



MARKING, ASSESSMENT AND FEEDBACK POLICY

Rationale

At Ayscoughfee Hall School, we believe that marking, feedback and assessment are intrinsically linked to provide an all-round picture of each individual child's learning journey. Each element contributes to gaining a complete understanding of the children's prior knowledge, knowledge attained during lessons and next steps for learning. Our marking, feedback and assessment system ensures that teachers have a thorough understanding of the abilities of each member of their class and use this to inform teaching and learning. Our philosophy for marking, feedback and assessment is 'Keep up, not catch up'.

Aims

This policy sets out the principles to ensure that marking, feedback and assessment:

- Raises self-esteem by valuing the work of each child and encourages them to do the same.
- Provides a clear picture of how each child has achieved against the lesson objectives.
- Gives clear next steps for learning.
- Enables teachers to put in place timely intervention to address misconceptions, scaffold gaps in learning or create further challenge.
- Informs both formative and summative assessments.
- Provides assessment for learning to inform future lesson planning.
- Promotes self and peer assessment where appropriate.

Marking

Marking should:

- Be purposeful/useful
- Be manageable
- Be understandable to the child
- Be consistent across the school
- Allow the child to understand their own progress and next steps
- Be timely – within or straight after a lesson in most cases

Types of Marking

At Ayscoughfee Hall School marking may take any of the following forms:

Live marking – this is done during the lesson, by the teacher or teaching assistant and in the presence of the child. In the moment feedback will be given alongside the marking.

Distance marking – this is done after the lesson by the class teacher or, in some cases, for example spelling tests, by the teaching assistant.

Self-marking – this is done by the children as a class or group exercise in the presence of the class teacher or teaching assistant.

Peer-marking – on occasions pupils may work together to mark their work, thus allowing discussion and sharing of work and opportunities to edit and self-correct. Peer marking will always be reviewed by the class teacher.

Marking may consist of simple ticks or dots or may be more detailed depending on the type of work completed. It may be appropriate for the marking of a piece of writing, for example, to contain more detail to give next steps. This will depend upon the age and ability of the child. There is no expectation that staff will write extensive ‘acknowledgement comments’ which serve no useful purpose in directing the child.

Marking symbols

Teachers and teaching assistants will mark work using green pen. Children use red pens to self-mark and edit their work, to allow a visible difference to be seen in books.

Ticks are used to show correct answers, or positive aspects of a piece of work and a single dot is used to highlight an incorrect answer.

In addition, class teachers may use symbols – for example a circled CL to denote the need for a capital letter – to indicate where additions or corrections are required. The school believes that these should be relevant to the age and stage of the child and leaves decisions regarding which symbols are used to individual class teachers, on the proviso that these are made clear to all children in the class.

Please note that school policy dictates that AI methods are not used for the marking of children’s work.

Feedback

Verbal feedback is acknowledged to be the most effective way of assisting children to move their learning forward and this should be used as a preferred method wherever possible.

Verbal feedback may be given during or after the lesson. Teachers and teaching assistants should indicate that verbal feedback has been given with a simple VF in the child’s book.

Written feedback should always be purposeful and manageable. There is no expectation that staff will write extensive comments in books and marking should be solely for the benefit of moving the learning forward, allowing the children to understand what they have achieved and to identify any next steps. If a response to written feedback is required by the child, time must be given for them to do this and the response acknowledged by the teacher.

If work has been self-marked during a lesson, teachers will review this after the lesson and identify any child who has not grasped a concept or has some misconceptions. Any such child will be supported by a ‘scoop’ session as soon as possible after the lesson (preferably on the same day and certainly before the next lesson) by either the teacher or the teaching assistant. This process will also apply to any child the teacher has noticed to be struggling during a lesson and any child who the teacher believes can be further extended to achieve a greater than expected amount of progress.

Where possible, and dependent upon age, children will be asked to reflect on their work at the end of a lesson and comment/indicate their security of understanding.

Editing of work

From Year 1 onwards, children should be given the opportunity to edit their work. This is done using red pens, with the aim of children learning to be independent and critical thinkers who understand that the first draft is seldom perfect. Editing skills develop through the school and may start with simple spelling corrections, addition of capital letters etc. building up to improved punctuation, varied sentence structure and use of literary devices as they progress through the Junior classes.

Assessment

Assessment is an integral part of the teaching and learning process and at Ayscoughfee Hall School we use a variety of methods to assess the attainment and progress of each child.

Types of assessment

Formative assessment takes place on a day-to-day basis in every classroom. The purpose of formative assessment is to evaluate children's knowledge and understanding. It impacts on planning classroom practice and on the use of support for pupils.

Formative assessment will take a variety of forms including:

- Observations of pupils during lessons
- Marking of pupil's work.
- Written and verbal feedback.
- Questioning during whole class and small group/individual teaching
- Analysis of independent learning activities.
- End of unit investigations or tests.
- Spelling or short maths tests.
- Discussions with pupils about their learning.

Formative assessment of all taught subjects should be carried out daily or weekly, dependent upon how often the subject is taught. Assessments should be recorded on Sonar, using the Primary Formative Assessment function. Maths and English assessments should be completed on a daily basis whenever possible to inform teaching and learning in the next lesson.

Sonar codes for formative assessment are as follows:

- Grey – not taught
- Red – working below
- Orange – working towards
- Green – working at
- Purple – working above

The majority of children will be assessed at the sonar band equivalent to their year group, e.g. Year 1 will be assessed at band 1. However, on occasions, such as in the case of a child with SEND, it may be necessary to assess individual children at bands below their year group band.

Summative assessment enables the school to track pupil progress over time and against local and national standards. Through summative assessment the school can monitor pupil attainment throughout their time at the school, ensuring that all children are challenged and meet their full potential. Summative assessment will take the following forms:

EYFS

Information about new children joining Ayscoughfee Hall School in Kindergarten is gained prior to them starting school through discussions with playgroups and nurseries, parents and any other relevant parties. The Year 2 Progress Check is obtained for reference from the previous nursery setting, if applicable, or the Health Visitor. A baseline assessment for Kindergarten is informed from this information and observations made by staff over the first few weeks of the term. The Reception baseline is formed from the Kindergarten end of year results and Reception teachers own initial observations. Both are recorded on Sonar using their format. In the EYFS, Development Matters, along with professional judgement is used to help us meet the requirements of the Statutory Framework for EYFS. Development Matters sets out pathways for children's development in broad ages and stages. This is not a tick list however the observation checkpoints help us identify children at risk of falling behind and help us define the next steps that are required.

Throughout Reception professional judgement is used to contribute to each child's Foundation Stage Profile and is shared with parents termly through a learning journey. At the end of the Reception year, a full report on Characteristics of Effective Learning and the Early Learning Goals is provided for parents.

Verbal feedback is used in the Early Years to inform the children of their progress and next steps.

Years 1 - 6

- Children from years 1 to 6 will be formally assessed in mathematics and reading using the National Test-style Assessments (NTS) at the end of each full term. These assessments will take place during a specified week and should be marked by the Class Teacher. Children should, as far as possible, be given age-appropriate tests; for those children working significantly below their year group, a lower year group test may be administered following consultation with the SENDCO/Head teacher and subject leaders.
- Times tables assessments using Times Tables Rock Stars are used each week.
- Writing is assessed through the teacher assessment of a variety of pieces of work throughout the term and a point-in-time summative judgement given at the end of each half term.
- Foundation subjects are assessed through the Sonar system using the Primary Summative Assessment tool at the end of each half term. Teacher judgement is used to assess the children in each subject. Point-in-time judgements are made, taking the child's current position against the learning objectives as their level of attainment. The following grades are given:
 - Working below expected standard (B - red)
 - Working just at (JA - yellow)
 - Working at expected standard (At – light green)
 - Working above the expected standard (A – bright green)

Children's progress will be closely monitored by the Senior Management Team and SENDCOs. Data from standardised assessments will be used to inform intervention programmes for those children who do not meet the expected standard or above for their age group.

The structured programme of formal assessments will be monitored by the Senior Management Team and Subject Coordinator where relevant.

The appendices below give specific advice for staff about marking, assessment and feedback in each phase:

- Appendix 1 – Marking, Assessment and Feedback - Infants
- Appendix 2 – Marking, Assessment and Feedback – Juniors
- Appendix 3 – Specific advice for teachers on using Sonar for formative and summative assessment

This policy was approved by the Governing Body on 23rd March 2026

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	Spring 2026	Spring 2027	5

Appendix 1

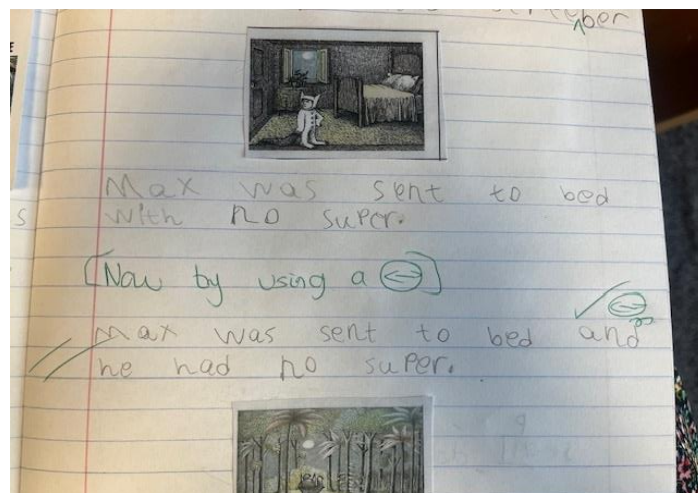
Marking, Assessment and Feedback - Infants

English

- Any group/guided/support work – teacher/TA to annotate with 'guided' work
- Extended writing is marked using WOW/NOW. Teacher/TA and child to complete any NOW actions and then initial











- Any incorrect spellings that are in line with that age group e.g. phonetic or CEW to be re-written in red pen/crayon either in the lesson during live marking or after the lesson
- Any next steps or extensions that are given (use of challenge stamp) either in the lesson during live marking or after the lesson will be written by the teacher and then completed underneath by the child in red pen/pencil



- Stamps/ticks can be used to recognise correct work
- A green dot can be used to recognise incorrect work
- Marking symbols can be used as success criteria and also to show achievement or next steps

Marking Symbols

Capital Letter		Conjunction	
Finger Space		Adjective	
Full Stop		Question Mark	
Neat Letters		Exclamation Mark	

- Any verbal feedback can be shown using V/Fin green pen
- Any editing completed by the child to be done in red pen/crayon

Maths

- Marking will be done by the teacher/TA in green pen
- Stamps/ticks can be used to recognise correct work
- A green dot can be used to recognise incorrect work
- Any corrections including number reversal or wrong answers will be indicated by the teacher/TA in green pen and then corrected by the child in red pen/pencil
- Any next steps or extensions that are given (use of challenge stamp) either in the lesson during live marking or after the lesson will be written by the teacher and then completed underneath by the child in red pen/pencil

Curriculum

- Any group/guided/support work – teacher/TA to annotate with 'guided' work
- Any incorrect spellings that are in line with that age group E.g phonetic or CEW to be re-written in red pen/crayon either in the lesson during live marking or after the lesson
- Any next steps or extensions that are given (use of challenge stamp) either in the lesson during live marking or after the lesson will be written by the teacher and then completed underneath by the child in red pen/pencil
- Stamps/ticks can be used to recognise correct work
- A green dot can be used to recognise incorrect work

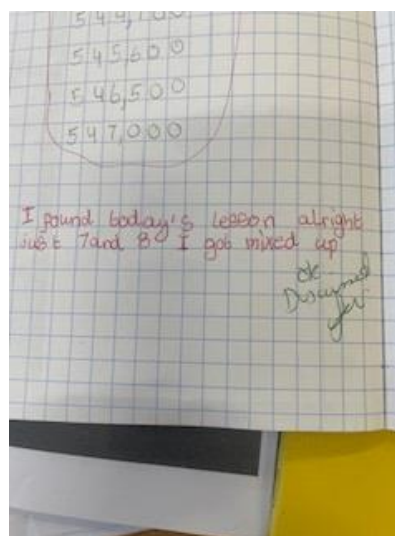
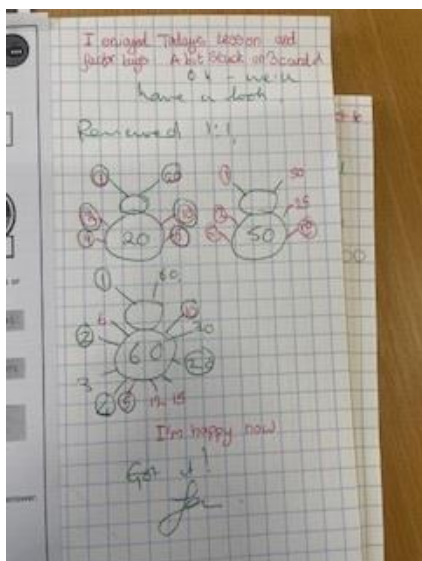
Appendix 2

Marking, Assessment and Feedback - Juniors

Maths

Where possible, live marking should be used in maths. This may involve the teacher moving around the room and marking as the children work – giving feedback and support as needed – and also children marking their own work at the end of the lesson (using red pen).

At the end of each lesson, children should record how they feel about their level of understanding of the topic covered. This might be using a simple image such as a smiley, sad or straight-line face or, for older children, a written comment. See examples below.



As soon as possible after the lesson, teachers should visually assess the books and identify those children who need further support through 'scooping'. Scooping can then be carried out by teachers/TAs to strengthen a child's confidence and understanding before the next lesson. Scooping might be to support children who are not achieving the learning objective, but also to challenge the more able children.

Sonar

Teachers should record assessments for maths daily on Sonar using the colour-code system. If a child has achieved the objective, they will be green, those who have easily completed challenges will be purple. A child marked orange (working towards) or red (working below) will need scooping.

Scooping should be recorded in books as follows:

Scooped (date) WT → WA – this indicates that the child is now working at following the scooping session.

Scooped (date) WB → WT – this indicates that the child is now working towards following the scooping session.

The school recognises that some children may not fully grasp a concept, however much intervention is put in place. If the child has not achieved against an objective following

intervention, a very brief note in the book should indicate any small steps made – e.g. ‘can do using concrete apparatus but not secure’. When the topic is revisited, be that within the current school year or in the following year, teachers will check against Sonar to inform planning for children with any gaps in the learning of individuals.

Sonar colours can be changed if teachers are confident the child can now be judged as working at or working towards.

Children with SEND may need to be working at a different band to the rest of the class and should be assessed accordingly. If a child in Year 4 is working at band 3 and achieve this objective, they should be marked as working at for formative assessment as they will have achieved the set objective, for summative purposes the child will still be working towards the year group expectations and should be marked accordingly.

English

Writing should be formatively assessed using Sonar on a daily basis. Verbal feedback is of vital importance for children to make progress and understand their next steps and teachers are encouraged to mark with the children as much as possible. Children should be editing their work to show they understand where improvements are needed. A whole class approach may be taken to this, for example by sharing common misconceptions or areas for improvement on the board and children then having time to edit their work to show they have grasped the concept.

Children working below age expected in writing may find this time beneficial to work with the teacher or TA in smaller groups, as may children working to achieve greater depth.

Other subjects

Teachers should update Sonar regularly for all subjects. If a learning objective covers several lessons, it might be useful to wait until the objective is fully covered before updating Sonar. However, once an objective is covered, Sonar should be updated to enable subject leaders to keep track of progress within their subject.

Appendix 3

Completing Formative and Summative Assessments on Sonar

Formative

The codes available are:

Purple – greater depth

Green – achieved

Orange – working towards

Red – taught

Grey – not taught/absent

Formative assessment applies to the child's progress against lesson objectives as they are taught. Codes should be used as follows:

Purple – the child has achieved more than expectation of the objective.

Green -the child has achieved the expected amount of progress for their age.

Orange – the child is not secure in the objective but is working towards the objective at the age expectation for their year group.

Red – the objective has been taught but the child is working below the year group they are currently in.

Grey – the child was not taught the objective, for example they may have been absent or at a fixture.

If a child is marked as Orange (working towards) this means that they are not working below their year group (e.g. a year 5 child working on year 4 objectives) but are working towards the age-appropriate objective for their year group and are not yet secure.

If a child is marked as Red (taught), this indicates that the lesson has been covered, however the child is not able to access this at age expected level. Showing red on Sonar against the age-expected level differentiates between objectives that have been taught (red) and those that have not been taught (grey). A child with a red assessment at the band for their year group should then be assessed against the band most closely aligned with their attainment.

Example: Year 6 child is working at Year 4 level in reading comprehension. Sonar screen for Year 6 (band 6) shows a red block for this child. Change the band filter to band 4 and put in the correct assessment for the child at this level.

Please note that children working significantly below their year group across a subject should be discussed with the SENDCO and, if SEND is a factor, this should be recorded on the pupil's data in sonar (see TW for this).

Teachers should be aware of pupils in their class who are working below their age-expected band and ensure this information is clear to the next class teacher to inform planning and provision.

Summative

The codes available are:

Bright green – greater depth (A)

Light green – working at (at)

Yellow – just at (JA)

Red – below (B)

Summative assessment is an assessment of the child's progress across all the objectives for a given period of time (usually half a term). When making a summative assessment teachers should use the formative data and their teacher judgement based on evidence from books, lessons etc.

Summative assessments should be completed using the year group that the pupil is actually in. In other words, pupils working below age-expected for their year group will be shown as Red in the summative assessment and you do not need to do a summative assessment at a lower band.

Point-in-time Assessment

Assessments carried out at AHS will be done on a point-in-time basis. This essentially means that the children's progress/attainment will be judged based on what they have covered up to the point of assessment.

Some objectives may be revisited more than once in a year, for example, a geography objective may say 'Use maps, atlases and globes'. The children may experience this several times in each year group. If they are taught it during term 1 and achieve the objective at the expected standard, this should then be recorded as green. If the topic is revisited at a later date and more or less progress is made, the teacher can adjust Sonar accordingly at the next summative assessment point.