REDLAND PRIMARY SCHOOL ASSESSMENT AND FEEDBACK POLICY

Reviewed by	Christa O'Brien – March 2026
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'Teacher Assessment is first and foremost about helping children to learn'.

AIMS:

- To improve the quality of teaching and learning in our school by using assessment information appropriately
- To monitor the progress the children in our school make
- To inform future planning, target-setting, evaluations and interventions.

ROLE OF THE TEACHER:

- To plan for assessment opportunities
- To use assessment information gathered to develop learning opportunities
- To monitor the progress of the children in their class and share with the Senior Leadership Team (SLT), children, parents/carers and external agencies when necessary
- To teach and model self and peer assessment strategies in order that children develop ownership of their learning
- To give children effective feedback, identifying the next steps in their learning
- To give children reflection time to act on any feedback
- To ensure that children are given appropriate learning opportunities in order to meet their targets, and to raise concerns with the appropriate staff member(s) if children do not appear to be meeting their targets.

ROLE OF THE PUPIL:

- To develop strategies for self and peer assessment, including using Success Criteria to evaluate their own/others' work
- To take an active role in their learning e.g.
  - ~ Acting on feedback given
  - ~ Asking questions.

ASSESSMENTS IN OUR SCHOOL:

- Statutory tests – Phonics Screening; MTC (Multiplication tables check); End of Key Stage 2 Tests
- On-going teacher assessments using a range of materials in Reading, Writing and Maths. This is formalised in the pupil assessment tracking software, Insight, 3 times a year.
- End of unit tests/tasks where the teacher thinks it is appropriate as an aid to teacher assessment
- Topic quizzes to assess knowledge and understanding of foundation subjects reflected in topics.

MONITORING PROGRESS:

- Pupil progress meetings between class teachers and members of SLT
- Moderation of work on a regular basis (as identified by subject leaders/SLT)
- Use of Insight, 'FFT' and 'IDSR' to track cohorts, groups of pupils and individual pupils when necessary.

REPORTING:

- Opportunities for parent consultation evenings

- Provide an end of year written report which include results of statutory tests and assessments, where necessary and gives information relating to progress and attainment.

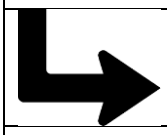
FEEDBACK STRATEGIES:
As teachers, we recognise that the most valuable feedback happens **with** the child.

Feedback can take different forms including:
- Verbal feedback in class/groups or 1-1
- Summative and formative feedback/marking to acknowledge children's work and understanding
- Self/Peer marking – this needs to be explicitly modelled by the teacher in the first instance.

MARKING
Teachers mark in purple. Supply teachers should mark all work they have taught and should initial any comments made. See Appendix A for marking codes.

Equal Opportunities
All children are entitled to be taught in ways appropriate to their abilities enabling individuals to demonstrate progress and achievement, regardless of gender, culture or special needs.

Appendix A
KS2 Marking symbols

What is it?	What does it mean?
✓	I like this!
✓✓	I love this!
	Something you need to complete after reading it.
Purple pen	Teacher comments