St. Ethelbert's RCP
Assessment Policy

Love, Care, Share…

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

Purpose
The purpose of this policy is to support school improvement and to promote the raising of standards of achievement and attainment for all our pupils. It sets out the rationale and practical application of assessment at St. Ethelbert's RCP.

Why do we assess?
Teachers assess so that they can:

- identify what children know, understand and can apply to their work
- plan learning opportunities that reflect the needs of all children
- identify children who are falling behind and therefore plan support to address their needs
- identify children exceeding their age related expectations and therefore plan work to extend them further
- provide parents with information about their child's learning
- provide useful data for analysis, whole school planning and accountability

Assessment at St. Ethelbert's
In all aspects of assessment, the vast majority of children are taught and assessed against the key skills, knowledge and understanding, appropriate for their age, as set out in the Primary National Curriculum 2014.

The vast majority of our assessment is formative; on-going assessment that involves teachers giving feedback to children about what they have achieved and the areas they need to improve on. This kind of marking and feedback is carried out in line with the Marking and Feedback policy. (Appendix 1) This element of assessment is perhaps the most crucial in enabling progress to take place.

Summative Assessment

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon the children's work over time, but also upon summative assessments such as tests.

Following academisation, St. Ethelbert's will follow the St. Teresa of Calcutta CAT Primary Assessment Data Schedule, which is as follows:

ST TERESA of CALCUTTA Catholic Academy Trust

PRIMARY SCHOOL ASSESSMENT CALENDAR

Assessment Window in School	Assessment Window Opens	Assessment Window Closes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Data Team - check in with school (1)	Data Team - check in with school (2)	School Submission Date	Analysis Start (depends on numbers of submissions in period)	Report Available *(depends on complexity of report and additional factors)*
Reception Baseline STOC OEA	04/09/2025	17/10/2025	✓							THU 09/10/2025	THU 16/10/2025	17/10/2025	20/10/2025	24/10/2025
NFER Autumn (R/M/GPS)	03/11/2025	28/11/2025			✓	✓	✓	✓		THU 20/11/2025	THU 27/11/2025	28/11/2025	08/12/2025	12/12/2025
SATs (2024 version)	03/11/2025	28/11/2025							✓	THU 20/11/2025	THU 27/11/2025	28/11/2025	13/12/2025	19/12/2025
Writing TA	03/11/2025	28/11/2025			✓	✓	✓	✓		THU 20/11/2025	THU 27/11/2025	28/11/2025	05/01/2026	07/01/2026
R.E. TA	03/11/2025	28/11/2025		✓	✓	✓	✓	✓	✓	THU 20/11/2025	THU 27/11/2025	28/11/2025	08/01/2026	12/01/2026
SATs (2025 version)	23/02/2026	20/03/2026							✓	THU 20/03/2026	THU 19/03/2026	20/03/2026	30/03/2026	03/04/2026
NFER Spring (R/M YR2 and R/M/GPS KS2)	23/02/2026	20/03/2026			✓	✓	✓	✓		THU 20/03/2026	THU 19/03/2026	20/03/2026	16/04/2026	22/04/2026
Forecasts	23/02/2026	20/03/2026	✓	✓	✓	✓	✓	✓	✓	THU 20/03/2026	THU 19/03/2026	20/03/2026	23/04/2026	29/04/2026
Phonics - PCS	23/02/2026	20/03/2026		✓						THU 20/03/2026	THU 19/03/2026	20/03/2026	29/04/2026	01/05/2026
Multiplication MTC	23/02/2026	20/03/2026					✓			THU 20/03/2026	THU 19/03/2026	20/03/2026	04/05/2026	06/05/2026
Writing TA	23/02/2026	20/03/2026			✓	✓	✓	✓		THU 20/03/2026	THU 19/03/2026	20/03/2026	07/05/2026	11/05/2026
R.E. TA	23/02/2026	20/03/2026		✓	✓	✓	✓	✓	✓	THU 20/03/2026	THU 19/03/2026	20/03/2026	12/05/2026	14/05/2026
SATs (2024 version)	11/05/2026	14/05/2026							✓	WED 06/05/2026	WED 13/05/2026	14/05/2026	22/05/2026	29/05/2026
Multiplication MTC	01/06/2026	12/06/2026					✓			THU 04/06/2026	THU 11/12/2026	12/06/2026	15/06/2026	17/06/2026
Phonics - PCS	08/06/2026	12/06/2026		✓						THU 04/06/2026	THU 11/12/2026	12/06/2026	18/06/2026	22/06/2026
NFER Summer (R, R/M/GPS KS2/M KS1	08/06/2026	03/07/2026		✓		✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	06/08/2026	12/08/2026
Yr 2 Only - Summer Assessments (SATS 2025 Summer)	08/06/2026	03/07/2026			✓					THU 25/06/2026	THU 02/07/2026	03/07/2026	13/08/2026	18/08/2026
GLD	08/06/2026	03/07/2026	✓							THU 25/06/2026	THU 02/07/2026	03/07/2026	19/08/2026	21/08/2026
Writing TA	08/06/2026	03/07/2026		✓	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	24/08/2026	28/08/2026
R.E. TA	08/06/2026	03/07/2026		✓	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	25/08/2026	31/08/2026

Formative Assessment

In EYFS, formative assessment is an integral part of 'in the moment' planning and occurs on a daily basis.

In Years 1-6, teachers will use all the assessment information available to judge whether a child is:

- Working at Greater Depth
- Working at Age-Related Expectations (ARE)
- Working towards age-related expectations (up to one year below ARE)
- Working below (1-2 years below AREs)
- Working well below (2+ years below ARE)

Moderation of work will be completed across year groups and also with other schools (SToC and / or BOSCEP) to help ensure that assessment decisions are objective and accurate.

Other subjects:

Religious Education	Assessment of pupil's work, based on a three year cycle, is carried out **once per term** . From September 2025, teachers will use the assessment materials in the new 'Lighting the Path' scheme (EY / KS1) or the Diocesan materials (KS2). Overall attainment is judged through assessment of work over time, using the 'driver words' of: • Recognise • Describe • Give reasons

	• Show understanding • Make links
Foundation Subjects:	Teachers gather evidence through observations, examples of children's work and discussions with pupils after each unit of work.

Pupil progress meetings between class teachers and members of the Senior Leadership Team take place at the end of each term. These meetings establish how the children are performing in relation to their age related expectations and identify ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT is then able to discuss with the teachers how these children might be supported to ensure that actions are taken to accelerate their progress. Likewise, children that are exceeding age related expectations are discussed and additional challenges put in place as appropriate. As a result of these meetings, a plan will be made for targeted interventions for the following term.

Children working well below their Age Related Expectations
Some children may be working significantly below their age-related expectations because of their Special Educational Needs. These children have a Pupil Passport which details specific targets for them to work towards. Any assessment of their progress takes into account achievement against their Pupil Passport targets.

Pupils who are International New Arrivals may also be working well below age-related expectations; these children will be assessed on entry and will receive an intervention to improve their understanding of spoken & written English, so that they can access the curriculum alongside their peers as quickly as possible.

Communicating with Parents about Learning and Assessment
In Nursery and Reception, different pupils are 'focus children' each week. During their allocated weeks, parents are able to meet with staff to discuss their children's learning and next steps.

Parents of pupils in Y1-6 are invited to attend Parents' Evening midway through the Autumn and Spring terms, where they have the opportunity to discuss their children's achievement in all curriculum areas. In addition, parents of pupils with additional needs have regular meetings with class teachers to discuss progress and strategies to support learning at home.

In the Summer term, all parents receive a detailed written report, which indicates how securely children are working at age related expectations.

The Role of Governors
Governors have a crucial role in ensuring the school has accurate assessment information and holding senior leaders to account for achievement. Therefore, assessment data is shared and discussed with governors on a termly basis.

This policy will be reviewed annually.

Reviewed September 2025

Appendix 1

St. Ethelbert's RCP
Feedback & Marking Policy

Love, Care, Share…

Love learning as friends;

Care for our community as neighbours;

Share our faith in Jesus as disciples.

The Feedback and Marking policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning so that the whole child is developed, and successes are celebrated in line with our Catholic ethos and Mission Statement.

At St. Ethelbert's RCP, 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. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). 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 that it is meaningful
- Provide specific guidance on how to improve and not just tell the child when they are wrong

We have taken note of the Department of Education's research into teacher workload, which highlights that written marking is a key contributing factor to workload. At St. Ethelbert's RCP, we believe that marking should be meaningful, manageable and motivating and that the most important activity for teachers is the teaching itself, supported by the design and preparation of high-quality lessons.

Key Principles:

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they can be read and understood by the children, according to age and ability
- Feedback delivered closest to the point of learning is most effective, and as such, feedback delivered in lessons is more effective than comments provided at a later date
- Feedback is provided both to teachers and children as part of assessment processes in the classroom and takes many forms other than written comments

- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress
- All children's work should be reviewed by staff at the earliest appropriate opportunity so that it might impact on future learning. When the work is reviewed, it should be acknowledged in books

Within these principles, our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teaching staff are able to gather information that enables them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that staff evaluate the work that children undertake in lessons, using the information obtained to allow them to adjust their teaching. Feedback occurs at one of three stages in the teaching process:

- **Immediate feedback** at the point of learning – this is likely to be most effective in driving through improvement and learning, especially for younger children **(to be marked with the code 'VF')**
- **Summary feedback** at the end of a lesson or task
- **Review feedback**- away from the point of teaching (including written comments where appropriate)

At St. Ethelbert's RCP, these practices can be seen in the following ways:

Type	What it looks like	Evidence for monitoring purposes
Immediate Feedback	• Includes staff gathering feedback from teaching, including books; individual whiteboards; observation; discussion • Takes place in lessons with individuals or small groups • Often given verbally for immediate action • May involve deployment of additional adults to provide support or further challenge • May redirect the focus of teaching or the task • May include annotating / marking work	• Lesson observations / learning walks • Evidence of annotation / marking in books • Pupil voice
Summary Feedback	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of peer-to-peer assessment against an agreed set of criteria	• Lesson observations / learning walks • Timetabled pre- and post- teaching based on assessment • Evidence of self- and peer-assessment
Review Feedback	• Takes place away from the point of teaching • May involve written comments / annotations for children to read / respond to • Provides staff with opportunities for assessment of understanding	• Acknowledgement of work completed • Written comments & appropriate actions / responses (see below) • Adaptations to teaching sequences when compared to planning

	• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for children's future attention or immediate action	

Marking Approaches:

All work will be acknowledged in some form by class teachers / teaching assistants. This may be through simple ticks; the use of marking codes or in some cases, written comments. Written comments will only be used where a child is able to read and respond independently and where meaningful guidance can be offered, when it has not been possible to provide this during the lesson.

The following expectations are to be followed from Y1-Y6:

Written Work

(i) **Steps of Success (SoS)**

To be used for the marking of:

- All short-burst writing activities in English, but **NOT the** final assessed piece
- Cross-curricular writing
- RE tasks
- Where used, Steps of Success (SoS), including the WALT, are printed onto a small sticker and placed in each child's book
- Each of the success criteria are listed as bullet points to be used as prompts for learning, promoting independence and good achievement. These are discussed with the children prior to them beginning their work
- In RE, SoS stickers must indicate which lessons / steps are being covered
- In Wider Curriculum Subjects, SoS stickers should indicate which lesson in the sequence is being taught. (e.g. History 4)

(ii) **Review marking**:

In English, short-burst writing should be reviewed away from the lesson, so that next steps can be identified or intervention put in place. Teachers are to highlight work against the SoS and use the following codes:

- ∞ Quantity – **V**
- ∞ Presentation and organisation – **P**
- ∞ Have the SoS been met? – **SoS**
- ∞ Where expectations have been met, a pink line should be drawn through the letters

- Assessed final pieces can be marked either through conference marking or using codes. Comments can be added, where appropriate, but this is not an expectation.

- Highlighting against the SoS and the use of marking codes should also be used in RE and wider curriculum subjects.

(iii) **Feedback on Seesaw:**

- Work that is completed on Seesaw will be signposted in books with a date, title, S.O.S label indicating the use of Seesaw.
- Most work on Seesaw will be set as an activity which will also include a WALT and SoS.
- Depending on the activity, some work can be acknowledged by a 'like' which is the equivalent of a written tick. Most work will be marked with a written comment. Work can be returned to pupils to edit and improve if necessary.

(iv) **Maths:**

- All maths books must be marked on a daily basis
- White Rose worksheets indicate whether the children are working on fluency, problem-solving or reasoning tasks. If recording straight into their books, the children are to colour squares to indicate whether a task is fluency (blue); problem-solving (red) or reasoning (green).
- Some marking will take place during the lesson at the point of learning, as teachers circulate and check understanding; this might also involve some verbal feedback, which should be acknowledged as outlined above
- If TAs are working with a group or individuals, they should mark the children's work to assess understanding and to provide assessment information to the teacher
- In some lessons, it may be appropriate for the first few calculations to be marked by the children, so that the teacher can make a quick check of understanding and modify teaching plans; accordingly, for example, a re-teach or more guided work
- At the end of a piece of maths work, the V, P, SoS codes should be used to indicate whether expectations for the lesson have been met
- At the beginning of the next lesson, the KS2 children will complete a fix-it – this might take the form of a correction, additional practice, a brief check-in with an adult or a short challenge.

Pupils' response to marking:

- Feedback from teachers will be written in red; children's marking and feedback will be written in purple.
- Fix-it time should take place in maths in KS2
- Responses may be marked by the teacher or additional adults as they circulate and assess during fix-it time or through peer assessment, where appropriate
- If assessment of fix-its indicates that some children still need further practice or input, then an intervention should be planned
- In English, opportunities for editing and improving written tasks should take place regularly within the lesson
- For some activities in R.E, teachers may give pupils a question to reflect on and respond to
- In wider Curriculum Subjects, teachers may give the pupils an opportunity to correct work or complete a short additional task, where appropriate, based on prior learning

In all subjects, praise is encouraged, particularly where a child has made good or outstanding progress or has tried very hard. Teachers may use the 'Great Progress' and 'Presentation' stickers (or others for general praise) or dojos points if they so wish to reward good achievement or independent working.

Reviewed September 2025