Assessment and Feedback Policy
Review date: Feb 2026

Effective assessment, tracking and feedback provides information to improve both teaching and learning, to enable individual pupils to make progress.

At Salterford House two different but complementary types of assessment are undertaken: assessment for learning and assessment of learning. Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Assessment of learning (summative assessment) involves judging pupils' performance against national standards and the cohort.

Pupil progress and attainment is tracked throughout the school. This enables teachers and school leaders to identify individuals who may need additional support or strategies.

Pupils are given regular feedback on their learning through effective verbal feedback and marking so that they understand what is necessary to improve their work. Pupils are actively involved in the feedback process, reviewing their own work, empowering them to take action towards improving their performance.

Objectives

The objectives of assessment, tracking and feedback are:

To inspire every learner to improve and promote confidence with positive celebration of success and effort.

To enable pupils to demonstrate what they know, understand and can do, both with support and independently.

To provide verbal and written feedback on pupil work to help pupils recognise their own strengths and achievements, as well

as the standards to aim for and what their next step targets are. This motivates pupils to take responsibility for their learning and make progress.

To share feedback relating to the learning objectives or success criteria of the work set, with clear expectations and strategies.

To involve the learner in self assessment, recording these processes using a range of age-appropriate approaches. The provision of feedback is a shared, two- way activity. It should encourage dialogue and develop the self-assessment skills of learners.

To track individual pupil progress and attainment throughout the school, identifying pupils who may need additional support or strategies to meet their potential.

To provide information that ensures pupils achieve their full potential by enabling teachers to plan work that accurately reflects the needs of each pupil.

To provide regular, clear information for parents, enabling them to support their child's learning.

To provide the SLT, Head and proprietor with information that allows them to make judgements about the effectiveness of the school.

Planning

Planning is essential for all teachers. It ensures that all elements of the curriculum are covered, that there is built in progression, high expectation, a balance of challenge and support through differentiated tasks and that all pupils build upon previous experience and learning as a measure of pupil attainment. Curriculum maps, medium term planning and short term planning provide the guides for each subject.

Lessons are planned with clear learning objectives. These are based upon the teacher's detailed knowledge of each pupil.

When planning a series of lessons, teachers identify expected outcomes for each lesson and detail success criteria against which they are assessing progress.

Teachers share the lesson's learning objective with the children either at the start of the lesson or, to challenge higher order thinking skills, at a later stage in the lesson. They also indicate the way in which the activity is linked to the learning objective. Pupil judgement, combined with teacher feedback and marking helps to inform future planning and target setting for both individuals and across year groups.

In addition, teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, in order to reveal and correct any misconceptions, or to further challenge pupils who demonstrate a high level of understanding. Planning is evaluated to monitor

individual pupil progress with regard to each unit of work, enabling the planning to be adapted for future consolidation, challenge or clarification tasks as appropriate for individuals or groups of pupils within the class and year group.

Assessment and Tracking

A comprehensive calendar of summative assessment is employed across the school that includes the formal assessment and tracking of literacy and numeracy skills from Reception to Year 6 (see Appendix A: Monitoring Pupil Progress Calendar). This calendar not only indicates the regular summative assessment programme that measures pupil performance, but also records the expectations and actions of teaching staff and school leaders following data analysis.

A centralised tracking system (ITRACK) is used to record and analyse data, tracking the pupil attainment and progress, enabling staff to identify the progress of specific groups of children - for example, the highly able, those with English as an Additional Language, or those with Special Educational Needs.

Each year, pupils in Y1-Y6 complete CEM InCAS as an assessment to support teacher planning and target setting.

In addition, pupils sit termly assessment papers in both Mathematics and Reading: the raw scores of which generate a numerical progress indicator that is used to predict their progress level throughout the year. Pupils also complete regular writing assessment hot tasks to identify their current attainment and to generate next step targets.

If a pupil is not making sufficient progress, support is provided, either from the Class Teacher or a Teaching Assistant.This support is indicated on a School Support Plan and shared with the parents termly.

Feedback and Marking

The development of every pupil requires an understanding on the part of teachers of their individual needs and approaches to learning; in order for each pupil to reach their full potential, we ensure that our feedback is clear and targeted in its purpose, to increase motivation and engagement. Written comments are given to children of all ages, using age-appropriate techniques to illustrate their next steps for learning.

Effective feedback and marking is supportive and positive for children, helping pupils to understand what they have done well, how they can improve with next steps for learning. Progress and success should be identified, in addition to areas to develop. Feedback is given sensitively, showing an awareness that self- esteem is the most significant factor in being a successful learner.

Feedback should be used to inform planning to effectively impact the current understanding and progress of individual pupils or target groups.

Pupils are given verbal feedback on their work whenever possible as dialogue has an impact on a child's learning, clarifying any misconceptions with regard to learning objectives. This can be done in a lesson, in a booster or target group context, or at the start of the following lesson.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Time should be given for pupils to reflect on their learning. They should respond to the comments and act upon feedback. Self assessment can be a useful technique in promoting individual progress: it enables pupils to clarify their next steps for learning..

Written Marking Procedures

Any coloured pen may be used for marking children's work. Stamps, star / thumbs up, red squares and stickers can also be used to provide encouragement and positive reinforcement. Written feedback should be written in handwriting that is legible and a clear model for the age of the pupil for which it is intended using the school handwriting style only.

Work must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given and built on by individual children. Marking should relate to the learning objective or success criteria.

All work will be checked against the learning objective in order to assess pupil progress for each given task. Marking should relate to individual pupil targets: for example, Special Educational Needs, with differentiated next steps for learning.

A 'Verbal Feedback' stamp or 'VF' code may be used in a child's book to mark a point of intervention or feedback. The marking may indicate where a pupil has received support or worked independently to complete a given task. This should be used on occasion only - or should be accompanied by notes about the verbal feedback.

Persistent errors and patterns of errors should be highlighted in marking, rather than every error made: marking should be selective and sensitive.

Presentation will be commented on if required. It should be remembered that comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related comment. It is better to encourage good presentation during the time the work is being completed.

Feedback to parents

There is a comprehensive range of strategies in place that keep parents fully informed of their child's progress in School. We have an open-door policy and parents are encouraged to contact the School if they have concerns or queries about any aspect of their child's work.

At the start of the academic year an information evening is held to explain the the curriculum coverage for the year, plus expectations for homework, learning and other organisational issues so that parents can be fully involved in, and supportive of, their child's experiences in any given academic year.

In the Autumn and Spring term, parents are offered the opportunity to meet their child's teacher, view their work and discuss their child's attainment and progress at parents' evening. In addition to this, we hold an informal Celebration Afternoon in June/July to provide an opportunity for pupils to show parents their books and display work.

All pupils receive a short progress report at the end of the Autumn term and Spring Term: this gives feedback on attainment and progress in Maths, English and Science, including clear next steps for learning. During the Summer term, all parents are given a full written report of their child's progress and achievements for all subjects during the year. In these reports, standardised assessment scores are included for Mathematics and Reading along with a summary of progress made and target areas for the future.

Parents are encouraged to discuss pupil progress with the Class Teacher at any time if they are concerned.

Assessment and reporting in the Early Years Foundation Stage.
On entry, pupils are assessed using the CEM BASE test. They also complete CEM BASE Follow-up at the end of the year (see Appendix A for further details of assessment calendar).
Ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the Early Learning Goals, and to report on each pupil's Characteristics of Learning. This information forms the Foundation Stage Profile, moderated regularly by Nottinghamshire LA.

Parents receive written reports regarding progress across the Early Learning Goals in December, March and June.
Parents are actively involved in contributing to the Profile and are offered the opportunity to discuss the Learning Profile at the end of the Summer Term.

Inclusion
Salterford House aims to be inclusive. Policy and practice actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Analysing the outcomes from the Monitoring Pupil Progress Calendar (Appendix A) helps to ensure that educational inclusion is achieved through a consistent cycle of review that interrogates current practice with data outcomes for cohorts and individuals. In this way, clear judgements are made about how successful the school is in promoting racial and gender equality, and in the inclusion of pupils with disabilities or special educational needs.

Moderation of standards
Staff use planned staff meeting time and shared planning time to moderate both report grades and the marking of writing across key stages to ensure accurate, fair and consistent application of standards.

All subject leaders complete a work scrutiny to view a sample of pupils' work across the ability range to complete an evaluation of learning within their subject area; these are used to track continuity and progress within year groups and across the school- with the aim of drawing out any development targets or actions for the subject action plan. SLT will also view planning documents, conduct pupil voice surveys and complete learning walks. The timings specified on the calendar will be evaluated each year and may be adjusted accordingly.

Monitoring and review

The Head with support from SLT, is responsible for monitoring the implementation of this policy by analysing the outcomes from the ASSESSMENT Calendar, and by observing the policy being implemented in the classroom, any School development targets or more immediate actions are identified and actioned.
This policy will be reviewed in accordance with the School's policy review programme.

Written by: K Venables

APPENDIX A ASSESSMENT Calendar

ASSESSMENT CALENDAR

DATE	FOCUS	YEAR GROUPS	IMPACT OF DATA
BEFORE START OF TERM	SEND/ GAP ANALYSIS	1-6	TO INFORM PLANNING AND GROUPING
SEPTEMBER	Writing Assessment Independent COLD TASK Identify focus areas THESE WILL CONTINUE THROUGHOUT THE YEAR AT REGULAR INTERVALS BEFORE EACH SEQUENCE OF TEACHING OF WRITING	1-6	Baseline to inform future English planning Evidences/tracks progress Give individual next steps for learning/targets
SEPTEMBER- week 1	PLANNING SCRUTINY	KG-Y6	SLT to monitor medium and short term planning
SEPTEMBER- week 1	READING AGE AND SPELLING AGE COMPLETED AND UPLOADED TO P4S	1-6	Computer adaptive summative assessment providing analysis to inform planning.
SEPTEMBER	BASE Baseline Assessment (CEM)	R	Computer adaptive summative assessment providing analysis to inform planning.
SEPTEMBER	ITRACK BASELINES	KG-Y6	Computer adaptive summative assessment providing analysis to inform planning.
SEPTEMBER	KG CEM BASELINES	KG	Computer adaptive summative assessment providing analysis to inform planning.
OCTOBER BEFORE HALF TERM	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress in reading comprehension
OCTOBER BEFORE HALF TERM	WRITING HOT TASKS (UP TO 2)	1-6	Inform planning and provides feedback on progress

OCTOBER BEFORE HALF TERM	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress in science
OCTOBER HALF TERM	STAFF COMPLETE ASSESSMENT 1 ON ITRACK AND PRODUCE GAP ANALYSIS	KG-Y6	Inform planning, assist in highlightng any issues. Should provide teachers with grouping, suggested targets etc.
OCTOBER HALF TERM	BOOK SCRUTINY	R-Y6	SLT monitor the progress of the
NOVEMBER	ACTION PLANS FROM DATA	1-6	Staff use Autumn Term InCAS data to complete data analysis for their year group and identify future focus for planning. includes: SEN,booster target groups, interventions and challenge strategies.
NOVEMBER	PARENT PROGRESS MEETING	KG-6	Inform parents of progress
NOVEMBER/DECEMBER	AUTUMN TERM REPORTS	KG-Y6	Inform parents of progress
DECEMBER BEFORE HOLIDAY	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress on rwading comprehension
DECEMBER BEFORE HOLIDAY	MATHS ASSESSMENT	1-6	Inform planning and provides feedback on progress on rwading comprehension
DECEMBER BEFORE HOLIDAY	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress on rwading comprehension
DECEMBER	STAFF COMPLETE ASSESSMENT 2 ON ITRACK AND PRODUCE GAP ANALYSIS	KG-Y6	Inform planning, assist in highlightng any issues. Should provide etacehrs with grouping, suggested targets etc.

DECEMBER/ JANUARY	SLT ANALYSE DATA FROM ITRACK AND ASSESSMENT DATA	KG-6	Draw out any urgent actions for individual pupils. Analyse target groups for maths, reading, writing and phonics Draw out any urgent actions for individual year groups or staff; draw out longer-term development strands to build into strategic improvement plan for year.
JANUARY	Y6 INFORMATION FOR REPORTS RA AND SA FOR ALL CHILDREN TAKING EXAMS	6	To send off to the prospetive schools to inform the report.
JANUARY	READING AGES AND SPELLING AGES FOR ANY CHILD WHO IS A CONCERN OR WHOSE SA AND RA WERE BELOW CHRONOLOGICAL AGE AT PREVIOUS ASSESSMENT	Y1-6	Draw out any urgent actions for individual pupils. Analyse reading, phonics progress
JANUARY	PLANNING SCRUTINY	KG-Y6	SLT to monitor medium and short term planning
FEBRUARY BEFORE HOLIDAY	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress on reading comprehension
FEBRUARY BEFORE HOLIDAY	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress on Science
FEBRUARY BEFORE HOLIDAY	HOT TASKS IN WRITING (UP TO 2)	1-6	Inform planning and provides feedback on progress
FEBRUARY	STAFF COMPLETE ASSESSMENT 3 ON ITRACK AND PRODUCE GAP ANALYSIS	KG-Y6	Inform planning, assist in highlightng any issues. Should provide etacehrs with grouping, suggested targets etc.

MARCH BEFORE HOLIDAY	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress
MARCH BEFORE HOLIDAY	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress
MARCH BEFORE HOLIDAY	WRITING HOT TASKS (UP TO 2)	R-6	Inform planning and provides feedback on progress
MARCH	STAFF COMPLETE ASSESSMENT 4 ON ITRACK AND PRODUCE GAP ANALYSIS	KG-Y6	Inform planning, assist in highlightng any issues. Should provide teachers with grouping, suggested targets etc.
MARCH	SPRING TERM REPORTS	KG-6	Inform parents of progress
APRIL	PLANNING SCRUTINY	KG-Y6	SLT to monitor medium and short term planning
APRIL	READING AGES AND SPELLING AGES FOR ANY CHILD WHO IS A CONCERN OR WHOSE SA AND RA WERE BELOW CHRONOLOGICAL AGE AT PREVIOUS ASSESSMENT	1-6	Draw out any urgent actions for individual pupils. Analyse reading, phonics progress
APRIL	SLT ANALYSE DATA FROM ITRACK AND ASSESSMENT DATA	KG-6	Draw out any urgent actions for individual pupils. Analyse target groups for maths, reading, writing and phonics Draw out any urgent actions for individual year groups or staff; draw out longer-term development strands to build into strategic improvement plan for year.

MAY BEFORE HOLIDAY	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress
MAY BEFORE HOLIDAY	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress
MAY BEFORE HOLIDAY	WRITING HOT TASKS (UP TO 2)	1-6	Inform planning and provides feedback on progress
MAY	EXAMS	1-6	SUMMATIVE ASSESSMENT TO ASSESS PROGRESS AND ATTAINMENT IN MATHS, ENGLISH, SCIENCE
MAY	STAFF COMPLETE ASSESSMENT 5 ON ITRACK AND PRODUCE GAP ANALYSIS	KG-6	Inform planning, assist in highlightng any issues. Should provide teachers with grouping, suggested targets etc.
JUNE	PARENT Progress MEETING	1-6	Inform parents of progress
JUNE	KG and R End of Year assessments	KG-R	SUMAMTIVE ASSESSMENTS TO ASSESS PROGRESS AND ATTAINMENT
JUNE/JULY	PHONICS ASSESSMENT	Y1	TO ASSESS PHONICS PROGRESS AND TO DECIDE ON SUPPORT FOR PHONICS IN Y2
JULY	PARENT MEETINGS	KG-R	Inform parents of progress and assessments
JULY	COMPREHENSION ASSESSMENT	1-6	Inform planning and provides feedback on progress

JULY	MATHS ASSESSMENT	1-6	Inform planning and provides feedback on progress
JULY	WRITING HOT TASKS (UP TO 2)	1-6	Inform planning and provides feedback on progress
JULY	SCIENCE ASSESSMENT	1-6	Inform planning and provides feedback on progress
JULY	MAIN REPORTS	KG-6	Inform parents of progress and exam results
JULY	CEM INCAS TESTS	1-6	SHOW PROGRESS from the PREVIOUS YEAR
JULY	STAFF COMPLETE ASSESSMENT 6 ON ITRACK AND PRODUCE GAP ANALYSIS AND ALL ASSESSMENT SCORES	KG-6	Assist in highlightng any issues. Should provide teachers with grouping, suggested targets etc. Also will allow next year's starff to create a gap analysis for the start of the new year.
JULY	SLT ANALYSE DATA FROM ITRACK AND ASSESSMENT DATA	KG-6	Draw out any urgent actions for individual pupils. Analyse target groups for maths, reading, writing and phonics Draw out any urgent actions for individual year groups or staff; draw out longer-term development strands to build into strategic improvement plan for year.
JULY	READING AGE AND SPELLING AGE COMPLETED AND UPLOADED TO P4S	R-6	Computer adaptive summative assessment providing analysis to inform planning and show progress