



Saint Michael Catholic Primary School & Nursery

Assessment and Feedback Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

Updated: July 2026
Date for Review: July 2027

Writing and reviewing the Assessment and Feedback policy

Rationale

At St Michael Catholic Primary School & Nursery we recognise the importance of regular assessment and feedback to children about their work to:

- acknowledge their achievements and identify areas of strength
- provide formative information to support them in the next stage of their learning
- increase their awareness of their own performance to enable self-evaluation and improvement
- inform future lesson planning
- challenge pupils to fulfil their potential and explore their learning further

Other information

- Our Assessment and Feedback Policy has been written by the school, building on our own trials, research into best practice and government guidance.
- The Assessment and Feedback Policy and its implementation will be reviewed annually

We aim to:

- Provide consistency and continuity in marking throughout the school, so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative, ongoing assessment;
- Improve standards by encouraging children to give their best and progress from their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue, through marking, which will aid progression and provide challenge;
- Provide accurate assessment of pupils' attainment to be used by teachers, parents and pupils to support pupils' progress;
- Use accurate assessment to track the attainment and progress of pupils and specific pupil groups;
- Use accurate assessment to inform lesson planning;
- Enable children to have the opportunity to self-assess;

Procedures

Teachers will:

- Create a Curriculum Coverage Chart to show how the school curriculum will be taught over the year.

- Create a Curriculum Map for year groups and for subjects to show the topics that will be taught over the year
- Create a 'Road Map' of each subject to outline how the children progress with their learning throughout their time at St Michaels.
- Create a 'Learning Journey' for each unit of work in each subject. This is a list of each lesson's learning objective (LO), which the children will be taught during the sequence of learning and marked as 'LO1, LO2, LO3' etc. The children will also write the 'learning links' on each learning journey to show how their learning builds throughout their school years.
- Ensure the title of each piece of work refers to the Learning Objective being taught e.g. 'LO1'
- Fully assess and mark the work of their pupils.
- Use a feedback stamp at the end of every piece of work completed in class apart from KS2 English
- Books to give the pupil feedback on how well they have met the learning objective of the lesson:
 - Thumbs up – You're working towards your Learning Objective
 - Bullseye – Learning Objective Achieved
 - Star – Well done! (exceeded expectations)
- Write a positive comment if they choose to, but this is not an expectation. Verbal praise should be used whenever possible and teachers are free to use age appropriate rewards such as stickers, certificates etc to reward pupil's work.
- Each child will be expected to self-assess each piece of work with three squares to show how they feel they have achieved the LO. E.g. One square = thumbs up, two squares = target and three squares = the star.
- Provide each pupil with a 'Next Step' (NS) for each piece of work to ensure the pupil is clear about what they need to learn next in order to meet the learning objective of the lesson or deepen their understanding further. This is a crucial element of challenging pupils and extending their learning further.
- Use their professional judgement to choose how to give effective 'next step' comments, recognising that verbal feedback within the lesson or 'live marking' is the most effective form of feedback and should be used regularly.
- When using verbal feedback within a lesson, indicate that verbal feedback has been given by writing 'VF' in pen on the pupil's piece of work. A written next step is not expected to be given to a pupil that has received a verbal next step.
- Give next step feedback in a variety of ways depending on the age of the pupils, the subject being taught and the individual lesson. These may include pupil conferencing, peer to peer next steps and self-assessed next steps. Individual next steps can be given to a pupil but, where appropriate, groups of pupils may receive the same next step. Teaching Assistants can support children by working with individuals or small groups on their 'next step' tasks.
- Reward effort, resilience or perseverance by awarding one, two or three house points per piece of work. This is to encourage a 'growth mindset'.

- Indicate if the pupil was supported by an adult within a lesson by the letter 's'
- Correct the misspelling of key words and common exception words by marking the error with a 'sp' above it and writing the correct spelling in the margin for the pupil to copy.
- Ensure high frequency words and common rule errors are corrected through extra practise tasks.
- The number of spellings corrected in a piece of work correlates to the pupil's year group e.g. 2 spellings in Year 2, 4 in Year 4
- Correct grammar errors by indicating the mistake with a 'g' above the word or phrase and either inserting the correct grammar or asking the pupil to correct it independently, as appropriate.
- Correct punctuation errors by indicating the mistake with a 'p' and either inserting the correct punctuation or asking the pupil to correct it independently, as appropriate.
- In Key Stage 1 & 2, ensure that pupils respond to next steps using green pen.
- Ensure the impact of their feedback is evident in future learning by following up with verbal reminders and questioning. Teachers are not expected to respond in writing to the pupils' responses to their next steps.
- Use assessment within lessons such as questioning to identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Mark pupil's homework using the feedback stamps and house points for effort in the same way as classwork. Next steps are not required for homework but if a pupil is not able to complete the homework or is not meeting the expectations, further support should be offered.
- Share targets for pupils with parents at parents' meetings and in an end of year written reports.
- Record children's performance in all assessments e.g. PIRA, PUMA and GAPs tests.
- Use termly PIRA, PUMA and GAPs tests to support teacher assessment judgements.
- Use assessed work in addition to class work to support teacher assessment judgements.
- Use the Insight Tracking online system to assess pupils against the curriculum objectives in each subject's programme of study. This should be updated each term for all subjects.
- Assess each child against each objective taught and award an overall 'main assessment' judgement using the evidence from summative and formative assessment according to the following definitions:

	Objective	Main Assessment
	At this point in time the pupil has been taught and...	
Below	not achieved the objective	not achieved most of the objectives

Just Below	almost achieved the objective	not achieved some of the objectives
On Track	achieved the objective	has achieved the majority of the objectives
Greater Depth	mastered the objective	has achieved the majority of the objectives and mastered some of the objectives

- Mastery/Greater Depth is defined as:
 - Working independently
 - Applying what they've learned in one area of a subject to other areas
 - Applying their knowledge consistently, confidently and fluently
 - Being able to explain what they have been doing to others, including teaching other children what they have learned.

Subject Leaders will:

- Carry out half-termly book audits to monitor the quality of marking and feedback.
- Provide feedback following all book audits and ensure support is given, when appropriate, to improve the quality of marking and feedback.
- Analyse the attainment and progress of pupils in their subject across the year every term.
- Support teachers to improve the attainment of pupils across the school in their subject.
- Observe the teaching of their subject and offer support to teachers where necessary.
- Attend school moderations of the core subjects to ensure pupils are being assessed accurately and consistently across the school.
- Attend external moderations with other schools to ensure pupils are being assessed accurately in school assessment and feedback systems are consistent with practices across the borough and county.

Appendix 1: EYFS Assessment and Feedback

- In EYFS mark work with the date and indicate whether it is teacher-directed or child-initiated work and a statement about the learning, where necessary

Nursery Marking:

- Verbal feedback will continue to be the main point of instant feedback to the children regarding their work. Verbal feedback will be given at the point of contact when the work is completed and presented to the Teacher or Key Worker.
- Teachers and Key Workers will continue to gather evidence of the children's ability and progress through child led independent work.

- Pieces of work or observations that shows evidence of the child meeting the EYFS framework independently will be either captured on Tapestry or, if on paper, dated and filed with a short observation sticker explaining how the work shows that the child is meeting the EYFS framework.
- Only observations or pieces of work that show a significant moment in learning should be kept and used for assessment purposes.
- Each child in will have 1 short observation completed for them each week, either through a piece of work captured and filed in their Learning Journal or evidence gathered via a tablet and uploaded to Tapestry. In the Autumn term, children are continuously observed to inform baseline assessments and first next steps to be established. Every child will have at least one Long Observation carried out in the Spring and Summer terms. This is filed in their Learning Journal. Each child is assessed every half term using Birth to Five matters documentation. This is recorded on our own bespoke tracking system, and analysed by the EYFS lead and teachers to identify the next focus for provision.

Reception Class Marking:

- As in Nursery, Verbal Feedback will continue to be the main point of feedback for the children regarding their work. Strategies such as marbles in the jar and stickers will also be used to praise children for their work.
- Children complete a daily challenge activity each day based around Maths or English objectives (increasing over the year). A context statement will explain the objective of the task.
- The Daily Challenge activities will be marked by the Class Teacher using one of the three feedback stamps:
 - Thumbs up – You're working towards your Learning Objective
 - Bullseye – Learning Objective Achieved
 - Star – Well done! (exceeded expectations)
- These stamps are in line with whole school marking feedback of showing the child how well they have achieved the learning objective.
- The Daily Challenge work is shown to the teacher when complete, who will mark the work with a stamp (see above) and give the child verbal feedback ('next step'), indicating this has been done by writing 'VF'.
- Teachers should reward effort, resilience or perseverance by awarding one, two or three house points per piece of work. This is to encourage a 'growth mindset'.
- Pieces of work or observations that shows evidence of the child meeting the EYFS framework independently will be either captured on Tapestry or, if on paper, dated and filed with a short observation sticker explaining how the work shows that the child is meeting the EYFS framework.
- Only observations or pieces of work that show a significant moment in learning should be kept and used for assessment purposes.
- In the Autumn term, children are continuously observed to inform baseline assessments and first next steps to be established. Every child will have at least one Long Observation carried out in the Spring and Summer terms. This is filed in their Learning Journal. Each child is assessed every half term using Birth to Five matters documentation. This is recorded on our own bespoke tracking system and on Insight for Reception children, and analysed by the EYFS lead and teachers to identify the next focus for provision.

- Homework tasks build over the year so by the summer term, the following task are set each week:

Reading books
High frequency word practise
English task
Maths task
RE task

All homework tasks are to be marked by the Teacher in a similar way to classwork. Next steps are not required for homework. Teachers may write an additional comment but this is not an expectation.

Appendix 2: Marking Codes

Code	Meaning
LO	Learning Objective
Thumbs up - You're working towards your Learning Objective (stamp)	Learning Objective not met
Bullseye – Learning Objective Achieved	Learning Objective met
Star - Well done!	Learning Objective exceeded
VF	Verbal Feedback given
S	Support from adult in lesson
NS	Next Step
Sp	Spelling error
G	Grammar error
P	Punctuation error
I	Independent