



WESTFIELD COMMUNITY SCHOOL

Assessment and Feedback Policy

September 2026

Assessment Policy

Introduction

Assessment at Westfield is at the heart of all teaching and learning. It is an ongoing process with the main purpose of helping pupils and teachers plan the next steps in learning. Assessment will be used as a tool to guide teaching and learning, ensuring that the teaching is appropriate and that the learners make good progress.

At Westfield we fully endorse key principles for assessment as set out by the (NAHT)

Principles for assessment:

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.

- c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a. Pupils in developing their learning.
- b. Parents in supporting children with their learning.
- c. Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent.
- d. School leaders and governors in planning and allocating resources; and Principles for assessment – February 2014
- e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. We give our children regular feedback on their learning so that they understand what it is that they need to do better. Feedback is delivered closest to the point of action as research shows this is more effective than comments provided later.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of units of work and at the end of each year. Test results are also used to describe pupil attainment and progress. A systematic program of standardised testing is completed annually.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment in practice

Our school's curriculum plans guide our teaching and assessment strategies. Teachers record the progress of each child against these broad objectives.

Alongside ongoing formative assessment, we have a calendar of summative assessment activities which enables teachers to provide individual, class and cohort assessment information.

This assessment information is used to formulate class intervention plans which aim to accelerate progress for identified groups of pupils. Each teacher passes this information on to the next teacher at the end of the academic year. This transition information is then used as a starting point to plan appropriate curriculums.

Target-setting

Teachers will use the outcomes of their assessment to summarise the attainment and progress for pupils within their class. Every pupil will have a summative termly assessment against the expectations of the national curriculum for their own year group. This is systematically recorded on Target Tracker.

We set targets in mathematics and English for all pupils, during each academic year. These are used to formulate the schools class and cohort targets and projections. We review the progress of each pupil termly and amend class intervention plans as appropriate. In addition, we discuss individual targets during pupil progress chats, and communicate these to parents.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher to discuss their child's learning and progress.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide statutory details of teacher assessment and standards achieved in the National Curriculum tests.

We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.

Feedback to pupils

At Westfield, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback can be in a variety of forms and we are conscious of over reliance on written feedback and concerns about its effectiveness. At Westfield we aim to ensure that marking is **meaningful, manageable** and **motivating**. The Department for Education's (DfE) research into teacher workload that has highlighted written marking as a key contributing factor to workload. This has prompted Westfield, working in collaboration with the WOWS Consortium, to investigate alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations and those of the DfE's expert group.

Our core principles on feedback are:

- The focus of feedback should be to further children's learning.
- Feedback should ensure that effort is praised.
- Feedback should be consistent and accessible to children according to age and ability.
- Feedback delivered closest to the point of action is most effective, and as such, when delivered in lessons is more effective than comments provided later.
- Feedback can be delivered in many forms – not just written.
- All children's work should be reviewed by teachers at the earliest opportunity for it to impact upon future learning. When work is reviewed, it should be acknowledged in books.

In all these principles, we would acknowledge the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

In developing this policy, we are appreciative of the work that has gone on in other primary schools on feedback and marking, the consortium of WOWs schools and Edgewood Primary School.

Type	What it looks like	Evidence (for observers)
Immediate	• Takes place in lesson with whole class, individuals or small groups • Often given verbally to pupils for immediate action following on from 'over the shoulder' marking • Includes teacher gathering feedback from teaching including mini white boards, book work etc • May involve use of a teaching assistant to provide support or further challenge • May redirect the focus of the teaching and/or task • May include annotations to guide learning	• Lesson observations • Some evidence of annotations to guide learning • Progression in books
Summary	• Can take place at any given time or at the end of a lesson May take form of self – or peer – assessment against an agreed set of criteria. Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson e.g. showing a good model (visualiser) or mini plenaries In some cases, may guide a teacher's review feedback • In writing, where there has been a technical learning focus, or in independent writing, the marking code will be by pupils and teachers.	• Lesson observations • Some evidence of self- and peer-assessment
Review	• Takes place away from the point of teaching May involve written comments/annotations • Spelling corrections (individually related)	• Acknowledgement of work completed (may confirm self-assessment) Written comments/action if appropriate • I used for independent work in Y1

Inclusion

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

Consistency

We make consistent judgements about the standards of pupil's work through a number of actions:

- Subject leaders compare examples of pupil's work with a range of exemplification materials (national and local).
- Class teachers use the national and local exemplification materials to make judgements about the levels of their pupil's work.
- Agreed standards files for maths and English are in place for each year group.
- Teachers participate in an annual program of standardisation of pupil's work.
- Maths and English subject leader's moderate pupil's work within school.

In addition, work is moderated within our consortium of schools and by Wigan LA.

Appendix 1

KS1 Marking Code

This key will be introduced at the beginning of Year 2. Children will write the expected codes in the margin/or at the top of the sheet and teachers will mark against this code, with a single tick if the code has been achieved, an arrow if it has not been achieved and a squiggle if there is minimal evidence of the code being attempted. The teacher will also single tick the evidence of this in the child's work.

In year 1 the code will be printed at the top of the sheets and the teacher will tick, draw an arrow or squiggle to say if the criteria has been achieved. Additional year 1 National Curriculum objectives may also be included in the criteria in addition to the marking code.

A double tick may be used at the teacher's discretion to acknowledge something the child has done particularly well.

Punctuation – use the specific symbol

., ? ! `

CL – Capital Letters

FS – Finger Spaces

CJ – Conjunction

Ad – Adjectives

Appendix 2

KS2 Self-Assessment Key

Children will write the marking code in the margin next to the evidence in the text. The teacher will use a single tick next to the criteria and against the child's marking code in the margin. An arrow will be used if the code is not achieved.

A double tick may be used at the teacher's discretion to acknowledge something the child has done particularly well.

Punctuation – use the specific symbol

. , : ; ? ! " " – () ' ...

S – Simile

Ad/ 2Ad – Adjective

CJ – Conjunction

CD – Cohesive Devices

FA – Fronted Adverbial

MV – Modal Verb

RC – Relative Clause

De:de – Description: detail sentence

S;O – Some; Others sentence

3 bad - / 3 good – sentence

PV – Passive Voice

NB: Use KS1 marking code if appropriate

Appendix 3

Punctuation triangle

The punctuation triangle shows appropriate punctuation for each year group

