



Assessment, Marking and Feedback Policy 26 27

Assessment is a key part of high-quality teaching at Derwent and Southill. It helps us to ensure that teaching is appropriate and that pupils are making at least good progress. Consistency in assessment (including marking and presentation) is an important factor in this. Our approach is rooted in the following key underpinning principles for assessment.

Derwent and Southill's assessment principles...

At Derwent and Southill we have a set of principles which have guided our development of a new assessment system. They are:

- Assessment should help children to make good progress.
- Assessment should be at the heart of teaching and learning.
- Assessment should be appropriate and consistent.
- Assessment outcomes should provide meaningful and understandable information for pupils, parents, teachers, and external agencies.

Methods of assessment

Our methods of assessment serve its main purpose which is to help teachers, parents and pupils' plan their next steps to learning. These methods will provide opportunities to celebrate and acknowledge achievement, progress and effort.

- provide opportunities for prompt, regular written and spoken dialogue with pupils, including providing constructive suggestions about ways in which the pupil might improve their work.
- ensure that teachers and support staff and pupils are clear about the objective of the task as well as the criteria for success, with marking being directly related to these.
- aid teachers in evaluating the quality of their teaching and inform future planning
- allow teachers and pupils to follow up the suggested improvements to see how far they have been achieved.

Formative assessment methods

Formative assessment is **enhancing learning during learning**. through question and answer in the classroom.

- by observation.
- by discussion with the pupil.
- through written classwork.
- through practical work.
- through pupil self-assessment and peer assessment.

Summative assessment and recording process

At key points throughout the year the children are assessed on their learning by staff

These tasks will provide information about pupils' progress for key assessment points set out in the Derwent and Southill calendar each year. Summative Assessments are given related to the age and SEN and start points of the pupils.

Recording and use of assessment

Whole school

The SLT will analyse prior attainment figures and assessment data to set targets for development and to analyse the quality of teaching and learning. This will be by class, gender and specific groups

Individual teacher level

Individual staff should be using the formative assessment process to identify individual pupils who have difficulties, or when key concepts do not appear to have been understood and adjust their planning as necessary.

Staff from Year 1 should have all the information on the achievement of children in their class at the start of the year. They should record for their own monitoring purposes the prior attainment of the pupils against previous targets Information about new starters

will be gathered by the class teacher from the information sent by the child's previous school and through baselines assessments undertaken within the first few weeks.

Information for children in Reception and Pre School is gathered through visiting their previous establishment, home visits and transition events.

For those children entering the school afresh at the start of a year or during the year the teacher will identify gaps in their learning.

Reporting to parents

During the autumn and spring terms the parents will be invited to a parents meeting. At these meetings the class teacher will share with the parents the current progress of the children and their next steps.

At the end of the summer term a summative report is sent to parents. An assessment of attainment will be provided for reading, writing, maths and science alongside an effort grade. For all other subjects an effort grade will be provided.

However, it is equally important to use reporting to parents to promote a broad and balanced curriculum that celebrates achievements in areas such as sport and art as well as focus on the child's social and emotional development. These areas will be a focus for the class teacher comments.

At any stage throughout the year, parents may be contacted if there are concerns regarding work or behaviour. As a result, the school may provide a written report on progress at any time. Parents who have concerns are encouraged to contact the child's class teacher in the first instance to discuss their child's progress.

Policy Review

The Governing Body of our school is responsible for ensuring the review of this policy, and for reporting back to the Local Authority.

Date policy agreed: September 2026

Signed Neil Parsons (Chair of Governors)



Appendix 1 - Marking and Feedback Policy

Introduction

Feedback and Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The Feedback and Marking Policy aims to encourage independence in learning and self reflection. The policy takes into account the school's policy on equal opportunities.

Background

EEF Research has shown that consistent and effective live marking, has a significant impact on raising achievement.

Research tells us that effective marking should:

- Involve 'live marking' where possible
- Be up to date
- Relate to learning objectives and success criteria for each lesson
- Show children their work is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work
- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve

The way that work is marked can make or break the essential dialogue between teacher and learner: this is the dialogue which enables a pupil to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Feedback should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

Non Negotiables in line with the Teacher Assessment Framework for writing for each year group

In all books from Year 1, for every piece of work:

Children will have the learning intention and steps to success shared either on a printed strip in books or on the whiteboard and shared with the class during teaching

Children will have a pencil or a pen to write with provided

Writing will be cursive once taught and mastered and all writing should sit on the line and with ascenders and descenders correctly positioned

Capital letters and full stops, proper nouns should be spelled correctly at all times and corrected as a matter of course.