Cedar Tree
Federation

Pinhoe Church of England Primary School & Nursery

Pinhoe C of E VA Primary School & Nursery

Assessment, Marking & Feedback Policy

Ratified by TLC Governors: October 2026
Annual Revision: October 2027

At Pinhoe C of E Primary School, our mission, vision and values underpin all that we do. Through our Core Values, Learning Heroes and curriculum, we aim to empower every child for their future within the sanctuary of a Christian foundation.

Rationale

Assessment, marking and feedback are integral to effective teaching and learning. They enable teachers and pupils to identify strengths, address misconceptions and determine appropriate next steps, supporting all pupils to make good progress and develop confidence as learners.

This policy is informed by national guidance and educational research, including the DfE Teachers' Standards, recommendations from the Commission on Assessment without Levels and the Teacher Workload Review Groups, and EEF guidance on assessment and feedback. It aims to ensure that assessment and feedback are purposeful, proportionate and effective, while avoiding unnecessary teacher workload.

Our Approach to Assessment and Feedback

Assessment and feedback are central to effective teaching and learning. They should be purposeful, proportionate and focused on improving pupil outcomes.

In line with current evidence and guidance, we recognise that effective assessment and feedback can take many forms and does not depend on a particular type or frequency of written marking. Teachers use their professional judgement to select the approach that will have the greatest impact on learning while remaining manageable and proportionate.

Assessment and feedback may include:

- questioning and classroom discussion;
- verbal and written feedback;
- live marking and feedback during learning;
- observation of pupils and their work;
- self- and peer-assessment;
- formative assessment to identify misconceptions and next steps;
- summative assessment, including standardised and statutory assessments; and
- appropriate quizzes and tests to check understanding and retention.

The emphasis is on how assessment information is used to adapt teaching, address misconceptions and support pupils' next steps, rather than on the quantity of marking produced.

Policy Aims

This policy aims to:

- establish a consistent, purposeful and manageable approach to assessment and feedback;
- clarify expectations for formative and summative assessment;
- ensure assessment informs teaching, supports pupil progress and identifies next steps;
- establish consistent approaches to recording and reporting assessment information; and
- ensure assessment and feedback practices are monitored effectively without creating unnecessary workload.

Formative Assessment

At Pinhoe, formative assessment is an integral part of everyday teaching. It enables teachers to identify what pupils know and understand, recognise misconceptions and gaps, and adapt teaching accordingly.

Effective formative assessment enables:

- **teachers** to identify pupils' strengths, misconceptions and next steps, and to adapt teaching, support or challenge accordingly;
- **pupils** to understand what they are learning, recognise their successes and identify how they can improve; and
- **parents and carers** to understand their child's strengths, progress and areas for development.

Assessment for Learning (AfL)

Teachers use a range of Assessment for Learning strategies throughout teaching to check understanding and inform their professional judgement. These may include:

- assessing prior knowledge and retrieval of previous learning;
- effective questioning and classroom discussion;
- mini whiteboards and other whole-class response strategies;
- observation of pupils during learning;
- verbal and written feedback;
- self- and peer-assessment;
- reviewing pupils' work and identifying common misconceptions; and
- short quizzes or other appropriate checks for understanding.

Teachers use the information gathered through formative assessment to respond to pupils' needs. This may involve adapting teaching within the lesson, revisiting previous learning, addressing misconceptions, providing additional support or increasing challenge.
There is no expectation that every formative assessment is recorded. The value of formative assessment lies in how it is used to inform teaching and improve learning.

Summative Assessment

At Pinhoe, summative assessment is used alongside teachers' professional judgement to evaluate pupils' attainment and progress over time. It helps teachers and leaders identify strengths, gaps in learning and priorities for future teaching.

Effective summative assessment enables:

- **teachers** to evaluate pupils' learning over time, identify areas requiring further teaching and inform future planning;
- **school and subject leaders** to identify patterns and trends across classes, groups and cohorts and determine where additional support or curriculum development may be needed;
- **pupils** to recognise their achievements and understand areas for further development; and
- **parents and carers** to receive clear information about their child's attainment and progress.

Summative assessment should be purposeful and proportionate and considered alongside evidence from pupils' everyday learning. No single assessment should be used in isolation to make judgements about a pupil's attainment or progress.

Pinhoe uses PiXL assessments to support summative assessment across Years 1–6. Assessments are completed at appropriate points during the year in line with the school's assessment timetable.

Summative assessment may include:

- PiXL assessments in Reading, GPS and Mathematics;
- teacher assessment of Writing;
- spelling and multiplication checks, where appropriate; and
- statutory national assessments.

Teachers use assessment outcomes alongside evidence from pupils' everyday learning to make professional judgements about attainment. Test scores are not used in isolation.
Assessment information is recorded using the school's agreed tracking systems and is used by teachers and leaders to identify patterns in attainment and progress, gaps in learning and priorities for future teaching and support.
Moderation and professional dialogue are used to support the accuracy and consistency of teacher judgements.

Additional support is provided for ECTs and colleagues where appropriate.

EYFS Assessment

Assessment in the EYFS is ongoing and is based primarily on practitioners' knowledge of each child gained through observation, interaction and everyday learning. Assessment is used to identify children's strengths, interests and next steps and to inform teaching and provision.

Formative Assessment

Practitioners assess children's learning and development through observation, interaction and discussion during everyday activities. Assessment is informed by the EYFS statutory framework and *Development Matters* and should not require unnecessary collection of evidence.

Regular phonics assessment is also used in Reception to identify progress and inform future teaching.

Summative Assessment

- **Reception Baseline Assessment (RBA):** completed within the statutory assessment period at the beginning of Reception.
- **Termly assessment:** teachers make professional judgements about children's progress across the areas of learning at the school's agreed assessment points.
- **EYFS Profile:** completed at the end of Reception. Children are assessed against the 17 Early Learning Goals as either **'expected'** or **'emerging'**.
- **Good Level of Development (GLD):** achieved when a child reaches the expected level in the Early Learning Goals within the prime areas of learning and Literacy and Mathematics.

Assessment in Nursery/Pre-school is based on practitioners' professional knowledge of children's development and is used to identify whether children are on track and to inform appropriate next steps.

Reading Assessment

At Pinhoe, reading assessment is used to identify pupils' strengths and areas for development, ensure books are appropriately matched and inform future teaching and intervention.

Early Reading and Phonics

Pupils following the FFT Success for All Phonics programme are assessed regularly using the associated Reading Assessment Programme (RAP).

RAP assessments are used to:

- monitor pupils' phonological awareness and reading development;
- identify gaps and pupils requiring additional support; and
- inform the teaching of phonics and early reading.

Assessments are completed at appropriate points throughout the year in line with the school's assessment timetable. Pupils in Year 2 who continue to access the phonics programme are assessed in the same way.

Accelerated Reader

Once pupils have developed sufficient phonics knowledge and reading fluency, Accelerated Reader (AR) is used to support the assessment and development of independent reading.

STAR Reading assessments are completed at agreed points during the year. Teachers use the outcomes alongside their knowledge of pupils' everyday reading to inform appropriate reading levels and monitor progress.

Pupils complete quizzes following AR books where appropriate. Information from STAR assessments, AR quizzes and diagnostic reports may be used by teachers to identify strengths, gaps and appropriate next steps.

Assessment information is considered alongside teacher assessment and should not be used in isolation to make judgements about a pupil's reading attainment.

Assessment for Pupils with SEND

At Pinhoe, pupils with SEND are included in the same assessment processes as their peers wherever these are appropriate and accessible. Reasonable adjustments are made where necessary to remove barriers and enable pupils to demonstrate their knowledge, skills and understanding.

High-quality teaching and appropriate adaptations support pupils to access an ambitious curriculum. Where pupils are working below age-related expectations, assessment should recognise progress from individual starting points as well as identifying appropriate next steps.

Teachers use a range of appropriate assessment information to understand the progress of pupils with SEND. This may include:

- assessment against National Curriculum expectations;
- progress towards individual SEND outcomes and targets;
- appropriate statutory or pre-key stage assessment frameworks, where applicable; and
- evidence from pupils' everyday learning.

Assessment should provide a meaningful picture of each pupil's attainment and progress and inform appropriate teaching, support and intervention.

Monitoring and Evaluation

Senior and subject leaders will monitor the effectiveness of assessment and feedback across Pinhoe to ensure that this policy is implemented consistently and supports high-quality teaching and learning.

Monitoring may include:

- analysis of relevant assessment information;

- review of pupils' work and learning;
- pupil and staff discussions;
- moderation of teacher assessment;
- lesson visits and other curriculum monitoring; and
- consideration of the progress and attainment of individuals and groups.

Subject leaders will use assessment information to identify strengths, areas for development and priorities within their subjects.

ECTs and colleagues requiring additional support will receive appropriate guidance, moderation and professional development.

Monitoring will focus on the **impact of assessment and feedback on pupils' learning**, rather than the quantity or frequency of written marking.

Monitoring, Moderation and Evaluation

Senior and subject leaders will monitor the effectiveness of assessment and feedback across Pinhoe to ensure that this policy is implemented consistently and supports high-quality teaching and learning.

Monitoring may include:
- analysis of relevant assessment information;
- review of pupils' work and learning;
- pupil and staff voice;
- moderation of teacher assessment;
- lesson visits and other curriculum monitoring; and
- consideration of the progress and attainment of individuals and groups.

Subject leaders will use assessment information to identify strengths, areas for development and priorities within their subjects.

Moderation and Standardisation

Regular moderation and standardisation are used to support the accuracy and consistency of teacher assessment. This includes opportunities for teachers to work collaboratively within Pinhoe and, where appropriate, with colleagues from other schools.

Agreed assessment materials and frameworks are used to support professional judgements, including relevant local authority and statutory guidance.

ECTs and colleagues requiring additional support will receive appropriate guidance, moderation and professional development.

Monitoring will focus on the **impact of assessment and feedback on pupils' learning**, rather than the quantity or frequency of written marking.

Pupil and staff voice, alongside findings from monitoring and evaluation, will inform the ongoing review and development of this policy.

Principles of Feedback

At Pinhoe, feedback is an integral part of teaching and learning. Its purpose is to help pupils understand what they have done well, address misconceptions and identify how to improve.

Feedback should be **timely, purposeful and proportionate**. It may be verbal or written and can be provided to individuals, groups or the whole class depending on pupils' needs and the learning taking place.

Live Feedback

Where possible, teachers prioritise **live feedback during learning**. This enables pupils to respond immediately, allows

misconceptions to be addressed quickly and helps teachers adapt their teaching.

Live feedback may include:

- discussion and questioning;
- verbal feedback to individuals or groups;
- identifying and addressing misconceptions;
- modelling or re-teaching;
- prompting pupils to review or improve their work; and
- brief written annotations or agreed marking symbols where these are useful.

There is no expectation that verbal feedback is recorded or evidenced in pupils' books.

Basic Skills

Teachers support pupils to apply the basic skills appropriate to their age, stage and individual needs across the curriculum. This includes, where appropriate, phonics and spelling, handwriting and presentation, punctuation, grammar and number skills.

Errors should be addressed selectively and purposefully. Teachers should prioritise errors and misconceptions that are relevant to the pupil's learning rather than attempting to correct every mistake.

Marking Symbols

A small number of agreed marking symbols may be used where they help pupils understand and respond to feedback efficiently. Pupils should be familiar with the symbols appropriate to their age and stage.

Marking symbols are a tool to support feedback and are **not required on every piece of work**.

Effective Feedback

At Pinhoe, feedback should be **meaningful, manageable and motivating**. Its purpose is to move learning forward by helping pupils recognise success, address misconceptions and understand what to do next.

Teachers use assessment and feedback to inform subsequent teaching, including decisions about re-teaching, support and appropriate challenge.

The type and amount of feedback provided will depend on:

- the pupil's age, stage and individual needs;
- the purpose and intended learning;
- the feedback already provided during the lesson;
- the nature and significance of any misconceptions or errors; and
- the most effective way of helping the pupil to improve.

Written feedback should only be provided where it adds value to learning. There is no expectation for a written comment or next step on every piece of work.

Pupil Response

Where feedback requires a response, pupils should be given an appropriate opportunity to act upon it. This may take place during the lesson, at the beginning of subsequent learning or at another appropriate time.

Responses may include correcting or improving work, practising a skill, responding to a question or challenge, or applying feedback in subsequent learning.

Teachers should check pupils' responses where this is necessary to ensure misconceptions have been addressed.

Feedback Conventions

Pinhoe uses simple, consistent conventions to make feedback accessible to pupils:

- agreed marking symbols may be used where they support understanding;

- pupils may use green pen to edit, correct or improve their work; and
- teachers use purple pen for written feedback.

Expectations for Feedback

Feedback at Pinhoe should be responsive to pupils' learning and based on professional judgement. There is no expectation that every piece of work is individually marked or acknowledged.

Teachers

Teachers are responsible for ensuring that they have an appropriate understanding of pupils' learning and use this to inform subsequent teaching.

Feedback should:
- focus on the intended learning and/or significant misconceptions;
- address relevant basic skills where appropriate;
- be appropriate to the pupil's age, stage and individual needs;
- provide additional support or challenge where this will move learning forward; and
- be delivered in the most effective form, including live, verbal, whole-class or written feedback.

Teachers should prioritise interaction with pupils during learning, using observation, questioning and live feedback to identify understanding and respond to need.

Pupils

Pupils should be encouraged to take increasing responsibility for reviewing and improving their own work. Green pen may be used to show editing, corrections, improvements and responses to feedback, including appropriate peer assessment.

Adult-Supported Learning

Teaching assistants and other adults supporting learning should provide feedback to pupils during the lesson and communicate relevant information about pupils' understanding, misconceptions or next steps to the class teacher.

Where it is useful to understanding the level of independence demonstrated, adult support may be briefly indicated in pupils' work using the school's agreed conventions.

The class teacher retains responsibility for assessing pupils' learning and using relevant information from supporting adults to inform future teaching.

English – Writing Assessment

Independent Writing

Independent writing provides opportunities for pupils to apply the knowledge and skills taught during a writing unit and contributes to teachers' assessment of writing over time.

Across Pinhoe:
- agreed planning approaches are used to provide consistency and familiarity for pupils;
- teachers identify appropriate areas of focus from the teaching sequence to support planning, writing and editing;
- final outcomes are clearly identified as independent writing and include the text type and, where appropriate, the stimulus or text studied; and
- pupils are given opportunities to review, edit and improve their writing.

Success criteria should reflect the key learning from the unit and support pupils to evaluate their writing. They should be used purposefully and should not restrict pupils' independence or creativity.

Assessment of Writing

Teachers assess writing using evidence gathered across a range of independent work and curriculum contexts.

Assessment should consider what pupils can demonstrate independently and consistently over time rather than relying on a single piece of writing.

Agreed assessment frameworks, including Evidence Gathering Grids (EGGs), may be used to support teacher judgement and identify areas for development.

Where statutory Teacher Assessment Frameworks apply, these are used in accordance with current statutory guidance.

Moderation within school, and with other schools where appropriate, supports the accuracy and consistency of writing judgements.

EYFS Feedback

Feedback in EYFS is appropriate to children's age and stage of development and is primarily provided through interaction with practitioners during learning.

Agreed pedagogical stamps may be used to acknowledge and support independent learning where appropriate. There is no expectation for written feedback on every piece of work.

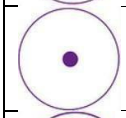
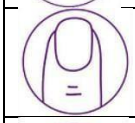
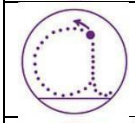
Policy Review

This policy has been developed in consultation with Pinhoe staff and governors.

The implementation and effectiveness of the policy will be monitored by senior and subject leaders through the school's monitoring and evaluation processes. Staff and pupil voice will contribute to its ongoing evaluation.

The policy will be reviewed periodically, or earlier where changes to statutory guidance, assessment arrangements or school practice require it.

Appendix 1

KS1 Feedback Symbols	
Symbol	**Meaning**
	Capital letter used either incorrect or missing
	Full stop needed
	Finger spaces needed
	Check letter formation
	Missing punctuation

Marked by Supply Teacher	**CT or TA** CT or TA supported	**VF** Verbal feedback
Adults mark with…		
Pupils correct with…		

Appendix 2

KS2 Feedback Symbols	
Symbol	**Meaning**
C	Capital letter used either incorrect or missing
U	Usage - Sentence does not make sense *(for example, incorrect verb tense used)*
P	Punctuation used either incorrect or missing
S	Spelling error
✓	Tick next to LI if learning intention has been met. Teacher comment if learning intention has not been met instructing pupil on next step/action.

Marked by Supply Teacher	**CT or TA** CT or TA supported	**VF** Verbal feedback

Adults mark with…	
Pupils correct with…	