

Sutton Veny CofE Primary School Assessment and Feedback Policy

Together, through friendship, in peace and with courage, we reach for the stars.

Colossians 3:12: **'clothe yourselves with compassion, kindness, humility, gentleness and patience.'**

Our vision:

At the heart of effective assessment and feedback are the interactions between teachers and pupils. At Sutton Veny CofE Primary School, we believe that a pupil's motivation, self-confidence, trust in their teacher, and their capacity to receive information will directly impact upon the effectiveness of any feedback provided. Feedback will, therefore, always be kind, helpful and specific and will show how much a child's efforts are valued by the teacher. The sole focus of assessment and feedback will be to further children's progress and to ultimately promote authentic life-long learning, whatever their starting point.

All forms of assessment and feedback will be meaningful, manageable and motivating. We understand that pupils need to develop the courage to accept new challenges and to 'reach for the stars' through opportunities to take ownership of their learning. In order to improve pupils' long-term retention of key concepts and their overall resilience, we strive to ensure that they do the greatest proportion of work in the assessment and feedback process. Teacher workload and well-being is continuously monitored in relation to this, and pupil and staff voice are both taken into account in regards to the evolution of assessment and feedback at Sutton Veny CofE Primary School.

Key principles:

- Teachers will focus on the foundations of learning, as we know that high quality instruction will reduce the need to provide feedback [see '*Principles of High-Quality Teaching and Learning*', Teaching and Learning Policy].
- Purposeful use of formative assessment strategies will be utilised prior to the delivery of pupil feedback. This will always be positive, manageable, useful and used, and consistent. Subsequent feedback will focus on moving learning forward, targeting the specific learning gaps, or misconceptions, that pupils exhibit.
- Teachers will take into consideration the task set, the individual pupil and the collective understanding of the class: assessment and feedback will always be meaningful, but will vary according to the age, the cohort, the subject, and what works best for pupil and teacher in relation to a particular piece of work. Teachers will adjust their approach as required and will incorporate the outcomes of their assessment into their subsequent planning and teaching. Teachers' professional judgments will be trusted, and their autonomy protected, in regards to this. The common components of effective feedback will, however, be (i) setting purposeful learning intentions, which the feedback will aim towards, and; (ii) assessing learning gaps, which the feedback will aim to address.
- Feedback will focus on task, subject and/or metacognition and self-regulation strategies, rather than a pupil's personal characteristics. Feedback needs to be specific and feedback offering vague and/or general remarks is much less likely to be effective.

- Teachers will implement strategies that encourage pupils to accept and respond to feedback whenever they receive it. They will monitor whether pupils are actively using the feedback provided and the impact this has on their outcomes.

ASSESSMENT

Forms of assessment:

Formative assessment (also referred to as assessment for learning) refers to tools that identify misconceptions, struggles and learning gaps along the way and assesses how best to close those gaps. The information gained will 'form' or affect the next learning experience. Formative assessment is an integral, continuous and daily part of teaching and learning at Sutton Veny CofE Primary School. It informs all future planning and subsequent feedback, and it is designed to motivate and encourage pupils, as they take the next steps in their learning. Formative, day-to-day assessment, also provides an opportunity to identify the positive aspects of the children's work and their learning behaviours, as this will help to reinforce the desired qualities we aspire for the children to exhibit. Assessment for learning ensures that teachers adapt their practice accordingly to provide appropriate support and challenge for the pupils.

Summative assessment is an assessment administered at the end of a unit of work, which leads to a summary of where the pupils have reached at a given point in time. These assessments are intended to evaluate pupil learning by comparing performance to a standard, a benchmark or age-related expectations. There will be a measurable point value and a systematic recording of information when summative assessment takes place. The purpose of summative assessment is to identify the knowledge that has been retained and to plan the next steps in the children's learning journey.

Aims of assessment:

- To provide information in order to identify and support the next steps in learning and to inform planning for progress;
- To track individual progress;
- To gather information about the attainment of individual children, groups and cohorts, so that it can be used to inform target setting;
- To analyse the performance of groups and cohorts of pupils in order to identify priorities for school development.
- To support the children to reflect on their own learning, leading them to take greater responsibility for their own development.

In order to achieve these aims, we will strive to:

- Gain as full a picture as possible of the standards that pupils are attaining and the progress that they are making;
- Facilitate the best opportunities for pupils to show what they know, understand and can do, in a familiar, supportive environment, following our agreed set of principles of high-quality teaching and learning;
- Use assessment information to inform future planning;

- Use assessment information to provide support and challenge for all pupils' needs and learning approaches;
- Plan assessment opportunities carefully across the curriculum and throughout the year;
- Ensure that standards are consistent between colleagues within the school, and comparable in a wider context, through regular moderation;
- Inform parents and carers of their child's progress at key points in the year, and more frequently, if appropriate.

Pupil involvement in the formative assessment process:

For assessment to play a constructive and authentic role in pupils' progress, and to promote life-long learning, pupils need to be actively involved in the assessment and feedback process. Pupils are encouraged to take reflect on, and take ownership of, their own learning in age-appropriate ways.

Pupil involvement in the formative assessment process will include:

- Sharing learning objectives;
- Sharing success criteria or 'steps to success';
- Class task boards
- Sharing key vocabulary/key people and places/key concepts;
- Self-assessment;
- Questioning and responding to effective questioning;
- Editing/improving work;
- Collaborative peer work;
- Peer assessment;
- 1:1 discussion with pupils;
- Sharing individual/group/whole class targets;
- Ensuring the children reflect on their learning behaviours.

Feedback:

Following on from the formative assessment process, feedback can take the form of written marking or verbal feedback. It will be appropriately timed and it will provide precise information. Its primary purpose is to move learning forward, rather than being used for accountability or monitoring purposes. Teachers will plan for *how* pupils will receive their feedback and pupils will always be provided with the opportunity to act on their feedback. Any form of feedback should reflect the key principles. It will be delivered by teachers who have high standards and who fully believe that the pupils can meet these expectations.

Written methods of feedback:

- Marking should always motivate pupils to progress. It will support improvement by identifying specific learning needs and targets. Any written feedback will address how a pupil can improve in clear and concise way.
- Marking must be manageable and proportionate. At Sutton Veny CofE Primary School, we place great value on the quality of the feedback, rather than the quantity. Teachers will focus their time and energy on what matters most: the preparation of high-quality teaching, grounded in what has been discovered during the formative assessment process. Teacher work-life balance is of great importance in our approach to assessment and feedback and, where possible, time-efficient methods will be adopted and applied, as long as these are not detrimental to pupils' learning.

- Providing less feedback does not, however, equate to not looking at books - teachers will look through books regularly, to ensure the children know that their work and efforts are valued, to inform next steps and to drive learning forward.
- Where it is deemed appropriate and effective, live marking may take place during lessons.

Verbal Feedback:

- Verbal feedback can take the form of individual feedback, live feedback in groups (including writing conferencing) or whole class feedback.
- Verbal feedback helps teachers to understand what pupils can do and understand.
- Verbal feedback requires effective initial formative assessment in order to identify which gaps need filling.
- Verbal feedback will be focussed and will address the task, the subject and/or pupils’ metacognition and self-regulation strategies.
- Although verbal feedback may take less time, it will still be pedagogically rich and well thought-out.
- The major aim of any verbal feedback will be to improve pupils’ thinking, understanding and approaches to learning. Although there is value to editing work, this should not be the end goal in itself: for lifelong learning to authentically take place, it is most important to place energy into ensuring that the next piece of work is better and that learning is carried forward.

Strategies for ensuring that pupils act on the feedback they receive may include:

- discussing the purpose of the feedback;
- modelling the use of feedback;
- providing clear, concise and focused feedback;
- ensuring pupils understand the feedback given;
- providing opportunities for ‘thinking like the teacher’, where pupils will correct mistakes prior to the teacher assessing their work.

Coded-marking:

- Time-efficient approaches to feedback will help to fulfil the key principles, whilst managing teacher workload. Teachers will use an agreed set of abbreviations and symbols in the pupils’ books for assessment and feedback purposes:

I	Task completed independently
S	Support given
VF	Verbal feedback provided
WCF	Whole class feedback provided
T	Target
Sp	Spelling
CL	Capital letter
P	Punctuation
✓	Single tick to identify noteworthy element
✓✓	Double tick to identify elements that pupils have done particularly well

Implementation:

Teachers will continuously seek to develop a range of assessment techniques to support their pedagogy. Ongoing dialogue, and professional development opportunities – including helpful worked examples of effective feedback practices - will be facilitated by the head teacher in order to maximise the effective use of assessment and feedback at our school, and to ensure that teachers sustain impactful changes. The school’s approach to assessment and feedback, including the reasons for this approach, will be clearly communicated to the school community, including pupils, parents, governors and teaching partners.

School Data and Progress Tracking Cycle:

At Sutton Veny CofE Primary School, we have developed a cycle to track the summative progress that the children make each year in core subjects. A child's attainment is recorded at agreed key points throughout the school and this helps to track the progress of the children in relation to their starting points.

This information allows class teachers to target individual, or groups of children, so as to ensure that they continue to make the progress that they need to. See the table below for a summary of this cycle:

Term	Activity
1	<ul style="list-style-type: none">• Release of national and local data for data analysis• Spelling and Reading Screening Assessments• Planning for Pupil Progress Document• EYFS2 Baseline
2	<ul style="list-style-type: none">• Pupil Progress Meetings with the SLT
3	<ul style="list-style-type: none">• Annual Reports to Parents
4	<ul style="list-style-type: none">• Pupil Progress Meetings with SLT
5	<ul style="list-style-type: none">• KS2 Statutory Assessments• Progress checks Years 1-5
6	<ul style="list-style-type: none">• Year 1 Phonics Screening Check and Y2 Retakes• Year 4 Multiplication Tables Check• Moderation of teacher assessment judgements• Submit statutory data to the Local Authority (EYFS, Phonics Screening, KS2)• Complete End of Year Profile for Parents/Carers• Pupil Progress Meetings• Complete Cohort Attainment Summary• Class handover, including all assessment data

Special Educational Needs and Interventions:

If a child is identified as having special education needs, class teachers have a process to follow to help ensure that the child's individual needs are met. A child's progress may be assessed against their own, individual outcomes, rather than the national standard, as this may be more appropriate, depending on their need(s). This process is detailed in our SEND Policy. Intervention groupings are not fixed, but remain fluid so that the current needs of a class can be effectively responded to as a result of accurate assessment.

Monitoring and evaluation:

- The head teacher will ensure that this policy is implemented consistently throughout the school. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.
- The head teacher will report to the governing body on standards and school improvement on a termly basis. Link Governors with responsibilities for Pupil Premium, SEND, English, Maths and Science will also meet with leaders in these areas to monitor standards in these areas.
- The impact of assessment and feedback on teacher workload and well-being will be continuously monitored by teachers, school leaders and the governing body.
- Book looks in different subject areas will allow staff to monitor the consistency, quality and impact of assessment, marking and feedback on pupils' learning.
- Pupil conferencing will gather pupil voice in relation to the feedback they receive to help them improve.

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