



South View Community Primary School

Assessment, Presentation, Marking and Feedback Policy

Date Reviewed: July 2024

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Part 1 - ASSESSMENT

Aims

Assessment complements and assists teaching and learning; it allows teachers to effectively plan, evaluate current practice and understand children's progress and achievement.

This part of the policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment, including the role of feedback and marking.
- Establish a consistent and coherent approach to recording summative assessment outcomes, feedback, marking and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Our Approach to Assessment

The key purpose of assessment is to support pupils' progress and attainment. To do this, we use three key types of assessments strategies:

- **Formative Assessment** – allows teaching staff to evaluate children's knowledge and understanding on a daily basis, and then tailor teaching accordingly. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. This is achieved through:
 - Conversation, discussion and questioning.
 - Observation of learning, activities and work in progress.
 - Work Completed.
- **Summative Assessment** – allows teaching staff and school leaders to evaluate progress - the knowledge retained - at the end of a lesson, unit of work, term and academic year. This information also allows teaching staff and school leaders to identify where interventions are required and key foci for future teaching. This is achieved through -
 - Mental maths tests, RWInc Phonics and spelling assessments.
 - Formal Termly assessments in Reading (using previous SATs papers (Y2 and 6), RWInc for Y1, AR STAR reading assessment (Y2/3 once RWInc programme completed then September, November, February, May) and NFER assessments(Y3,4,5)).
 - Moderation of key pieces of writing regularly throughout the year, including examples from across the wider curriculum.
 - Formal Termly assessments in Maths (using previous SATs papers (Y2 and 6), White Rose (1, 3, 4 and 5)).

- End of Key Stage 1 SATs Papers are used in school to support Teacher Assessment in Year 2
 - Reading
 - Maths
 - Spelling, Punctuation and Grammar (SPaG)

- **Nationally Standardised Summative Assessment** - allows the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.
 - Reception Baseline Assessment (RBA).
 - Early Years Foundation Stage Profile.
 - Year 1 Phonics Screening
 - Year 2 Phonics Retakes
 - Year 4 Multiplication Tables Check
 - End of Key Stage 2 SATs Papers and Teacher Assessment for Writing.
 - Reading
 - Maths
 - Spelling, Punctuation and Grammar (SPaG)

Assessments are agreed and shared via the Annual Assessment Timetable, which is linked with the school's Monitoring and Evaluation procedures.

Collecting and Using Data

Data is used in a variety of ways to support the progress and attainment of all children at South View Community Primary School.

Target Setting

At the beginning of each academic year, targets are set with all teachers for individual pupils. Targets are set, for Years 1 to 6, based on previous end of Key Stage Assessments, previous year assessments and professional knowledge of the staff who have worked with the children previously.

Targets are set in consultation with each teacher, looking at the data (and other relevant materials, as needed) at Pupil Progress Meetings in Autumn 1. These targets are then calculated into percentages, and groups of children are looked at. During the meeting, staff discuss the children with the most potential to make accelerated progress, as well as the children with most significant barriers to learning. Notes are made and agreed interventions are put into place to support those children.

As targets are made for individual children, parallel classes will not have the same percentage of children to reach Expected, Greater Depth etc, although a balance is sought to ensure fairness to all staff.

Children on the SEN register will have their progress measured using smaller steps through TIMS (This is Me). These will be reviewed half termly by class teachers and every term with parents.

New Arrivals

For all new arrivals to our school, we will ensure we create an assessment baseline. This is to understand a child's strengths and determine if intervention is immediately required. Our office team immediately ensure the CTF is uploaded which gives school any historic National Assessment information.

Our baseline assessments will include:

- Ensure all statutory data is saved on Arbor within first week, office will chase up if this is not completed immediately.
- Reading – All children will read with an adult within the first two days of them starting. EYFS and KS1 will be given two books – a phonics book/AR book which is levelled and a book for pleasure. KS2 children will be assessed via a STAR reading test and placed on the AR scheme.
- RWInc assessments for phonics/spelling as appropriate.
- Y3 – 6 – Times Table Rock Star baseline assessment.

Foundation Stage Assessments

Teachers in Foundation Stage carry out the 'reception baseline' which is designed as a suitable assessment to be taken by pupils during their first half term in reception (the academic year in which they turn 5). All pupils are assessed within the first 6 weeks of joining Reception.

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the Reception Year. Reception staff at South View, use Tapestry to record observations and commentaries about learning for individual children.

Children are assessed focusing on the three characteristics of effective learning and seven areas of learning. These areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations.

Records

Staff use Arbor to record assessments. At the end of each academic year, the most current and relevant assessment pieces are shared with the next class teacher, this would include:

- The Foundation Stage profile is shared with parents and Key Stage One teachers.
- Phonics Assessments – For every child in EYFS and Y1, and where applicable Y2 to Y4, Fresh Start Phonics Assessments Years 5 and 6.

- A Reading Assessment – SATs paper (Y2 and Y6), Y1,3,4,5 NFER Summer assessment or PKFs highlighted Summary (SEN/children not meeting Key Stage expectations).
- A Maths Assessment - SATs paper (Y2 and Y6), White Rose Summer assessment (Y1, 3, 4, 5) and/or PKFS highlighted Summary (SEN/children not meeting Key Stage expectations).
- Writing Level is recorded on Arbor following moderation and use of The Lincolnshire Teaching School Agreed Writing Assessment Framework.

Arbor Markbooks are used as an aid to effective planning. The progress of children receiving extra support through interventions is monitored by the member of staff delivering the support, whilst regularly discussing progress with class teachers. This progress is reported to the SENDCO via Pupil Progress Meetings and provision tracking (ProvisonMap) or sooner if concerns are being raised.

Ensuring reliability and consistency of data

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Opportunities to moderate with parallel class, across the school and with other local schools are arranged as part of the annual monitoring and evaluation cycle.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

External moderations by Local Authority whenever possible.

Children in Year 2 and 6 use previous SATs papers as practice/moderation tools to ensure moderation is triangulated with these National assessments, knowledge of the children and work produced in class.

Assessment of Other Subjects

All teachers assess their children using the progression documents for the relevant subjects. This is shared with subject leaders so they are aware of areas for further development.

Assessments are linked to our schemes of work.

- Geography/History/Science – South View End of Unit Assessments
- RE – Discovery RE
- Computing – NCCE Teach Computing.
- Music/ART/DT - KAPOW
- PE – Getset4PE
- PSHE – PSHE Association
- French (KS2) – Rising Stars

Reporting to Parents

- Termly Parent Consultation Meetings in the Autumn and Spring Term: these meetings focus on the curriculum – what pupils can do and what they need to do to improve
- Annual Written Reports in the Summer Term with the option to arrange a meeting with the class teacher.
- Meetings with children on the SEN register to share personalised targets and progress towards these (TIMS). Annual Reviews for all children with an EHCP.
- The results of any statutory assessments e.g. the Phonics Screening Check, Multiplication Check and end of Key Stage Assessments – Foundation Stage Profile and Key Stage 2.

Inclusion

- The principles of this assessment policy apply to all pupils, including those with Special Educational Needs or Disabilities.
- 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.
- We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
- 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.

Part 2 – PRESENTATION

Presentation of work is important, as high expectations of presentation leads to a pride in our work.

Presentation Expectations of the children

Setting out

Dating work: Work in maths books should be numerical i.e. 24.06.25 (one digit per box), and written in full in all other books i.e. Monday 24th June 2025. The date should be underlined.

Learning objectives should be apparent before every piece of work. This can be glued or written in by the child. If written by hand, the LO should be underlined using a ruler.

We use DUMTUMS in KS2 to remind children – Date, Underline, Miss a line, Title, Underline, Miss a line, Start.

Any questions that require numbering should have the numbers placed in the margin.

Writing should begin at the margin.

Children are encouraged not to write beneath the bottom line on their page.

KS2 Children should draw a neat line through errors so that the teacher can see where they have self-edited, using purple pen.

Erasers used at teacher's discretion.

Children must not be allowed to 'doodle' on or in their books.

When a piece of work is complete, after the teacher's marking, a line should be drawn and the next piece of work started. A new page is not necessary for every piece of work.

Handwriting/Writing

The majority of children's work should be handwritten using the appropriate joins for the year group, according to the handwriting scheme (Letter-join). Children should be reminded to write on the line.

EYFS, Years 1, 2 and 3 should write in pencil. Year 4 should progress onto using pen when ready (pen licence) and Years 5 and 6 will automatically begin the Autumn Term in pen. Some children with particular motor skills difficulties will be encouraged to use whichever is most comfortable.

Editing Time

Editing time should be given during or at the end of the lesson to ensure that the work handed in is of the absolute best quality. Editing time could be guided by the teacher very precisely (e.g. you have 1 minute to check all names and I have a capital letter; you have 2 minutes to check your spelling of 'there, their and they're'; you have 1 minute to check your number formation) or be more general where children are asked to check against agreed non-negotiables and identified key success criteria.

Editing time can be used to remind children to 'up-level' their work. (e.g. through vocabulary choices, checking the precision and accuracy of reasoning/problem solving activities or to reflect on their own learning through commentary or explanation of their understanding). The purpose of this editing time is that the children are showing you exactly what they can do when their work is at its best and then the teacher knows what needs to be taught next, not just what has been forgotten.

Children in EYFS, Year 1 and 2 will correct in pencil, children in Years 3-6 will use a 'Purple Pen'.

Presentation Expectations of the Teacher

Teachers and TAs will mark using green pen.

Supply teachers, cover teachers and HLTAs will indicate they have taught and marked a piece of work by initialling next to the objective for lessons they have covered.

Teachers will ensure all A4 work books are enclosed with a plastic cover.

Only Teachers/TAs should write names and subjects on the front of books, or apply book labels, NOT children.

Teachers should ensure their writing models good presentation, using the appropriate cursive script for that year group.

Teachers should not use Tippex, but should neatly cross out any errors of their own in the same way the children are expected to.

All lines drawn for corrections should be done so with a ruler.

Pages should not be ripped out of books.

Additional Sheets/Photos

Worksheets stuck into books will be kept to a minimum, especially in KS2 books. Worksheets with lines should not be stuck on to lined pages.

Worksheets will only be used to scaffold learning or when a worksheet ensures recording does not inhibit learning.

Worksheets, when they are absolutely necessary, should be trimmed to fit the page and stuck in neatly, or placed into a folder. All worksheets should be marked.

Photos can be used to show a child engaging in their learning or to demonstrate what they have made/produced/learned. There might be a short annotation next to the photo written by the child or the teacher to indicate what the photograph is evidencing.

Part 3 – MARKING AND FEEDBACK

Marking and feedback should move our children’s learning forward. In order for our marking and feedback to have this outcome, we use a range of strategies which clearly show the children where they have been successful, where things aren’t quite right and what to do to improve. Our children respond well to the simplicity of colours to indicate aspects of their work and regular clear direction as to how to improve it. By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good or below standard and may lose interest or not produce work of such quality in the future. Parents may also assume that unmarked work has not been looked at.

Our key principles of feedback and marking are:

- To assess learning against the learning objective – i.e. the intention of the learning opportunity (lesson/ project/etc.).
- To identify what is needed next – to deal with misconceptions, to deepen understanding or extending thinking in another context.
- To ascertain standards.
- To give appropriate feedback to ensure the assessment supports learning.
- To inform planning (next steps).
- To celebrate our key values (Helpfulness, Effort, Achievement, Respect and Teamwork).

Therefore, the expectations are:

Children are more likely to improve their work if they can see it is being valued. Therefore, EVERY piece of work in books should be marked. It is expected that DEEPER Marking, where a longer piece of work has been marked in detail with well thought out feedback, should be carried out where appropriate.

In years 1,2,3 and 4, a MAXIMUM of 3 spelling corrections will be given after every piece of written work and children will be given time to practise these. If a child continues to spell a word incorrectly in more than 3 consecutive pieces of work then this will be addressed directly with the TA or Teacher.

e.g. (KS1 and 2) (3 spellings maximum)

spell			
this			
right			

In year 5 and 6, spelling mistakes are identified by the teacher and the child is expected to correct the spelling using a dictionary.

What MUST be picked up:

- Spellings of Days of the Week, Months of the Year, Numbers, Subject Specific Vocabulary, common words (their, they're and there etc).
- Capital letters and full stops (including those used for Proper Nouns).

Teachers and TAs will mark using green pen.

Green Highlighters are used to show that the child has met the learning objective, within the lesson, or to show aspects of their work in which the teacher is very pleased.

Orange highlighters are used to show where a child needs to revisit part of their work to amend/improve/correct. Where a child has made many errors, only pick up approximately 3 to focus on initially.

Pink highlighters are used to identify correct spellings of common Year 1/2 exception words and Year 3/4 and Year 5/6 statutory spellings on moderated pieces of work.

Comments

Teachers should praise the child and the work, but only respond with constructive criticism about the work (not the child).

Next steps Feedback

Feedback on what to do next to improve work needs to take the form of something a child can read and then respond to. i.e. 'Now please go back and....' etc. Instructions need to be clear and unambiguous i.e. refrain from using phrases such as 'Can you....?', where children may not understand that they are required to do something more.

E.g.

X	✓
<i>Can you write a clearer ending to your story?</i>	<i>Describe the fight with Blackbeard. What happened?</i>
<i>Try to use conjunctions</i>	<i>Use a conjunction to join these two sentences.</i>
<i>Think carefully about where you put the full stops.</i>	<i>Rewrite this as two sentences, putting full stops in the correct places.</i>
<i>Can you add some speech?</i>	<i>Write down exactly what xx said, using speech marks correctly.</i>

Feedback in lesson time and live marking

Live marking during lessons not only provides instant feedback to the children, reducing the risk of continuing errors, but it also reduces teacher workload. Where marking can take place in class WITH THE CHILDREN, this is encouraged. Marking in the classroom during lessons which doesn't involve the children is not acceptable.

A Verbal Feedback stamp or VF – will indicate where verbal feedback has been given, the following work should demonstrate the impact of the feedback.

Therefore:

In Key Stage 1, where a next step has been followed, the child will be expected to amend their work in pencil.

In Key Stage 2, where a next step has been followed, the child will be expected to amend their work in **purple pen**.

Teachers should be clear on what they are marking for - accuracy, neatness, creativity, a specific grammatical point, etc.

South View Guidelines for self-marking.

KS1 – Before handing in a piece of work, the children check their work in-line with teacher prompts. Staff support children to read next step marking comments and respond.

KS2 – Children are encouraged to use marking/success criteria to determine whether they have met their objectives. Children are expected to read next step marking comments from their teachers and reply/respond. This written dialogue between teachers and pupils may take place during the next lesson, in morning work or before the lesson begins.

South View guidelines for peer marking.

KS2 – Children will peer assess work in a variety of ways. Sometimes verbal or written feedback will be appropriate.

In EYFS and KS1, all work will be labelled with level of support required during the lesson.

- I Independent
- S Work has been supported by an adult
- GW Grouped work

In KS2, any work that has had any additional support would be coded with S or GW. It is expected that all other work is independent.

Misconceptions/Significant errors

Children whose work shows a significant misconception or error will require further teaching/opportunities to practice. **This will be highlighted in the book over the LO in orange.**

It is the teacher's professional judgement as to how best to address this misconception, strategies may include –

- Same day intervention with an adult - completed beneath the work.
- Next day intervention as part of the lesson, with the Teacher and TA drawing groups of children with similar needs together – this will be shown in books, as the same Learning objective will be used.
- A modelled example or support strategy for the child to use to complete again.
- Use of a peer to work with who can demonstrate and support the key learning.

Whichever strategy is employed, there must be opportunity for the child to complete some independent work to ensure the misconception has been addressed – either during this work or within the unit/block of work.

Part 4 – Roles and Responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

Assessment Lead

The Assessment Lead is responsible for:

- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

SENDCO

The SENDCO is responsible for:

- Monitoring the progress of children on the SEN register
- Monitoring the progress of children with an EHCP
- Reporting to the SEN governor on progress and attainment of children on the SEN register

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

The Senior Leadership Team will review this policy annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Joanne Tomlins, Headteacher, is responsible for ensuring that the policy is followed.

Carrie Henderson, Assessment Lead, will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutinies,
- pupil progress meetings
- pupil interviews
- data analysis.

Appendix 1 - Marking Codes

KS1

South View Marking Codes

Green Highlighter

Well done!

Orange Highlighter

Correct/Improve

You may find these codes in your margin in green pen.
Use your PENCIL to improve and uplevel your work.

●	Oops think again
✓	Correct
CL	Capital letter missing
P	Punctuation
SP	Spelling mistake
^	Missing word

KS2

South View Marking Codes

Green Highlighter

A part of your work we are really pleased with.

Orange Highlighter

A part of your work you need to go back and correct or improve.

You may find these codes in your margin in green pen.
Use your PURPLE PEN to improve and uplevel your work.

●	Oops think again
✓	Correct
SP	Find and correct the spelling mistake/s
CL	Find and add/change the missing or misplaced capital letter/s
P	Find and add/change the missing or misplaced punctuation . , ? ! " ' `
//	A new paragraph is needed. Add this mark where it should be
^	You need to add a word
sp	Your presentation needs to improve. I know you can do better. 😊
T	Wrong tense used
?	This sentence does not make sense. Rewrite.
R	Repetition

Appendix 2 - Assessment Codes

EYFS

3-4 Working below	3-4 Emerging	3-4 Working in	3-4 Secure	Reception Emerging	Reception Working in	Reception Secure	ELG Emerging	ELG Working In	ELG Secure
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Y1, Y3, Y4 & Y5

If a child is working within their year group they will be coded as Working Towards, Expected or Greater Depth. E.g. 1WT, 1EX, 1GD. Children who work outside of their year group will be coded appropriately – so a Year 5 child working within the early stages of the Year 3 curriculum would be coded as 3WT

Y2 & Y6

Children will be coded in the same way as above, except for the summer term.

Y2

2GDS – Working at Greater Depth

2EXS – Working at the Expected Standard

2WTS – Working towards the standard (working within the KS1 curriculum)

PKF4

PKF3

PKF2

PKF1

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Y6

6GDS – Working at Greater Depth

6EXS – Working at the Expected Standard

6WTS – Working towards the standard (working within the KS2 curriculum)

PKF6 – Working at 2EXS

PKF5 – Working within the KS1 Curriculum

PKF4

PKF3

PKF2

PKF1

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Children working significantly below

A child who is working out of KS2 will be coded as working at PKF1, PKF2, PKF3, PKF4 (Working within the EYFS curriculum), PKF5(within KS1), PKF6(2EX)

A child who is working out of KS1 will be coded as working as PKF1, PKF2, PKF3 or PKF4.