



Together we grow, achieve and become R.I.C.H.E.R everyday

Respect, Inclusion, Care, Honesty, Empathy, Resilience

Hawthorn Tree Primary School

Assessment, Marking and Feedback Policy

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Date of next review: May 2030

Control Sheet

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Vision and Purpose of Assessment, Marking and Feedback

At Hawthorn Tree Primary School, assessment, marking and feedback are integral to high-quality teaching and learning. Our vision is that assessment is not an isolated event, but a continuous, purposeful process that enables every child to succeed, make sustained progress and achieve their full potential.

We believe that effective assessment:

- clearly identifies what pupils know, understand and can do
- highlights misconceptions and gaps in learning
- informs responsive, well-sequenced teaching
- motivates pupils by recognising success and making progress visible
- supports equity by ensuring all groups of learners are known and well supported

Our core purpose is to use assessment intelligently and proportionately to improve outcomes for all pupils, rather than to generate data for its own sake. Assessment information is used to shape planning, target support, and refine teaching strategies so that learning is timely, inclusive and impactful.

Our Principles

Our approach to assessment, marking and feedback is underpinned by the following principles:

- Assessment for learning is central – formative assessment is embedded within lessons and learning sequences to guide next steps for teaching and learning.
- Accuracy and consistency matter – summative judgements are made through robust, moderated processes to ensure reliability across classes and phases.
- Children are active partners – pupils are supported to understand learning intentions, success criteria and how to improve through self-assessment, peer feedback and dialogue.
- Feedback is purposeful and manageable – marking and feedback are designed to have maximum impact on learning while remaining sustainable for staff.
- High expectations for all – presentation, written work and learning behaviours across the curriculum reflect strong expectations and pride in achievement.
- Equity and inclusion are prioritised – assessment practices recognise the needs of pupils with SEND, EAL and those in receipt of Pupil Premium, ensuring barriers to learning are identified and addressed swiftly.

Purpose Across the School

Through a clearly defined assessment calendar and consistent approaches from Foundation Stage to Year 6, we aim to:

- track progress against age-related expectations

- identify pupils requiring intervention or extension
- inform professional dialogue through moderation and progress meetings
- ensure statutory requirements are met rigorously and confidently
- provide meaningful information to pupils, parents, staff, Governors and external agencies

In the Foundation Stage, assessment is rooted in high-quality observation and professional judgement, ensuring a secure understanding of each child's developmental journey. In Key Stages 1 and 2, teacher assessment is strengthened through standardised assessments, moderation and analysis, ensuring a shared understanding of standards and expectations.

A Culture of Continuous Improvement

Ultimately, our assessment, marking and feedback practices aim to create a school culture where:

- learning is valued and celebrated
- mistakes are seen as learning opportunities
- feedback moves learning forward
- teaching continually adapts to pupils' needs
- every child feels supported, challenged and successful

This policy reflects our commitment to using assessment as a tool for improvement, ensuring that high-quality teaching leads to strong outcomes and positive experiences for every pupil at Hawthorn Tree Primary School.

Assessment

Assessment is an integral part of teaching and learning. It serves three main purposes:

- **Formative** – providing information to help teachers plan the next steps in learning.
- **Diagnostic** – identifying pupils' strengths and areas for development.
- **Summative** – offering a snapshot of a child's achievement at a given point in time.

Our core purpose in assessment is to identify what pupils can do, where gaps exist, and how this information should shape subsequent teaching. To maintain an accurate and current picture of attainment, we follow a termly assessment calendar, involving thorough, moderated assessment in **Phonics, Reading, Writing and Maths**. These assessments directly inform planning and, where appropriate, targeted intervention.

Foundation Stage

Assessment in the Foundation Stage is continuous and based on timely observation and evaluation by all staff. Assessments are rigorous and reflect current DfE statutory requirements.

Baseline assessment for FS2 pupils contributes to the Early Years Profile—no separate framework is used. Children are assessed on an ongoing basis throughout the Foundation Stage, with termly summaries reviewed through team discussions, moderation, analysis, and reporting to SLT.

Termly assessment and team discussions provide a clear understanding of expected pupil progress and the needs of each child. This ensures planning is well-informed and responsive. Evidence collected throughout the half term, alongside teacher-led assessments in phonics and maths, forms the foundation of robust summative judgement.

Key Stage 1 & 2

Assessment judgements are recorded termly using **Boost Insight/Shine**. Summative assessment windows include cross-phase moderation to strengthen staff understanding of year-group expectations.

In addition to teacher assessment, Hawthorn Tree Primary School administers **NTS summative assessments** each term. Outcomes are analysed with SLT to ensure all pupils are making expected progress. While assessment results are reviewed, their primary purpose is to identify next steps for pupils to secure year-group expectations.

Writing is assessed continuously. Staff maintain accurate records of pupils' secure use of age-expected writing devices, with an expectation that *all* pupils demonstrate proficiency through effective, proven teaching practices.

Termly moderation takes place across school to ensure consistency and accuracy of judgements. Moderation may include work with senior leaders, across phases, or with external schools.

Pupils with SEN

Children on the SEN register are assessed in line with their peers. Additional diagnostic assessments may be used where appropriate. Assessment outcomes are referenced within pupil passports, which are reviewed termly with the SENCO and parents.

Implementation

Testing in Key Stage 1 and 2 is administered in accordance with statutory guidance outlined in the **Test Administrators' Guidance**, ensuring pupils experience minimal stress and develop confidence in the assessment process.

Teachers are responsible for embedding assessment opportunities within learning sequences. Assessment is carried out by:

- Systematically using formal assessment opportunities to monitor pupils' needs regularly.

- Providing varied opportunities for pupils to demonstrate knowledge and understanding, not always through written tasks.
- Using discussion and questioning as everyday assessment tools.
- Engaging pupils in self-assessment and peer-assessment to deepen understanding.

Progress Meetings

Senior Leaders meet with teacher's termly to discuss the progress of individuals and groups. Meetings will consider comparisons across **gender, ethnicity, SEN, EAL and Pupil Premium**.

Teachers are expected to prepare thoroughly. Where progress is insufficient, teachers must propose informed next steps to accelerate improvement. Pupil workbooks (Reading, Writing and Maths) are used to triangulate assessment data.

After these meetings, SLT will identify strengths, areas for development, and any additional support or strategies required for staff or pupils.

The Headteacher and Assessment Leader present whole-school achievement outcomes to staff and Governors through scheduled reporting cycles.

Overview of assessments

	Half termly	Termly	Other
EYFS		Teacher assessment – Prime and Specific areas of learning	Early Years: Stronger start phonics – teach, assess, review
Phonics	Read Write Inc assessment for all pupils assessed to be on the programme. Penultimate week of the half term		
Reading		NTS Teacher assessment	
SPAG		New GAPs Tests – (Y3- 6)	
Writing		Teacher Assessment	Handwriting check
Maths	End of unit test	NTS	

		Teacher Assessment	
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What Effective Marking and Feedback Looks Like

Good marking and feedback:

- is positive, constructive and strengths-based, with a strong emphasis on praise
- clearly identifies successes and makes next steps explicit
- is relevant and memorable, directly linked to imminent learning opportunities
- encourages purposeful dialogue (peer-to-peer and adult-pupil)
- allows time for pupils to engage with feedback, self-correct and respond or improve (“have another go”)

Negative comments about poor-quality or unfinished work are not acceptable. Where work is incomplete or below acceptable standards, additional time must be planned to enable pupils to complete work to a high standard before it is marked.

Where a pupil’s portfolio is significantly reduced (e.g. due to prolonged absence), this must be discussed promptly with Senior Leadership so that appropriate actions can be agreed.

Expectations for the Quality of Written Work (All Subjects)

- All work must be dated and titled, with titles underlined.
- Presentation should demonstrate expected standards, with clear evidence of progression in handwriting across the year.
- Any decline in presentation must be addressed through a clear conversation with the pupil, with improvement evident in subsequent work.
- Work should show progression within and across weeks, blocks and topics as learning becomes increasingly challenging.
- Cross-curricular writing must reflect literacy expectations. Writing in wider curriculum subjects should not fall significantly below expected standards. Opportunities for writing across the curriculum must support and reinforce literacy objectives.

Reading: Assessment, Marking and Feedback

- There must be a sustained and explicit focus on pupils’ ability to decode fluently, including the quality of phonic blending and phonemic knowledge.
- All pupils must be heard reading aloud regularly (at least weekly), enabling adults to identify errors, misconceptions and instructional priorities.
- Written responses to reading stimuli must show a clear focus on the targeted reading skills or domains.

- Feedback should relate directly to these reading focuses while maintaining high expectations for spelling and grammar.
- Immediate feedback should be provided where spelling or grammatical errors hinder clarity or accuracy.

Writing: Assessment, Marking and Feedback

- Each sequence of learning should include multiple text-level writing outcomes (O-1-2-3-C).
- Much of the English week should be devoted to writing, including extended periods for teacher modelling, guided writing and immediate (“just-in-time”) feedback.
- Throughout KS2, pupils are expected to produce an initial draft prior to a final written piece. Drafts must be thoroughly marked, with spelling and grammatical errors corrected. Final published pieces should reflect these corrections.
- Teachers should use knowledge of recurring errors to inform SPaG teaching and targeted 1:1 feedback where appropriate.
- Final marking should use symbols or commentary to highlight specific word classes or language features. Pupils should increasingly use these symbols independently as part of self-evaluation against writing targets.
- Each extended piece should conclude with a positive summary comment celebrating achievement and progress against prior targets.
- Writing completed using ICT must be printed and included in pupils’ books and marked with the same rigour as handwritten work.
- Medium-term plans may be used as Target Sheets to support marking and the identification of next steps, including group targets for guided writing or grammar work.
- High-quality writing should be routinely selected for display and celebration, with a dedicated writing display evident in every classroom.
- End-of-block assessments must be moderated within phase teams and recorded in pupils’ books and on tracking systems. Evidence of sustained achievement across blocks is expected.

Mathematics: Assessment, Marking and Feedback

- Each block of learning must balance fluency practice with contextual and problem-solving activities.
- Teaching must demonstrate adherence to the school calculation policy, appropriate challenge, and coverage of a broad range of mathematical areas.
- Maths books should reflect a balance between recorded learning and worksheet-based tasks, with regular evidence of pupils organising their learning independently on the page.
- High expectations apply to the presentation of mathematical work, including accurate number formation, one numeral per square, use of rulers, and organised layout.

- Marking should be concise and acknowledge learning through ticks, stamps or stickers. Rewriting learning objectives is not required.
- Peer marking or adult checking must be evident on all pieces of work.
- Immediate feedback is prioritised to address misconceptions promptly. Adults should focus on this during lessons.
- AfL should directly inform the following day's "Revisit and Review", teacher modelling and pupil practice. Same-day intervention should be used where needed.
- Evidence of corrected errors must be visible in subsequent learning. Follow-up work should be collective and discussion-led, rather than individual written tasks.
- Targeted and bespoke intervention work should be recorded chronologically in pupils' maths books.

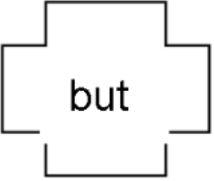
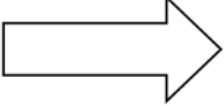
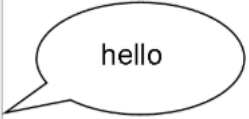
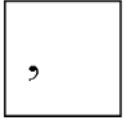
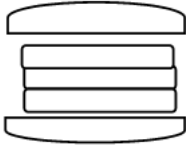
Wider Curriculum

- At the start of each unit, pupils' prior knowledge and questions should be captured.
- At the end of units, pupils should reflect on what they have learned and how their understanding has developed.
- Marking and feedback in the wider curriculum must include reference to the quality of written outcomes, in line with agreed literacy expectations.

Marking Symbols

The following symbols may be used when setting targets for pupils' work. The clear and immediately recognisable format can make targets more memorable, particularly for younger writers. These symbols are also a powerful aide memoire to include on working wall displays and/or to model in guided writing.

	Writing across the line (L-R orientation)		Finger spaces between words
 	Full stops and capital letters.		Adjectives to describe... what you can see OR what the character is like (NB. Vital to give a reason for using adjectives linked to next write).

	Beginning each fact with a bullet point		Connectives to link two ideas together / to tell me more about... (NB. Vital to give a reason for using connectives linked to next write).
	Time connectives to tell me what happened when.		Verbs to show what someone is doing or has done. Choice of verb is ambitious or effective at revealing more about a character/implying meaning.
	Use speech to show what the character thinks/feels.		Alliteration to describe and add emphasis.
	Exclamation marks to draw the reader's attention to. e.g. the funny bits e.g. the shocking/surprising bits		Question marks to talk to your reader. Can be more specific – e.g. include a question in your opening to entice the reader.
	Commas in lists to... use a wider range of adjectives explain...		Adverbials to describe how the character moves/speaks.
	Use meaty paragraphs to group/explain your ideas		Brackets to talk to the reader / give extra information e.g.

Marking Strips

For example: Foundation Stage and /or Year 1 – Marking Strip

		
Capital Letters	Full Stops	Finger Spaces

Child	☐	Child	☐	Child	☐
Teacher	☐	Teacher	☐	Teacher	☐
Overall comment:					