



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Marking & Feedback Policy

Written: January 2026

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Policy Owner: Mrs Abi Wilburn (Lead Teacher)

Ratified: Mrs Nicola Price (Headteacher) January 2026



Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Clearly set out how each of the four curriculums is marked and assessed.

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Teachers to be able to deliver informed, differentiated planning
- Teachers to recognise, encourage and reward pupil's effort, achievement and celebrate success over time
- Teachers to set clear learning intentions in lessons which will ensure clear outcomes and next steps, as well as work towards every child's EHCP outcomes.
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#). This policy complies with our funding agreement and articles of association.

Principles of assessment

The child may be in a mainstream setting/nursery setting/ home with a parent and be identified as having a particular need. At this point the relevant person (Class teacher, nursery worker/ parent) may seek advice from the SENCO/ Early Years SENCO/Nursery SENCO/ Health visitor.

Assessment approaches

At Fountains Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to all four curriculum offers. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment across school

Wherever possible, feedback and marking takes place immediately and is shared with the child.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continual basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

As a school we value verbal and written feedback equally ensuring that all learning moves forwards.

- **Verbal Feedback** - This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused and personal. It allows interaction between the child and the teacher/ support assistant and, where appropriate, between peers. It may take place with a focused group or at an individual level, and be either spontaneous or planned for. Where possible, it is useful to record when verbal feedback has been given.
- **Written Feedback** - Written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will be positive and celebrate effort and achievement. They will relate to the learning objectives and indicate next steps for improvement. Within the functional curriculum some aspects of this written feedback has been reduced since May 2023 due to the acknowledgement of reducing Teacher workload. However, high quality learning intentions must be in place with clear recording systems demonstrating the pupil outcomes against the learning intentions. A larger emphasis has also been placed on pupils addressing their own misconceptions and practicing these aspects until they are embedded.

In-school formative assessment for children following the EYFS curriculum, Engagement curriculum and Autism Progress curriculum:

All children following the EYFS curriculum will have their progress assessed through Birth to Five Matters. All children will have a learning journey in which progress is recorded, marked and assessed on the format below.

| Areas of learning and development observed | | | | | | | | Date: 16/12/2024 | |
|---|---|--|---|-------------------------------------|--|---|-------------------------|----------------------------------|-------------------------------|
| | PSED | C&L | PD | L | M | UTW | EAD | ★ | ★ |
| Birth to 5 Matters | Understanding emotions | Listening and Attention | Moving and Handling | Reading | Writing | Mathematics | Creating with materials | Being imaginative and expressive | Extra Curricula Opportunities |
| Range | | | | | | | | | Enrichment Day |
| Characteristics of effective teaching and learning | | | | | | | | | |
| Playing and exploring | | | Active learning <input checked="" type="checkbox"/> | | | Creating and thinking critically | | | |
| EHCP Links | | | | | | | | | |
| Communication and Interaction | | Cognition and Learning <input checked="" type="checkbox"/> | | Social, Emotional and Mental Health | | | Sensory and Physical | | |
| PLTS Links | | | | | | | | | |
|  |  | <input checked="" type="checkbox"/> |  | <input checked="" type="checkbox"/> |  |  | | | |
| Post It, WOW Moment, or Poster | | | | | Next Steps | | | | |
| <p>16/12/2024</p> <p>Sam used his right index finger to make marks in the shaving foam in a circular motion. An adult modelled to Sam a 'a' whilst showing him the Read, Write, Inc. card and saying 'around the apple and down the leaf'. Sam then had a go at writing his own 'a' using his left index finger this time. Sam formed a recognisable 'a' and smiled at the work he had completed. Sam continues this several times and accepted another child coming to join him, saying engaged for 5 minutes.</p> <p>RW</p> | | | | | <p>To be able to form other recognisable letters in a range of media.</p> <p>Next steps achieved/working towards:</p> <p>Page no. 10</p> | | | | |

All children following the Engagement curriculum will have their progress assessed through the engagement steps. All children will have a learning journal in which progress is recorded, marked and assessed on the format below.

All children following the Autism Progress curriculum will have their progress assessed through the B2 Autism Progression Document. All children will have a learning journal in which progress is recorded, marked and assessed on the format below.

| Areas of learning and development observed | | | | | | | | Date: 16.12.24 |
|--|--|--|--|--|--|-------------------------|---|---|
| | Communication | Social Interaction | | | Flexibility of Thought | Emotional Regulation |  |  |
| Autism Progress | Expressive | Receptive | Environmental Awareness | Independent Skills | Engagement with Others | Community living Skills |  |  |
| Level | | | | | | 6 | | |
| EHCP Links | | | | | | | | |
| Communication and Interaction | | <input checked="" type="checkbox"/> Cognition and Learning | | | Social, Emotional and Mental Health | | Sensory and Physical | |
| PLTS Links | | | | | | | | |
|  |  |  |  |  |  | ✓ | | |
| Post It, WOW Moment, or Poster | | | | | Next Steps | | | |
| <p>16.12.24</p> <p>Well <u>done</u>, Jo, you independently placed your head under the shower after your swimming lesson and tolerated the stream of water on your skin. You allowed shampoo to be lathered into your hair and attempted to rub in the shampoo with physical prompts.</p> | | | | | <p>Attempt to use two hands to lather the shampoo into your hair with reduced adult prompts.</p> | | | |
| | | | | | <p>Next steps achieved/working towards: 10</p> <p>Page no. _____</p> | | | |

- Within each Learning Journey/ Journal are longer observations, short observations (usually on post its), photographs of learning and children's actual work. All of these record each child's initiated learning as well as a child's adult led learning.
- A member of staff will then annotate the child's learning, written in the **green pre-printed block**.
- A member of staff will then assess this annotation, thus providing the child's feedback/next step. This is written in a **pink rectangle**. Feedback could be a suggestion on how to make a specific improvement or the setting of a new target, based on the current objective being achieved. Opportunities to undertake next steps should be shared, planned for, and reflected upon before action takes place.
- A smiley face with a marked comment will be used to show: that a child has either assessed their own work or has responded to feedback from an adult or peer. This is only to be completed where it is appropriate and the child fully understand the concept of this.
- A **yellow pre-printed box** with a date will then indicate when this next step has been achieved
- A **wow moment** will have a written observation of a child who has demonstrated 'incidental learning', during a planned activity set to achieve an intended 'other' outcome. Also to celebrate when a child has achieved something for the first time.
- A **wow communication moment** is used to celebrate when a child has achieved something for the first time, which is related to their communication.
- A tick next to the area of need indicates where a child's EHCP outcome has been addressed.
- **Characteristics of Effective Learning** for EYFS are linked to observations and identify when a child has demonstrated a specific attitude to learning.
- **Personal Learning and Thinking Skills (PLTS) Stickers** to recognise where a child has achieved in a particular PLTS strand.
- **An enrichment poster** is used to illustrate work or photographs produced during a whole school enrichment event.

In-school formative assessment for children following the functional curriculum.

All children following the functional curriculum will have their progress assessed through the pre-key stage standards for subjects English and Maths. Children learning foundation subjects (and Science) have their progress assessed through the end of year expectations (linked to the subject curriculum they follow) and development matters for those children working below year 1. All children will have a specific book for Maths, SPAG, Project (which includes English), Languages (those children working at Year 2 and above), RE, Computing and PSHE/RSE.

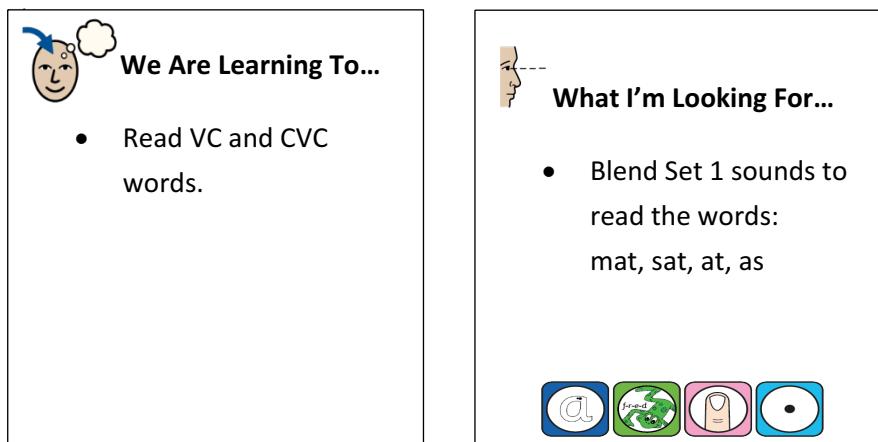
*Within each book will be photographs of learning and children's actual work. Each piece of work will have a WALT (We are Learning To) Learning Objective label with a standard. There will also be a WILF (What I'm Looking For) label which will form the success criteria for the learning. Each WILF will have the intended learning outcomes. All worked will be dated.

Marking and Feedback process:

- All staff will give **immediate verbal feedback** to the child about their learning and how they need to improve.

- When children have produced work in their book, a member of staff will mark the work with the child addressing any misconceptions using the **orange highlighter**, again giving immediate feedback.
- The member of staff will **mark against the WILF** using the success criteria which has been broken down into three steps, Emerging (E), Developing (D) or Secure (S). The letters will be highlighted in green where it has been achieved and pink where it has not (thus informing the child's next step).
- A **Writing/Number/Science toolkit*** is also included on the WILF label. The aspects of this tool kit will be highlighted in green where it has been achieved, pink where it has not and crossed through where it is not applicable. This will inform the child's next step to the child and the members of staff/Teacher planning for the child.
- A **Blue Highlighter** on the date of the work completed will indicate when practice towards a child's EHCP outcome work towards and/or addressed.
- A **praise comment** will also be included. This will be in a **green bubble** and will link to Personal Learning and Thinking Skills highlighting how the child has worked towards this learning behaviour, celebrating success. Within this comment (but only where appropriate for the child) any response to the immediate verbal feedback can be recorded if it is valuable for teachers to plan the next steps in learning.
- An **enrichment poster** is used to illustrate work or photographs produced during a whole school enrichment event.

*WALT and WILF Label Example



*Writing, Mathematics & Science Toolkit

We have in place a system that enables pupils to check that they have addressed key elements in their work through the use of a Writing, Science and Maths toolkit. The toolkits have a range of symbol prompts that are used by pupils who follow the functional curriculum and in some of the EYFS classes where this is deemed appropriate. The English symbols are aligned with the pre-key stage standards for transcription, composition, spelling, punctuation and vocabulary and the writing ranges from the Birth to Five Matters document. The Maths symbols are aligned with the pre-key stage standards for Number, Place Value and the Four operations. The Science toolkit uses the science enquiry skills to assess pupils' knowledge and understanding in Science.

Writing

Pre-Stage Standard 3 & Range 5-6 Example



Pre-Key Stage Standard 5 Example



Pre-Key Stage Standard 7 Example



Mathematics



Science

Pre- Key Stage Standard 3 Example



Pre- Key Stage Standard 5 Example



Pre-Key Stage Standard 7 Example



Forest School Marking and Feedback:

All children in school have a Forest School session, within this session, children work towards their Education, Health and Care Plan (EHCP) outcomes broken down into smaller steps. Their progress is recorded in a class floor book and linked to individuals EHCPs.

- Within each class floor book there is a short blurb detailing the lesson intention and photographs/evidence of learning. Each child's-initiated learning as well as a child's adult led learning is also recorded.
- Each child's EHCP outcomes are located at the back of the class floor book and are assessed after each session by recording the date against the outcome which has been addressed.
- **PLTS Stickers** are used to recognise where pupils have been Effective Participants, Team Workers, Self Managers, Creative Thinkers, Independent Enquirers and

In-school summative assessment

At Fountains Primary School summative assessment takes place 3 times per year.

At the end of the Autumn 1 term, in October, each child will be sent home with a one/two page pre-populated assessment grid outlining where 'they are at' currently for each subject area and a projection of where they are likely to be in July.

Mid-way through the year, at the end of the Spring 1 term, in February, each child will be sent home with a one/two page pre-populated assessment grid outlining where 'they are at' mid-way through the year for each subject area and an amended projection of where they are likely to be in July.

Nearing the end of the Summer 2 term, in July, each child will be sent home a more detailed end of year report. This report will outline their levels of progress and attainment at the end of the year accompanied by Teacher comments.

All of these assessment reports are accompanied with an opportunity for a parental consultation to discuss the progress report with the child and their family. Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. (See work scrutiny sheet)
- **Teachers** to evaluate learning and the impact of their own teaching
- **Pupils** to understand how well they have learned and where appropriate, understand how the feedback they receive helps them to improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Nationally standardised summative assessment

At Fountains Primary School, we are aspirational for all of our pupils and offer an ambitious curriculum. Therefore, we still report each child's progress at the end of Reception, Year 2 and Year 6 using nationally standardised summative assessment. As well as this, we report each child's knowledge of phonics in year 1 and year 2 using nationally standardised assessment.

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Training

Ongoing in-house training as well as coaching and mentoring continually takes place to ensure all staff in school are aware of the feedback and marking assessment system. Learning mentors are in place for staff with a recognised learning difficulty (e.g dyslexia) and there is a lead teacher for the Quality of Education in school to support staff individually if needed.

This will:

- ensure good understanding of assessment and assessment practice among all teachers as well as all support staff
- ensure all staff have access to continuing professional development opportunities on assessment
- ensure that the school stays abreast of good practice and outlines the mechanisms in place for sharing it

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards across each curriculum pathway.
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed by the Headteacher. At every review, the policy will be shared with the governing board. The Headteacher will be responsible for ensuring that the policy is followed alongside the Lead Teacher for Quality for Education who will monitor the effectiveness of assessment practices across the school.

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy

WORK SCRUTINY

Functional Curriculum

| Class: | | Subjects/Books: | |
|--|-----|-----------------|----------|
| Date: | | Monitored by: | |
| | Yes | No | Comments |
| Is all work marked and up to date? | | | |
| General presentation – Is all marking spelt correctly and grammatically correct? | | | |
| General presentation – Does the book demonstrate a range of evidence to support the child's progress eg... photographs, work by the child, minimal worksheets. | | | |
| Does the WALT give an overview of what is being learnt in the lesson? | | | |
| Does the WILF demonstrate a clear learning intention? Is there a level attached and is it at an appropriate level for the child? Has it been marked correctly? | | | |
| Has the writing tool kit been used? | | | |
| Has blue highlighter been used on the date to indicate where the learning links to EHCP outcome? | | | |
| Has orange highlighter been used to address pupils misconceptions and has this been practiced within the lesson? | | | |
| Does the green bubble praise comment link to PLTS? | | | |
| Is there any response to verbal feedback? (only if needed) | | | |
| Is there evidence of adapted teaching in place across the class and for individual pupils? | | | |
| Is there evidence of challenge? | | | |
| Is there evidence of progression? | | | |

| Outstanding | Good | Requires Improvement | Inadequate |
|--|--|--|--|
| Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest. | Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve. | Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve. | Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs. |

WORK SCRUTINY

What Went Well:

Even Better if :

WORK SCRUTINY (EYFS/Autism Progress/ Engagement Curriculum)

| Class: | Subjects/Books: | | |
|---|------------------------|----|----------|
| Date: | Monitored by: | | |
| | Yes | No | Comments |
| Is all work marked and up to date? | | | |
| Is the work accurate to the pupils learning level? | | | |
| General presentation – Is all marking spelt correctly and grammatically correct? | | | |
| General presentation – Does the book demonstrate a range of evidence to support the child's progress e.g photographs cut out appropriately, longer observations, work by the child, minimal worksheets. | | | |
| Has the green bubble been used for annotation of activity? Does it link to PLTS where appropriate? | | | |
| Has the pink box been used to identify next steps and inform future planning ideas? | | | |
| Has the yellow box been used to identify when the next steps in learning have been worked towards/achieved. | | | |
| Have the EHCP outcome links been identified and cross referenced with the page number? | | | |
| Is there evidence of pupil response to feedback? Only where appropriate and not necessary | | | |
| Is there evidence of adapted teaching and carefully planned activities, linking to pupils level of learning? Does this link to the tracker? | | | |
| Is there evidence of challenge and progression within books? | | | |
| Is there evidence of 'Wow' moments and communication WoW's, where success has been celebrated for moments which are not identified through the assessment systems. | | | |
| Have the Characteristics of Effective Learning been identified for the pupil? | | | |
| Have PLTS values been learnt/consolidated/celebrated? | | | |
| Have enrichment days and extra curricular activities been evidenced? | | | |

| Outstanding | Good | Requires Improvement | Inadequate |
|--|--|--|--|
| Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest. | Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve. | Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve. | Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs. |

WORK SCRUTINY

What Went Well:

Even Better if :