



## **Jacksdale Primary School & Nursery**

# **FEEDBACK & ASSESSMENT POLICY**

Reviewed: January 2025

Interim review: July 2025

Next review due: January 2027

At Jacksdale Primary School, we are committed to raising standards, establishing high expectations and promoting effective teaching and learning. We believe that timely, effective feedback is crucial in enabling children to develop their understanding, improve attainment and make strong progress. We recognise the importance of developing independent learners by providing children with the skills and resilience to reflect on and review their work, and to make subsequent amendments and improvements.

In this policy we set out the principles and procedures that will guide our practice in relation to improving the standard of feedback and assessment across the school; establish an ethos of positive dialogue between the children and their teachers regarding the evaluation of their work; and instill confidence in all children whatever their ability. All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

## **Aims:**

As a staff at Jacksdale, we aim:

- to provide a whole school framework for effective feedback that directly contributes to raising the achievement of all pupils;
- to encourage dialogue between children and adults regarding progress, successes and areas to develop;
- to ensure standardisation and consistency of practice throughout the school;
- to provide guidance to staff on the purpose, types and frequency of effective feedback and assessment.

## **Principles of Feedback and Assessment:**

The principles underpinning this policy are to ensure that:

- the process of offering feedback is a positive experience, with recognition given to the efforts as well as the achievements of every child;
- the sole focus of feedback should be to further children's learning and understanding;
- evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- feedback should empower children to take responsibility for improving their own work; written comments should only be used as a guide for those children who otherwise are unable to locate their own errors, even after guided modelling by the teacher;
- children receive timely feedback: during the lesson if possible
- children's self-assessment in each lesson is promoted.

## **Purpose:**

The teachers at Jacksdale offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost self-esteem and raise aspirations, through use of praise and encouragement;
- give the children a clear and detailed understanding of how far they have come in their learning, and how they can improve their work in the future;
- promote self-assessment;
- share high expectations;
- provide ongoing assessment to inform future lesson-planning;
- indicate levels of attainment and provide a basis for both formative and summative assessment;
- provide aspirational targets for all children.

## **Effective Feedback:**

Effective feedback takes place when:

- it is timely and promptly enables misconceptions to be addressed or enables children to further develop a strong understanding or piece of work
- success criteria are shared with children at the start of the lesson;
- feedback is selective, focusing on the specific learning that has taken place and is relates to the success criteria;
- comments made identify what has been done well and what still needs improvement;
- guidance is given on how to make the improvement;
- time is put aside for the improvements to take place and for pupils to follow up the feedback as part of the overall learning process;
- the Feedback and Assessment Policy is consistently followed by teachers across the whole school;
- persistent errors and patterns of errors are identified rather than every error made.

## **Feedback and Assessment in Practice:**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. *Live Feedback* - at the point of teaching
2. *Summary Feedback* - at the end of a lesson/task
3. *Next Lesson Feedforward* - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work.
4. *Summative Feedback* - tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

## Supporting pupils in becoming independent in reflecting on their work:

Pupils will be encouraged to reflect on their own learning and understanding throughout lessons. This may be carried out independently, with their peers or with an adult. Pupils will be taught how to review their own learning and work and how to make edits and improvements. Children will make amendments to their work in pink pen.




## Teacher Assessment

### Formative Assessment

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress frequently. Responses to questioning; teacher observations; and scrutiny of work enable teachers to make formative assessment judgements with regard to lesson objectives.

### Written feedback

Upon completion of every piece of written work, adults will assess how well the children have met the learning objective(s). This will be recorded to the right-hand side of the written learning objective by the teacher as follows:

	Not yet met the learning objective	Learning objective met - independently or with some support	Learning objective secure / greater depth
KS1			
KS2	√	√√	√√√

To support and promote staff wellbeing, teachers and other adults are not expected to make written comments on pieces of work but the majority of work should be acknowledged, using the RAG rating (red, amber, green or √ √√ √√√). Teachers are required to undertake deeper marking if a child has made lots of errors, has not understood the concepts covered, or there is the opportunity for the child to further develop a strong piece of work. This could take the form of a worked example, written comments, or a 'See Me' note.

If a teacher has supported the pupil during the independent work, a T in a circle should be recorded next to the piece of work in green pen. If it is a teaching assistant who has provided the support, a TA in a circle should be recorded.

## **Maths marking**

From Year 2 onwards, children are expected to mark their own work when possible using a pink pen. It is important that the teacher or adult checks that children are marking accurately. If a child has not understood what was covered in the lesson, the teacher will take action - see above.

## **Spellings**

- Adults will highlight up to 3 incorrect spellings in work - focusing on key word spellings or subject specific language. The spellings chosen for each child are at the discretion of the adult and their knowledge of the spelling ability of the particular child.
- The adult will correctly spell the identified words at the bottom of the piece of work.
- The child is to copy out the identified spellings three times next to the teacher's writing.

## **Marking extended pieces of writing**

Children from Year 2 onwards will produce an extended, independent piece of writing around every three weeks. These pieces will be assessed against the writing teacher assessment frameworks (Appendix 1). Teachers will tick statements they are confident the child has met in that particular piece of writing. For every piece, the teacher will address any errors or misconceptions; this may be by making corrections or giving a comment. In addition, the teacher will also explicitly comment on what the child has done well in the piece of writing. If it is difficult to convey this in a short comment, the teacher will add a 'See Me' note for further discussion.

## Summative Assessment

Throughout Key Stages 1 & 2, summative assessment will take place once per term for Years 1 - 5. Year 6 will carry out an extra baseline assessment in Autumn 1 using a SATs practice paper. Phonics and Multiplication checks using practice papers will also be baselined in Autumn 1.

	Entry Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Nursery	Entry Baseline (Paper Based)	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based only record children not on track: <i>Enabling MTP adaptation for cohort</i>
Reception	Phonics baseline	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	Paper based - only record children not on track: <i>Enabling MTP adaptation for cohort</i>	<b>ELG / GLD submitted to NCC &amp; DFE</b>
Year 1	Phonics baseline	Phonics assessment: <i>Enabling accurate groupings</i>  <i>NTS Test: Maths Reading SPAG</i>	Phonics assessment: <i>Enabling accurate groupings</i>	Phonics assessment: <i>Enabling accurate groupings</i>  <i>NTS Test: Maths Reading SPAG</i>	Phonics assessment: <i>Enabling accurate groupings</i>	<b>Phonics Check Submitted to NCC &amp; DFE</b>  <i>NTS Test: Maths Reading SPAG</i>
Year 2	Phonics baseline	Phonics assessment: <i>Enabling accurate groupings</i>  <i>NTS Test: Maths Reading SPAG</i>	Phonics assessment: <i>Enabling accurate groupings</i>	Phonics assessment: <i>Enabling accurate groupings</i>  <i>NTS Test: Maths Reading SPAG</i>	Phonics assessment: <i>Enabling accurate groupings</i>	<b>Phonics Check re-test submitted to NCC &amp; DFE</b>  <i>Optional KS1 SATs (Teacher assessment) submitted to DFE</i>
Year 3		<i>NTS Test: Maths Reading SPAG</i>		<i>NTS Test: Maths Reading SPAG</i>		<i>NTS Test: Maths Reading SPAG</i>
Year 4	Multiplications baseline	Multiplications assessment  <i>NTS Test: Maths Reading SPAG</i>	Multiplications assessment	Multiplications assessment  <i>NTS Test: Maths Reading SPAG</i>	Multiplications assessment	<b>Multiplications Check submitted to DFE</b> <i>NTS Test: Maths Reading SPAG</i>
Year 5		<i>NTS Test: Maths Reading SPAG</i>		<i>NTS Test: Maths Reading SPAG</i>		<i>NTS Test: Maths Reading SPAG</i>
Year 6	SATs Baseline	Sats Practice Test	SATs Practice Test	SATs Practice Test	KS2 SATs	<b>KS2 SATs (Teacher assessments) submitted to NCC &amp; DFE</b>

## Need to save it -marks



### Summative Assessment

You only put them as below if they are 2 years below

- Enter Data
- School Assessment

Maths	End of Autumn Term
Reading	End of Spring Term
Writing	End of Spring Term
GPS	Summer - End of June (ready for parent reports)
Science	Summer - End of June (ready for parent reports)

### Foundation Subjects

- Enter Data
- School Assessment

All 9 Foundation subjects	February Half Term
	Summer – End of June (ready for parent reports)

### Objectives

Maths	End of Autumn Term
Reading	End of Autumn Term
Writing	End of Spring Term
	Summer – End of June (ready for parent reports)

### Effort Grades & Parent reports

Summer – End of June (ready for parent reports)

\*Pupil reviews to be written / drawn and photos taken, to be inserted into parent reports

## **Tracking progress using Insight Assessment System:**

Insight is a pupil tracking system used to track the attainment and progress of whole school, cohorts, groups and individuals. Teachers will enter both formative and summative assessment on all core subjects into Insight in December, March and June. Foundation subjects summative and formative assessments will be recorded in February and June. The results will be discussed in pupil progress meetings to ensure that individual pupils who are underperforming are identified and targeted for interventions. Cohort data information is used to set whole school targets and these are linked to teacher appraisals.

Insight software generates reports and analysis on inputted data enabling review by teachers, SLT, headteacher and governors.

Teachers will use standardised test results and formative assessments to make judgements about individual pupils. These will be recorded using INSIGHT (School Assessments):

Below - more than 2 years below ARE

Working Towards - within 2 years of ARE

Just At Expected

At Expected Standard

Greater Depth

The moderation of teacher judgements will take place in school, between the teaching staff, during dedicated staff meetings and within our family of schools network.

Pupils working below the national curriculum assessment will be assessed using Pre-Key Stage Assessments. Key Stage 1 - Standards 1-4, Key Stage 2 - Standards 1-6.

## **Reporting to parents/carers**

Insight reports will be shared with parents during Parent's Evenings (Spring term), which will indicate the attainment and progress made by the child in different subjects. Summer term reporting is accompanied by a written report and any results of statutory assessment taken.

## APPENDIX 1 - Year 1 - 6 writing frameworks

Year 1 Writing Assessment Framework

Name: \_\_\_\_\_

Date and Genre of work:						
<b>Working towards the expected standard</b>						
Some attempt to write a basic sequence of events						
Repeated sentence patterns may result in a 'list' of sentences						
Attempts to use the structures from familiar stories						
Sentences are rehearsed orally before writing and can use key narrative language following oral rehearsal						
Sentence structures are basic and not always accurate						
Writing tends to draw on spoken language						
Spaces between words are mostly used						
Capital letters and full stops sometimes used to demarcate sentences						
The personal pronoun I may not always be capitalised						
Checks writing makes sense through discussion with an adult and makes changes with adult support						
Most common exception words from the Year 1 curriculum are spelled accurately						
Most letters are formed and oriented correctly						
<b>Working at the expected standard</b>						
Children can write a meaningful sequence of sentences						
In narrative writing, structures from familiar stories are evident						
In non-narrative writing, events are recounted in sequence						
Writing is structured appropriately – narrative or recount						
Sentence structure is mainly accurate						
Children are using at least the co-ordinating conjunction 'and' in compound sentences						
Word choices are relevant to the context and children can use word banks						
Some use of adjectives is evident						
Words are appropriately spaced						
Capital letters and full stops are mainly used correctly to demarcate sentences						
Some use of exclamation and question marks may be evident						
Capital letters for I and proper nouns are used consistently						
Children can check writing makes sense by reading aloud (sometimes with prompting) and can make changes following discussion or marking						
Most words with already taught phonemes are spelled correctly						
Spelling rules and patterns from Year 1 are being used with increasing accuracy						
Letters are formed and oriented correctly						
<b>Working at greater depth</b>						
In narrative writing, structures and language from familiar stories are used effectively and accurately						
In non-narrative recounts, events are related with some detail and may also include a personal comment						
Writing may begin to show a voice						
Writing demonstrates a growing understanding of different text types						
Sentence structure is consistently accurate						
Simple and compound sentences are used appropriately						
Some use of complex sentences may be evident						
Words are carefully chosen and vocabulary from stories and word banks is included						
Well-chosen adjectives add detail						
Sentences are demarcated consistently with capital letters, full stops, question marks and exclamation marks						
Children can independently check that writing makes sense and can make changes following re-reading and reviewing						
Uses taught spelling rules and patterns accurately and independently						

Date and Genre of work:						
<b>Working towards the expected standard</b>						
The pupil can, after discussion with the teacher:						
Write sentences that are sequenced to form a short narrative (real or fictional)						
Demarcate some sentences with capital letters and full stops						
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
Spell some common exception words						
Form lower-case letters in the correct direction, starting and finishing in the right place						
Form lower-case letters of the correct size relative to one another in some of their writing						
Use spacing between words						
<b>Working at the expected standard</b>						
The pupil can, after discussion with the teacher:						
Write simple, coherent narratives about personal experiences and those of others (real or fictional)						
Write about real events, recording these simply and clearly						
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
Use present and past tense mostly correctly and consistently						
Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses						
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
Spell many common exception words						
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
Use spacing between words that reflects the size of the letters						
<b>Working at greater depth</b>						
The pupil can, after discussion with the teacher:						
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
Make simple additions, revisions and proof-reading corrections to their own writing						
Use the punctuation taught at KS1 mostly correctly						
Spell most common exception words						
Add suffixes to spell most words correctly in their writing (e.g. <del>ment</del> , <del>ness</del> , <del>ful</del> , less, <del>ly</del> )						
Use the diagonal and horizontal strokes needed to join some letters						

Date and Genre of work:						
<b>Working towards the expected standard</b>						
Capital letters and full stops are mostly used correctly						
Children demonstrate some awareness of question marks and exclamation marks						
Simple and compound sentences are mostly used accurately						
Present and past tenses are mostly used appropriately and consistently						
Beginning to experiment with word choices to convey meaning						
Beginning to use adverbs, adverbials and noun phrases						
There is evidence that fiction and non-fiction writing has an appropriate structure						
Can spell most high frequency words correctly (Year 1 & 2 list)						
Some evidence that the Year 3 & 4 spelling rules are being used accurately						
Children should be moving towards a joined style of writing						
<b>Working at the expected standard</b>						
Children can correctly use full stops, capital letters, question marks, exclamation marks and commas in lists						
Children are using subordination to form complex sentences accurately						
Apostrophes for common contractions and possession used mostly accurately						
Can use inverted commas to punctuate direct speech						
Children open sentences in different ways						
Children are using adverbs, adverbials and prepositions accurately						
Present and past tenses are used appropriately and consistently						
Use of first and third person mostly sustained						
Word choices are adventurous and carefully selected to add detail and to engage the reader						
Fiction and non-fiction writing has a clear structure						
Children are beginning to organise fiction writing into paragraphs to support meaning						
In non-fiction writing, similar information is grouped together with some use of paragraphing						
In non-fiction writing, simple devices such as headings and sub-headings are used to help organise the text						
Shows an awareness of purpose and audience						
Spelling rules and patterns from Year 3 & 4 are being used with increasing accuracy						
Children using joined handwriting						
<b>Working at greater depth</b>						
Commas often used to mark phrases and clauses						
Simple, compound and complex sentences are used accurately and confidently to add flow to writing						
Sentence openings are varied and chosen effectively						
Paragraphs are being used confidently and consistently						
Purpose and audience are clear and sustained throughout the text. The quality of the writing is maintained in the closing sections						
Children can edit writing to increase effectiveness and accuracy						
Spelling rules and patterns from Year 3 & 4 are being used accurately including exceptions to the rules						

Date and Genre of work:						
<b>Working towards the expected standard</b>						
Most sentences are correctly demarcated						
Some use of commas for fronted adverbials						
Can use inverted commas to punctuate direct speech						
Simple, compound and complex sentences are mostly used accurately						
Adverbs, adverbials and noun phrases are used consistently						
Present and past tenses is used appropriately and is sustained						
Word choices are adventurous and carefully selected to add detail and to engage the reader						
In fiction writing, there is evidence of a more structured sequence of events with more developed characters						
Non-fiction writing is clear and informative						
Children can edit writing to make some improvements						
The spelling rules from Year 3 & 4 are being used with some accuracy						
Children should be moving towards a joined style of writing						
<b>Working at the expected standard</b>						
Sentences are correctly demarcated						
Commas often used to mark phrases and clauses						
Inverted commas for speech and associated punctuation is mostly used correctly						
Simple, compound and complex sentences are used effectively throughout a range of texts						
Sentences are opened in different ways to create effects						
Vocabulary is carefully chosen to engage the reader or is well chosen specific and technical vocabulary						
Fiction writing is organised into clear sequences, and paragraphs are used to signal a change of event, time or place						
Paragraphs and other organisation features are used in non-fiction writing						
Narratives include a clear plot, detailed settings and characters						
Non-fiction writing has a clear purpose and provides the reader with relevant information						
Children can edit writing to increase effectiveness and accuracy						
The spelling rules from Year 3 & 4 are being used accurately with some exception words also spelled correctly						
Produces legible, joined writing						
<b>Working at greater depth</b>						
Commas consistently used to mark phrases and clauses						
Inverted commas for speech and associated punctuation is used correctly						
A range of sentence types is used confidently and appropriately according to the text type, purpose and audience						
Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials						
Paragraphs are well structured, aid cohesion and guide the reader through the text						
Characters are developed through show, not tell techniques, using their actions, speech and reactions						
Produces legible, joined writing						

Date and Genre of work:						
<b>Working towards the expected standard</b>						
Sentences are demarcated correctly						
Commas mostly used correctly to separate clauses and phrases						
Inverted commas for speech and associated punctuation is mostly used accurately						
Simple, compound and complex sentences use to extend meaning and add variety and interest						
Beginning to use relative clauses						
Children can use ambitious and/or specific technical vocabulary						
Writing for a range of purposes and audiences is evident						
Characters are developed with action and description						
In non-fiction writing, content is developed						
The spelling rules from Year 5 & 6 are being used with some accuracy						
Produces legible, joined writing						
<b>Working at the expected standard</b>						
All sentences are demarcated correctly						
Commas used to separate clauses and phrases and clarify meaning						
Colons used to introduce a list						
Inverted commas for speech and associated punctuation is used accurately						
Some use of brackets, dashes or commas to indicate parenthesis						
Simple, compound and complex sentences used confidently						
Direct and reported speech mostly used correctly						
Relative clauses used effectively to add information						
Word choices are selected for deliberate effect and used with thoughtfulness and precision						
Modal verbs used to indicate degrees of possibility						
Structure and organisation of text selected according to the audience and purpose and is sustained						
Paragraphs are used accurately in narrative and non-fiction writing and there are clear links between and within paragraphs						
In non-fiction writing, appropriate organisational devices are used						
Writing for a range of audiences is evident with a clear purpose						
Characters are developed with description, dialogue and actions						
In non-fiction writing, content is well developed and logically linked						
The spelling rules and patterns from Year 5 & 6 are being used accurately with some exception words also spelled correctly						
Produces a fluent, joined, legible style of handwriting						
<b>Working at greater depth</b>						
Beginning to use colon or semi-colon to link clauses						
Brackets, dashes or commas are used to indicate parenthesis						
Direct and reported speech used accurately and effectively						
Word choices are selected for deliberate effect and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood						
Paragraphs are well controlled and shape the text, guiding the reader effectively through shifts in time and place and changes of events or information						
Within paragraphs, ideas are developed and well sequenced						
In narrative, the plot is well developed, paced and sequenced						
Dialogue between characters develops reader understanding of characters						
Viewpoint is usually well controlled and convincing						
Produces a fluent, joined, legible style of handwriting						

Date and Genre of work:							
<b>Working towards the expected standard</b>							
Can write for a range of purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters							
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)							
Using mostly correctly	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contractions						
Spell correctly most words from the Year 3/4 spelling list							
Spell correctly some words from the Year 5/6 spelling list							
Produces legible writing							
<b>Working at the expected standard</b>							
Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader							
In narratives, describe settings, characters and atmosphere							
Integrate dialogue in narratives to convey character and advance the action							
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g. <ul style="list-style-type: none"> <li>• using contracted forms in dialogues in narrative</li> <li>• using passive verbs to affect how information is presented</li> <li>• using modal verbs to suggest degrees of possibility</li> </ul>							
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
Use verb tenses consistently and correctly throughout their writing							
Using the range of punctuation taught at Key Stage 2 mostly correctly:	Inverted commas						
	Commas to separate parts of sentences						
	Parenthesis						
	Semi-colons, colons and dashes to mark boundaries						
	Colon to introduce a list						
	Bullet points punctuated correctly						
Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
Maintain legibility in joined handwriting when writing at speed.							
<b>Working at greater depth</b>							
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)							
Distinguish between the language of speech and writing and choose the appropriate register							
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.							