

# St Matthew's High Brooms CE Primary School

Powder Mill Lane  
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## Assessment, Marking and Feedback Policy

Headteacher: Mrs Sonia Phillips  
Chair of Governors: Mrs Karen Stevenson

Ratified: May 2023  
Next Review: May 2026

Policy written by: Carolyn Pollard

*Fulfilling God-given potential*

*Distinctive Christian values-*

*Honesty, Kindness, Respect, Responsibility*

## **Our Vision**

**At St Matthew's we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to do their best. "See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).**

Assessment marking and feedback at St Matthew's follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored, or become disengaged through lack of motivation and challenge, they will not demonstrate what they know, understand and can do in their work. Assessment and feedback should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning.

Assessment at St Matthew's requires teachers to conduct effective formative and summative assessment, with emphasis on formative assessment with summative judgements made when necessary to check and record progress against standardised tests. Assessment is regularly discussed amongst teachers and shared with parents. Assessment takes into account children's strengths as well as areas where they need support.

Marking and feedback should be for the benefit of progressing the child's learning. This policy was written with consideration of the DfE 'Feedback and Marking: school workload reduction toolkit.

## **Assessment**

Assessments are made every day through observation, discussion, questioning, marking and sometimes through testing. These are formative assessments and are made continually by staff.

Summative assessments are made termly and recorded on Sonar Tracker.

Statutory summative assessments are completed:

- EYFS Baseline
- Yr 1 Phonics Test
- KS1 SATs
- Yr 4 MTC
- KS2 SATs

## **Marking and Feedback**

**Children's work is marked and feedback is given in order to:**

- Show that we value their work, and encourage them to do the same.
- Boost self-esteem and aspirations, through the use of praise and encouragement
- Offer specific information in how they have met the learning outcome of the lesson.
- Promote self-assessment. Children may mark their own work under the teacher's direction and may offer feedback to their peers.
- Identify any misconceptions which will feed into the planning process.
- Provide a basis for both summative and formative assessment.
- Inform future lesson planning.

## **Frequency of Marking**

- Pupils work will be marked at the discretion of the teacher. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics may be collated in pupils' books but will not be marked if verbal feedback was given in the lesson.
- In Literacy and Mathematics all pupils will have appropriate work developmentally marked. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made. The overseeing of such a task may be carried out by another adult other than the class teacher.
- The child must be able to understand the marking and be given time to do so.
- Coloured pens are used for marking to provide consistency across the school.
- Written feedback should be neat, legible and follow handwriting expectations.
- Marking should be done in a timely manner.

## **Marking Pens**

**Pink**- Positive comment 'Tickled Pink'

**Purple** – Purple Pen of Progress

**Green** – Green For Growth

## **Role of adults supporting Marking and Feedback**

All staff are expected to give feedback in the lesson to support children's learning. Verbal feedback should be specific to the learning objective and general expectations (eg using joined handwriting). Feedback should be positive and highlight success as well as identifying the next steps so the child has a clear idea of how to move their learning forward. Children should be encouraged to self-assess their work and reflect on their learning.

Marking and feedback will vary according to the age of the child and their particular needs. Children with SEND may have marking and feedback strategies included in their learning plans.