/PEP/Care Plan) when appropriate.

- Acknowledge verbal feedback by writing VF on the work.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual should reasonably be expected to know.

12. KEY FEATURES OF ASSESSMENT

- Make clear to all pupils our expectations in terms of learning behaviours
 - Set out the attitudes and behaviours we expect of pupils when in the classroom
 - Show them how work is to be presented in their books and establish that any unacceptable work is to be done again to the standard required by the school
 - Tell pupils that they will succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours
- Share learning objectives with pupils
 - Share learning objectives at the beginning of a phase of learning – a module, a week or a lesson as appropriate, and highlight them during the lesson and in plenaries, using language that pupils understand.
 - Use these objectives as the basis for eavesdropping, questioning and feedback during the learning activities as well as in plenaries.
 - Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks.
 - Refer pupils back to earlier learning objectives to demonstrate and review progress over time.
- Help pupils to recognise the standards they are to achieve and have already achieved
 - Share and discuss pupils' work explaining how and why they have met the standards expected.
 - Give pupils clear success criteria that relate to the learning objectives.
 - Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards.
 - Display examples of pupils' work-in-progress as part of a working wall.
- Involve pupils in self-assessment and peer-assessment
 - Provide time for pupils to digest teacher's feedback and assess how successfully they carried out the tasks set
 - Give pupils opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
 - Ask pupils to explain the steps in their thinking and justify their decisions and reasoning
 - Model with pupils the language of assessment that they can use to review their own and their peer's learning and to identify next steps in learning
 - Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive and not taken as any personal criticism
 - Engage the pupils in feedback through their responses to teacher's comments and give pupils a short additional challenge to carry out that

highlights what they have learned or what they need to correct.

- Provide feedback which leads to pupils recognising their next steps and how to take them
 - Provide immediate oral feedback that helps pupils to identify mistakes, correct errors and take the next steps needed to move their learning on.
 - Mark work sharing criteria, give feedback and identify next steps and targets.
 - Acknowledge success and give positive feedback but avoid giving excessive or underserved praise.
 - Ensure feedback is constructive and identifies what a child has done well, what needs to be done to improve, and how to do it.
 - Identify the next steps for individual pupils and where appropriate for groups who can collaborate on a common approach to improvement or progress.

- Involve teachers and pupils in reviewing and reflecting on assessment information
 - Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable pupils to see their progress, thus building confidence and self-esteem.
 - Use appropriate tasks that will provide us with quality assessment information by showing pupils' thinking as well as the answer
 - Provide time for pupils and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
 - In the light of our assessments, evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners, and make any adjustments to improve learning and raise standards

13. MONITORING AND ASSESSMENT PROCEDURES

We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

- Monitoring of pupils' work
 - Provide time for subject leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review pupils' progress with their teachers (See also pupil progress meetings below)
 - Senior leaders will carry out learning walks and lesson observations, review books and interview pupils about their learning and steps to improve.
 - Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and subject leaders analysis of progress and standards in learning.

- Moderation across year groups and phases of learning
 - Provide time for key staff to carry out regular moderation of assessment and standards within and across key stages.
 - Set out clear expectations about marking and feedback to pupils that everyone puts into practice.
 - Collect examples of pupils' work that highlight standards, common mistakes and effective assessment and feedback that staff can refer to when

undertaking moderation exercises.

- Formal testing
 - Use past test or examination papers and commercially produced materials to provide an independent check on how well pupils are doing and to compare outcomes against judgements made using a range of other assessment evidence.
 - Use item analyses of these tests to find out where there are areas of overall strength and weakness in pupils' knowledge in order to inform how we organise and teach this in future.
- Pupil progress meetings
 - Senior leaders, teachers and, if appropriate, teaching assistants together carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations.
 - Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies.
 - Use the outcomes of the meeting to target intervention for groups and to review the provision map for pupils across the ability spectrum.
- Professional development and support
 - Key staff attend local and national meetings to learn more about assessment and reporting arrangements.
 - Local authority provision and support includes updated curriculum maps and schemes that highlight the key learning in core subjects and offer models for assessment to work alongside.
 - All schools publish examples of pupils' progress in their school on the new Schools Led Partnership Best Practice website. These are annotated to show how the pupils have progressed.
- Parents' evenings and meetings
 - Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning.
 - Update parents/carers on changes to the curriculum and assessment arrangements and identify ways in which they can support their child's learning.
 - Discuss the assessments and comments in pupils' books and statutory reports to parents.

14. KEY FOCUS POINTS FOR 'BOOK LOOKS'/ WORK SCRUTINY

Understanding – To what extent has the pupil understood the task / the concept or problem to be solved? What level of support is given? What additional resources were given? Are the pupils doing the right work at the right level and do they understand it?

Breadth, depth and challenge – does the new learning build on prior learning? Is the context appropriate? Is it repetitive or does it challenge and extend pupils knowledge and understanding? Are there opportunities to apply and develop skills? Are learning objectives appropriate for the pupil? Are tasks planned effectively?

Marking & Next Steps - How well does the marking identify misconceptions? Does the teacher identify when something is wrong? Does the teacher provide opportunities to extend and develop skills? Does the teacher identify areas of strength and areas to develop? Identify next steps? Are the next steps lateral or vertical? Do the next steps directly relate to the misconception or area of development?

Feedback will be given to the teacher against the following headings:

1. **Curriculum:** *match to planning, context of learning, logical progression through subject area, breadth and depth of subject coverage, differentiation & challenge.*
2. **Teaching:** *understanding of pupils' levels and appropriate learning objectives evident, range of teaching approaches used, differentiated resources, high expectations, challenge, teacher subject knowledge and use of support staff.*
3. **Learning:** *what learning is taking place? What is the objective / target / aim? How are pupils learning? Include examples of good practice. Next steps and impact.*
4. **Marking and Feedback:** *regularity, identify misconceptions, allows for self-correction, evaluative comments, identify strengths, how to improve, opportunities to extend / correct / solve a problem, follow-up dialogue, next steps, progress made, identify level of support given.*
5. **Progress:** *evidence of learning, gains in knowledge, skills and understanding, evidence of pupil correction of misconceptions, link to tracking data.*
6. **Summary of:**
 - a) *Good practice.*
 - b) *Improvement against previous development points from last work scrutiny.*
 - c) *Development points.*
 - d) *Key areas for teacher / subject lead to take forward.*
 - e) *CPD implications.*

15. EXAM PREPARATION

The school recognises that during exam periods pupils may require additional support and assistance, both academically and emotionally. The school will ensure that revision and preparation techniques are well thought-through and effective. Exams can be particularly stressful for pupils/ teachers and the school will work to the best of their ability to ensure that pupils are prepared, confident and ready for their exams.

Preparing for exams – at school

Teachers will ask the class questions, encouraging pupils to answer. This process requires pupils to recall knowledge, thus strengthening memory.

Whilst teachers read material to the class, they will give a commentary of their thought process, e.g. telling the class what questions they are considering when they have read a piece of information.

Teachers will outline different ways in which revision can be done, e.g. by using visual models, such as timelines, to recall information.

Teachers will encourage pupils to evaluate their peers' work, exposing pupils to other viewpoints and methods.

Pupils will be given past papers and comprehension to complete both in class and as homework. Teachers will spend time in lessons going through previous exam papers with pupils, which will give them the opportunity to practice the exam process and test their knowledge.

Teachers will put pupils into groups and task them with reviewing an answer to a question. Pupils will make notes on any areas for improvement within the answer and recommend ways in which it could be improved.

Teachers will communicate techniques which will help during exams, such as re-reading questions and underlining important words.

Teachers will help pupils to identify the areas that they should focus their revision on.

Teachers will support pupils with note-taking, encouraging them to re-write them as this may help with retaining information.

Preparing for exams – at home

Parents will be provided with guidance from the school throughout the year, which includes the importance of:

- **Attending one-to-one meetings:** meetings with teachers are used to discuss the progress of pupils and their expectations of exam outcomes. Teachers and parents can discuss any necessary support that may be required to ensure that pupils achieve to the best of their ability.
- **A healthy lifestyle:** eating well, drinking plenty of water and spending time outdoors all help with productivity and minimising stressful environments.
- **Taking regular breaks during revision:** breaks help with productivity and motivation as they allow pupils time to refocus.
- **Discussing lessons and topics:** asking pupils to explain a topic or asking them to explain what they did in lessons that day helps pupils to recall knowledge, which will improve memory and retention.
- **Creating a calm environment:** the weeks leading up to exams can be stressful for pupils, so it is important that the atmosphere at home is not high-pressure.

Dealing with stress

Setting targets that a pupil feels are unachievable will often demotivate pupils and lead to further stress and pressure. As exams can cause pupils a great deal of stress, Emerge School will ensure that pupils have the appropriate guidance to support them.

Teachers will communicate and encourage the use of relaxation techniques which help with easing anxiety, such as deep breathing and counting.

Teachers will encourage pupils to discuss their anxieties with themselves or the school nurse.

Teachers will monitor the behaviour of pupils, taking note of any concerns they have for pupils who may be suffering from stress and communicate these concerns to the Headteacher and, if appropriate, the pupil's parents.

Teachers will be aware of the school's Positive Mental Health and Wellbeing Policy, and act in accordance with this at all times.

Parents will be encouraged to discuss concerns of stress with their children and communicate any concerns to the pupil's teacher.

Supporting pupils with SEND

For pupils with SEND, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil, in accordance with the school's Policy.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists including our in-house Educational Psychologist.
- An education, health and care plan – the school will comply with its statutory duty of caring for pupils with SEND.
- Professional mental health recommendations regarding medication.
- Family support and/or therapy upon the recommendation of mental health professionals.

Teachers will provide pupils with SEND with the necessary support to ensure that they achieve to the best of their ability. The Headteacher and classroom teachers will offer regular meetings to parents of pupils with SEND, so that progress can be discussed.

Reasonable adjustments for pupils with SEND will be made to support revision scheduling and planning. Teachers will make reasonable adjustments to revision techniques in order to support pupils with SEND, such as incorporating more visual methods, such as timelines.

Teachers will be aware of the Special Educational Needs and Disabilities (SEND) Policy and act in accordance with this at all times.

Equal opportunities

All pupils will have equal access to teachers' support and guidance.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from receiving the necessary support and guidance to prepare them for exams.

If English is an additional language (EAL), a TA will be allocated to the pupil to provide extra help where needed. Additionally outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

Marking and feedback

Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning and revision schedules accordingly.

Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work to help further understand the examination content.

Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

Peer marking will be encouraged as it exposes pupils to other work, ideas and methods, which can be beneficial to their exam preparation.

When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work. Additionally, pupils are assigned the task of learning the correct spellings as homework.

Records and record keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents. Records are kept in the following formats:

- Lesson plans.
- Pupil work and workbooks.
- Assessment/target trackers.
- Pupil progress meeting records and reviews.
- Annual Review Meetings.

Summative assessment records, such as examination results, are kept electronically and held for six years after the year of the examination.

Formative assessment records, such as pupil work, are held for one year.

Exams will be invigilated and marked by accredited external professionals.

16. APPENDICES

Summative Assessment –

This is 'snapshot' testing which establishes what a child *can* do at a given time.

Strategy	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.</p>
<p>National Non-Statutory Tests (In-Year Teacher Assessments) Commercially Produced Tests (e.g. Rising Stars, NFER, Twinkle, White Rose): Tests administered following the timetable provided by the SLT for attainment in Reading, Writing, Mathematics and Science.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment toolkit provided by Nfer</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with and measured against expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>End-of-Year Teacher Assessments: Teacher assessments are made for pupils at the end of all year groups. Assessment against Key Objectives (working towards, expected, greater depth), informed by commercial tests (summer term) in Reading and Mathematics</p>	<p>This provides information to parents and to the next year's teaching team.</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2, 6 and 9, teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.</p>	<p>To provide information to parents and for their next phase of education.</p>

Formative Assessment/ Assessment for Learning –

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers 'achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback: This must be meaningful, manageable and motivating.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses, provides clear strategies for improvement and is mainly oral.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>

MARKING & FEEDBACK

Marking must always reflect the Learning Objective and Success Criteria as well as basic skills and expected secure learning/'just do it' rules. If handwriting is consistently neat and joined children to be awarded a pen licence and use pen (except in maths). Otherwise pencil to be used.

Writing Codes (in margin)

G = Grammar	underline in <u>pink</u>
P = Punctuation	underline in <u>pink</u>
S = Spelling	underline in <u>pink</u>
Green ✓	Objective achieved
↪ Next Steps	add teacher comment/ questioning e.g. deepen/ explain

WT = Working towards **EXS** = Expected standard **GDS** = Greater depth

Maths Specific

Green ✓	= correct answer	
VF	= Verbal Feedback	brackets as appropriate and teacher comment
.	= Fix it	

Correct completion – **Green** ✓

Further fix it needed - underline in pink.

↪	= Challenge	add teacher comment/ questioning e.g. deepen/ explain/ prove..
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Learning Specific

S = Supported **DAC** = Discussed as a Class

Examples of feedback prompts requesting response

Writing Prompts	Maths Prompts
Read your work – add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Find the sentence which needs to be changed /doesn't make sense and improve it.	Find where you went wrong?
How could you check this?	How could you check this?
Now complete these... (if activity writing about prompts/pictures/adding punctuation/grammar)	Now complete these... (extension questions /consolidation questions)
If the answer was What could the question be?	
Find another way you could write this information (highlight sentence)?	Find another way you could do this?
Find a way you could write this in a shorter sentence?	Find a quicker way of doing this?
Finish this sentence ...	Finish this sentence ... (explaining work)
Fill in the blanks ...	Fill in the blanks ... $\square 2 + \square 6 = 6\square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a Passport Stamp for this work.	Tell me 1/2/3 reasons why I should give you a Passport Stamp for this work.
Tell me ... that have ...? Tell me two sentences that have adverbials.	Tell me ... that have ...? Tell me two numbers that have a difference of 12.
What ... would you use to...? eg What word would you use show me what the character is feeling?	What ... would you use to...? eg What unit would you use to measure the width of the table? What are the ... of ... ? What are the factors of 42?
Write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?

Writing Prompts	Maths Prompts
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? eg What would happen if you started with 52?
What new words today? What do they mean?	What new maths words today? What do they mean? What maths words also mean...?
What if you could only use...? eg Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? eg Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

General Questioning:

Maximize...	Minimize...
...asking questions that begin with words like "What if," "Explain," "Analyse," "Create," and "Compare and contrast," etc	...asking questions that have a "yes" or "no" response and questions that require merely direct recall of definitions etc
...the amount of time you wait after you pose a question, ie wait-time, in order to allow students to process the question in their minds	...calling on students directly after you pose a question and calling on a student before you even ask the question
...asking students to elaborate on their answers and asking students "why"	...telling a student their answer is wrong and not asking them to think of why it is wrong
...opportunities for students to pose questions amongst themselves	...straight lecture without student interaction
...providing opportunities that challenge students' original conceptual understandings.	...providing opportunities that do not encourage creative and critical thinking.
...encouraging students to work through their decision making process, even if it bring frustration and makes them leave their comfort zone of learning.	...giving students direct answers to their questions without allowing them to think through the decision making process.

Questioning for Mathematics – Reasoning

Reasoning questions
Is it always, sometimes, or never true that...?
Give me another example of...
Can you convince me that...?
Give me a hard and easy example of ...
If ... is the answer, what is the question?
If we know ... what else do we know?
Which is the odd one out and why?
What is the quickest/easiest way to...?
What is ... an example of?
How can we be sure that...?
Is ... a good example of ...?
What is the link between ... and ...?
Give me a silly answer for...
Give me a peculiar, obvious and general example of...
What do you notice?

Review Date	September 2025
Reviewed By	Danielle Clowes & Andy Gould
Next Review	September 2027
Summary of Changes	February 2025- Updated Deputy Heads details. September 2025 – Headteacher details updated January 2026 – Approved by Headteacher- Sarah Mason

Approved by:



Head Teacher:

Date: 06-01-2026