



Bilton Grange Primary School Assessment, Marking and Feedback Policy

Assessment

Assessment is an integral part of planning and teaching and learning at Bilton Grange Primary. It helps us to support pupils to know more and remember more.

Formative assessment

Formative assessment is the process through which learners and their teachers seek evidence to help them decide: where the learner is in their learning, where they need to go in their learning and how best to get there.

Formative assessment may include any of the following:

- Verbal questioning
- Short, written 'quizzes'
- Teachers marking pupils' work
- Peer and self-marking by pupils
- Observations
- Spaced knowledge-checks

These would all include some form of feedback (different feedback types outlined later in this policy) so that the next steps in learning can be planned and shared with learners.

Summative assessment

Summative assessment is more formal – it is used to provide learners with information about how well they have remembered and understood an area of study over a period of time. It provides teachers with information with which to evaluate the effectiveness of their teaching and to plan for subsequent teaching and learning.

Summative assessment may include any of the following:



- End of unit knowledge-checks
- Termly age-standardised tests
- Weekly Spelling tests
- Yearly summative teacher assessments for all subjects recorded on Arbor (the school's assessment tracking program)
- Nationally-standardised summative assessments:
 - Reception Baseline Assessment on entry to Early Years
 - End of Early Years assessment against the Early Learning Goals
 - Year 1 Phonics Screening
 - National Curriculum end of Key Stage 1 (Year 2) tests in Maths; Reading; and Spelling, Grammar and Punctuation.
 - National Multiplication Tables Check (Year 4)
 - National Curriculum end of Key Stage 2 (Year 6) tests in: Maths; Reading; and Spelling, Grammar and Punctuation
 - National Curriculum end of Key Stage teacher assessments in writing

Summative assessment may be:

- Reported to parents to inform them about the achievement and progress of their children over a period of time (either via paper reports or face-to-face).
- Used by school leaders can to monitor the performance of cohorts and different groups.
- Used to identify appropriate interventions (additional specific learning opportunities to support those who need it).

What assessment 'looks like' at Bilton Grange

Each unit of work will support learners to work towards an 'endpoint' or multiple 'endpoints'. These are objectives that learners are expected to achieve by certain points in their education. For example, an endpoint for Year 5 Maths is for learners to be able to "round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000". To achieve this, they will need to be taught knowledge such as "The digit in the column to the right of the column we are rounding to tells us whether to round up or down". To help plan the best way of acquiring such knowledge and achieving subsequent endpoints, knowledge-checks will take place before a unit of work.

Knowledge checks consist of questions or tasks to assess: 'connected knowledge' – related knowledge that the learners will already have covered previously and that remembering, may help them to understand concepts in the upcoming unit of work; and 'new knowledge' – things that that learners will not have covered yet in school but may have some understanding of.

Based on performance in these connected knowledge-checks, teachers may adapt their planning or delivery of the topic. If, for example, pupils cannot remember connected knowledge, additional learning opportunities – as a whole class, small, group or individually – will address this. Or, if a class as a whole, show that they already have some of the knowledge that will help them to reach their endpoints, less time may be spent on this area.

Throughout each unit of work, ongoing, formative assessments will take place to ensure progress towards endpoints.



Spaced knowledge-checks will take place at the end of each unit of work is complete, again 2-4 weeks later and again before beginning the next unit in that subject. This provides the opportunity for learners to re-visit and remember new knowledge from each unit of work. This approach is based on research that suggests that re-visiting learning at such intervals will increase the likelihood that knowledge is embedded into learners' long-term memory; we use assessment at Bilton to try to ensure that our pupils know more and remember more over time.

Marking and feedback



At Bilton Grange Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. It must be meaningful for the child and must enable them to build on their existing knowledge by either moving their learning on or addressing misconceptions.

Aims

- To provide pupils with clear, timely feedback that helps them improve.
- To ensure marking and feedback are manageable, meaningful and consistent across the school.
- To promote pupil progress by using feedback that supports learning and independence.

Principles of Effective Feedback

Feedback at Bilton will be:

- **Immediate** wherever possible (live marking and verbal feedback).
- **Specific** about what has been done well and what the next steps are.
- Age-appropriate and easy for pupils to understand.
- **Focused** on learning, not on presentation alone.
- Manageable for teachers.

Types of Feedback

Live Marking (in-lesson feedback)

Teachers will:

- **Move around the classroom during independent work.**
- **Check pupils' progress as they work.**
- **Give prompts, questions or short instructions to move learning forward.**
- **Indicate live marking using the school's chosen symbol (e.g., a simple tick or initial).**

Purpose: To address misconceptions immediately and prevent errors from becoming embedded.

Verbal Feedback

Verbal feedback is the most common form of feedback and may be:

- **Individual, group, or whole-class**
- Used to correct misconceptions or deepen learning
- Used to celebrate strengths and encourage next steps

Written Feedback (selective use)



An indication that all pupil work has been looked at by an adult will be given but this will often just be in the form of a tick or initial.

We do not expect to see a significant number of extended written comments in books.

Brief and focused written comments may be used when they have a clear purpose, particularly in pieces of extended writing.

Written feedback may:

- Highlight success
- Ask a question which may help the pupil to evaluate/extended (e.g. "Why?")
- Offer short learning points/next steps
- Prompt pupils to correct and/or write out spelling errors

Learning Slips (KS2)

In Key Stage 2:

- Teachers may use **learning slips** to support marking and feedback.
- Learning slips may include key knowledge, how the pupils worked (adult-supported, group, pairs, independent) and an indicator of pupil confidence).
- Slips should be used only when they add clear value to pupil progress.

Marking – colours

To ensure consistency across the school:

- **Green pen** – used for *adult marking* (teachers and TAs)
- **Red pen** – used for *pupil self-marking*
- **Blue pen** – used for *peer marking*

Pupils will be taught how to self and peer-mark meaningfully and responsibly.

Pupil Response to Feedback

Where appropriate, pupils may have opportunities to:

- Act on verbal or written feedback during the lesson or at the start of the next one.
- Edit, improve or correct their work using the appropriate coloured pen.
- Evaluate their learning using learning slips (KS2).



Consistency

- All staff will follow this policy.
- Subject leaders will review work samples to ensure consistency.
- Marking approaches may vary slightly by subject or phase but will follow the core principles.

Equality and Inclusion

Feedback will be tailored to meet the needs of all learners, including:

- SEND pupils
- EAL pupils
- Higher-attaining pupils

All children will receive feedback that enables them to make progress at their level.

Monitoring and Review

- The policy will be reviewed annually.
- Pupil voice, staff feedback and book-looks will inform updates.