



# Great Waldingfield

Church of England  
Primary School

## Policy on Assessment for Learning Including Planning, Recording, Reporting and Marking and Feedback

Date – Autumn 2025  
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Policy on Assessment for Learning  
Including Planning, Recording, Reporting and Marking and Feedback Policy

<b>Date</b>	<b>Version</b>	<b>Where</b>	<b>What</b>
Autumn 23	5	<b>P5</b> paragraph 5	Added in whole class marking sheets
Autumn 23	5	<b>P7</b> Paragraph 5.2.2	Changed the maths assessment to White Rose rather than PUMA
Autumn 23	5	<b>P8</b> Paragraph 5.3	Changed to reporting assessment information on Insight instead of Arbor.
Autumn 24	5	<b>Appendix 1</b>	Removed Appendix 1 – remote learning
Autumn 25	6	<b>3.2</b>	Changes to marking to reflect current practice.

## **GREAT WALDINGFIELD CEVC PRIMARY SCHOOL**

### **Policy on Assessment for Learning**

#### **Including Planning, Recording, Reporting and Marking and Feedback**

#### **1 Introduction**

1.1 At Great Waldingfield CEVC Primary School our aim is to combine high standards with a broad and rich curriculum. We understand that high standards are the key to success in learning and in life. Children learn better when they are excited and engaged by excellent teaching which challenges them and shows them what to do. The emphasis at Great Waldingfield is on personalised teaching and learning where children and their teachers have a really good understanding of where they are in their learning, where they need to go next and how best to get there. This is assessment for learning [AFL], a powerful way of raising children's achievement, which is central to effective teaching and learning.

It is essential that:

- planning clearly identifies the expected learning outcomes for the children, provides opportunities for children to stretch themselves and addresses gaps in learning
- feedback is of value to the child in giving feedback about strengths and clear next steps for improvement
- assessments are based on accurate judgements and on evidence, are made regularly and are used to plan next steps of learning;
- recording is of value to adults and children, is based on accurate and regular assessment and is used to build up an accurate picture of the individual child
- reporting is clearly presented so that it is accessible to those for whom it is intended and is based on accurate assessment and evidence.

#### **2 Aims and objectives**

2.1 Through assessment for learning (AFL) we aim to share expectations, boost the pupils' self-esteem, raise aspirations and maximise outcomes.

We want all children to be reflective learners, who can make assessments of their own learning, and have a clear picture of how far they have come in their learning, and what they need to do to in order to make sustained progress.

Assessment will identify and focus upon the needs of the individual child which will inform planning of engaging and motivating learning opportunities. These will take account of all learning styles.

Children's learning will be well matched to their abilities to and also provide challenge

Planning will be consistent across the school.

#### **3 Feedback and Marking**

3.1 The purpose of feedback is to close the learning gap ('keep up not catch up') and is essential if a learner is to make progress. Feedback can come in many forms and from many sources; it can be written or verbal it can come from the teacher or the learner. Feedback should motivate and inspire learners to continue to work hard and learn.

Key Principles:

- Feedback must be both useful to the learner and the teacher (preferably both)
- Feedback must be specific accurate and clear
- Feedback is most effective when it when it is immediate and verbal

### 3.2 **Marking**

The children's books are checked after or during every lesson and this is shown with a tick and initials. This helps pupils to be accountable for their work and encourages them to do their best as they know each piece will be seen by their teacher or on occasion an LSA. The checking of work can then inform planning for the next lesson. Gold stars and/or Tribe Points are used in recognition of work being completed to a high standard.

Marking and feedback should address:

- Issues to address with the whole class including spelling/grammar issues, number bonds, multiplication and division facts; repeated misconceptions, presentation reminders.
- Focus groups of children for intervention on a particular issue.
- Conversations to have with individual pupils about a misconception or error.
- Strong pieces of work to show to the class or to use as a model piece for the following year.

Marking in selected piece of written work will be:

- Specific to the objective of that piece of writing
- Core non-negotiables that are missing from previous year group.

Three to five incorrect spellings will be identified in the margin. Depending on age and/or ability incorrect spelling will be addressed in the following ways.

- Incorrect spelling is underlined and correct spelling is shown
- Sp in the margin is the only indication of an incorrect spelling on a particular line. The child must identify the incorrect word and look up the correct spelling.

Usually the incorrect spellings identified will be frequently used words and from the National Curriculum statutory word lists.

Sometimes children's learning will be marked using symbols. A copy of these symbols is displayed in each classroom and explained to the pupils.

### 3.3 **EYFS**

- verbal feedback is given immediately
- some learning is annotated [for the benefit of other adults]
- next steps are usually verbal, sometimes pictorial
- smiley faces, stickers and simple comments are recognition of good learning

### 3.4 **Self-review and peer review**

At Great Waldingfield we encourage the children to take responsibility for their own learning. They are given opportunities to review their own learning and also that of their peers. They may use the

same model for this as class teachers, LSAs, TAs, and HLTAs. Children use a purple polishing pen to review their own work.

Some children may be encouraged to assess their own learning during discussions with the class teacher or LSA.

## 4 Planning

Long term planning

- Curriculum Map for each subject covers the whole year and identifies the key foci for each curriculum area. The Curriculum Map by subject is on the school web site.

Medium term planning covers a whole term

- A Curriculum Map for individual year groups is prepared by the class teacher to show greater detail of breadth and balance. A Curriculum Map by year group is on the school website. Class teachers prepare one Curriculum Map for each term (Autumn, Spring and Summer).
- The Curriculum Map is reviewed annually and shared with subject leaders.

Short-term planning covers one week:

- Short Term Planning covers one week, giving detailed planning for English and Maths lessons. This will include the objective for the lesson and the planned activities that will be used to deliver the lesson. Adaptations for pupils with SEND will also be identified.
- Short term planning is sent to the Head, Deputy Head and English and Maths Subject Leaders every week.

## 5 Assessment strategies

Assessment is not an isolated activity. It is based on a thorough understanding of a child's achievements.

At Great Waldingfield we use both formative and summative assessment. Assessment takes place throughout the year.

Day to day

- Peer and self-assessment in use
- Children engaged in their learning and given feedback
- Amendments made to short term planning through the class teacher's annotations

Periodic

- Broader view of progress across the subject for teacher and learner
- Use of national standards in the classroom
- Improvements to medium term curriculum planning

Transitional

- Formal recognition of children's achievement
- Reported to parents and next teacher
- Uses external tests or tasks

## 5.1 Formative assessment

Formative assessment is assessment for learning [AfL]. It involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their learning).

Effective assessment for learning happens all the time in the classroom.  
It may involve:

- sharing learning outcomes; checklists; mini goals with children
- children knowing how well they are doing
- helping children know and recognise the standards to which they aim
- providing verbal or written feedback that helps children to identify how to improve
- believing that every child can improve in comparison with previous achievements
- both the teacher and children reviewing and reflecting on children's performance and progress
- children learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance.

## 5.2 Summative assessment

These assessments provide a summary and an overall attainment of each individual child. Summative assessments are often statutory and standardised and involve judging children's performance against national standards (age related expectations). Teachers often make these judgements at the end of a unit of work, year or key stage. In reading, writing and maths these judgements are made at termly intervals throughout the year. For foundation subjects, science and RE summative assessments are also made termly. Test results also describe children's performance in terms of age related expectations (ARE). However, an important aspect of assessment for learning is the formative use of summative data.

Within the first six weeks all children in reception are assessed against the Early Learning Goals. They are assessed again at the end of the Autumn term, Spring term and Summer term.

### 5.2.1 Statutory Assessment

- a) The Reception Baseline Assessment (RBA) is a statutory assessment of early mathematics and literacy, communication and language. It is delivered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception until the end of key stage 2.
- b) Final statutory assessments against the Early Learning Goals are at the end of the summer term in EYFS. Children are assessed to determine if they have a Good Level of Development (GLD).

GLD is defined as reaching at least age related expectations (ARE). The outcomes of these assessments are used to set targets for attainment at the end of KS1. The Year 1 teacher uses this data to plan an appropriate and challenging curriculum based on the interests and needs of the cohort and individual children.

- c) Y1 Phonics Screening
- d) At the end of KS1 (Year 2) children are assessed in reading, writing, maths and science. Teacher assessment (TA) is the main focus for end of KS1 assessment and reporting and is based on a broad range of evidence from across the curriculum including:
- written, practical and oral classwork
  - results of non-statutory KS1 tests (Reading and mathematics)
  - homework

Children will be assessed as being in one of the following 4 categories:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard
- working below the 'working towards' standard

- e) Y4 Multiplication Check
- f) At the end of KS2 (Year 6) children complete written tests in spelling, punctuation and grammar, reading, writing and maths as follows:
- English reading
  - English grammar, punctuation and spelling Paper 1
  - English grammar, punctuation and spelling Paper 2: spelling
  - Mathematics Paper 1: arithmetic
  - Mathematics Paper 2: reasoning
  - Mathematics Paper 3: reasoning

For the KS2 tests a scaled score of 100 will always represent the 'expected standard'. A child's scaled score will be based on their raw score.

The results of Year 6 SATs are published in national league tables – available to all parents and other interested parties. Parents of children in Y6 receive detailed information about SATs results through parent consultations and the end of year report. Y2 SATs results are available on request.

#### 5.2.2 Non-statutory summative assessment

Children in Y1-Y6 complete termly standardised progress tests in reading (PIRA) mathematics (White Rose) and grammar, spelling and punctuation (GAPS). These are used, alongside work done in books etc. to inform a teacher assessment in reading, writing and mathematics. Children will be assessed in the following four categories:

- I. working well below the expected standard (WB)
- II. working towards the expected standard (WTS)
- III. working at the expected standard (EXS)
- IV. working at greater depth (GDS)

- a. For science, RE and the foundation subjects, children will be assessed as being in one the following two categories:
- I. working at the expected standard (EXS)
  - II. not yet at the expected standard (WTS)
  - III. children with a deeper understanding or exceptional performance of a subject are identified through annotation

All assessments will be marked moderated and analysed. The outcomes will be fed back into planning.

### 5.3 **Recording**

Assessment data will be collected termly (three times a year) and recorded by class teachers on Insight.

### 5.4 **Reporting**

During the summer term each parent receives a written report detailing progress in all curriculum subjects. The report will also include areas for improvement. Statutory Test results are also given at appropriate times. Parents are invited to add their own comments which will be added to the child's individual file.

At Parent's Evening in the autumn and spring terms class teachers will report verbally on their child's progress towards age related expectations (ARE) and the outcome of assessments.

## 6 **Monitoring and review**

We are aware of the need to monitor and update the school's AfL policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy yearly, or earlier if necessary. The headteacher, SLT and subject leaders will monitor books and talk to children about their learning and then feedback to staff.

#### Linked policies

- Policy on Child Protection and Safeguarding
- Policy on Teaching and Learning
- Policy on Behaviour for Learning