Shakespeare Junior School
Assessment & Feedback Policy 2026

Name Of School:	**Shakespeare Junior School**
Date Of Policy Review:	**September 2026**
Date Of Next Policy Review:	**September 2027**
Name(s) Of Responsible Manager:	**Miss Lewis**
Name Of Headteacher:	**Mrs Wilson**

Principles and Aims of Assessment and Feedback

At Shakespeare Junior School (SJS) we believe that in order for children to be resilient learners, assessment for learning and growth mindset must be at the heart of everything we do. Assessment and marking, plays an important role in teaching and learning, it is fair, honest, ambitious, appropriate and consistent. Assessment and marking are a continuous process which is part of the day-to-day activity of the classroom and not an additional burden. A lot of the assessment that goes on in our classrooms is never recorded, we expect to assess as we teach and record and report less than we assess.

All marking that takes place should have a clear purpose for either the pupil or the teacher. Our feedback should focus on process and attitudes, which leads to learning, such as concentrating, persevering and learning from mistakes.

We aim to have clear marking and assessment procedures, which allow continuity and ease of transition from class to class. When talking about children's attainment we refer to lower, middle or higher attainment rather than ability. This is to emphasise that we are assessing a child's current attainment rather than limiting their capacity for progress.

SJS assessment ensures the fulfilment of the following:

- Assessment is an integral part of teaching; it is based on best practise, focused on the curriculum and lies at the heart of promoting children's education;
- High-quality, in-depth teaching, is supported and informed by quality formative and summative assessment;
- There is always a clear purpose for assessing and assessment is fit for its intended purpose;

- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes;
- Assessment supported informative and productive conversations with pupil and parents;
- Children take responsibility for the achievements and encouraged to reflect on their progress, understand their strengths and identify what they need to do to improve;
- Mistakes are valued and seen as an essential part of the learning process.
- We achieve assessment without adding unnecessarily to teacher workload.
- A range of assessments are used which include day-to-day formative assessment; in school summative assessments and nationally standardised summative assessments (MTC and Key Stage 2 SATs);

Formative Assessment and Feedback

Effective formative assessment and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. It is important that the teaching team provide constructive feedback to children both written and orally, focusing on success and improvements. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what they are aiming to achieve.

(The teaching team consists of teachers, learning support assistants, coaches and any other specialist teachers employed by the school.)

Effective feedback aims to fulfil the following:

- Inform the pupil of what they have done well and what they need to improve.
- Give pupils ownership of their own development and help raise their confidence and self-esteem;
- Support teachers' assessment knowledge of every child, as part of thorough assessment for learning procedures, in order to inform next steps in planning and learning;
- Develop consistent processes across the school to teach pupils how to respond to feedback, self- assess and evaluate their own and others work and develop learning strategies and attitudes.

Feedback should fulfil the following:

- Be accessible and understood by all children;
- Relate, where possible, to the learning objective, child's target or success criteria;
- Involve the teaching team working with the children;

- Provide recognition and praise for efforts and attitudes that have led to achievement;
- Support the child with clear strategies for improvement;
- Allow time for children to read, reflect and respond to feedback as appropriate.
- Inform future planning;
- Be seen by children as a positive approach to support them in improving their learning;
- Refer to presentation, handwriting and spelling expectations.

(See Appendix for written and oral feedback prompts)

Strategies used will vary according to the subject and objective taught but could include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps and misconceptions;
- Use of whiteboards, hinge questions and activities to get instant feedback of levels of understanding;
- Pit stop plenaries;
- Short recap quizzes;
- Observational assessments;
- Flexible groupings;
- Scanning work for pupil attainment and progress;
- Self or peer assessment during and at the end of lessons;
- 1:1 or group discussions;
- Next step marking and feedback;
- Conferencing.

Self or Peer Evaluation and Feedback

Teaches will ask children to self-assess at various points in their learning. This will employ a range of approaches and reflect and build on the child's growing maturity and confidence at using them. A child's self-evaluation should form the basis of subsequent written or oral feedback. Children should also be given the opportunity to evaluate the work of their peers, through collaborative, whole class, group or 1:1 discussion.

Live Feedback

Whenever appropriate, feedback will take place during the learning as ongoing dialogue between teacher and child. The teaching team will provide immediate feedback to help children improve and edit their work, addressing misconceptions before they become embedded. This process does not replace the summative marking and assessment at the end of a piece of work.

Verbal Feedback

It is important for all children to have verbal feedback from a member of the teaching team. This dialogue should focus on upon their efforts, achievement, areas for development and to set targets for future learning. An example of this would be conferencing with pupils about their writing and verbal feedback during the lesson about their work. Verbal feedback is a powerful tool to allow children to understand how to move forward and progress in their work. Verbal feedback should be evidenced with VF (see marking codes) and replaces the need for any written feedback.

Marking Feedback

In all subjects, where work is recorded in books, teachers will use marking codes to identify grammar, spelling and punctuation corrections, as appropriate to the year group or child's attainment. Presentation may also feature in this feedback.

English and Maths will be marked in depth, with next steps, at least once a week for all children.

Spelling will be addressed and corrected across the curriculum in all year groups. Teachers will use their professional judgement and knowledge of the child to decide how many incorrect spellings or digraphs, trigraphs etc to highlight. This should focus on spellings and sounds the children should know, based on year group, subject specific vocabulary and common exception words.

All work marked by the teaching team will be with black and green pens. (Black = target / objective achieved / good effort; Green = correction or next step) When marking, green pen should be used to indicate prompts using marking symbols or to make more comments where more detailed feedback is needed as this reinforces that it is an improvement that is required.

Children will proof read, edit, improve and complete next steps using purple pens in all subjects. Children will also use purple pens to neatly cross out errors and make corrections, and when provide peer feedback and self-evaluations.

Corrected next steps will be reviewed by the teacher and followed up either verbally or in writing where a misconception persists. Children will be given time to respond to the prompts or complete next steps as soon as possible. The teacher may use time at the start of a session to feedback to children as a class, to share successes or address common misconceptions.

Marking Codes

SJS Marking Codes			
	Punctuation	I	Independent
SP	Spellings	G	Guided
	Word missing	P	Peer / Partner
( )	Change the wrong word used	VF	Verbal Feedback
	Your next step		

Summative Assessment

Summative assessments are made at the end of each milestone for the core subjects of English, Maths and Science. They are used primarily to monitor and support children's performance. They provide children with information about how well they have learned and understood a course of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments also inform parents about achievement, progress and wider outcomes. Teachers make use of summative assessments to evaluate both children's learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at a whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils and supported to achieve sufficient progress and expected attainment.

Each term teachers will judge a child's attainment in reading, writing, maths and science as beyond, secure or below age related expectations.

A range of summative assessments will be used including:

- Test base standardised assessments;
- Salford;
- Nelson;
- Past SATs papers;
- Moderation meetings;
- Pupil progress meetings;

- Reviews for pupils with SEND or EAL.

These summative records will be used to inform reports to parents and be part of discussions as parent's evenings.

Pupil progress meetings are held in the weeks following a milestone data point (3 times a year) and at the start of the academic year. At these the class teachers, LSA's and senior leadership team meet to analyse the results and plan appropriate interventions and targets. There is also an opportunity to look at the evidence within a child's books for further moderation and to discuss the wellbeing of specific children.

Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage and falling behind in their learning or who need additional support. When tracking assessment information, the SLT and subject leaders carefully track the progress of different groups within the school and compare the progress of different groups. This information is then used to raise standards in any group identified as not making adequate progress.

End of Milestone Summative Tests

At the end of each term, we hold an assessment week using Test base standardised summative assessments. This data is entered and stored on Insight. These tests give a good indication of whether pupils are working below, secure or beyond year groups expectations for the time of year and also give a scaled score.

Prior to this testing week, all staff will make teacher assessment judgements for children in Reading and Maths.

All these assessments support teachers in making their summative judgements at the end of every milestone.

Nationally Standardised Summative Assessments

These are used by the government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

- Multiplication Tables Check (MTC) Year 4;
- National Curriculum Assessments (SATs) Year 6.

Multiplication Tables Check

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies, including free schools, in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

National Curriculum Assessments

Children in Year 6 at SJS will be assessed at the end of the year against the 2014 National Curriculum for reading, writing and maths. Children will be assessed against the end of Key Stage Performance Descriptors.

All pupils will sit the following tests at the end of Year 6:

- Reading;
- Grammar, punctuation and spelling;
- Mathematics;
- Writing (teacher assessment).

The results of these assessments will be available to parents / carers in the summer term of year 6.

Assessing Pupils with SEND

If any teacher finds that a child is not responding as expected to the curriculum at any stage in their schooling, they must inform the SENDCo.

The SENDCo and class teacher in collaboration with parents / carers, then decide if the child should be included on the SEN register.

If necessary, a child working below the key stage or Year group performance descriptors will be assessed using the P Level descriptors.

The school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs.

Assessing Pupils with English as an Additional Language (EAL)

Pupils with English as an Additional Language (EAL) will be assessed against age-related curriculum expectations alongside their peers. However, where a pupil is working below age-related expectations and language acquisition is identified as a significant barrier to accessing the curriculum, the school will additionally use the Bell Foundation EAL Assessment Framework to monitor and assess their development in English language proficiency.

The Bell Foundation Framework provides a structured assessment of pupils' language acquisition across the key strands of listening, speaking, reading and writing. It enables staff to identify a pupil's current stage of English language development and to plan appropriate support and next steps for learning.

Bell Foundation assessments will be recorded separately from curriculum attainment data and stored within the pupil's Inclusion File. These records will be used alongside teacher assessments, curriculum outcomes and other relevant information to provide a comprehensive picture of the pupil's progress and achievement.

Assessment information from the Bell Foundation Framework will be reviewed regularly by class teachers, the Inclusion Team and senior leaders to ensure that appropriate provision, interventions and support are in place. As pupils develop their English proficiency, progress towards age-related curriculum expectations will continue to be monitored and celebrated.

This approach ensures that pupils are not disadvantaged by developing English language skills and that their achievements are recognised both in relation to the curriculum and their acquisition of English.

Governance, Management, Monitoring and Evaluation

The Deputy Headteacher has been assigned the role of Assessment Leader and is responsible for ensuring consistently good practise in assessment across the school. They have responsibility for maintaining this policy and reviewing and updating as necessary.

Regular observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out book looks / scrutiny with class teachers and subject leads to evaluate the effectiveness of feedback and target setting.

After every milestone data drop, the SLT arranges pupil progress meetings and teachers and learning support assistants to analyse progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving or making insufficient progress and put support in place.

An assessment timetable will be provided at the start of the year, detailing dates for all in school summative assessments. All staff are expected to follow the policy. The

leadership team will report regularly to governors on the effectiveness of the policy and key takeaways after each milestone.

Review

The policy will be reviewed at least annually and in the light of significant changes in Local Authority or Department for Education policy.

Appendices

Feedback prompts

I noticed how…	Could it make a difference if you…	One thing that helps me is…
Look at how much progress you made on…	Have you considered trying a different strategy to…	This could improve if…
I see a difference in this work compared with…	You're on the right track here and might consider…	My favourite part of this was…
I admire how hard you've worked on…	One awesome thing about your work is…	I noticed that…
I can see you really enjoyed learning…	I really like the way you…	Next time I would…

Person and process praise

Person Praise	Process Praise
You're a natural at maths!	These problems didn't give you much of a challenge. Let's move onto something that will really stretch your brain.
You're so clever!	I like how you used different strategies to figure out these problems.
You're such a good boy!	I appreciate you clearing up the art area without being asked to.
What a brilliant artist!	I can see how much effort you have put into your colour mixing today.
You're a born writer!	Your writing shows understanding of the audience and how to keep them reading.