Federation of St Charles and St Mary's Catholic Primary Schools

Assessment, Feedback and Marking Policy

Date Policy Adopted –Autumn 2025

Review Date: Autumn 2027

The School Governors Federation Ethos Statement

As Governors we acknowledge our responsibilities as strategic leaders to ensure every child, in St Charles' and St Mary's Schools, are given the best possible opportunities to reach their full potential, spiritually and academically. We do this by promoting high standards of educational achievement, pastoral care and by modelling of the values proclaimed in the Gospel in both communities.

We are strongly committed to building and strengthening the shared Catholic ethos of both schools whilst maintaining their individual identities.

We strive to build on the values started at home and seek to provide an environment where beliefs and the ethos of the Catholic faith are taught, explored, developed and nurtured. We aim for all our children to believe in their own potential, in an environment where they can flourish, succeed and achieve.

As a governing body we have a strong focus on three core strategic functions:

- Ensuring clarity of vision, ethos and strategic direction which aim to deliver high expectations and to improve the lives and outcomes of all students.
- Holding the Executive Head Teacher and both Heads of School, to account for the educational performance of the school and its pupils, and for ensuring excellent quality of teaching.
- Overseeing the financial performance of the school and making sure its money is well spent.

As governors, we bring a wide variety of experience and expertise to the schools, and this ensures that both schools move forward and standards are constantly raised in a way that is in line with the overarching ethos and vision of the schools, along with the statutory directives from the Department for Education and The Archdiocese of Westminster.

Federation Motto:

Together in faith, we love and learn

Contents

1. Assessment and Feedback

Assessment and feedback are integral to the teaching and learning process. They begin at the planning stage, when teachers establish clear learning objectives and success criteria.

The main purposes of assessment and feedback are to:
- Identify and measure achievement,
- Highlight areas for development,
- Support individual progress, and
- Inform future planning to ensure high-quality teaching and learning.

This applies both at the whole-school level and within individual classrooms.

Principles of Assessment and Feedback

In our federation, assessment and feedback should:

- Be purposeful and have a clear, positive impact on teaching and learning.
- Be timely, so that feedback can influence progress immediately.
- Be based on transparent criteria such as relevant learning objectives and success criteria.
- Involve children actively in the process, promoting ownership of their learning.
- Take a variety of forms, including oral feedback, in-the-moment marking, diagnostic marking, quizzing, and questioning.
- Be diagnostic in nature, identifying both areas of strength and areas for development.
- Provide meaningful information for parents and carers about their child's progress.

Both formative and summative assessment approaches are used to ensure a comprehensive understanding of each child's development.

Assessment at EYFS, Key Stage 1 and Key Stage 2

Effective assessment is a continuous process that identifies pupils' understanding and abilities to support future learning.
Children must act on feedback and assessment—whatever the form—if they are to make sustained progress.

Formative Assessment (Assessment for Learning – AfL)

Formative assessment and feedback are used throughout lessons to gauge pupils' understanding, address misconceptions, and advance learning.
These ongoing assessments are diagnostic and responsive, helping teachers adapt teaching in real time.
Typical strategies include:
- Adapted questioning,
- Mini-plenaries,
- Verbal feedback,
- Use of whiteboards for instant responses,
- In-the-moment marking,
- Targeted re-teaching where needed.

Formative assessment is the most effective way to ensure that learning is continuously reinforced and developed.

Teachers in our federation also use marking (in the form of "next steps" marking) to consolidate and extend learning. This ensures that pupils receive clear direction on how to improve their work or deepen their understanding.

Summative Assessment

Regular summative assessments provide a formal overview of attainment and progress.

These assessments are used to:
- Measure outcomes at the end of units or terms,
- Produce progress data for tracking purposes,
- Inform planning and targeted support,
- Ensure standards and progression across the school.

Summative assessments are recorded regularly for English, Maths and Science.

Outcomes, including those for English and Mathematics, are entered onto the school's Management Information System (Arbor) to monitor attainment and identify trends.

Appendix 1 details the assessment expectations for each subject.

Assessment in EYFS

Assessment and feedback in the Early Years Foundation Stage (EYFS) are vital tools for identifying individual learning needs and planning purposeful, engaging activities.

Teachers draw on professional judgement, daily observations, and input from parents and carers to evaluate each child's attainment and progress.

The EYFS Framework and Development Matters documents guide planning and assessment across the seven areas of learning. At the end of Reception, teachers assess each child's achievement against the Early Learning Goals (ELGs).

Baseline Assessment

Assessment begins with the Early Years Baseline Assessment.

- All Reception pupils are assessed within six weeks of starting school using the national EYFS Baseline tool.
- For Nursery pupils, a baseline assessment is completed within six weeks of their start date.

These initial assessments identify each child's starting point and help teachers plan effectively for individuals and groups of learners.

Ongoing Observations

Throughout EYFS, assessment is based on continuous observation of children's learning and development.

Observations are gathered from practitioners, children, parents, and other professionals, and may include:

- Significant moments in a child's learning and development,
- Links to the characteristics of effective learning,
- Descriptions of the activity or learning experience,
- Supporting evidence such as photographs or annotated work samples,
- Suggested next steps, where appropriate,
- Links to the relevant area of learning within the EYFS Framework.

These observations provide a comprehensive picture of each child's progress and inform next steps in teaching and provision.

Assessment for SEND

Children with an Education, Health and Care Plan (EHCP) or identified as SEN Support will have a Passport to Learning/Learning Support Plan that outlines their targets and strategies. Progress against these targets is monitored and reviewed termly by class teachers in collaboration with the SENCO or SEN support teacher.

The following forms of assessment may also be used diagnostically within the SEND department:

- Running records,
- Parent and pupil views of learning,
- High-frequency word recognition tests,
- Criteria-referenced assessment checklists,
- Common word spelling and phonics tests,
- Letter and sound recognition or formation tests,
- Language for Thinking evaluations,
- The Engagement Model,
- Advice or reports from external agencies,
- Standardised spelling or reading tests.

All of these assessments help identify specific learning needs, measure progress, and inform both classroom and individual planning.

Pupils with an EHCP also have an Annual Review to evaluate progress over the year and to update targets and provision accordingly.

2. Monitoring

Monitoring ensures that assessment, feedback, and teaching across the school are consistent, effective, and of the highest quality.

It enables leaders to identify strengths, address areas for development, and secure ongoing improvement in teaching and learning.

Monitoring takes place at both subject level and whole-school level, and involves collaboration between subject leaders, the Assessment Leader, the SENCO, and the Senior Leadership Team (SLT).

Purpose of Monitoring

The purpose of monitoring is to:

- Evaluate the impact of teaching, learning, and assessment on pupil outcomes.
- Ensure consistency and progression in standards across subjects and year groups.
- Support teachers in refining their practice through feedback and professional dialogue.
- Inform school development planning and staff training priorities.

Methods of Monitoring

A wide range of activities are used to monitor assessment and feedback practices effectively. These include:

- Scrutiny and analysis of attainment data – to identify trends and highlight pupils or groups who may need additional support or challenge.
- Pupil progress meetings – to discuss individual and group progress, celebrate success, and agree on next steps or interventions.
- Work scrutinies (book looks) – to evaluate marking consistency, feedback quality, and pupil response to feedback.
- Lesson observations and learning walks – to assess teaching strategies, engagement, and impact on learning.
- Discussions with pupils (pupil voice) – to explore their understanding of feedback, progress, and learning ownership.
- Display reviews – to ensure that classroom environments celebrate achievement, reinforce key learning, and promote inclusion.

Roles and Responsibilities

Subject Leaders

- Monitor and evaluate assessment and feedback within their subject area to ensure consistency, progression, and high standards.
- Produce summary reports highlighting areas of strength and areas for development following monitoring activities.
- Share these outcomes with the Assessment Leader and Executive Headteacher/Head of School.
- Oversee moderation activities to secure consistency in standards across year groups.
- Provide subject-specific CPD and guidance for staff where needed.
- Record monitoring outcomes and report them to the SLT.

Assessment Leader and SLT

- Oversee assessment data and analyse trends across the whole school.
- Ensure assessment processes are consistent and aligned with school policy.
- Support teachers through coaching and feedback on assessment and marking practices.
- Use monitoring outcomes to inform school improvement priorities and future planning.

Pupil Progress Meetings

Pupil Progress Meetings are held termly between the SENCO/Head of School, Assessment Leader, Executive Headteacher, and class teachers.
These meetings focus on:

- Reviewing data for individuals and groups,
- Identifying pupils who are underperforming or exceeding expectations,
- Discussing barriers to learning,
- Agreeing targeted interventions and support strategies, and
- Setting timescales for review and follow-up.
- Actions from these meetings are recorded and monitored to ensure that interventions have measurable impact.

Targeted Support and Intervention

The SENCO, in collaboration with the Assessment Leader and SEND team, analyses assessment to plan targeted support for the following term.

This includes:
- Identifying pupils who require additional intervention or extension,
- Allocating appropriate support resources,
- Ensuring interventions are tailored to meet individual needs, and
- Reviewing the effectiveness of support and adjusting where necessary.

Through this collaborative approach, our federation ensures that all pupils receive the guidance and provision needed to make sustained progress.

3. Marking and Feedback

Effective marking and feedback provide clear, constructive information to pupils about their strengths, areas for development, and the next steps in their learning. When used consistently, they establish a meaningful dialogue between teacher and pupil that promotes reflection, motivation, and progress.
In our federation, marking and feedback are an integral part of high-quality teaching and learning and are guided by the following core principles.

Core Principles of Marking and Feedback

In our federation, marking and feedback should:

- Move the child's learning forward by fostering a dialogue between pupils and teachers.
- Identify and celebrate success and progress.
- Address misconceptions and offer specific strategies for improvement.
- Be linked directly to clear learning objectives

- Be appropriate to the age, ability, and needs of each pupil.
- Encourage pupils to take responsibility for their learning and to respond actively to feedback.

General Expectations

- All work in English, Mathematics, RE, Science, Computing, History and Geography must be dated and include a Learning Objective (LO). Any success criteria must be shared/created with pupils so that learners can self-assess their success against them.
- Pupils must always maintain high presentation standards—writing neatly in cursive script and setting out work clearly and correctly.
- Work should be marked regularly and as soon as possible after completion. This allows misconceptions to be addressed promptly while the learning remains fresh.
- In-the-moment marking (during lessons) is highly encouraged, as it provides immediate, personalised feedback that can be acted on straightaway.
- Marking should always reference the Learning Objective and be formative identifying both what has been achieved and how learning can be taken further.
- Marking should be diagnostic, helping pupils to recognise and correct misconceptions or refine their understanding.

Marking Practices and Approaches

Teachers should refer to **Appendix 2: Marking Expectations (by Subject).** This appendix defines the minimum required standards for marking and feedback in every subject area. It provides clear expectations for consistency of practice across the school and sets out the subject-specific requirements that teachers must apply when marking pupils' work. These expectations must be followed in full to ensure parity, clarity and high-quality feedback for all pupils.

Marking Symbols

Teachers must use the Federation's **Marking Symbols (Appendix 3)** consistently in the **Children's English Books** to support pupil understanding and self-correction. These symbols serve as prompts for improvement and help pupils take ownership of editing and refining their work.

Note: In Year 6, marking symbols should be used sparingly. Teachers should avoid pointing directly to every error so that pupils can demonstrate their ability to identify and correct mistakes independently.

Subject-Specific Spelling

In subjects other than English, only subject-specific spellings should be corrected. This helps maintain focus on key vocabulary without discouraging pupil confidence in writing.

Next Steps

Pupils should receive Next Steps comments regularly **(see Appendix 2 for subject requirements)** to help move their learning forward.

Next Steps may include:
- A question that extends thinking,
- A prompt encouraging refinement or correction,
- A challenge to apply a skill in a new context, or
- A task that deepens understanding or demonstrates mastery.
- Next Steps must be achievable, meaningful, and clearly linked to the Learning Objective.

Pupil Response to Feedback

- Pupils must be given regular opportunities to respond to feedback, ideally during the following lesson or within a dedicated response time. From the Summer Term of Year 2, all pupils should respond by using a purple pen.
- Teachers should review these responses to check understanding and address any remaining misconceptions. A pink highlighter should be used by teachers to acknowledge correct responses.
- Effective marking establishes a learning dialogue that encourages reflection, self-improvement, and accountability.

Verbal Feedback

Verbal feedback remains one of the most effective forms of assessment. Teachers are encouraged to give feedback in the moment, reinforcing understanding, correcting misconceptions, and celebrating success as learning takes place.

Marking Colour

Marking should always be completed in green pen.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, pupils receive Next Steps feedback through ongoing observations and conversations recorded by Early Years Practitioners.
These form part of each child's developmental record and feed into future planning.

4. Statutory Assessment

Teachers in our federation adhere to all statutory assessment requirements and timelines set out by the Department for Education (DfE).

These statutory assessments provide nationally comparable data that supports the school in tracking attainment and progress, as well as informing parents, governors, and external agencies about pupil outcomes.

Early Years Foundation Stage (EYFS)

Assessment begins with the Early Years Baseline Assessment. All Reception pupils are assessed within six weeks of starting school using the national EYFS Baseline tool.

At the end of the Reception, teachers make formal assessments of each child's development against the Early Learning Goals (ELGs). These assessments are completed in June and provide a comprehensive picture of each child's progress across the seven areas of learning. This data informs transition to Key Stage 1 and helps identify any additional support pupils may need moving forward.

Phonics Screening Check (Year 1 and Year 2)

The Phonics Screening Check is administered to all pupils in Year 1 each June.
Any pupils who do not achieve the expected standard in Year 1 will retake the screening in Year 2.
This assessment measures pupils' ability to decode words using phonics knowledge and informs next steps in reading instruction.

Multiplication Tables Check (Year 4)
All pupils in Year 4 undertake the Multiplication Tables Check (MTC) each June.
This statutory assessment evaluates pupils' fluency and recall of multiplication facts up to 12×12.
The results are used diagnostically to identify any gaps in fluency before pupils progress to upper Key Stage 2 mathematics.

Key Stage 2 (Year 6) Statutory Assessments

Pupils in Year 6 complete externally set statutory tests in Reading, Mathematics, and Grammar, Punctuation and Spelling (GPS).

These tests take place each May under secure conditions and are administered by the Class Teachers, Head of School, Assessment Leader, or a member of the Senior Leadership Team.

Key information:
- Test papers are externally marked by approved national markers.
- Writing is teacher assessed, moderated internally and may also be externally moderated by the Local Authority to ensure accuracy and consistency.

- Outcomes are reported to parents and the Local Authority. They are used to inform transition to secondary education.

Key Stage 1 (Year 2) Assessments

Although Key Stage 1 assessments are no longer statutory, our federation continues to use teacher assessment informed by optional externally set SATs papers.
These assessments take place in May and include Reading, Mathematics, and Grammar, Punctuation and Spelling (GPS).
Teacher assessment remains the primary method for evaluating progress and attainment at this stage, with writing assessed against national standards.
This approach ensures continuity, accuracy, and meaningful tracking of pupil progress.

Use of Statutory Assessment Data

Statutory assessment outcomes are used to:

- Evaluate whole-school performance against national benchmarks.
- Inform teaching, planning, and intervention strategies.
- Support transition between key stages.
- Report to parents, governors, and external bodies.
- Contribute to the school's self-evaluation and improvement planning.

The Assessment Leader and SLT oversee all statutory assessment processes to ensure compliance, accuracy, and consistency.

5. End-of-Year Reports

Schools are required to provide parents or carers with at least one written report each academic year.

At St Charles Catholic Primary School, this report is issued at the end of the summer term and provides a comprehensive summary of each child's progress, attainment, and personal development.

The report serves as an important tool for communication between home and school, celebrating achievement and identifying next steps for learning and growth.

Content of End-of-Year Reports

Each report must include clear, accurate, and meaningful information about the pupil's performance across the curriculum. Reports should reflect the whole child—academic, social, emotional, and spiritual—and should be written in accessible, professional language.

Reports include the following information:

- Progress, attainment, and effort in all core and foundation subjects, as well as Religious Education (RE).
- Targets for the forthcoming academic year, with specific reference to English, Mathematics, and RE.
- A commentary on the child's social, emotional, and spiritual development, including personal qualities and relationships with others.
- Attendance and punctuality records for the academic year.
- Statutory assessment results for pupils in Reception, Year 1, Year 4, and Year 6, alongside relevant school and national data for context.

Reports are expected to provide a balanced reflection of each child's strengths, progress, and areas for further development. They should celebrate achievement and clearly communicate next steps in learning.

Communication and Discussion

Parents and carers are invited to discuss their child's progress with the class teacher during parent consultation meetings held in the autumn and spring terms.
These meetings allow parents to:
- Review progress and attainment in greater depth,
- Discuss next steps and targets.
- Explore any questions or concerns about learning, and
- Strengthen the partnership between home and school to support pupil progress.
Teachers are expected to maintain professional, constructive dialogue during these discussions.

Arrangements are made to enable parents to discuss reports with the class teacher

6. Appendices

Appendix 1 – Assessment Expectations (by Subject)

This appendix outlines the assessment expectations for each subject, including the frequency and format of both formal and informal assessments.

English
- **Formal Assessment:** Conducted each term during assessment week. *Resources* are used to assess Reading and SPAG, alongside past SATs papers for Year 2 and Year 6.
- **Informal Assessment:** Ongoing through questioning, written work samples, reading tasks, and quizzes.

Mathematics
- **Formal Assessment:** Conducted each term during assessment week alongside end of unit tests.
- **Informal Assessment:** Carried out regularly through questioning, arithmetic practice, low-stakes quizzes, and times-table tests.

Religious Education (RE)
- **Self-Assessment:** Pupils complete self-assessment sheets at the start and end of each topic, which are displayed at the end of the topic.
- **Formal Assessment:** Recorded at the end of each topic and based on one or more pieces of pupil work.

Science
- **Formal Assessment:** End-of-topic tests
- **Teacher Assessment:** Used alongside tests to assess understanding and application of scientific knowledge and skills.

Computing
- Assessment is both **self-assessed** and **teacher-assessed**, focusing on pupils' ability to apply taught skills practically.

History
- **Teacher Assessment:** Continuous assessment throughout each topic.
- **End-of-Topic Assessment:** May include quizzes, presentations, posters, or written tasks.
- **Pre-Topic Assessment (optional):** Short activities may be used to show progression before and after teaching.

Geography

- **Teacher Assessment:** Continuous assessment throughout each topic.
- **End-of-Topic Assessment:** May include quizzes, presentations, posters, or written tasks.
- **Pre-Topic Assessment (optional):** Short activities may be used to show progression before and after teaching.

Art and Design / Design Technology (DT)
- Work is assessed against the **skills progression** identified for each term.

Spanish (Modern Foreign Language)
- **Formal Assessment:** Conducted termly using "Expected/Working Towards/Greater Depth" standards. End-of-year assessment measures performance against key skills.
- **Informal Assessment:** Ongoing through questioning, verbal responses, written tasks, and quizzes.

Music
- **Termly Assessment:** Pupils assessed as "Expected/Working Towards/Greater Depth" expectations.
- **End-of-Year Assessment:** Based on progression of musical skills across the year.

Personal, Social, Health and Economic Education (PSHE)
- **Teacher Assessment:** Conducted throughout using *TenTen* assessment sheets before and after learning.

EYFS: Evidence of teaching and learning is compiled in an Individual Learning Journal with photographs, work samples, and annotated pupil voice. Notes are colour-coded before and after teaching to show progress.

Appendix 2 – Marking Expectations (by Subject)

This appendix outlines the minimum expectations for marking and feedback across all subject areas.

Where Self-Assessment is used as part of self-marking, it should be done using the RAG system as set out in **Appendix 4** but must be monitored and initialled by the class teacher
Teachers should acknowledge learning by using a code against the learning objective as set out **Appendix 4**

English

- All learning must be marked/acknowledged
- A **Next Step** comment should be provided during the writing journey for each piece of work
- Teachers should use a green highlighter to highlight examples which show learning objective/success criteria has been achieved and some good examples in the children's work that demonstrate this.
- Peer and self-marking may be used for skills practice
- Incorrect key vocabulary and statutory spellings should be identified and corrected.

Mathematics
- All learning must be marked/acknowledged
- Some peer and self-marking may be used.
- Incorrect learning must be **explained and modelled** clearly to address misconceptions.
- A **Next Step** should be provided **at least once per week**.
- Incorrect number formation must always be corrected.

Religious Education (RE)

- All learning must be marked/acknowledged
- Occasional peer or self-marking is permitted.
- Each topic must include at least **two Next Steps** designed to deepen understanding of faith.
- RE-specific vocabulary must be corrected if misspelt

Science
- All learning must be marked/acknowledged
- A combination of teacher marking, and self-marking may be used.
- Each topic must include at least one Next Step question to promote deeper thinking.
- All misconceptions must be addressed through feedback or modelling.

Computing
- Pupils receive verbal feedback on their learning.
- Learning should be recorded each lesson in the Computing Workbook.

Geography
- All learning must be marked/acknowledged
- Occasional peer or self-marking is permitted.
- Next Steps should be included as required, at least once per topic.

History
- All learning must be marked/acknowledged
- Occasional peer or self-marking is permitted.
- Next Steps should be included as required, at least once per topic.

Art and Design / Design Technology (DT)
- Pupils receive **verbal feedback** on their learning.
- Encourage peer reflection using **key vocabulary** related to skills and techniques**.**

Spanish (Modern Foreign Language)
- Feedback is primarily **verbal**.
- Teachers model and correct key vocabulary and grammatical structures as part of ongoing feedback.

Music
- Feedback is **verbal**, provided during lessons as pupils perform or compose.

PSHE
- Evidence of learning is recorded in printed **booklets/floor books**. Learning should be marked /acknowledged where appropriate, but the emphasis should remain on **verbal feedback** to deepen understanding.

Appendix 3 – Marking Symbols
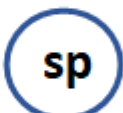
A consistent system of **marking symbols** is used across the school to ensure clarity and support pupil independence when editing or improving their work.

The full set of current symbols is displayed in classrooms and in pupils' books as a reference guide.

KS1 Marking Symbols

Symbol	Meaning	Symbol	Meaning
C	Capital letter incorrectly used or missing	∩	Finger space
.	Full stop missing	∧	Missing word
T	Incorrect tense/ tenses error	R	Read your sentence again and check/edit
sp	Spelling error	↓	Write on the line
├	Write closer to the margin	//	New paragraph needed

KS2 Marking Symbols

Symbol	Meaning	Symbol	Meaning
C (circled)	Capital letter incorrectly used or missing	∧	Missing word
P (circled)	Punctuation error	**SS** (circled)	Check sentence structure
T (circled)	Incorrect tense/ tenses error	**sp** (circled)	Spelling error
R (circled)	Read your sentence again and check/edit	↑	Up-level vocabulary choice
↓ (arrow to line)	Write on the line	←| (arrow to margin)	Write closer to the margin
//	New paragraph needed		

Appendix 4 – Other Marking Symbols

Self-Assessment RAG system

When used, children should use the following colours to place a dot in the left margin next to the learning objective

Red-   'I found this too difficult to do on my own'
Orange-   'I could do some of this on my own'
Green-   'I was able to do this on my own'

Teachers code used to acknowledge learning against the learning objective

Teachers should use the following code in the right margin next to the learning objective to acknowledge learning.

O   Learning objective not achieved
✓   Learning objective partly achieved
✓✓   Learning Objective achieved