

Assessment, Feedback and Presentation Policy



July 2023

Coleshill Heath School Assessment Policy

“The successes and failure of my students’ learning is about what I do or don’t do.”

Professor John Hattie Visible Learning, 2012

Aims:

- To clarify whole school assessment arrangements and expectations.
- To embed methods of assessment to drive progress and achievement.
- To conduct consistent approaches to assessment across school making data accurate, meaningful and manageable.
- To ensure knowledge is retained, retrieved and built upon.

Introduction and philosophy: assessment at the heart of the learning experience

We believe assessment is:

- Integral to and at the heart of, curriculum excellence in both design *and* delivery.
- Integral to build knowledge throughout the curriculum.
- Assessment is one of the core aspects of any ‘good’ lesson.
- Vital for the acquisition *and* development of skills, knowledge and understanding.

Our Core Assessment Principles:

Principle 1: *Assessment is the key driver to inform our teaching and impact pupil learning.*

Assessment is central to our curriculum provision, continually informing our short-term planning, shaping our medium-term planning and defining our long-term overview.

This will be achieved through:

- Clear learning intentions within each journey of learning.
- The effective use of verbal and written feedback, which requires pupils’ to respond to improve their understanding and learning.
- Using the analysis of assessment to inform further development of our curriculum and improvements in teaching and learning.

Principle 2: Assessment must inform the actions we take to close 'the gap' between the current position and expected outcome standards.

Assessments must be analysed to identify gaps in learning and analysis acted upon.

This will be achieved through:

- Analysing assessments (Insight data/assessment papers) and acting on this information to close the gap between a pupil's current learning, addressing needs and the expected learning.
- Whole class or individual feedback which must be used by pupils to improve the quality of their work.
- Building time into schemes of learning to allow for whole class re-teaching and pupils' response to feedback.
- Interventions should occur close to the event and predominantly in the classroom.
- Use insight to identify and track the progress of specific children.
- Retrieval practice being a fundamental part of retaining knowledge which ensures prior learning is built upon.

(See Feedback section for more detail on ongoing Assessment for Learning)

Principle 3: Data collection must be meaningful and manageable.

- Use Insight to collect data to inform next steps for pupils.
- Use assessment to understand children's starting points and adapt teaching appropriately.
- Assess at the end of a unit of work or period of learning to ensure that data is a true reflection and based on children's understanding and application.
- Summative assessment (drops) will be collected two times a year.
- Determining current assessment data towards the end of Key Stages 1 and 2 at a pupil, subject and school level. These will be reported to parents and governors.

This will be achieved by:

- Assessment data will be used to inform classroom practice and planning.
- Using termly Learning and Standards Reviews, as a vehicle to monitor pupils' progress during the year.
- Use feedback strategies to help children move forward with learning.
- Staff working together in year groups to make judgements on progress and gaps for children within their cohort.
- Using self and peer assessment and feedback effectively.
- Senior Leadership ensuring staff have the time and professional development, built into our annual calendar, to deliver the policy effectively and efficiently.

Feedback at Coleshill Heath

Principle 2: Assessment must inform the actions we take to close 'the gap' between the current position and expected outcome standards.

Assessments must be analysed to identify gaps in learning and analysis acted upon.

What does this look like?

At Coleshill Heath, we believe feedback is one of the most crucial forms of assessment and one of the greatest factors of pupil progress, bridging the gap between current and future achievement. It enables us to make informed, quality judgements about our effectiveness as teachers, whilst making strategic decisions about the pupil's next steps.

Our Principles

Feedback should:

- provide the children with the opportunity to reflect upon their learning and use this to become '*assessment capable learners*'
- be seen by children and adults as a *positive and powerful tool* for improving *learning and progress*
- be manageable for teachers to ensure that the learning conversation, in either oral or written form, is both *purposeful and of a high quality*
- involve all adults, who are working within the classroom
- give clear strategies for improvement: **reminder prompt, scaffold prompt, example prompt, model or scaffold**
- respond to individual learning needs, incorporating verbal feedback and live-marking, so that gaps in knowledge are addressed swiftly
- inform future planning and individual target setting so that each lesson builds upon the progress of the previous one
- incorporate the consistent use of the marking and presentation codes, blue and yellow highlighters and green pen

Adults will:

- plan for dedicated improvement time where pupils respond to feedback

Consistent Practice and Procedures

Stationery

- ✓ All written marking is in green pen
- ✓ Pupils will self and peer assess using a purple pen
- ✓ Colour-coded highlighting by the adults will be used to identify success related to the Learning Objective and areas for development/next steps.

Brilliant Blue!
Chance to Shine!

Coded Marking

Codes should be displayed for every piece of learning in the margin, next to the learning objective. Adults should display a marking code, presentation code and identify whether the learning was independent or has been supported.


Marking Codes

- A* Learning Objective Achieved
- AA Learning Objective Almost Achieved
- ? Further Learning Needed

Level of Support

- S Supported Learning
- I Independent Learning

Presentation Codes

- P* Presentation is excellent
- P Presentation needs to improve
-  Presentation is unacceptable

Pupil Marking Codes

- SA Self-Assessed Learning
- PA Peer-Assessed Learning

(See Appendix 1 and 2)

Spelling and Grammar

Errors in basic skills should be addressed, including:

- ✓ *topic-related technical vocabulary,*
- ✓ *high frequency words,*
- ✓ *RWI vocabulary or spelling patterns that the child is expected to know will be marked.*
- ✓ Incorrect spellings are identified by the teacher and correct spellings are modelled to the child. The child will then correct the spelling in their books three times.
- ✓ In years 5 and 6, an incorrect spelling which the child is expected to know will be identified by the teacher in the margin of the line using 'Sp'. Pupils are expected to identify the spelling error and, with reasonable adjustments, make a correction using a purple pen.

Inaccurate use of grammar will be identified with 'G' in the margin. Where necessary, this will be corrected and modelled to children.

(See Appendix 3)

Frequency of Feedback

Maths and English

To ensure that feedback is of a consistently high quality and that children are *actively* involved in this process, a feedback rotation will be followed.

Teacher's professional judgement will be used to adjust the sequence, depending upon the individual needs of the learners and the nature of the planned learning activities.

The rotation will involve the following three main marking components:

1. Acknowledgement Feedback
2. Quality Written Feedback
3. Self-assessment/Peer-assessment

1. Acknowledgement feedback (including live marking, verbal feedback and whole class feedback)

Focus: To ensure that all work and achievements are acknowledged through the use of:

- Coleshill Heath marking codes (see Appendix 1)
- Coleshill Heath presentation codes (see Appendix 2)
- **Brilliant blue** linked to Learning Objective
- Basic skills addressed (see Appendix 3)

Live Marking and Verbal Feedback

During the lesson, adults are expected to 'live mark' the pupils' work, as part of ongoing Assessment for Learning. Adults will use this information to provide individual next steps verbally and use it to identify any misconceptions, which may need to be addressed through a mini-plenary.

Verbal feedback may be used to correct a pupil's understanding or to extend the pupil's knowledge. The work will then be coded 'VF' in the margin.

Whole Class Feedback

Where there has been a common misconception or common next steps identified, teachers can use the code WCF to represent *Whole Class Feedback*.

Strategy 1:

A misconception is identified in pupil books. At the start of the next lesson, the misconception is addressed by staff. The correct knowledge is taught and corrections are made by pupils using a purple pen.

Strategy 2:

When looking through pupils' books, staff make a note of three different questions linked to the identified common misconceptions or next steps.

At the end of the pupils' work, write WCF and the number 1, 2 or 3 (dependent on which piece of feedback would be relevant for the individual pupil).

e.g. *WCF 1*

The three options are displayed on the interactive whiteboard for pupils to respond to in *purple pen*.

Example shown to all pupils:

Whole Class Feedback

1:

2:

3:

2.) Quality written feedback

The use of blue and yellow highlighting will identify strengths and areas for development in a piece of learning. A written comment (Chance to Shine), identified by **yellow highlighting** at the start, will address a misconception by modelling correctly to a pupil (closing the gap) or provide a further challenge. Pupils will respond to this with a *purple pen*.

Each week, children should have at least one piece of work in Maths and English, quality marked.

Useful 'Closing the Gap' comments are:

- | | |
|-----------------------------|---------------------------------------------------|
| ➤ A reminder prompt: | <i>Remember to start a new line for dialogue.</i> |
| ➤ A question prompt: | <i>How do you think the dog felt?</i> |
| ➤ A scaffold prompt: | <i>The monster was so angry that...</i> |
| ➤ A model / example: | <i>"Look," said Mum, "She's here!"</i> |

Children will be given dedicated time at the start of the following lesson to respond to feedback as this must be addressed before the new learning takes place.

3.) Self-assessment/Peer-assessment by students:

Self-Assessment:

Self-assessment should be used to give pupils the opportunity to see if they have achieved the Learning Objective at their appropriate level.

Pupils should be provided with clear information about what it is they are looking for in their own work. This could be provided as a checklist or an example modelled by the adult to the children.

Pupils should code the self-assessed part of their learning in the margin with **SA** in purple pen.

Peer Assessment:

Pupils should be provided with clear information about what it is they are looking for in their peer's work. This could be provided as a checklist or an example modelled by the adult to the children.

Pupils should code the peer-assessed part of their learning in the margin with **PA** in purple pen.

Foundation Subjects

- All foundation subjects will be marked using the marking rotation of:
 - acknowledgement feedback
 - quality written feedback *and...*
 - self-assessment by pupilsdepending upon the nature of the learning activity and the pupil's individual ability to access the planned future learning.

All pieces should have the feedback and presentation codes identified in the margin, next to the learning objective. (See Appendix 1 and 2)

- Within each curriculum project, pieces which link directly to *cross-curricular English or Maths* should have quality teacher feedback.
- Basic skills should be addressed across all foundation subjects. **(See Appendix 3)**

Assessment Overview

Nursery and Reception complete a Baseline in September and have three assessment points across the academic year (Autumn, Spring and Summer). In Key Stage 1 and 2, there are two assessment points across an academic year.

September Baseline judgements (Nursery and Reception)

- Practitioner led baselines in Nursery
- Practitioner led 2 Year Checks
- Practitioner led Reception Baseline Assessments (RBA)
- Using prior knowledge and transition information to inform baselines.

Assessment Point 1 – December - (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - History and Geography Written Assessments based on Key Knowledge Question.
 - Hot tasks
- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Big Writing Assessments
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments

Assessment Point 2 – April (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - History and Geography Written Assessments based on Key Knowledge Question.
 - Hot tasks
- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Big Writing Assessments
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments

Assessment Point 2 – June - (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - History and Geography Written Assessments based on Key Knowledge Question.
 - Hot tasks

- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Big Writing Assessments
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments
- National Testing (Phonics, End of Key Stage 1 and End of Key Stage 2).
- Multiplication Tables Check (Year 4)
- EYFS Profile (EYFSP) completed for Reception children.

Policy into practice: what we actually DO

Transition

At the end of the academic year a series of transition conversations will take place involving professionals across the school [eg. teachers, teaching assistants, mentors]. These conversations will form the cornerstone of decisions linked to cumulative pupil progress.

A range of evidence will be used to create an accurate picture of what action needs to take place in order to impact learning outcomes.

Autumn Term – January

During the Autumn Term, the Reception Baseline will be carried out. Additionally, teachers will use professional knowledge and judgement and transition evidence, to ensure children are taught the age-related material. They will continue to monitor children’s progress against Key Performance Indicators and will carry out standardised testing (NTS) and moderation to support a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth). During Learning and Standards Reviews, teachers will discuss the next steps to improve outcome for the following term.

Summer Term – June

During the Summer Term, teachers will continue to monitor children’s progress against KPIs and carry out standardised testing. In addition to this, national standardised testing will be carried out Year 1 Phonics Screening Check, Year 2 SATS, Year 4 Multiplication Tables Check and Year 6 SATS. Teachers review the attainment of the children and make a teacher judgement for the end of the school year which will be moderated through transition conversations and reported to parents.

Balanced Assessment in the Early Years Foundation Stage (EYFS)

Children in Nursery and Reception are assessed against the Prime and Specific Areas of Learning as stated in the EYFS statutory framework throughout the year. Reception children are assessed against 17 Early Learning Goals (ELGS) in the summer term, known as the EYFS Profile (EYFSP).

Assessments are based on observations of child-initiated and adult-led daily activities, and further information is gathered from parents. At the end of the Reception year for each Early Learning Goal (ELG), teachers will judge whether a child is either:

Emerging	Not yet reached the expected level of development
Expected	Securely working within the expected level of development

Nursery and Reception Baselines

In the first few weeks of Nursery and Reception, practitioners develop positive relationships with the children, gathering information and observations to support a baseline judgement. Information from parents and any previous settings are also utilised.

Nursery

During the first 6 weeks of children starting in our 2-year-old provision, the child's key person and the nursery teacher will collect evidence towards their '2 Year Check'. This comprises of a short report detailing how the child is achieving in the Prime Areas; 1. Communication and language, 2. Physical development, and 3. Personal, social and emotional development. Practitioners use the Birth to 5 Matters document to support their judgements. 2 Year Checks are shared with parents and they are invited to contribute towards the information gathered.

Observations gathered on our 3-year-old children will inform the nursery teacher to make a judgement of 'On Track' or 'Not on Track' with our *2-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

Reception

Children in Reception are required to complete the Reception Baseline Assessment (RBA) with a familiar adult within the first 6 weeks of starting Reception. It involves completing activities one to one to assess the children's starting points in 'language, communication and literacy' and 'mathematics', which are recorded on a laptop by the adult. No numerical score is shared and the data will be used at the end of year 6 to form the school-level progress measure.

Observations gathered on reception children will inform the teachers to make a judgement of 'On Track' or 'Not on Track' with our *3-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

EYFS Ongoing Assessment

Practitioners are continually making observations about the children's development and progress. Practitioners also observe how the children 'engage' in relation to the 'Characteristics of Effective Teaching and Learning', enabling them to understand how best to support and motivate the 'unique child'. It is a statutory requirement to report on this at the end of the year.

Observations are recorded during adult-led and child-led activities, both indoors and out. All observations, photographs, comments and work then become part of a child 'learning journey'. All Practitioners (including teaching assistants) working with the children use 'Tapestry', which is a web-based tool that stores individual observations and produces an online log which forms part of the child's learning journey. Tapestry is accessible to parents throughout the year, keeping them informed of their child's progress.

Practitioners use their observations to inform planning and the children's next steps. Parent consultations and contributions also aid collecting evidence of development and progress. Teachers use the CHS Early Years Curriculum to make termly summative assessment of 'On Track' or 'Not on Track' across the 7 Areas of Learning (split into 17 sections in relation to the ELGs), which are submitted to the Local Authority.

At the end of Reception year practitioners use the EYFSP and report in relation to the Early Learning Goal expectation (as detailed above). These scores are then passed to Year 1 teachers to support their understanding of where the children are working.

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Reception Baseline

During the Reception Baseline, no numerical score is shared and the data will be used at the end of Year 6 to form the school-level progress measure. The observations gathered from completing the Reception Baseline will inform teacher to make a judgement of 'On Track' or 'Not on Track' with our *3-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 Tests

All pupils will take the following tests at the end of Year 2:

Reading

Grammar, Punctuation and Spelling (GPS) - OPTIONAL

Mathematics

Writing (teacher assessment)

Year 4 Multiplication Tables Check

All pupils will take the Multiplication Tables Check to determine whether they can fluently recall their times tables up to 12 x 12. It is an on-screen check consisting of 25 times table questions. Each child will have 6 seconds to answer each question.

End of Key Stage 2 Tests

All pupils will take the following tests at the end of Year 6:

Reading

Grammar, Punctuation and Spelling (GPS)

Mathematics

Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Termly Parent Partnership Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Termly Reports (including assessment against end of year expectations)

The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

Assessment Report to Governors (termly).

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Moderation

Formative assessments and summative assessments are moderated by classroom practitioners and Senior Leaders to ensure there is parity at every assessment point. Moderation takes place termly and is cross year group and cross phase.

In school moderation is externally validated by colleagues within the UNITY collaborative and the Local Authority to ensure that our in-school judgments are in-line with other schools within and beyond our same demographic.

Roles and Responsibilities

Governors: Monitor whole school progress data and pupil outcomes with support of HT and AHT Assessment Lead, [Chair of Scrutiny and Outcomes Committee](#)

Assessment Lead (Hayley Hennessy): Moderate assessments termly and provide data analysis reports to staff and governors. In partnership with HT, be responsible for whole school assessment and evaluation.

Teaching Staff: Regularly assess pupils and provide on-going formative feedback. Adapt planning in line with assessments to ensure good progress for all. Provide termly assessment information for pupils and parents as well as school leaders. Adhere to agreed assessment practice. Identify and organise intervention when appropriate.

Teaching Assistants: Provide accurate and detailed feedback to the teaching staff on progress of pupils. Give feedback to pupils on their progress, providing next steps. Organise and deliver intervention as guided by teachers.

Parents and Carers: Support children at home with home-learning to positively impact on progress. Adhere to home learning policy and agreement.

Pupils: Approach all learning with a positive attitude and display high expectations of achievement. Make good use of productive assessment opportunities to become assessment capable learners.

Presentation at Coleshill Heath

We believe having high expectations of presentation in pupils' learning promoted pride in learning and encourages a positive attitude towards receiving feedback.



Our Principles

Our Presentation Policy should:

- ensure consistency in presentation across all subjects
- provide pupils with clear, consistent guidance on how to present their learning
- ensure pupils take pride in the learning they produce
- link to our Feedback Policy Presentation Codes

Presentation in pupil books


At Coleshill Heath, all pupils follow our Professional Check. These are available in classrooms to all pupils.


THE COLESHILL HEATH
PROFESSIONAL CHECK

*How is this piece of work significantly
different to the last piece?*

Presentation Code

- Date on the first line
- Heading on the third line
- Heading underlined with a ruler
- Consistent size and shape of letters
- Finger spaces
- CAPITAL letters at the start of a sentence







Handwriting Code

- Are all the words on the line?
- Are your letters touching the correct lines?
- Are you using the whole of the line?
- Are the lower case letters half the size of the capital letters?
- Are the letters formed with a 'tag' at the end?
- Are we starting to see joins?

Process of improvement

1. 'Flick back' and compare - is it better than my previous effort? How?
2. Zoom Out: Overall look at the page (clean lines, underlines, letter size and shape)
3. Zoom In: Does the detail dazzle me?

- How have you made it different this time?
- How will you make it different next time?
- Specifically notice and name it using expectation codes
- Seek and search to add, embellish and improve!

 *"This is how we do it here"* 

All adults are expected to model a high standard of presentation and have high expectations of pupils. The paper flipchart and visualiser are essential tools for modelling presentation expectations to pupils.

Lined books

Key Stage 1:

Date on the first line

Learning Objective/Heading on the third line (from Summer Term, Year 1)

Consistent size, shape and orientation of letters

Capital letters, finger spaces and full stops

Drawings on plain paper and stuck into books

Colour with crayons

Key Stage 2:

Date on the first line – underlined with a ruler

Learning Objective/Heading on the third line – underlined with a ruler

Consistent size, shape and orientation of letters demonstrating evidence of diagonal joins in Year 3 and 4. Joined handwriting in Year 5 and 6.

Capital letters, finger spaces and punctuation formed accurately

Drawings/images/diagrams on plain paper and stuck into books

Colour with crayons

Lines drawn with a ruler

Labels written on the line

Maths Books

Key Stage 1:

Short date written

Learning objective written (from Summer Term, Year 1)

One digit in each square

Key Stage 2:

Short date written – underlined with a ruler

Roman numeral date written (from Year 4 Autumn Term) – underlined with a ruler

Learning Objective written – underlined with a ruler

Margins drawn with a ruler, 2 squares from the edge of page and one single line down the centre.

One digit in each square

All lines drawn with a ruler

Appendix

Appendix 1:

Coleshill Heath Marking Codes

*“We are what we repeatedly do. Excellence, then, is not an act but a habit.”
Aristotle*

A* Learning Objective Achieved

Pupil has demonstrated a clear understanding of knowledge either orally and/or written

AA Learning Objective Almost Achieved

Pupil has demonstrated some understanding but there are also misconceptions/mistakes which need further development. Pupil could do this independently with a ‘Closing the Gap’ comment.

? Further Learning Needed

Limited understanding demonstrated. Misconceptions/mistakes are evident which will need further instruction to be corrected.

Appendix 2:

Coleshill Heath Presentation Codes

P* Presentation is excellent

- Handwriting is consistent in form and size
- Dates and Learning Objectives are underlined with a ruler
- Margins are drawn neatly with a ruler
- Work is neat and organised
- If mistakes have occurred, they are crossed through with a single, ruled, pencil line
- Activities are glued in neatly and the correct orientation
- A high level of pride is clear within the work

P Presentation needs to improve

- The level of pride is inconsistent and could be better
- Handwriting and the organisation of the work is inconsistent
- There is a lack of care when gluing activities in



P Presentation is unacceptable

- There is a clear lack of pride in the layout and organisation of the work
- The piece of work needs to be re-done on the next page

Appendix 3:

Colehill Heath Basic Skills Codes

<u>Basic Skills Codes</u>	<u>Reasoning</u>
Sp x3 _____	<p>HFW/CEW that need correcting will be underlined and Sp written in the margin.</p> <p>The correct word will be written at the bottom of the learning by an adult. The child will correct three times.</p> <p>Upper Key Stage 2: Where a child can correct their own spelling, identify the error with Sp in the margin. Child to correct with a purple pen. If they cannot correct independently, see above.</p>
. , ? ! “ ”	<p>Missing punctuation can be added with a green pen or the text highlighted yellow as a Chance to Shine.</p>
CL Mrs Robert Tuesday	<p>Capital letters should be corrected with a green pen. Where the pupil can do this independently, identify the error with CL in the margin.</p>
G	<p>Grammar error identified. Teacher will correct for the pupil in green pen or put a G in the margin for the pupil to correct independently dependent on pupil ability.</p>
The boy went ^{to} _^ the park.	<p>Word missing – teachers will input.</p>
/	<p>Finger space omitted.</p>
//	<p>New paragraph needed.</p>
✓	<p>Correct features or answers (can also be highlighted in blue).</p>
.	<p>Incorrect answers (can also be highlighted in yellow).</p>
VF	<p>Verbal feedback indicated in the margin</p>
WCF	<p>Whole Class Feedback indicated at the end of a piece of learning</p>

Policy Name:	Assessment, Feedback and Presentation
Staff Responsible:	Leadership Team
Governor Responsible:	Full Board
Date for Review:	July 2025
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Board – 10 th July 2023