

Ouston Primary School

Marking, Assessment & Feedback



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Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to reach their full potential. Marking and effective feedback are part of the assessment process because it gives both teachers and pupils opportunities to identify strengths and areas for improvement. It should ultimately be seen by children as a positive approach to improving their learning and enabling children to become reflective learners.

To strengthen alignment with curriculum intent, assessment at Ouston Primary is designed to ensure pupils develop secure, deep understanding of key concepts before moving on. Assessment supports adaptive teaching, early identification of need and timely intervention.

At Ouston, assessment processes are incorporated systematically into teaching strategies to promote better than expected progress for individuals, groups and cohorts. Marking and feedback systems are manageable for teachers, accessible to children and consistent throughout the school. It is expected that supply teachers and HLTAs mark work fully and initial, using the school's agreed procedures.

All assessment and feedback practices are designed to be proportionate and aligned with DfE workload-reduction principles. Written marking is only required where it has clear impact on learning; verbal feedback is used wherever it is more effective.

Aims

- Gauge pupils' understanding and identify and clarify any misconceptions while offering pupils specific information on the extent to which they have met the learning intention or individual target
- Boost self-esteem and aspirations through use of praise and encouragement
- Give a clear picture of the next steps they need to take in order to continue to make progress.
- Use marking and assessment of children's work to inform future planning, including interventions, and end of term/year judgements about pupils' level of attainment.
- Monitor and record the attainment and progress of individuals, groups and cohorts
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against National Standards
- Ensure assessment is used effectively to identify and address gaps for disadvantaged pupils and those with SEND, enabling leaders to evaluate the impact of interventions.

Types of Assessment

Formative Assessment is the ongoing, day-to-day assessments carried out by teachers to inform planning, resources and support, in order for all pupils to progress. Learning objectives and success criteria are shared with pupils to enable a level of self-assessment of learning while effective assessment and feedback from teachers gives a clear picture of the next steps for learning.

Teachers follow a consistent whole-school formative assessment cycle: Review → Respond → Revisit. This ensures pupils act on feedback and teachers check that improvements have been made.

Summative Assessment is assessment used to evaluate pupils' learning at the end of a learning block/term and is compared against national standards. On entry to Reception, the NFER Baseline Assessment is used and EYFS pupils are assessed regularly to ascertain if they are on track to achieve the expected level of development at the end of their Reception year.

Pupils in all other year groups are assessed termly, using Scholastic assessments for reading and GPS and White Rose Maths (WRM) end of term assessments for maths. Writing assessments are ongoing teacher assessments against termly objectives.

Data is recorded on Itrack (our comprehensive tracking program of pupil attainment and progress). We monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning through termly analysis by the Headteacher and class teachers and annual analysis by the Senior Leadership Team and subject leaders.

Leaders ensure that commercial assessments are used appropriately and proportionately, and that teacher assessment remains closely aligned to the taught curriculum.

An additional element to our summative assessment is the use of Objectives Sheets/Key Performance Indicators.

English - termly KPI grids are placed in books along with an overview sheet of the targeted spelling and grammar objectives.

Maths - objective sheets for each block of learning are placed at the front of each new block of work.

Science and Foundation Subjects - learning outcomes are specified for each lesson within the topic overview front cover documents.

At the end of each term or block of work, objectives are highlighted to show achievement. These can also be annotated with dates for evidence. This supports teachers in making end of term assessment judgements and gives pupils feedback about their achievements and areas for improvement.

National Assessments

At key points through primary school, children are assessed using statutory national assessments and results recorded with the DfE. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- Year 4 National Multiplication Tables Check
- End of KS2 (Year 6 SATs: reading, maths-arithmetic and reasoning; and GPS-grammar, punctuation and spelling)

Assessment Criteria

At the end of Reception, pupils are assessed as being at the **expected level of development**, or not, against the Early Learning Goals in each area. Teachers ensure that

judgements are moderated internally and externally to secure reliability and fairness. Parents/carers are informed of their child's achievement and development.

In line with the National Curriculum (2014) 'Year End Expectations', pupils are assessed against year group objectives for reading, writing, grammar, punctuation and spelling, and mathematics at the end of each term. Judgements are made as to whether, at each stage, pupils are **Emerging, Developing, Secure or Exceeding** the year group objectives. We endeavour to ensure that all children reach the expected level for their year group at the end of the academic year or make better than expected progress when starting from a lower point. Teachers adapt assessment approaches for pupils with SEND, using small-step objectives, alternative evidence and professional judgement to ensure assessments accurately reflect progress. Parents/carers will be informed of their child's achievement during parents' evenings and in the end of year report.

The focus of our curriculum, in line with the National Curriculum (2014), is on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving 'up' the stages quickly, the focus is on moving 'outwards', developing a deeper understanding and building on previous learning.

Assessment in the Early Years

Within the initial six weeks in Reception, pupils undergo the NFER Baseline Assessment. This provides EYFS staff with a starting point for each child, enabling staff to set appropriate targets for achievement by the end of the Reception Year. The results of the Assessment also predict pupils' attainment by the end of Year 6. Pupils of nursery age also have a baseline assessment completed to document their starting points to show progress made during their initial year in EYFS.

Much of the assessment in the Early Years is formative with staff observing children at play and drawing on their own knowledge of the child and their expert professional judgement of the expected level of development at termly intervals throughout the year. In line with the Statutory framework for the EYFS (2024), EYFS assessment is designed to minimise workload and maximise time spent interacting with children. Evidence collected to support teachers' professional judgements about achievement and next steps of learning include:-

- half-termly floor books, with added quotes and observations of children to enhance the record.
- learning journals to document both child-initiated and adult-led work/activities.

When a child's progress against the prime areas is not in-line with expected levels of development, this is shared with parents/carers. EYFS staff are responsible for implementing strategies and support to aid the child's progress. If progress continues to be slow, EYFS staff must consider any barriers to learning to adapt provision and discuss any additional needs with the SENCo.

In the final term of EYFS, all pupils are assessed against the Early Learning Goals and the EYFS Profile is completed for each child. This documents an overall picture of the child's knowledge, understanding and abilities. The results are shared with parents/carers and future Year 1 teachers. Data is submitted into Itrack as children being at the **expected level of development**, or not.

Marking and Feedback

To ensure marking is proportionate and aligned with DfE workload-reduction principles, there is a strong focus on self-marking and peer marking, from Yr2 onwards, with children using green (correct) and pink (incorrect) highlighters to mark their work during the feedback part of each session of the lesson, e.g flashback, fluency task, using and applying tasks.

English

Marking expectations in English are non-negotiable where they directly support progress in writing; however, teachers use professional judgement to avoid unnecessary written comments.

- The following marking strategies are also used:
 - Green highlighter pen or green biro to identify strengths within the work
 - Pink highlighter pen/red biro to identify any errors, omissions, misconceptions within the work.
 - Sound buttons/dashes and dots to show phonemes/graphemes may be used to support children with spelling/phonological awareness.
 - With spelling errors, teachers will mainly identify the words that the child should be able to spell by age and ability (or key topic/theme vocabulary as appropriate).
 - Teachers ensure pupils have dedicated time to respond to feedback, edit and improve their writing.
 - Praise/Rewards in the form of stickers, stamps, table points or Merit Stickers.
- A learning objective and success criteria sticker is provided for each lesson and reference made to it during feedback. The sticker sometimes includes 3 faces (smiley, neutral, sad) so pupils can self-assess how they feel they achieved.
- In KS2, and introduced during Year 2, a 'marking ladder' is provided to share the objectives/success criteria of targeted writing features for extended writing pieces. At the end of the task, children self-assess their success towards achieving the objectives using our traffic light highlighting system. Teachers also assess the marking ladders showing their thoughts about the level of success for pupils to compare and identify areas for improvement. In upper KS2, marking ladders are used regularly earlier in the year to scaffold children's writing. When children are ready, we expect them to include these more independently and lesson objective/success criteria tables and stickers will be used less frequently for extended writing. Year 6 are likely to withdraw these earlier in the year. Four highlighter colours are used- blue for greater depth achievement, green for expected level, yellow for almost there but not quite achieving expected level, orange for not achieved/working towards. Teachers ensure that children understand the marking system.
- When marking extended pieces of writing, an additional feedback strategy, mostly used in UKS2, is a whole class feedback sheet, identifying the main strengths and areas for improvement along with special mentions/examples included to highlight particularly good features. Key spelling, punctuation, grammar errors/misconceptions are also highlighted. These are generally shared on the IWB as a whole class but can sometimes be added to work books.

- Extended writing pieces for assessment are written into pupils' Masterpiece books which are passed on to the next Class teacher to create an evidence trail of progress in writing. In Reception, one independent writing piece is written at the end of each half term. Pupils write straight into books or onto a writing template to be stuck in their books. Years 1-6 work on 3 week cycles of work culminating with an assessed extended piece of writing. Pupils from Year 2 upwards do a first draft in English books which is marked and feedback given (written and/or verbal). Pupils then re-write the final draft in their Masterpiece books and are encouraged to act on feedback previously given when doing so. For the last piece of the year, the Teacher chooses a writing genre that has already been covered and pupils write straight into their Masterpiece book without in-depth success criteria (teacher may give some verbal reminders at the start of the task).
- To promote writing and expected standards, end of term July writing pieces are displayed in classrooms to demonstrate to the new class the standard of writing they are aiming to achieve by the end of the year.

Maths

- The learning objective for tasks is evident in the page title. Reference to this is made during the lesson and when giving feedback.
- A Success Criteria sticker is provided for each lesson to accompany the learning objective. The sticker includes 3 faces (smiley, neutral, sad) so pupils can self-assess their achievements.
- EYFS and Yr1 marking and feedback is teacher led and consists of green or pink highlighter/pen, verbal feedback and opportunities to respond to feedback. Modelling of correct setting out, number formation and calculation strategies also forms part of the feedback. Wherever possible, teachers should mark within the lesson, giving verbal feedback and explanations.
- From Yr2, the focus on self-marking/peer marking helps pupils focus more on their errors and misconceptions rather than becoming reliant on teacher marking. This whole class marking includes discussion time for strategies, misconceptions and corrections from both class teacher and the children. Time is then given within the lesson for children to attempt similar questions to embed the learning. Teachers monitor children's self-marking to ensure accuracy and provide additional feedback/explanation/modelling if required.
- Teachers ensure that misconceptions identified through self-marking are addressed promptly through modelling or guided practice.
- Praise/Rewards is in the form of stickers, stamps, table points or Merit Stickers.

Science and Foundation Subjects

To ensure consistency, teachers use the objectives/skills sheet as the primary assessment tool and apply written marking only where it directly supports learning.

Other marking and feedback may include some of the following when required but not to the same level as in English books:

- Green highlighter pen or green biro to identify strengths within the work
- Pink highlighter pen/red biro to identify any errors, omissions, misconceptions within the work.
- With spelling errors, teachers will mainly identify the words that the child should be able to spell by age and ability (or key topic/theme vocabulary as appropriate)

- A brief comment if the teacher feels this is needed (usually on the objectives sheet).
- Praise/Rewards in the form of stickers, stamps, table points or Merit Stickers.

Celebrating Success

Effective marking and feedback is paramount in supporting pupils to reach their full potential. Our marking procedures focus on being positive, boosting confidence and supporting pupils to achieve their next steps in learning. As part of this, we praise/reward pupils with merits and Star Awards.

- Merits are given when pupils excel beyond expectation be it in one lesson, over a block of work or participation in a topic.
- When a number of merits have been awarded pupils receive certificates as part of our Friday Golden Assembly. 10 merit stickers earn a bronze award; 20 = silver award; 30 = gold award; 40 =platinum.
- A Star of the Week Award is also rewarded to pupils in every class during our Friday Golden Award.
- Achievement Awards are presented to one pupil from each class each half term and is a celebration of the achievement, effort and attitude towards learning.

Curriculum Coverage

Year group objective sheets for English and Maths and a summary of topics to be covered are shared with parents during our Welcome to the Year meetings and copies available for parents/carers to take home. Again, judgements are made as to whether, at each stage, pupils are Emerging, Developing, Secure or Exceeding the year group objectives.

Moderation of Assessment

We carry out regular whole school moderation of teacher assessments to ensure consistency in and between year groups and key stages. EYFS, Year 2 and 6 teachers take part in inter-school moderation to ensure further consistency between schools within our area. The Local Authority Moderation Team also moderates teacher assessments in EYFS and writing in years 2 and 6, at timely intervals. The results of these visits confirm our assessments are accurate. Moderation outcomes are used to inform staff training, curriculum refinement and improvements to assessment practice.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings with the headteacher. These include: Girls/Boys, Free School Meals/Ever 6, Non FSM, SEND, More Able, Ethnicity. The Senior Leadership team record percentages of pupils in these groups who are at the expected level, or achieving above the expected level. This enables us to address trends, underperformance and use intervention strategies to close any gaps between groups. Leaders evaluate the impact of interventions for disadvantaged pupils, SEND pupils and other key groups, ensuring assessment informs timely support.

Roles and Responsibilities

- Governing Body: monitor whole school attainment and progress data through discussion of termly data during Governor meetings.

- Head Teacher: hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets. Implement intervention programmes.
- Senior Leadership Team: use data analysis effectively to monitor the performance of individuals, groups and cohorts in reading, writing and mathematics.
- SENCo — ensures assessment processes accurately identify needs and support adaptive teaching.
- Teachers: Carry out regular, accurate assessment of pupils, provide highquality feedback and use assessment information to inform planning.
- Support staff: support children with their learning as directed by class teachers and provide feedback on children’s learning.
- Parents/Carers: parents/carers play a vital role in their child’s development, in supporting children with reading and homework. We promote home school communication via Class Dojo, newsletters, the website and use of text messages. We have two formal Parents Evening’s in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers or Head Teacher.

For additional information about Homework, please refer to the **Homework Policy**.