



The CARE Federation



Assessment for Learning Policy Incorporating Feedback, Marking and Assessment

Agreed by Governing Body: Autumn 2025
To be reviewed: Autumn 2027
Group Responsible: SLT

Aim of this policy

The CARE Federation understands that the effective use of marking, feedback and assessment can have a powerful influence on pupils' learning and progression. It should drive forward change, be something that pupils can act upon and be proportionate to task.

This policy aims to ensure that marking, feedback and assessment:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops consistent, reliable processes across the school.

Any feedback must be

- Meaningful
- Manageable
- Motivating

Any comments, verbal or written, need to feed straight back into the next lesson and time is needed for pupils to respond to feedback and marking.

We do not expect to see a specific quantity of marking in books. We do expect books to show that our pupils are making progress.

Feedback is for the pupils to make progress; it is not written for a third party. It should generate discussion, engagement and progress between the pupil and the teacher.

Roles and responsibilities

The SLT is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking, feedback and assessment practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes and subject areas within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback in their subject.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the head of school / curriculum lead.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.

- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Classroom Support Staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback
- Monitoring the learning of all pupils within their group and providing feedback to the class teacher
- Ensuring that pupils within their group understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Expectations

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Set targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and ensure pupils understand this feedback.
- Provide pupils with opportunities to reflect on feedback, and allow them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, in or outside of the classroom.
- Ask questions when they do not understand something in lessons.
- Read any marking on their work and ask questions if they do not understand them.
- Review their own progress by looking at previous work and talking with teachers, parents or peers to identify strengths and areas to be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning and be mindful of their impact on others.

Workload

- The school understands that marking, providing feedback and making assessments is a large contributor to the workload of teachers; therefore, teachers and leaders will ensure that marking, feedback and assessments are only done to positively impact upon the progress of a pupil.
- If a teacher has a query, the subject leaders will be available to offer guidance and support regarding the school's procedures.
- If a teacher is unsure about the effectiveness of their own practices, the subject leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

Marking

- Adult marking should be in green.
- Children should improve their own work in purple.
- Peer marking should be in blue and should be carefully structured to ensure this is a positive experience, for example using 'What Went Well' (WWW) and 'Even Better If' (EBI).
- Learning objectives are discussed with the children in each session. Success criteria are also discussed and referred to during the lesson in the form of mini plenaries. Marking will reflect these.
- In Key Stage 1, each piece of work should indicate how the child completed the work, for example 'PW' for paired work etc. See marking code for further information. In Key Stage 2, 'I' for independent is not required, as much work is completed independently. If support is given T/TA should be written to indicate this. Marking codes should be circled for clarity.
- Any person whom is not the class teacher who marked the work should initial the work at the top of the page. If they have given verbal feedback to the child 'VF' must be placed on the work and it should still be initialled.
- Children evaluate their written work at the end of each lesson by placing a triangle in the corner of each piece of work. One line indicates that they found the work difficult and show little understanding. Two lines indicate that they had some understanding. A complete triangle indicates full understanding of the learning. If a child colours in the triangle it demonstrates that they feel they have exceeded the learning objective. The triangle is also used physically following practical work. Reception children are introduced to this system when appropriate.
- A triangle from the teacher or teaching assistant should be placed next to the triangle completed by the child to demonstrate whether the adult agrees with the child.
- In Key Stage 2, a longer written reflective comment may be used.
- Where practicable, live marking will take place alongside the child in order to address misconceptions or errors quickly. Where distance marking takes place, this should be complete and returned to the pupil before extended work is given. Teachers will provide ample time for distance marking to be reflected upon by the pupils. This may be as part of a specific editing lesson, at the start of the lesson that the marking pertains to or during morning work/registration time.
- Teachers should also ensure that comments can be understood by pupils and that positive comments are clear to them.
- Cloze marking – when there is a right or wrong answer: Correct answers should be marked with a tick and incorrect answers with a dot. If a pupil has shown the correct working out but incorrect answer, circle incorrect part and encourage self-correction.
- Marking stamps will be used to demonstrate next steps on children's work.

- Marking codes will be placed inside children's books clarifying meaning. Marking stamps are introduced by the Summer term to Reception. KS1 and KS2 have bespoke stamps, see appendix. Year 3 sometimes use KS1 marking stamps in the Autumn term.
- Each child in Key Stage 1 and 2 will have a 'Focus 5' spelling log in the back of their English book allowing key spellings for each child to be recorded.
- Some but not all spellings to be corrected. Focus on common exception words or words relevant to a particular task.
- In English, children will receive at least weekly feedback on editing and improving their writing. Staff will also use marking stamps and regular target setting to address next steps. Year group assessment sheets will be used when marking any independent pieces of work to ensure pupils are meeting expected outcomes and to support teacher assessment in order to close gaps.
- Next step marking should be used in Writing to enable children to reflect on and action improvements. Children should have an opportunity to complete their next steps as soon as possible after the work has been completed. Next steps may have a written, verbal or practical response.
- When reflecting on work pupils should be encouraged to use some of these phrases:
I liked..
I learned ...
I think I will...
I still don't understand...
I found ...difficult because...
I solved...by...
I need help with...
I could get better by...
- Marking should always consider the learner's confidence and self-esteem. Marking will usually directly link to the shared learning objectives however, it is reasonable to request corrections to spellings for example but of an appropriate quantity to the learner's age and stage of development.
- Individual Writing targets in the front of English books for Key Stage 1 and 2 children. These can be referred to during marking.
- House points/Team points will be awarded when targets are achieved. 'HP or TP' will reference this.

Feedback

- Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.
- To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:
 - Clearly outlining which subject content will be covered in each class.
 - Explaining the areas pupils will need to understand.
 - Having a clear plan in mind for the progression of learning in the subject.
 - Having a final goal in mind for the month/term/year.
 - Making it clear what the objectives are from week to week, as well as final expectations.

- The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.
- Verbal feedback can act as a way to give immediate and effective feedback to pupils.
- Teachers will mark on pupils' work when verbal feedback was given.
- Older children may use bullet point notes of verbal feedback in order to help them to recall key learning points later.
- Teachers will keep in mind the following considerations when giving verbal feedback:
 - **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
 - **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
 - **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.
- As many pupils as possible are given verbal feedback about their work each session from either a teacher or teaching assistant. Verbal feedback is always given when an adult has worked with a group of children.
- Pupils will be actively included in feedback on their learning and progress in relation to meeting their short and long term targets through 1:1 discussions with their teachers. Four times yearly, these discussions will also include their parents.
- Feedback can be given through three possible methods of suggesting improvements to pupils. Reminder - guiding pupils to previous success in order to grapple with the task they are struggling with. Scaffold –asking the pupil a further question so we can guide them to the correct answer. Example – giving examples of possible changes for them to explore and choose one option over another.

Assessment

- To facilitate teaching and learning, a comprehensive assessment strategy is essential.
- Descriptions of different assessment types used:
 - Formative:** This is a continuous form of assessment carried out in day to day teaching, it gives the pupil and the teacher information about how well something has been learnt so that they can decide what to do next to make good progress.
 - Diagnostic:** Similar to formative assessment, this form of assessment is used to evaluate a pupil's knowledge and skills in a specific area of learning, this would enable tailored support to be put in place.
 - Summative:** This sums up what a pupil has achieved at the end of a period of time or unit of work, relative to the learning aims and the relevant national standards.

All these forms of assessment are used by staff, both independently and in combination, to ascertain each pupil's attainment and progress.

Formative

- Teachers make use of a range of strategies to involve all children in high quality assessment on a daily basis. These strategies include:
 - Talk partners
 - Paired work
 - Guided work with a teacher or TA

- Shared learning sessions
- 1:1 discussion/interaction
- Visualisation
- Self or peer evaluation
- Bloom's revised taxonomy questioning
- Tapestry reviews
- Through discussions with peers and adults, children evaluate their own and others' learning looking for evidence of the success criteria. Children and staff use the language 'What Went Well' and 'Even Better If', or next steps.
- Children are supported to recognise their own learning and next steps and are actively encouraged to share this with staff and parents. In EYFS and KS1 this is achieved through Tapestry or 'book look' sessions. In KS2 this is achieved through 'book look' sessions.
- In EYFS and KS1 teachers use Tapestry to monitor group and individual provision, identifying areas for enhancement.
- Parents of EYFS and KS1 children gain assessment information with each observation that is recorded on Tapestry.
- Parents are aware of the expectations for each Key Stage through assessment information on the school website, as well as Tapestry (EYFS and KS1). Parent workshops on topics such as Curriculum and Assessment further support parental understanding of expectations.
- Teachers use the information gained from working with pupils, marking their work and reviewing their Tapestry (EYFS and KS1) observations to assess how well a child is performing and what their next steps are. Plans for subjects are then adapted accordingly.

Diagnostic

- Assessment of specific activities are integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified. For example; the Sandwell Maths assessments or Wellcomm tool to assess language development.
- Additional assessment activities may take place in support of identifying and planning to meet individual pupil needs, for example where a special educational need is suspected. The SENDCo or other suitable nominated staff member will lead these assessments.

Summative

- Parents are invited to attend a formal meeting four times per year with their child and class teacher. At these meetings the child's targets and progress are discussed and agreed including how parents can help at home with their child's next steps.
- For Reading, Writing and Maths staff record assessment data on Pupil Asset three times a year to make a more summative assessment about the progress of the pupils in their class. Pupil progress meetings are held using this information to talk about how pupils can be supported to make better progress. Consistent assessment tasks are completed throughout each academic year to help inform this as well.
- For Science and all other foundation subjects staff record assessment data on Pupil Asset once per year at the end of the Summer term. During the rest of the year, at the end of each unit of learning, teachers keep a formal record of pupil attainment and progress to inform themselves as well as both subject leaders and SLT.
- Teachers meet on a regular basis to moderate assessments that have been made against the school assessment criteria in each year group.
- Teachers meet with staff from other schools locally and across the county regularly to moderate standards across schools.






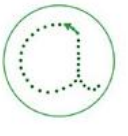


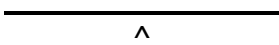


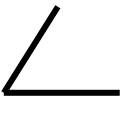

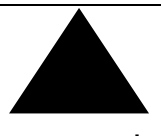
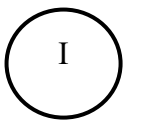
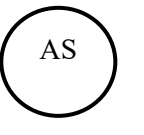
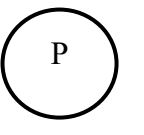
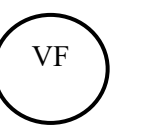

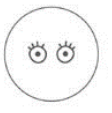

- Formal assessments (EYFS: ELG/GLD; Year 1: Phonic Screening; Year 4: Multiplication Test, Year 6: Statutory Assessment Tests) are used to inform whole school objectives and training.

Monitoring and review


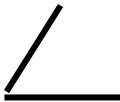
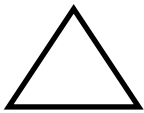

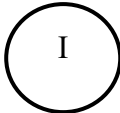
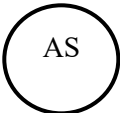
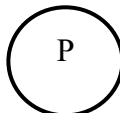
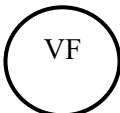




- This policy is reviewed every two years by the SLT.
- Any changes or amendments to this policy will be communicated to all staff members by the SLT.

Marking Codes
















KS1 – Writing and Foundation


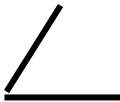
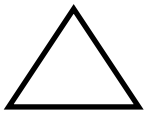

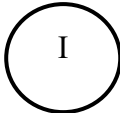
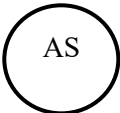
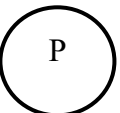
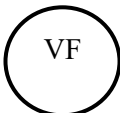




			
Finger spaces	Capital/lower case	Full stops	Capital I
			
Listen for sounds	Letter formation	Great ideas	Handwriting
			
Missing letter	Spelling		
			
Objective not met	Objective partly met	Objective met	Objective exceeded
			
Independent	Adult supported	Prompted	Verbal feedback
			
Correct answer	Look again	Next steps	
Pencil used Child's work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking

KS1 – Maths

			
Objective not met	Objective partly met	Objective met	Objective exceeded
			
Independent	Adult support	Prompted	Verbal feedback given
			
Correct answer	Look again	Next step	Number formation
Pencil used Child's work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking

KS2 – Writing and foundation

			
Finger spaces	Capital/lower case	Punctuation	Join handwriting
			
Proof read	Target achieved	Use a thesaurus change the word	Spelling mistake use a dictionary
			
Paragraphs	Conjunctions		
			
Objective not met	Objective partly met	Objective met	Objective exceeded
I Independent	T Teacher supported	TA TA supported	PW Paired work
GW Group work	VF Verbal feedback given	 Next step	HP House point awarded
Black pen used Child's initial work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking

			
Objective not met	Objective partly met	Objective met	Objective exceeded
			
Independent	Adult support	Prompted	Verbal feedback given
			
Correct answer	Look again	Next step	Number formation
Pencil used Child's work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking