



Arnbrook Primary School

Assessment, Marking & Feedback Policy

2026–27

Including assessment, marking, feedback, presentation and reading records

1. Purpose and Rationale

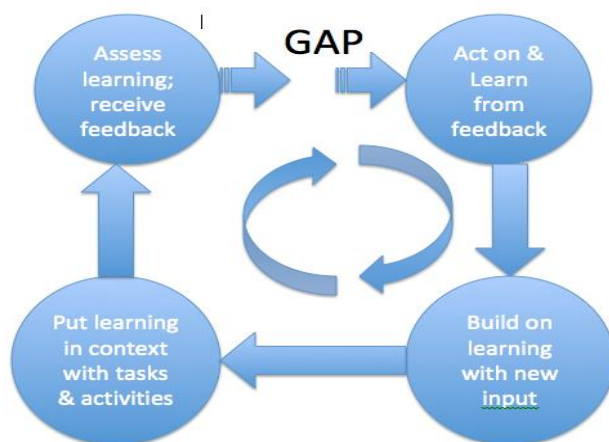
This policy outlines the approach to assessment, marking and feedback across the curriculum at Arnbrook Primary School. Our approach is designed to have a positive impact on learning while ensuring that feedback is purposeful, manageable and focused on helping children improve.

We value each child as an individual and want every pupil to develop an active role in their own learning. Assessment and feedback should help children understand what they have done well, what they need to improve and, most importantly, how they can improve it.

Our approach will:

- Help pupils make progress by identifying strengths, misconceptions and next steps.
- Prioritise timely verbal feedback and feedback through dialogue with the child, rather than relying on extensive teacher-written comments.
- Develop pupils' independence and ability to respond to feedback.
- Promote pride in work and consistently high expectations for presentation.
- Ensure that assessment informs teaching, planning and provision.
- Build positive relationships by recognising effort, success and improvement.
- Ensure assessment and feedback are consistent across the school without creating unnecessary workload.

Our core concept is 'closing the gap': pupils should be given opportunities to act on feedback and improve the quality of their work. Feedback is most effective when the child understands it and is given time to respond.



Our policy is rooted in evidence and academic research, summarised by the following quotes:

'The most powerful single moderator that enhances achievement is feedback' John Hattie

'The impact of feedback is 124 times more cost effective than reducing class sizes' (Higgins/Sutton Trust Report)

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session

2. Aims of the Policy

- Ensure pupils understand feedback and know how to act upon it.
- Use assessment information to adapt teaching and provision.
- Make feedback an active part of the learning process rather than a written commentary after learning has finished.
- Develop pupils' self-esteem through specific praise and recognition of achievement.
- Create dialogue between adults and pupils that supports progression.
- Develop independence, self-reflection and responsibility for learning.
- Promote high standards of presentation and pride in work.
- Ensure a consistent and manageable approach across the school.

3. Our Principles of Feedback

At Arnbrook, feedback should be timely, specific, proportionate and useful. We recognise that the most effective feedback is often given during the lesson, when the adult and pupil can discuss the work and make an immediate improvement together.

3.1 Verbal Feedback and Feedback Through Dialogue

- Verbal feedback is the primary form of day-to-day feedback wherever it is appropriate.
- Teachers and support staff should give feedback at the point of teaching, during independent work, during guided/group work or during a learning review.
- Feedback should identify success and/or an improvement linked to the Learning Objective (LO) and success criteria.
- Where possible, the child should act on the feedback immediately with the adult present.
- Adults should check that pupils have understood the feedback rather than assuming that a comment has been understood.
- Feedback may be recorded using the agreed marking key (for example, VF) where this helps communicate the nature of the support provided.
- Feedback should be proportionate to the age, stage and needs of the pupil.

3.2 Marking With the Child

Marking should increasingly be an interactive process. Adults should, wherever practical, mark alongside pupils or discuss work with pupils rather than completing extensive written marking after the lesson.

- Celebrate success with the pupil and explain why the work is successful.
- Identify a precise improvement where one is needed.
- Give the pupil time to correct, edit, improve or extend their work.
- Ask pupils to explain what they have changed and why, where appropriate.
- Use questioning to encourage pupils to identify errors or improvements independently.
- Record written feedback only where it adds value or where a clear record is required.

3.3 Written Feedback

Written feedback should be used selectively and purposefully. It should not duplicate feedback that has already been given verbally or through dialogue.

- A maximum of three successful features may be identified where appropriate, using the agreed double tick (✓✓) or green highlighter. These should be linked to the intended learning and subject-specific.
- In Maths, answers may be marked with a tick (✓) or cross (x), with misconceptions addressed through teaching, verbal feedback or an appropriate response.

- A written next step should be used when it will genuinely move learning forward, particularly in extended writing or where the pupil needs a record of what to improve. This will then inform the child's writing target, to be worked on throughout, for example a half term.
- Next steps should be child-friendly, actionable and linked to the Learning Objective and/or success criteria.
- Pupils should have an appropriate opportunity to respond to written feedback, using green pen where appropriate.

4. Learning Objectives, Dates and Presentation

Presentation is an important part of our expectations for learning. We want pupils to take pride in their work and understand that careful presentation demonstrates respect for themselves, their learning and others.

4.1 Learning Objectives and Dates

- All dates written in pupils' books must be underlined.
- All Learning Objectives (LOs) written or displayed in pupils' books must be underlined.
- Teachers should ensure that pupils know and understand the Learning Objective before and during the lesson.
- Learning Objectives should be concise, age-appropriate and clearly connected to the learning taking place.
- Where an LO is pre-printed or displayed electronically, the expectation is that the version appearing in the pupil's work is presented clearly and consistently.

4.2 Pride in Presentation

Across the school, adults should consistently reinforce the expectation that pupils take pride in their presentation. This includes:

- Writing neatly and legibly, using the handwriting expectations appropriate to the year group.
- Using the correct writing implement and equipment.
- Starting work in the correct place and following the agreed layout for each subject.
- Underlining dates and Learning Objectives as required.
- Taking care when drawing, colouring, labelling, sticking in work and completing diagrams or tables.
- Correcting mistakes appropriately rather than rushing or presenting untidy work.
- Using rulers where appropriate and taking care with mathematical presentation.
- Maintaining high standards even when work is completed independently or without direct adult support.
- Adults addressing poor presentation at the point it occurs through verbal feedback and, where necessary, allowing pupils to improve it.

Praise and recognition should focus not only on the final product but also on care, effort, improvement and growing independence. Dojo stickers may be added to books to recognise particularly good work, presentation, effort, improvement or other achievements.

5. Assessment Across the Curriculum

Assessment is used to identify what pupils know, understand and can do and to inform subsequent teaching. We only collect assessment information where it will be used to impact on pupils' learning.

5.1 Core Subjects

In Maths, Reading and Writing, teachers make termly judgements on each child's current attainment using the school's agreed assessment approach: experiencing, emerging, expected or exceeding. These judgements are informed by regular formative assessment and recorded through the school's online assessment system.

- Summative assessments, including appropriate SATs papers and NFER assessments, support teacher judgements.

- Assessment information is scrutinised and used to inform teaching, adapt provision for individuals and groups, and identify professional development needs.
- Moderation of teacher assessment takes place regularly within school and, where appropriate, with trust colleagues.

5.2 Wider Curriculum

- Teachers identify and assess key knowledge and concepts within each unit.
- A 'Rewind' at the beginning of lessons should revisit previously acquired key knowledge through a small number of multiple-choice questions.
- Teachers use responses to identify misconceptions and adapt teaching immediately where necessary.
- Composite tasks provide opportunities for pupils to deepen understanding and reflect on key concepts, ideas and issues.
- Teachers reflect on units taught and the effectiveness of teaching and learning to inform future planning, resources and provision.

6. Presentation and Feedback Expectations by Phase

Early Years Foundation Stage

Presentation expectations develop gradually and are appropriate to children's developmental stage. Adults model care, pride and the correct use of resources while celebrating increasing independence.

Key Stage 1

Adults explicitly teach and reinforce routines for dates, Learning Objectives, handwriting, layout and corrections. Feedback should be immediate and accessible, with children increasingly encouraged to improve work themselves.

Key Stage 2

Pupils should take increasing ownership of presentation and feedback. Adults should challenge pupils to identify and correct errors, improve presentation and respond independently to verbal and written feedback.

7. Reading Records and Reading Diaries

Reading is a priority across the school and reading diaries provide an important record of pupils' reading experiences, progress and support. Reading diaries will be checked daily.

- Adults will check reading diaries daily and use the information to identify patterns, celebrate reading and address any concerns.
- Where appropriate, adults should provide brief verbal feedback to pupils about fluency, expression, comprehension, vocabulary and reading habits.
- Any concerns about reading progress, engagement or access to reading should be shared with the class teacher and addressed through the school's normal assessment and support processes.

8. Spelling and Corrections

- A maximum of three spellings may be identified for pupils to practise where appropriate.
- Spelling errors should be underlined or circled, with the correct spelling provided in the margin where appropriate, for the pupil to correct and check.
- In English, focus should be on high-frequency words and vocabulary relevant to the pupil's current learning.
- In the wider curriculum, technical and subject-specific vocabulary may be identified.
- Corrections should be purposeful and completed by the pupil wherever possible.

9. Self and Peer Assessment

- Pupils should be encouraged to reflect on their own work and, where appropriate, provide feedback to peers.
- Adults should model effective self and peer assessment before expecting pupils to use the process independently.
- Pupils should be encouraged to re-read their work and identify mistakes independently.
- Adults should remind pupils of the specific focus for checking, linking back to the Learning Objective and success criteria.
- Self and peer assessment should be constructive, respectful and focused on improving learning.
- All peer and elf assessment should be completed in green pen.

10. Behaviours for Learning and Recognition

We recognise behaviours that demonstrate the characteristics of an effective learner. Where pupils demonstrate positive learning behaviours, including resilience, reflection, independence, care and pride in their work, they may receive an 'Awesome Arnbrook' sticker linked to the behaviour.

Dojo stickers may also be added to books to recognise particularly good work, excellent presentation, significant improvement, effort or other positive achievements. Recognition should reinforce the behaviours and attitudes we want pupils to develop.

11. Marking and Assessment Key

Mark / Code	Meaning
Next step →	A specific action to move learning forward.
✓✓	Identifies excellence or a particularly successful feature of work.
Spelling underlined or circled	Spelling error identified for the pupil to correct.
I	Independent work/support level as appropriate.
AS	Adult support given.
G	Group reading.
VF	Verbal feedback given.

12. Inclusion and Additional Needs

Assessment and feedback should be accessible to all pupils. Adults should adapt the way feedback is given according to age, stage, communication needs, SEND and individual circumstances.

- Verbal feedback should be clear, concise and supported by modelling or visual prompts where appropriate.
- Adults should avoid unnecessary written demands where these create a barrier to demonstrating learning.
- The marking and feedback approach should support independence rather than create dependence on adult correction.
- Support codes should be used consistently where they provide useful information about the level of support received.
- Adaptations should maintain high expectations while enabling pupils to access the learning and demonstrate what they know.

13. Workload and Professional Responsibility

The move towards verbal feedback and marking with the child is intended to ensure that staff time is focused on teaching and learning rather than extensive written commentary.

- Teachers are not expected to write comments on every piece of work.
- Written feedback should be purposeful and should not repeat feedback already given verbally.

- Teachers should use assessment information to inform planning and responsive teaching.
- Feedback should be completed as close to the learning as is practical.
- Leaders will monitor the impact of the policy on pupil progress, presentation, independence and staff workload.

14. Stakeholder Involvement

Staff, parents/carers and pupils will be informed about the school's approach to assessment, marking and feedback. The policy will be made available through the school's normal communication channels. The approach will be reviewed regularly to ensure it remains effective and manageable.

15. Monitoring and Review

- The Headteacher will be responsible for monitoring the implementation and effectiveness of this policy.
- Monitoring may include book looks, pupil voice, learning walks, review of reading diaries and discussion with staff.
- Monitoring will consider the quality and impact of verbal feedback, pupils' response to feedback, presentation and pride in work, consistency of agreed codes and the impact on staff workload.
- The policy will be reviewed during the 2026–27 academic year and updated where necessary.

Appendix 1. Key Expectations at a Glance

- Feedback should improve learning, not simply record that work has been completed.
- Prioritise verbal feedback and dialogue with the child.
- Mark with the child whenever practical.
- Give pupils time to respond to feedback.
- Do not write comments that simply duplicate verbal feedback.
- All dates must be underlined.
- All Learning Objectives must be underlined.
- Pupils should take pride in the presentation of their work.
- Dojo stickers may be used in books to celebrate good work, presentation, effort and improvement.
- Reading diaries must be checked daily.
- Use the agreed marking key consistently.