



Assessment Policy  
Including procedures for  
Effective Marking and Feedback

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Assessment is a crucial part of the teaching and learning process at Mundella Primary school. It enables us to understand the progress of each child, tailor our teaching to meet individual needs, and ensure that all children are supported in reaching their full potential. This policy outlines the principles, processes, and practices for assessment, marking, and feedback within our school. We aim to foster a culture of continuous improvement, where children are encouraged to engage actively with their learning and understand how they can progress further.

#### **Aims:**

- To collect data that informs target setting, monitoring progress, and strategic planning.
- To identify learning gaps and adjust teaching to support learners more effectively.
- To enable student reflection on their own learning, empowering them to take ownership of their progress.
- To identify barriers to learning and provide timely interventions.
- To maintain a systematic record of individual and cohort progress for internal and external monitoring.
- To celebrate achievements and effectively plan for next steps.
- To meet legal requirements for assessment, record keeping, and reporting.

#### **Ongoing Assessment:**

Ongoing assessment is a daily and continuous process in our classrooms. Teachers observe, question, and assess children throughout their lessons to monitor understanding and provide immediate feedback. This is the most valuable form of assessment as it informs teaching in real-time and allows for timely intervention when necessary.

Teachers use a variety of strategies for ongoing assessment including:

- Observation of children's work and participation
- Questioning and discussions to assess understanding
- Peer and self-assessment
- Work in progress (e.g., drafts, activities, exercises)
- Informal checks for understanding

All ongoing assessment data is recorded on **Sonar**, which allows teachers to track and monitor student progress in all subjects. This ongoing data supports lesson planning and helps identify areas for further support or extension.

#### **Summative Assessment:**

Summative assessments are completed three times a year: at the end of Term 2, Term 4, and Term 6. These assessments are designed to provide a snapshot of a child's progress and achievement at key points throughout the year.

We use Testbase assessments for Reading, Grammar, Punctuation and Spelling and Mathematics, ensuring they are age-appropriate and aligned with the national curriculum. They help to evaluate children's understanding in core subjects. The results of these assessments are inputted into the Testbase Merit system online, which generates detailed analysis for each child and class. This system helps teachers identify areas of strength and areas where further intervention may be required. Based on the analysis, teachers plan targeted interventions to support and challenge pupils, ensuring that all children make progress in their learning.

#### **Feedback:**

**Marking Codes and Colour-Coding:** Teachers use a clear system of codes (see appendix) and coloured highlighters when giving feedback or marking children's work, which allows students to easily understand their progress and next steps. The codes are displayed in the classroom and referred to regularly.

- **Green Highlighter:** Used to highlight where the learning objective has been achieved, and where evidence of the success criteria is present in the child's work.
- **Orange Highlighter:** Used to highlight areas that need further improvement or areas where the child has not yet met the learning objective.

All children should be given feedback in every lesson in at least one of the following ways:

- 1) **In-the-Moment Feedback:** The most important form of feedback comes from the adults working with the children. Immediate feedback, given during lessons or activities, is crucial for reinforcing learning and correcting misunderstandings before they become entrenched. Teachers, teaching assistants, and other adults working in the classroom are responsible for providing in-the-moment feedback and guidance. When verbal feedback is given during written tasks a VF code will be recorded in the child's book along with the colour coding mentioned above.
- 2) **Distance Marking:** If in-the-moment feedback is not possible due to time constraints, teachers will provide distance marking using the marking and colour codes. This feedback is completed after the lesson and focuses on identifying strengths and areas for improvement.

### **Student Involvement and Self- Assessment**

Children are encouraged to use the marking codes and highlighter system as part of their self-assessment. This encourages them to actively engage in the feedback process and understand their own strengths and areas for improvement. Children will:

- Review their work and identify where they have met the learning objectives.
- Reflect on the areas highlighted for improvement and address them.
- Set personal goals for improvement based on the feedback.

### **Intervention and Support**

The results from both ongoing and summative assessments will inform intervention strategies. Teachers will plan targeted interventions to address specific learning needs, either in small groups or one-to-one sessions. These interventions will focus on areas of weakness identified through the assessment process, ensuring that all students have the support they need to succeed.

### **Consistency and Quality Assurance**

To ensure consistency in assessment, marking, and feedback across the school:

- Teachers will regularly moderate assessments to ensure consistency in how work is marked and feedback is given.
- The leadership team will conduct regular checks on the quality of assessment, marking, and feedback.
- Staff will engage in professional development to share best practices and ensure they remain up to date with the latest assessment and feedback strategies.

### **Communication with Parents**

At Mundella Primary School, we recognise the importance of maintaining strong communication with parents to support the learning and development of each child. We believe that regular updates about progress and achievement are essential in fostering a positive partnership between home and school. To ensure parents are well-informed about their child's progress, we provide the following:

**Reports:**

Parents will receive a written report on their child's progress twice a year—at the end of Term 3 and Term 6. These reports will provide a summary of their child's academic achievements, social and emotional development, and any areas that may require further attention.

**Parents' Evening:**

We hold two parents' evenings during the academic year—one in Term 2 and one in Term 5. These evenings provide an opportunity for parents to meet with their child's class teacher to discuss their progress in more detail. These meetings are an important opportunity to build strong relationships between parents and school and to ensure that both parties are working together to support the child's learning journey.

**Additional Communication:**


If parents have concerns or would like to discuss their child's progress outside of the scheduled reports or parents' evenings, they are encouraged to contact the class teacher. Teachers will be available for meetings or phone calls as needed to ensure that parents are fully informed and involved in their child's education.

**Conclusion**


This policy ensures that assessment, marking, and feedback are integral to the learning process, helping our children develop a clear understanding of their progress and areas for improvement. By combining ongoing assessment, timely feedback, and targeted interventions, we are committed to supporting every child in achieving their full potential.

## Appendix- Marking Codes

### English & Topic

<b>VF</b>	Verbal Feedback
<b>SP</b>	Spelling Review
<b>P</b>	Punctuation Review
<b>//</b>	New Paragraph
<b>SA</b>	Self-Assessment
<b>PA</b>	Peer-Assessment
<b>^</b>	Missing Word / Phrase
	Next Steps

### Maths

.	Take another look
✓	Correct
	Next Steps