Duncombe Primary Assessment Policy

Assessment and Marking 2025 -2026

The aim of this document is to outline Duncombe's approach to assessment and set out how and when assessment is monitored. We have included formative assessment practices, such as marking and other types of feedback that inform teachers, because they ensure the best possible pupil outcomes and drive future planning.

Aims and Principles of Assessment

- The school ethos promotes and emphasises the opportunity for all children to succeed.
- Assessment is an integral part of teaching and learning. Formative assessment takes place daily and informs the planning and delivery of every lesson. Assessment is based upon the learning objective and success criteria. Assessment practices for reading, writing and maths are more thoroughly defined in the assessment guidance document.
- Summative assessment in the form of NFER papers and SATs tests take place at fixed points throughout the year. These assessments are discussed during Pupil Progress Meetings. See assessment calendar for more details. (See Appendix B for Duncombe's assessment cycle.)
- The use of standardised assessment provides information which is clear, reliable and free from bias and informs teaching and learning. It helps us understand how Duncombe is doing in contrast with our local and national context.
- Children will be assessed on the year group they are in. Children working far below age related expectations will be assessed on the year group work that they have been taught using teacher assessment or a standardised test from a different year group. This will be agreed by the assessment lead.
- Assessment data is collected only where necessary and reported in a way that is clear and of use to the intended audience (SLT, parents, governors, the child).
- Assessment is used to support children's progress, attainment and wider outcomes and also to help monitor effective teaching.
- Assessment supports informed conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Marking should always have an impact. Pupils are given the opportunity to respond to marking and feedback in a meaningful way.

Staff training and development

Duncombe is committed to ensure that all staff receive appropriate training and continuous professional development. All teaching staff have a shared responsibility for the application of the assessment policy. The effectiveness of our assessments is supported through robust standardisation, moderation and exemplification of performance standards. When possible,

we will work with other schools to provide assurance that our standards and assessment procedures are fit for purpose and represent demanding yet real expectations of performance.

Marking and feedback

Effective marking and feedback should be meaningful and motivating. The purpose of marking is to improve pupil outcomes. Marking must be consistent across the school, and phase leaders have been consulted to ensure that the feedback and marking which happens in their phase is appropriate for the age range.

Marking

Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners. As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of progress. All marking should be meaningful and motivating.

Teachers must assess pupil's understanding after each lesson and give feedback. This could look like:

- Whole class response
- Peer marking e.g. for a spelling or times tables test
- Verbal feedback (marked with VF)
- Highlighting specific features of the success criteria. Pink will be used to show where a child has met the success criteria and green will be used to identify where they need to address or work on something. This must be neat and not 'obliterate' the child's work. This can be completed by the teachers and TAs where appropriate
- An individual next step (NS), written in green pen should be responded to by children in purple pen.

A step by step guide to marking

(Please see Appendix A for how to choose learning objectives and success criteria.)

Step 1: Success criteria

These are the steps that children will take in order to achieve the learning objective.
Highlight these in pink (but be mindful of over-highlighting)
Where a child has not met the success criteria, highlight it in green

Step 2: Next step targets

The part of the work highlighted in green demonstrates where they need a next step.

Further instructions relating to their next step can be written at the bottom e.g. Use direct speech in your final paragraph.
Teachers do not need to write a comment other than a next step
Marking should also comment on the presentation, if poor. When presentation is commented on, the subsequent pieces of work should show an improvement in presentation
Remember to give presentation warnings when presentation is not satisfactory. Write a P inside a triangle. Once a child has three, they must rewrite a piece of work.
Next steps must be something that the child responds to and edits in that piece of work and must model the handwriting policy.
Next steps will usually address the success criteria but there will be occasions when a more generic next step will be needed in order to move the learning on.
Further verbal guidance may sometimes be necessary in order for a child to respond in an age appropriate way.

Appropriate next steps may include:

- Addressing mistakes e.g. errors in grammar, missed punctuation or calculation errors. The teachers will judge whether a child has a further misconception around this which needs addressing. The teacher will scaffold the child to address their mistake rather than just circling the error. For example, rather than circling an incorrect answer, the teacher will write 'write the inverse calculation to check your answer is correct.
- Providing the child with a worked example in maths to support them to achieve the right answer
- Rewriting a sentence or calculation after verbal feedback or specific instruction e.g. *use direct speech in your final paragraph*
- Choosing a different adjective/s or encouragement to use a thesaurus to improve the range of adjectives
- Agree/ disagree questions
- Spot my mistake
- Spot what I have done well

Praise can be used but must be specific for example, well done for spelling your common exception words correctly or well done for meeting your punctuation target.

Appropriate pupil responses

In EYFS and Year 1, children respond better to verbal feedback. However, children like to see that their hard work has been acknowledged and validated by the teacher. Children will look for the 'tickled pink', highlighting where they have met the learning objective.

Where they see something highlighted in green, children will know that there is something to address. Teachers can write a comment if appropriate or they can signify that it has been verbally discussed using VF. Children will complete their next steps in small groups with the support of an adult.
From Year 2 children will edit their work, initially, in small groups with an adult. They will work towards editing independently through the year. The feedback will be included into lessons, informing starters and plenaries. Verbal feedback may be used more often for children with additional needs. Teachers will use their own professional judgement to decide what will work best for a child with particular needs. Monitoring will show verbal feedback has been effective if progress is evident in books.

In KS2, teachers are expected to allot time for children to respond to marking and use TA for support when needed.

General guidelines for pupil responses are as follows:

- 'Next step' targets should be responded to.
- The same target should not be set repeatedly without evidence of the child trying to address it.
- Responses should be age and ability appropriate and will contribute to the child's overall targets
- Responses should still display appropriate handwriting from the child.
- Appropriate responses need to be clearly modelled by the teacher.
- Peer and Self-Assessment against the success criteria remains important. The children will use the success criteria to assess where they/peer is and use the SC to set targets for themselves and others. This should happen where and when appropriate and is not a daily expectation.

Step 3: Overall success
Finally, there needs to be an indication of their general success against the learning objective. If the child has achieved the learning objective, it will be highlighted in pink. If they have partially achieved it, the learning objective will be partially highlighted in pink. If they have not achieved the learning objective yet, it will be highlighted in green.

<u>Types of marking</u>
In-depth marking – teachers should follow the 3 steps. This type of marking will vary according to the needs of the learner and where in a sequence of learning the piece sits e.g. first drafts will need more marking than a plan. 'Next step' targets must be set against the success criteria and/or to move the child on in their learning journey.
Light-touch marking – this is where the work is acknowledged through highlighting of the LO and SC. Ticks and highlighting may also be used within the work.

Frequency of marking

All pieces of work must be acknowledged through highlighting the learning objective.
On average, every third piece of Maths/English will need to be marked in depth.
However, this will depend on the needs of the child and the nature of the task.

SEN Marking

There should be a dialogue between the teacher and TA. Teachers are accountable for the progress of all students in their class.

Children's work should include their errors. Children should be allowed to make mistakes

Levels of independence- some work should be more independent in order to provide opportunities for assessment.

In order to assess, teachers need to ensure that they work with their SEN children.

Children working far below age related expectations will be assessed on the year group work that they have been taught using teacher assessment or a standardised test from a different year group. This will be agreed by the assessment lead.

Children's work should be planned and assessed using their targets on their support plans or EHCPs.

Foundation subjects

In history, geography and R.E teachers will complete light touch marking but will need to give a next step where serious misconceptions are identified or information is incorrect.

In computing, most work will be saved to the server or google classroom, however where work is completed in books, teachers will complete light touch marking.

In science, every piece of work should be marked and teachers should focus on the working scientifically skills as well as the success criteria when doing so. A next step should be set at a minimum of every other week.

For PSHE verbal feedback can be used.

Home learning needs to be acknowledged and light touch marked.

Pupil progress reviews

Pupil progress reviews are conducted throughout the year and are based on the summative assessment levels. Gap analysis is used to support teachers to identify next steps. Actions in place on the basis of this data are reviewed.

Roles and Responsibilities

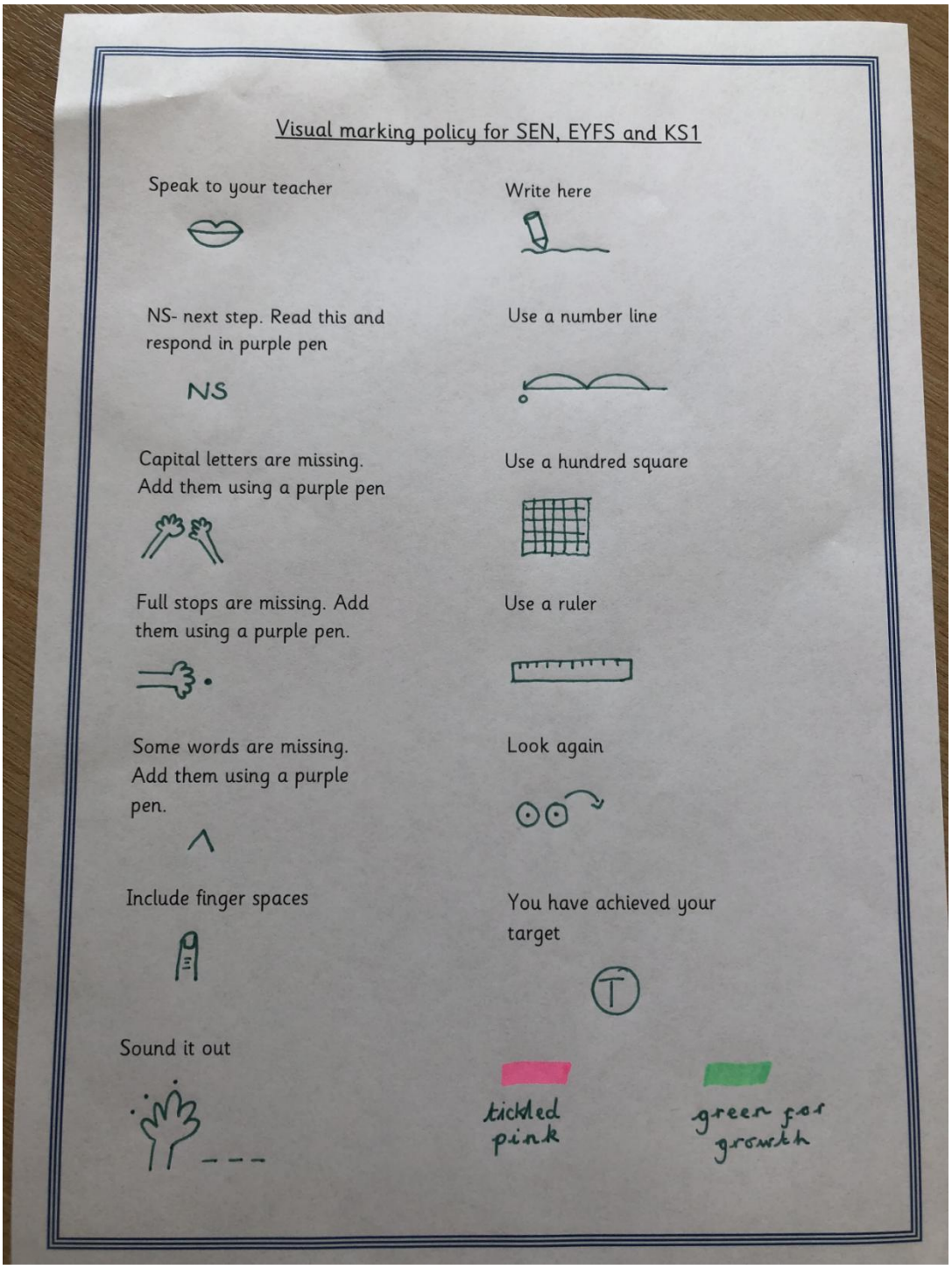
The Head Teacher is accountable to the Governing body for the implementation of the assessment policy.
The Assessment Lead holds responsibility for ensuring:
·the assessment policy is up-to-date;
·the assessment policy is representative of best assessment practice;
· that appropriate standards of performance are applied and maintained over time and that all staff are supported in its use and application.

Ofsted has stated the following: *Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*

Appendix A: Learning objectives and success criteria

Adults	Children
• Ensure that the LO matches the learning in the lesson and National Curriculum by using Target Tracker statements • Make clear the LO/SC for the lesson by 'unpicking' and contextualising – often giving pupils an opportunity to practise parts of it • Accurately break down and clarify how to achieve the learning objectives (success criteria) • Use the LO / SC to drive the learning throughout the lesson and return to it at purposeful points throughout the lesson • Make links with previous and subsequent learning • Ensure the SC is (largely) skills based and shows clear differentiation or personalisation	• Use LO/SC independently to support their learning and can articulately discuss what they are learning / how well they are learning • May have shaped or developed LO/SC themselves • Articulate links to previous and future learning • Explain clearly what they are learning and how best they can achieve their LO • Articulate links to previous and future learning and can apply previous learning to new and different contexts

Appendix B



Policy checked and signed Katija Ali

Date 18.9.25