



## **Marking, Feedback and Assessment Policy**

September 2025

### **Introduction**

This policy outlines the purpose, nature and management of marking, feedback and assessment at Sherwood Junior School. Marking, feedback and assessment are an integral part of teaching and learning and enable the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Sherwood and enables teachers to deliver education that best suits the needs of their pupils.

### **Marking and Feedback**

Feedback given to the pupil, either verbally or in writing is an integral part of the learning process. It should show the pupil the next steps in their learning and allow them to progress. It also sustains the personal feelings of motivation and success.

#### **Our marking will:**

- Recognise, reward and encourage
- Communicate individual progress to pupils
- Enable pupils to reflect on their learning
- Relate directly to the planned learning objective/individual target for a pupil
- Be manageable for teachers and accessible to pupils

#### **How do we mark?**

- Marking will be in purple pen and there should be adult acknowledgement on all work (at some stage), including those that have been green-pen marked by pupils to ensure self/peer marking is accurate.
- Marking should be clear and legible.
- Any response from the pupil should be in green pen.
- Marking should relate to the learning objective. If the LO/title is met, the LO/title will be highlighted in pink. If not/partially met, a pink dot will be placed next to the LO/title of the work.
- Teachers will use their professional judgement as to the type of feedback given.
- 'Live marking' should be used where/when appropriate to give instant feedback to both the pupil and teacher regarding a pupil's progress/understanding. Live marking may be done during or at the end of a lesson, where adults mark in purple and the lesson learning objective is highlighted or dotted as directed by the adult.

#### **Who should mark?**

- The primary responsibility for marking rests with the class teacher.
- If a TA has worked with a pupil or group, they can support the marking process but are not expected to mark all the books unless they have been covering for the teacher.
- A culture of self/peer assessment needs to evolve throughout the school - any work that is peer assessed needs to be in green pen with PA annotation. If PA is not included, the assumption is the green pen indicates the work has been self-assessed by the child.
- Supply teachers are expected to mark the work in line with the policy and initial this (short term supply only). Long term supply (more than 1 week) and Sherwood staff do not need to initial any marking.

## Marking and Responding to Pupils' Writing

### 3 Stars and Wish

- The aim is to extend the learning, improve the pupil's writing or to address a misconception - wishes are to be specific and relevant to the text type being completed or make reference to missing success criteria where possible.
- At least one piece of writing every ½ term should be marked using a 3\* and a wish in English books.
- The stars should relate to the 'success criteria' for the writing and the year group writing expectations.
- The wish should be something specific and concise that the pupil will respond to.
- A wish may reference a specific part in the pupil's work to refer to, to improve/edit etc - the teacher may indicate the location of this with a pink highlighter
- Pupils need to be given time to respond to the marking in a following lesson, but it should take no longer than 15 minutes.

### Independent Writing (blue book)

- A piece of extended writing will be completed once every half term in the independent writing book.
- This will be independent but based on earlier 'scaffolded' work completed by the pupil. The text type is identified on the English overview and will follow on from the 3 stars and a wish writing. There will be at least a 1-week gap between the direct teaching/marking and the application in an independent piece of writing.
- This will not be marked for the pupil. It will be used as a piece of evidence for the termly writing assessment.
- Green-pen editing of this piece by pupils, shortly after completion, should be built into learning/lesson sequence (so to mirror regular classroom practice).

### Other written work (all books)

- This may include other comments such as the quality of the handwriting/presentation, but these are not expected to be lengthy.

### Spellings

- We do not expect that all spellings are corrected by the teacher for each piece of work. The teacher must make a professional judgement based on the ability/age of the pupil as to how much is corrected and in what way.
- The class teacher must monitor this closely to ensure that the same mistakes are not repeated.
- For younger/less able pupils, key words would be found that have been misspelt and the teacher will write the correct spelling. This will then be copied by the pupil in green pen two/three times but no more than 5 words should be included from a single piece of work.
- For older/more able pupils, the same judgement call will be made. However, any mistakes will be highlighted (using a yellow highlighting pen) and the pupil will be expected to find the correct word in the dictionary and copy it in their books using the green pen two/three times. A sentence will then be written with each corrected spelling to use it in context. Once again, no more than 5 words should be completed from a single piece of work.

### Grammar and punctuation

- We do not expect that all grammar and punctuation errors are corrected. Again, a judgement call needs to be made depending on the age/ability of the individual pupil.

- For an extended piece of writing, this could form part of the wish, but again the class teacher must monitor this closely to ensure that the same mistakes are not repeated.
- If the learning objective is related to grammar or punctuation, the marking would reflect this.
- Repeated mistakes could possibly lead to an intervention e.g. if a pupil isn't punctuating sentences correctly with full stops, what is being done about it by the teacher?

### **Marking in Maths Books**

All maths work

- Work is marked with a tick for a correct answer/working out or a dot for an incorrect answer/working out.
- Teachers may write other comments such as remarks about presentation or a reminder about their learning e.g. use of multiplication tables or number bonds.

### **Pupil Independence**

- It is important that the level of independence is clear for each learning activity for assessment purposes.
- The school uses the acronym PIGS (paired, independent, group, supported) which is written by the pupil with the date and learning objective/title and annotated accordingly at the end of a lesson.
- This must be used in all areas of the curriculum (excluding art and handwriting).

### **Assessment**

The purposes of assessment are:

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- 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 to identify priorities for school development.
- To inform the children to enable them to develop their learning.

### **Formative Assessment**

High quality formative assessment is an essential part of teaching and learning and is carried out by teachers every day in every lesson. Ongoing formative assessment ensures that knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified, and interventions or sessions are put in place to address this; and that misconceptions are quickly acknowledged and addressed. It allows teachers to understand pupil performance on a continuing basis and evaluate teaching of objectives of the curriculum and plan future lessons accordingly.

For pupils, formative assessment helps them to understand their knowledge and understanding against the learning objective and success criteria; as a result, pupils know how they can improve and make progress.

The formative assessment strategies we use to support and check on the children's learning include:

- Clarifying, understanding, and sharing learning intentions (learning objectives/titles)
- Providing classroom discussions, tasks and activities that elicit evidence of learning
- The use of questioning through targeted questions, cold calling, hands up to encourage the process of thinking and provide evidence to inform teaching
- Pupil response techniques e.g. 'show me' on whiteboard, quizzes

- Peer feedback and peer-to-peer activities e.g. Think-pair-share, peer feedback/marking
- Marking of pupils' work using our marking guidelines
- Observational assessment of pupils' learning and interactions.

### **Summative Assessment**

Summative assessments are used to assess what a child can do at a particular point in time and are used as one part of overall teacher assessment.

The achievement of each pupil is assessed against all the relevant criteria three times per year, at the end of the: autumn, spring and summer terms, for reading, writing, mathematics and grammar. Within this, children are continually assessed against their age-related expectation for the 'point in time' using these descriptors:

- *Below* – not accessing/learning/meeting learning objectives within current year group expectations; assessment to show which year group or progression step they are achieving
- *WTS (working towards the standard)* – working within current year group expectations but with support or errors
- *EXS (expected standard)* – understanding and using current year group learning independently (likely to be answering most questions right on the end of unit assessments)
- *GDS (greater depth/exceeding)* – depth of learning, able to apply to range of contexts current year group learning independently (likely to be answering all the questions correctly on the end of unit assessments)

Teacher assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school to make sure our assessments are fair, reliable and valid. Writing assessments are moderated with colleagues in other schools.

We use a range of resources and information to inform our in-school summative teacher assessments, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. The expectations for each subject are detailed in Appendix 1.

### **Collecting and using data**

At Sherwood Junior School, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data:

- We ensure that data collected is clear and focused on our school audience. The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.
- We understand the limitations of the data we collect and what we can infer from it to make improvements over time. At Sherwood, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based up on a range of evidence for each term.
- We ensure that the collection of data is proportionate. Each term, for reading, writing, maths and grammar, teams work together to collate and moderate the teacher summative assessments. Time is given to input the question level data for analysis to support understanding and identify strengths and next steps in learning.
- We ensure that analysing data is central to the collection and improving future teaching and learning. This data analysis includes:

- Progress made for all groups of learners over the term, and since undertaking the Year 3 baseline assessments. Current cohorts who have started prior to September 2025 will have their progress measured against their Year 3 autumn assessment data. Visual maps are updated each term to show progress since this baseline and those pupils who are not on roll at the beginning of Year 3 will be recorded in a separate row on visual maps (Appendix 2).
- Where children are in relation to their age-related expectation across all groups of learners. Time is given to analysing the performance of the cohort, groups of learners or individual children. From this, teachers can identify the focus for their following teaching. The data collected is shared in school with relevant staff and also communicated with parents in parent consultations and on school reports at the end of the year.
- Each term pupil progress meetings are set up between teachers, maths/English lead and SENCO. During these meetings, teachers are expected to present a review of who is making expected progress in their class and who is not. In the case of the latter, leaders want to hear from teachers what actions they have already taken, how effective they have been and what they intend to do next. (Appendix 3)

### **Inclusion**

The principles of this marking, feedback and assessment policy apply to all pupils, including those with special educational needs or disabilities.

Marking, feedback and assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

## Appendix 1 – Assessment Procedure and Expectations

### Maths

#### WRM end of unit assessment

- To be completed a week after completion of the unit
- Scores to be recorded on the WRM prepared spreadsheet
- *Question level analysis on spreadsheet optional*
- Assessment sheets to be stored in a ring binder with a plastic wallet for each child

#### End term for PPM (Autumn, spring, summer)

- **Teacher assessment for ‘this point of time’** to be made using a **range of evidence**:
  - end of unit assessments
  - class work and books
  - weekly tough 10
  - TTRS
  - Weekly Flashback 4
  - Any precision teach or interventions
  - End of Term WRM assessment papers and QLA analysis spreadsheet – summer term ONLY
  - *Autumn / spring WRM assessment papers optional*
  - *Autumn / spring NfER assessment papers optional*
- Teacher assessment judgement to be:
  - *Below* – not accessing/learning/meeting learning objectives within current year group expectations; assessment to show which year group or progression step they are achieving
  - *WTS* – working within current year group expectations but with support or errors
  - *EXS* – understanding and using current year group learning independently (likely to be answering most questions right on the end of unit assessments)
  - *GDS* – depth of learning, able to apply to range of contexts current year group learning independently (likely to be answering all the questions correctly on the end of unit assessments)
- **Visual map and number of children summary produced for PPM to show teacher assessment**
- Teacher assessments to be **moderated** within year group and across school.

### Writing

#### Independent write – Blue book

- To be completed **once every half term** as set out on the writing overview and MTP
- To be completed at least a week after teaching the unit
- To be assessed against the **year group writing criteria**
- Writing criteria sheet to be stuck in the front cover

#### End term for PPM (Autumn, spring, summer)

- **Teacher assessment** to be made using a **range of evidence**:
  - English class work and books
  - Blue independent writing
  - Topic/science/ guided reading books – writing across the curriculum
  - Any precision teach or interventions
- Teacher assessment judgement to be:

- *Below* – not accessing/learning/meeting learning objectives within current year group expectations; assessment to show which year group or progression step they are achieving
- *WTS* – working within current year group expectations but with support or errors
- *EXS* – understanding and using current year group learning independently
- *GDS* – depth of learning, able to apply to range of contexts current year group learning independently
- Writing assessment guidance document to be used as a ‘guide’ only to support teacher assessment – it is not a definitive number of statements.
- **End of year writing assessment is a ‘secure fit’ model. This means ‘all the statements’ must be evidenced.**
- **Visual map and number of children summary produced for PPM to show teacher assessment**
- Teacher assessments to be **moderated** within year group and across school.

## Reading

### End term for PPM (Autumn, spring, summer)

- NfER reading assessment to be completed each term
- QLA to be inputted on NfER analysis tool
- **Visual map and number of children summary produced for PPM to show standardised score**

## Grammar

### End of half term/unit assessment

- Half termly end of unit Twinkl grammar assessment
- Scores to be recorded on the prepared spreadsheet
- Question level analysis on spreadsheet (by Tas)
- Assessment sheets to be stored in a ring binder with a plastic wallet for each child

### End of term for PPM (autumn, spring, summer)

- **Teacher assessment to be made using a range of evidence:**
  - End of half term Twinkl assessments
  - English class work and books
  - Blue independent writing
  - Topic/science/ guided reading books – writing across the curriculum
  - EMA – grammar focused
  - Any precision teach or interventions
  - NfER Grammar assessment paper and QLA on NfER analysis tool to be completed – summer term ONLY
- Teacher assessment judgement to be:
  - *Below* – not accessing/learning/meeting learning objectives within current year group expectations; assessment to show which year group or progression step they are achieving
  - *WTS* – working within current year group expectations but with support or errors
  - *EXS* – understanding and using current year group learning independently
  - *GDS* – depth of learning, able to apply to range of contexts current year group learning independently

- Teacher assessments to be recorded on spreadsheet, to also include standardised score in summer term (NOT a visual map as no KS1 grammar)

### **Spelling**

- Weekly spelling test with known and unknown words in yellow spelling book
- Scores to be recorded each week by teacher
- NfER spelling assessment paper C and QLA on NfER analysis tool to be completed – summer term ONLY

### **Interventions on Provision Map**

- TA to complete relevant assessment with each child i.e. RWI, Switch On running record
- TA to complete evaluative summary of the child's engagement/progress during intervention – to be attached to most recent assessment

### **PPM Format**

- Strengths and next steps to be completed by teacher prior to PPM discussion as part of preparation and analysis of assessment information.
- 3 shorter more focused discussions
  - **Maths** – discussion with subject leader (and/or SLT) to focus on progress and classroom learning/provision; this will include how TAs are deployed to support learning, 'keep up, not catch up' support, use of EMAs, engagement with homework, application of intervention programmes in classroom
  - **English** - discussion with subject leader (and/or SLT) to focus on progress and classroom learning/provision; this will include how TAs are deployed to support learning, 'keep up, not catch up' support, use of EMAs, engagement with homework, application of intervention programmes in classroom
  - **SEND** - discussion with SENCO (and/or SLT) to focus on learning journeys, any on 'watch list', social and emotional needs, interventions

**Appendix 2**

Sherwood Junior Visual Assessment Maps

Class:

Term / Year:

Subject:

		Current			
		Below (Previous year group or PKS)	Working Towards (WTS)	Expected standard (EXS)	Higher standard (GDS)
Year 3 Baseline Assessment	No Assessment				
	Below (BLW/PKS)				
	Working Towards (WTS)				
	At Age Related (EXS)				
	Exceeding (GDS)				

	Total number of children	Below	WTS	EXS	GDS
<b>All</b>					
<b>Boys</b>					
<b>Girls</b>					
<b>SEND •</b>					
<b>FSM/PP •</b>					
<b>LAC •</b>					
<b>EAL •</b>					

### Appendix 3 – Pupil Progress Meeting Discussion

Present:						
Term <i>(Highlight as appropriate)</i>			FOCUS <i>(Highlight as appropriate)</i>			
Autumn	Spring	Summer	Maths	English	SEND	
Class <i>(Highlight as appropriate)</i>						
3H	3M	4B	4J	5B	5N	6B 6P

Strengths/successes
<p><i>Think about: What has gone well? Have any children made exceptional progress? Which children are you really pleased with and why? What provision in the classroom/intervention/support group has made a difference? How have you responded to on-going assessments?</i></p>
Areas to develop / actions / next steps
<p><i>Which aspects of the subject/classroom provision/intervention/support group are you concerned about? Which children are you worried about and why? What actions are you putting in place?</i></p>