



Assessment and feedback policy

| | |
|--|----------------|
| Last updated by senior leaders | March 2026 |
| Last reviewed by advisory board | March 2026 |
| Next review due | September 2026 |

Introduction

- The key purpose of assessment is to establish pupils' starting points and to inform planning and teaching that moves pupils on in their learning and development. It is an essential part of everyday classroom practice that involves both teachers and pupils in reflection, dialogue and decision making.
- Continued monitoring of pupils' progress gives a clear picture of how each pupil is doing. It is important that teachers know what has been remembered, what skills have been acquired and what concepts have been understood. This enables them to inform their future planning. The outcomes of our assessments help pupils become involved in raising their own expectations, celebrating their own achievements and increasing their self-motivation. Our assessments also provide important information which underpins updates and reports to parents and carers.

Preparatory School

Key assessment points in the Preparatory School

- Standardised Tests at the beginning of the Autumn and end of the Summer Terms (English, Reading, Spelling, Mathematics and Science).
- CAT4 Tests in Autumn, Spring and Summer Terms.
- Foundation subject examinations in the Autumn and Summer Terms.

Marking and feedback

Philosophy

It is vital that a pupil's work and progress made in every area of development is responded to in a positive manner in order to help pupils realise their potential. Our pupils are supported to grow in self-esteem and confidence so that they can celebrate their successes and acknowledge their weaknesses, taking the necessary steps to improve without much prompting. We aim to create a positive learning environment in which pupils are proud to 'own' their work and regulate their efforts readily and willingly. Any form of feedback demonstrates a partnership between an adult and a pupil or between two pupils, if feedback is peer based.

Key points

1. Feedback for learning should be part of a day-to-day discussion (and for young children in the early years should be immediate and affirming)
2. Marking and feedback will vary according to the age/stage of pupils
3. All comments, whether written or shared verbally, should help to inform what to do next, with prompts and clues provided as necessary

4. There must be time to respond to comments as and when appropriate
5. Pupils will be regularly encouraged to work with a 'talk partner' to make amendments or corrections together
6. Teachers will explain the purpose of marking and feedback to parents
7. Pupils will know 'what a good one looks like' by seeing examples of each other's work on display – so they know what they are aiming for
8. Marking and feedback will usually relate to learning objectives and success criteria.

At St. John's Prep. School, adults working with pupils:

- provide feedback as they observe learning.
- write comments that identify specific and important achievements.
- use a green pen.
- acknowledge with a tick, date or signature for some tasks.
- provide in-depth focused, analytical marking for other tasks.
- highlight specific areas for praise, improvement or correction.
- use meaningful symbols where appropriate (that are understood by pupils). Please see Appendices 1 and 2.

At St. John's Prep. School pupils:

- are given praise for their achievements – which may relate to how well they have understood the learning objective.
- are praised for effort.
- given guidance for correcting mistakes.
- know which areas of work need to be explained, expanded or extracted.
- are given time to reflect on their work.

Marking and feedback principles

- Accessible to all pupils and age appropriate.
- Constructive and a positive experience.
- Offer praise and encouragement for achievement.
- Provide clear steps/targets for improvement.
- Marked promptly to enable pupils to improve their work.
- Give pupils the opportunity to respond to comments.
- Take account of individual learning needs.
- Relate to the learning objective.
- Manageable for the teaching staff.
- Inform future planning.
- Consistent throughout the school.

Written marking style

- Completed in green ink.
- Written accessibly, differentiated and age appropriate.
- Written in accordance with the handwriting policy.
- Achievements are acknowledged through use of stickers and stamps.
- Any work completed with support (adult or resource) must be indicated with an 'S' for supported work.

Types of marking and feedback

Verbal feedback

It is important for all pupils to receive verbal feedback from the adult who is working with them. This dialogue can be used to outline achievements, explain misconceptions and to extend the pupil's learning by setting targets.

- Note in the margin of the pupil's work if verbal feedback is given. One word may be used to explain the content of the feedback e.g. tenses /capitals/commas.



Summative feedback/marking

This type of marking is usually during closed tasks where the answer is either correct or incorrect. For these tasks use:

✓ a tick when an answer is correct

● a dot when an answer is incorrect.

Pupils in Key Stage 2 can also mark these types of tasks with a Red for any peer marking/assessment and are taught to mark using this code.

Formative feedback/marking

This type of marking allows the teacher to monitor the progress of a pupil and to provide written feedback. However, not all pieces of work can be quality marked. Teachers need to decide whether work will be acknowledged with a tick, brief comment and/or sticker or given detailed attention. Acknowledgement should always relate to the learning objective of the lesson e.g. 'Learning objective achieved'. A tick by the title to show that an objective has been achieved.

Quality marking

The aim of quality marking is to provide the pupil with praise for the achievements and next steps to take their learning forward or to help them improve. In each subject, a third of all work should be quality marked. These pieces of work should be marked according to the learning objectives given in the lessons.

To ensure work is quality marked teachers:

- Consider the entire piece of work.
- Look for examples of where the pupil has met the learning objective.
- Give a clear comment related to the learning objective.
- Correct the spelling of key words (age and level appropriate) and technical vocabulary related to the subject and lesson. (3x - KS1 and 5x – KS2 maximum.)
- Use symbols for marking, to correct punctuation and grammar (see appendix).
- Provide next steps for making improvements.
- Give a comment/question, which will extend the thinking of the pupil when possible.

Targets and next steps

Next steps - During summative and formative marking, next steps can be given to enable pupils to make further progress in the next lesson.



- is used and then a clear indication of the next step can be given.

Pupils' responses to marking and feedback

Self-marking and evaluation

- Response Time - time given to pupils to read, consider and respond to the written feedback the teacher has given. This must happen at least twice a week. In this time, pupils can liaise with the teacher if they need further help or are having difficulties. Pupils respond to teacher's marking in purple pen.
- Self-evaluate – pupils can evaluate their own progress in a lesson, next to the Learning Objective. They draw a green, orange or red circle to indicate how they feel the lesson went for them.



Understood the LO



Needs more support to meet the LO

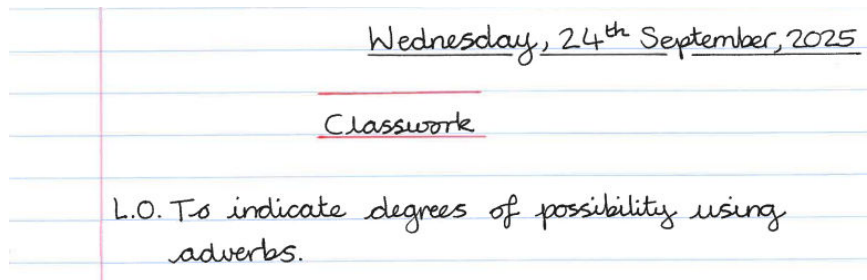


Did not understand the LO

Presentation

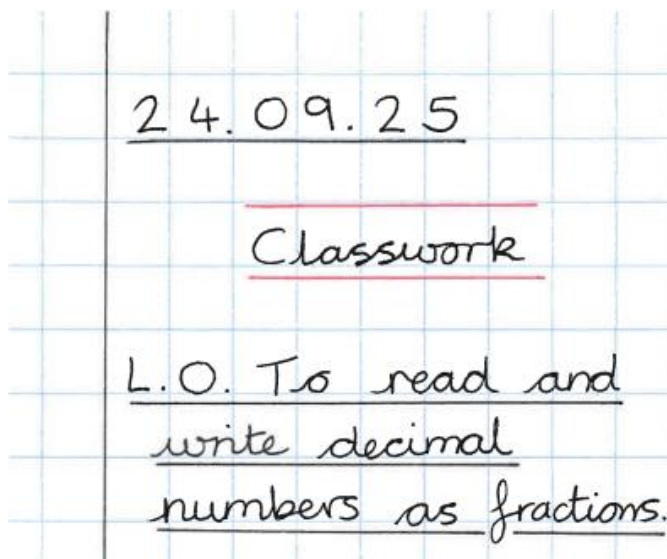
English and Written Subjects

- Write the long date on the right (e.g. *Monday, 22nd June 2025*).
- After the date, write **Classwork**, overlined and underlined in red.
- Begin each piece with LO: To...
- Teacher adds LOA next to the LO when achieved.

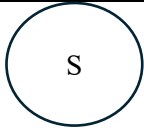
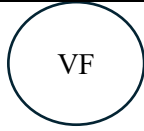









Mathematics

- Write the short date on the left.
- Leave one line, then write **Classwork** (overlined and underlined in red).
- Begin each piece with LO: To... (written in KS2, stuck in KS1) on the left.
- Underline the date and LO with ruler and pencil.
- Teacher adds LOA next to the LO when achieved.
- Start new work below the ruled-off section (after marking/feedback) or on the next page.
- Write one digit per square.
- Leave one square between question numbers and answers.
- Word problems to be stuck into the book.
- Draw tables, charts, and diagrams neatly in pencil with a ruler; use coloured pencils where appropriate.

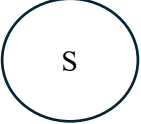
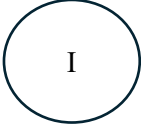
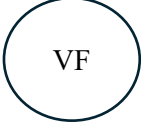
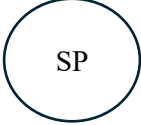
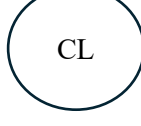
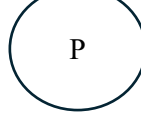

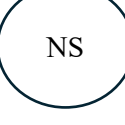


Appendix 1 – EYFS & Key Stage 1 Symbols

| | |
|---|--|
|  | Support Work |
|  | Verbal Feedback |
|  | Use the phonics that you have been taught. |
|  | Full stop needed |
|  | Capital letter missing |
|  | Next step |
|  | Use finger spaces |
|  | Letter formation |
|  | Use the correct pencil grip |

In the Early Years Foundation Stage (EYFS), much of the work is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where carefully planned questioning includes next steps to move the children on in their learning 'In the Moment'. Within the EYFS, there are numerous opportunities for effective marking and feedback, predominantly constructive comments during and after practical activities, professional discussions between EYFS staff, and the annotation of evidence on Tapestry, including photographs. Please see the separate EYFS policy.

Appendix 2 – Key Stage 2 Symbols

| | |
|---|---|
|  | Supported Work |
|  | Independent Work |
|  | Verbal Feedback |
|  | Spelling Mistake – Written in the margin. |
|  | Capital Letter |
|  | Punctuation needed |
| // | New Paragraph |
|  | Full stop needed |
|  | Next step |
| LOA | Learning Objective Achieved |
| WTLO | Working towards the learning objective |

Senior School

- We plan our lessons with clear learning objectives, in accordance with the relevant curriculum plans and examination specifications. As teachers develop a detailed knowledge of each pupil, we strive to ensure that all tasks set are appropriate to each pupil's ability. We provide for differing abilities and strengths through the use of a variety of activities and materials.
- Teachers share the lesson's learning objectives with pupils as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged.
- Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

Methods of assessment

In our school the methods of assessment are:

- Individual and Mini Tests.
- Winter, Summer and Mock Examinations.
- Mock Exam practice and Mock Exam week for G.C.S.E. and A levels.
- Standardised Tests in the Autumn and Summer Terms.
- CAT4 tests in the Spring Term.

Setting targets

- We set targets in all subjects for each year group. We discuss individual targets where necessary and communicate these to parents. If the pupil does not make enough progress, he/she will be placed on academic report to their form teacher, or, if necessary, on report to the Headteacher, to monitor the pupil's achievement and homework. Pupils' progress towards their target is discussed in Departmental meetings and reviewed by Heads of Department/Subjects and targets revised where necessary. We also review the progress of each pupil at the end of the academic year and communicate individual levels of attainment in the end of year report, and set revised targets for the next academic year. KS4 pupils and KS5 students have specific targets based on their own strengths and weaknesses.

Differentiation

- Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs. We actively involve pupils in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between pupils, not just 'ability', and build on what individual pupils know and can do.

Evidence

Evidence is information that supports a judgement:

- to support the judgements of staff for formative and summative assessments.
- to evaluate curriculum provision and learning experiences.
- to inform other staff in school.
- to inform other users such as parents, new schools, and support staff.

Keeping evidence

A wide range of evidence is kept in the form of:

- assessment records and exam results for each pupil and class
- pupils' workbooks and folders
- teachers' notes of observations
- test results
- self-assessments.

For evaluation

- Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, classes and year groups.
- Evaluations are carried out weekly through our short-term planning and topic evaluations at the end of each term or half-term. This information helps each teacher plan the next stage forward.

Recording

- We recognise various methods of assessing pupils' learning. The type of assessment that we make varies from subject to subject. We keep formal records of all assessments.

The purpose of recording is to:

- help teachers monitor pupils' progress – many of our records, for example reading, daily work, are shared with pupils. The sharing of these records helps motivate pupils.
- recognise achievement and celebrate this with each pupil. This is achieved through a positive approach to marking work and use of house points, stickers, certificates etc.
- identify pupils' strengths and weaknesses
- form the basis for reporting.

What do we record?

- Pupils' progress in all subjects – these are recorded in the teachers' mark books and on the school's progress-tracking system and pupils' reports in the Autumn, Spring and Summer terms.
- Strengths and areas for improvement – appropriate comments are made on the pupils' report.
- Qualities, skills and achievements – these are recorded in the final school report at the end of the Summer Term.
- Individual needs, which are identified through individual assessments.
- Care is taken not to judge progress over too short a period. At the end of each year, each teacher shares and discusses this information with the pupil's next teacher. G.C.S.E. and A level students' progress are closely monitored by subject teachers, Heads of Department/Subject, form teachers and the senior management team to maintain high achievements for each individual. There is a close collaboration and communication among the staff in case of any issue or concern.

Reporting to parents and carers

- We have a range of strategies that keep parents fully informed of their child's progress in school either at parents' evenings or via our termly reports. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- In addition to report cards, during the Spring (for G.C.S.E. and A Level students) or Summer Terms for 1st to 4th Forms and the Lower 6th, we give all parents a comprehensive written report of their child's progress, attainment and achievements, as well as target areas for the next school year/term.

Between staff

- It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

Marking work and providing feedback to pupils

- Providing accurate, developmental feedback to pupils is important, as it tells them how well they have done, and what they need to do next in order to improve their work and extend their learning.
- Teachers mark work in accordance with departmental expectations, which vary by subject. In more practical subjects, such as physical, technological, and aesthetic and creative education, verbal feedback is the predominant method through which teachers provide feedback.

- When we give written feedback to a pupil, we relate this to the learning objective/s for the lesson. We make clear whether the objective/s has/have been met. If we consider that the objective has not been met, we make clear why we think so. In either case, we identify what the pupil needs to do in order to produce (even) better work in the future.
- All written comments are made in clear, legible, neat handwriting. Comments are positive, constructive and developmental, aiming to inform or advise the pupil on how he/she can improve their performance. Comments may be written at the end of a piece of work or part way through depending on the layout of the work.
- All classwork is at least ticked by the teacher; all homework is marked in full.
- Where appropriate, stickers and house points may be awarded for both or either the quality of work and/or effort made by the pupil.
- Answers are ticked or corrected as appropriate; spelling, punctuation and grammar mistakes are usually corrected, depending on the subject.
- Teachers provide pupils verbal feedback on their work in all subjects, whenever possible. We usually do this when pupils are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the pupils' work, and do so for pupils of all ages. We do not always aim these comments at the pupils; quite often we write something that is useful to both parents and teachers, too.
- Teachers' feedback confirms pupils are on the 'right track', and encourages them to improve. Teachers give pupils suggestions as guidance, but they recognise that pupils gain most when they think things through for themselves. Pupils are expected to act on teachers' guidance or feedback.
- Having pupils assess their own or each other's work can be effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers typically mark the work themselves afterwards.
- We typically allow time at the beginning of lessons for pupils to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when pupils enter into a dialogue (written or verbal, or a combination) about their work and learning.

Marking and presentation guidelines

- Pupils are encouraged to work to a high standard and as such great emphasis is placed on setting out work neatly and correctly, which may vary depending on the subject.
- Learning objectives are always shown at the beginning of each lesson and typically written in pupils' books, though this latter point is not a requirement.
- If the work is not neat enough, it may be appropriate, depending on the pupil and any additional needs they may have, to request that the work is repeated, paying closer attention to presentation.

Monitoring standards of pupils' work and consistency in marking and feedback

- All subject leaders study examples of pupils' work within their subject area. By doing this we ensure that we make consistent judgements about standards in the school. It is the Head of Department's/Subject's responsibility to ensure that the samples that they monitor of pupils' work reflect the full range of ability within each subject.
- Senior leaders and external advisory board members frequently monitor the quality of pupils' work across the curriculum.