

# Rossington St Michael's C of E Primary School

## ASSESSMENT AND FEEDBACK POLICY

2025-2026



Date of Policy: September 2025

Date of Review: September 2027

## 1. Vision and Intent

At Rossington St Michael's CE Primary School, we believe that effective assessment and meaningful feedback are essential for promoting learning, celebrating achievement, and supporting every child to reach their full potential.

Assessment is not simply a measure of attainment—it is a tool for progress. Our approach aims to empower teachers to tailor learning, involve pupils in their own development, and ensure equity and high standards for all.

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## 2. Aims

This policy aims to:

- Ensure assessment is purposeful, manageable and informs high-quality teaching and learning
  - Provide clear and timely feedback to support pupil progress
  - Use assessment to identify pupils' needs and inform planning and intervention
  - Track attainment and progress consistently across the school
  - Enable clear communication with pupils, parents, governors, and external agencies
  - Ensure assessment is inclusive and does not disadvantage any group
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## 3. Principles of Assessment

Effective assessment at Rossington St Michael's:

- ✓ Focuses on progress over time
  - ✓ Is clear, consistent and understood by all stakeholders
  - ✓ Informs next steps for both pupils and teachers
  - ✓ Supports inclusive practice and is adapted for SEND/EAL pupils
  - ✓ Avoids excessive workload and is proportionate and purposeful
  - ✓ Includes a balance of formative, summative and diagnostic strategies
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## **4. Types of Assessment**

### **A. Formative Assessment (Assessment for Learning)**

Used daily to inform teaching and identify gaps in understanding. Strategies include:

- High-quality questioning and discussion
- Marking and written feedback
- Verbal feedback (whole-class, group, individual)
- Observations and pupil responses
- Mini whiteboards, exit slips, quizzes, and peer/self-assessment

Formative assessment is at the heart of our approach—it's used to adapt lessons and support immediate progress.

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### **B. Summative Assessment (Assessment of Learning)**

Used to evaluate pupil learning at key points in time. Includes:

- Termly assessments in reading, writing, maths and foundation subjects
- National statutory assessments (EYFS Baseline, Phonics Check, KS1 SATs, Year 4 Multiplication Check, KS2 SATs)
- Teacher assessment in line with curriculum frameworks
- End-of-unit/topic tests or projects in foundation subjects

Summative data is used to track progress, identify trends, and inform whole-school improvement.

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### **C. Diagnostic Assessment**

Used to identify specific gaps, learning difficulties or SEND needs. Includes:

- Targeted questioning
  - Misconception analysis
  - Reading assessments (e.g., phonics checks, fluency screening)
  - External assessments (e.g., dyslexia screeners, SALT reports)
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## 5. Feedback

We value responsive and meaningful feedback that helps pupils improve. Feedback should:

- Be timely, clear and linked to the learning objective
- Help children reflect on their progress and identify next steps
- Be delivered through a range of methods: verbal, written, peer and self-assessment
- Celebrate success and build confidence
- Encourage independence, resilience and ownership of learning

Our Feedback Strategies Include:

Type of Feedback	Description
Verbal Feedback	Often immediate and highly effective—used in the moment during lessons. Whole-class feedback may be used to address common misconceptions.
Written Feedback	Focuses on successes and one clear area for improvement. Used more frequently in writing and maths books. Pupils are given time to respond.
Self & Peer Assessment	Pupils reflect on their own work or support a partner using success criteria or model answers. Builds metacognition and accountability.
Marking Codes	Teachers may use consistent symbols to highlight areas for correction or praise (e.g. VF for Verbal Feedback, ^ for missing word). These are shared and understood by pupils.

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## 6. Assessment in EYFS

Assessment in the Early Years is ongoing and based on:

- Observations of children in play and adult-guided activities
- Practitioner knowledge of individual needs
- Discussions with families
- Baseline assessment (within the first 6 weeks of Reception)
- Judgements recorded using Development Matters and the Early Learning Goals (ELGs)

Observational assessment informs planning and provision to ensure children make strong progress from their individual starting points.

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## 7. Tracking and Monitoring Progress

- Teachers track progress in core subjects using agreed school systems (Insight and NTS)
  - Pupil progress is reviewed termly by class teachers and the SLT
  - Vulnerable groups (SEND, EAL, Pupil Premium) are monitored closely to ensure equity
  - Assessment outcomes are used to identify pupils who require support, challenge, or intervention
  - Phase and subject leaders analyse data to evaluate curriculum impact
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## 8. Reporting to Parents and Carers

We report to parents:

- Informally: through regular communication and parents' evenings
- Formally: through two written reports per year (Interim and End-of-Year)
- For statutory assessments: parents receive the results of national tests and teacher assessments (e.g. EYFS Profile, Phonics, SATs)

Teachers ensure that parents are informed of how their child is progressing and how they can help at home.

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## 9. Roles and Responsibilities

Role	Responsibilities
Class Teachers	Plan and deliver assessment-informed teaching, provide timely feedback, maintain assessment records, and contribute to moderation.

Role	Responsibilities
Subject Leaders	Monitor standards in their subjects, analyse data, support teachers with moderation, and report to SLT/Governors.
SLT	Monitor the consistency and impact of assessment, lead data analysis, ensure staff CPD, and report to Governors.
Assessment Lead	Oversee whole-school assessment systems, lead on statutory assessments, maintain data records, and liaise with external agencies.
Local School Board	Monitor the effectiveness of assessment policy and hold leaders to account for pupil outcomes.

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## 10. Moderation

- Internal moderation takes place at least termly across year groups and phases
  - Subject leaders moderate core and foundation subjects
  - External moderation (e.g. for KS1/KS2 Writing) is supported as required
  - Assessment judgements are cross-checked to ensure consistency and accuracy
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## 11. Inclusion and Equity

Assessment and feedback will be adapted to meet the needs of all learners. We will:

- Use scaffolding, prompts, and alternative forms of assessment where needed
  - Work closely with the SENDCo to identify appropriate methods for children with SEND
  - Ensure assessment does not create barriers for any group of learners
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## 12. Monitoring and Evaluation

This policy will be monitored through:

- Lesson observations and book scrutiny
- Learning walks and pupil interviews

- Analysis of assessment data
  - Parent and pupil feedback
  - Review by SLT and Governors
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### **13. Review and Dissemination**

This policy is reviewed every two years or earlier if necessary. All staff are expected to implement it consistently. It will be shared via the school website, staff handbook, and parent information sessions.