

St Charles Catholic Primary School



Planning, Assessment, Feedback and Marking Policy

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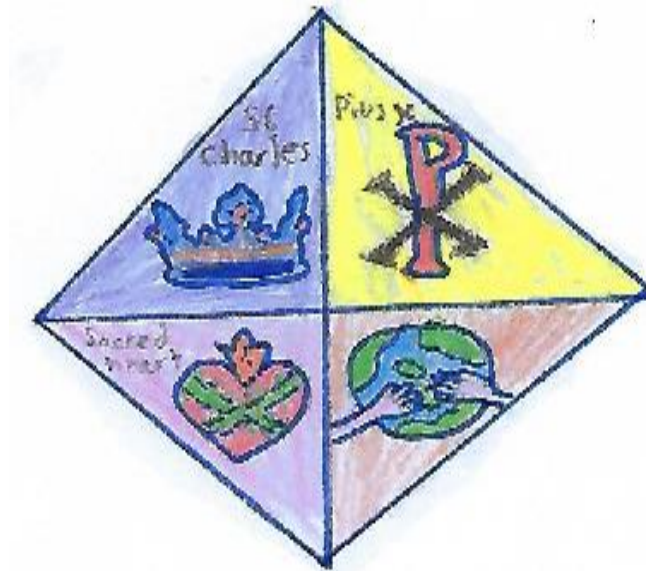
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St Charles Catholic Primary school

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

To appreciate that we are all uniquely created and loved by God.

To deepen each child's understanding of the Catholic faith.

To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.

To understand the importance of forgiveness and reconciliation.

To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.

To provide an excellent education so children learn and achieve their potential.

To respect and care for one another in a happy, welcoming and nurturing community.

To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizen

2. Philosophy and Links with the Mission Statement

Teaching and learning are central to the purpose of our school. Planning, assessment, and feedback are essential tools that support high-quality teaching and learning.

Together, these processes motivate and encourage learners, celebrate achievement, identify areas for development, and ensure that each pupil is supported to reach their full potential.

Aims of Feedback and Assessment

The aims of feedback and assessment at St Charles are to:

1. Motivate and encourage all children to fulfil their potential.
2. Identify and celebrate progress, achievement, and areas for improvement.
3. Use this information to inform future planning and teaching.
4. Make learning objectives, success criteria, and feedback explicit, enabling children to become purposeful, focused learners.
5. Use formative assessment to determine attainment, recognise misconceptions, and target areas for improvement.
6. Enable children to become independent, reflective learners who can evaluate their progress and identify their own next steps.
7. Use summative assessment to establish ability, track progress, and ensure ongoing development.

3. Equal Opportunities

All children at St Charles Catholic Primary School—regardless of race, gender, age, or ability—are entitled to feel valued, achieve success, and make good progress. Teachers maintain high expectations for every pupil, ensuring that each can meet the standards set out in the National Curriculum and accompanying documents.

This policy aims to ensure that the needs of all pupils are met so they can achieve well and make strong progress in their learning. For more detailed information on our approach to equality of opportunity, please refer to the school's Equality Policy.

Protected Characteristics

The Equality Act 2010 protects individuals from discrimination based on nine *protected characteristics*:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School. We are committed to teaching children about these protected characteristics and the importance of showing respect to everyone.

Our curriculum is planned and delivered to ensure that children learn about these aspects of equality in an age-appropriate, inclusive, and respectful way.

4. Planning

Effective planning ensures that all pupils access a broad, balanced, and coherent curriculum that meets statutory requirements and supports progress for every learner. Planning reflects the school's curriculum intent and the expectations of the National Curriculum, ensuring continuity and progression across all key stages.

Planning at St Charles is structured at three levels: long-term, medium-term, and short-term, each focused on clear learning objectives and success criteria.

Planning at Key Stage 1 and Key Stage 2

Long-Term Planning

Long-term planning takes the form of the school's Curriculum Map.

This map outlines what will be taught across each year group, ensuring full curriculum coverage, breadth, and balance. It provides an overview of subjects, key topics, and progression of skills and knowledge.

Medium-Term Planning

Medium-term plans identify key learning objectives, knowledge, and skills to be developed for a particular unit. They provide a clear structure for sequencing learning, ensuring that a unit builds on prior knowledge while introducing new concepts and challenges.

Short-Term (Weekly) Planning

Short-term weekly plans are working documents used by teachers to organise and deliver learning effectively. They provide the necessary detail to ensure lessons are:

- Clear and well-structured,
- Sequential, building on prior knowledge and understanding,

- Appropriately challenging
- Adapted to meet the needs of all pupils.

Teachers use their professional judgement to amend plans in response to classroom needs and pupil progress.

Weekly plans must:

- Identify specific learning objectives
- Provide well-adapted teaching and learning activities with challenge for all pupils;
- Outline how adult support (e.g., Teaching Assistants, SEND support) will be deployed;
- Identify provision for targeted groups, including SEND, EAL, Disadvantaged, and More Able pupils;
- Include key vocabulary and key questions to develop learning and deepen understanding.

Required Weekly Plans

1. English – A weekly English plan showing learning objectives and daily lesson details, including adaptations.
2. Guided Reading – A weekly plan with a clear focus drawn from the KS1 and KS2 content domains.
3. Phonics (KS1) – A plan showing the phonemes and patterns to be taught that week.
4. Mathematics – A weekly plan including learning objectives, success criteria, arithmetic practice, adaptations, and plenary notes.
5. Foundation Subjects – A plan outlining learning objectives for each subject area, with adapted activities that allow pupils to meet these objectives.
6. Religious Education – Reference to that week's lesson as included in the half-termly plan-showing learning objectives and learning opportunities for RE. –
7. Personalised Plans – Where necessary, a separate personalised plan for pupils with very specific SEND needs.

Monitoring:

Planning is reviewed weekly by members of the Senior Leadership Team (SLT) to ensure consistency, quality, and curriculum coverage across year groups.

Planning in the Foundation Stage (EYFS)

Planning in the Early Years Foundation Stage (EYFS) is based on the EYFS Framework and Development Matters guidance. The approach is child-centred, flexible, and designed to ensure continuity and progression across all areas of learning.

Long-Term Planning

Long-term plans are based on topics selected by the EYFS team. Topics are reviewed regularly to avoid overlap and maintain engagement. These, alongside the EYFS Framework, form the foundation of the long-term plan.

Medium-Term Planning

Medium-term plans are completed half-termly. They identify intended learning objectives derived from the curriculum and shaped by children's interests and developmental needs.

Short-Term (Weekly) Planning

Short-term (weekly) planning is learning-objective led and serves as a working document. Weekly learning objectives are chosen collaboratively by EYFS staff based on:

- Children's interests and needs,
- Observations of progress,
- Curriculum coverage and next steps in learning.

Planning combines independent and adult-directed activities, delivered across both indoor and outdoor environments. Each plan includes:

- Adaptations and interventions for individual needs,
- Opportunities across the Prime and Specific areas of learning,
- Planned RE, Maths and phonics activities.

Continuous Provision Planning is displayed within weekly plans, linked to learning objectives and children's interests. It evolves throughout the week to reflect pupil needs and to create opportunities for in-the-moment teaching and learning.

Daily Evaluations

EYFS staff meet regularly—both within year groups and as a phase—to plan, evaluate, and ensure continuity, providing activities that are appropriate for age and stage of development.

Planning for SEND

Class teachers are responsible for planning appropriately for all learners with Special Educational Needs and Disabilities (SEND).

They work in close liaison with support staff to ensure that additional adults are fully aware of the termly and weekly objectives, strategies, and interventions.

Planning for SEND is aligned with Education, Health and Care Plans (EHCPs) and Passports to Learning.

- Targets and outcomes are reviewed termly by the SENCO and class teachers, in consultation with parents.
- Pupil feedback on their own learning is gathered and used to monitor progress.

The aim is to ensure that teaching strategies, classroom environments, and curriculum access are fully inclusive and support measurable progress against each child's individual goals.

Planning from PPA and Specialist Teachers

Teachers with Planning, Preparation and Assessment (PPA) time, and specialist subject teachers, provide half-termly and weekly plans for the subjects they teach.

These plans must include:

- Clear learning objectives,
- Knowledge and skills to be developed,
- A sequence of activities and adaptations for adapted learning
- Relevant key vocabulary and questioning strategies.

This ensures continuity, progression, and alignment with whole-school curriculum aims.

Planning, the Curriculum, and Cultural Capital

At St Charles, curriculum planning aims to equip pupils with the knowledge, skills, and values they need to thrive both in education and in life beyond school. Teachers plan learning that provides children with experiences which broaden their understanding of the world, enabling them to develop cultural capital.

Through deliberate curriculum design and thoughtful planning, we ensure that pupils gain a rich appreciation of culture, community, diversity, and aspiration.

5. 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

At St Charles, 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 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 at St Charles also use responsive 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 at least termly for all subjects.

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 the Foundation Stage

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 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.

6. 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 Coordinator, 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 Coordinators

- 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 Coordinator and 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 in their subject action plans and report them to the SLT.

Assessment Coordinator 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 Coordinator, 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 Coordinator 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, St Charles ensures that all pupils receive the guidance and provision needed to make sustained progress.

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7. 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.

At St Charles, 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

At St Charles, 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 (English)

Teachers must use the school'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.
- Teachers should review these responses to check understanding and address any remaining misconceptions.
- 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 a colour distinct from the pupils' writing. To maintain consistency, black, blue, and red pens must not be used for marking.

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.

8. Statutory Assessment

Teachers at St Charles Catholic Primary School 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)

In the Early Years, teachers make formal assessments of each child's development against the Early Learning Goals (ELGs) at the end of the reception year.

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 Coordinator, 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, St Charles 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 Coordinator and SLT oversee all statutory assessment processes to ensure compliance, accuracy, and consistency.

9. 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

10. 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. *HeadStart* 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.
- **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 from the school's Science assessment folder (available on Google Drive).
- **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.

Humanities (History & 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 “At/Below/Above” 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 “Below”, “At”, or “Above” 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.

English

- All work must be **marked**.
- A **Next Step** comment should be provided for **every other piece** of work.
- Teachers should use a pink 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 but must be monitored by the class teacher.
- Incorrect key vocabulary and statutory spellings should be identified and corrected.

Mathematics

- All work must be **marked**, though some peer or self-marking may be included.
- Incorrect work 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 work should be **marked**, with occasional peer or self-marking permitted.
- Each topic must include at least **two Next Steps** designed to deepen understanding of faith.
- RE-specific vocabulary must always be spelled correctly.

Science

- All work must be marked.
- A combination of teacher marking, stamp 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 work.
- Work should be recorded each lesson in the Computing Workbook.

Humanities

- All work must be marked, with occasional peer or self-marking where appropriate.
- Next Steps should be included as required, at least once per topic.

Art and Design / Design Technology (DT)

- Pupils receive **verbal feedback** on their work.
- 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**.
- Work should be marked 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
	Capital letter incorrectly used or missing		Finger space
	Full stop missing		Missing word
	Write on the line		Read your sentence again and check
	Write closer to the margin		Spelling error

KS2 Marking Symbols



Symbol	Meaning	Symbol	Meaning
	Capital letter incorrectly used or missing		Missing word
	Punctuation error		Check sentence structure
	Write on the line		Spelling error
	Write closer to the margin		Up-level vocabulary choice