

Emmanuel Junior Academy



'Be Respectful, Be Courageous, Be Safe'

Assessment & Feedback Policy 2025-2026

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Contents

Vision.....	1
Introduction.....	1
Policy Principles and Aims	1
Guidance for marking and feedback by teaching staff.....	2
Guidance for peer/self-assessment.....	4
Expectations	4
Detailed marking.....	4
Agreed generic symbols for marking and feedback.....	5
Follow up to feedback and marking.....	5
Presentation Expectations	5
Parents	5
Monitoring.....	7
Appendix	7

Vision

Marking and feedback is a powerful tool in ‘assessment of learning’ and ‘assessment for learning’. It is an essential part of teaching and learning at Emmanuel Junior Academy and supports all staff in achieving the best for all of the children. We strive for excellence in all we do.

*“Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.”
— John Wesley*

Introduction

This policy seeks to establish the agreed minimum standards, practices and procedures for assessing pupil learning. Emmanuel Junior Academy employs assessment for learning strategies to promote effective learning and to accelerate progress through effective feedback and marking. The policy is a working document which generates and informs good practice in school. It aims to ensure a consistent approach to assessment and feedback across school.

Policy Principles and Aims

An effective policy must be manageable and include all members of staff who work within school. Our assessment policy is based on the principles that:

- Effective feedback informs the teaching staff of the individual needs of the pupil and the next steps for

their learning

- Effective feedback ensures the child is clear as to the progress they have made and leaves them in no doubt what steps they need to take in order to move their learning on
- Effective feedback informs the parent/carer of their child's understanding of their learning, how to improve it and how to become a better learner

Guidance for marking and feedback by teaching staff

Teacher and support staff marking and feedback is most effective when:

- It happens in the presence of the children
- It relates directly to the learning objective along with any success criteria from the lesson.
- The children have a clear understanding of the symbols and codes used for feedback and these are displayed in the classroom and in books (as necessary).
- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read and respond to the marking either within the lesson (when provided with verbal feedback or through live marking) or at the beginning of the next lesson by providing time for commenting and responding to marking.
- It informs the teacher of any misconceptions which can be used to adapt future lessons and teaching sequences.

Marking and feedback by teachers/support staff should take some of the following forms, as appropriate to the work completed:

- Marking should be related directly to the learning objective or success criteria for lesson (mastery keys).
- Agreed symbols are used and shared with the children, along with being present in their books and displayed in classrooms.
- The use of green pen to promote positive aspects and draw attention to errors, misconceptions or areas for development within a piece of work.
- A correct spelling may be modelled for the child to copy in their books.
- Use of oral feedback at the point of learning.
- Use of the mini-plenaries to model and address misconceptions within the lesson or used as a time to share good examples from pupils.
- Asking children to check their work against any success criteria shared within the lesson.

Other expectations:

- All adults handwriting in pupils' books needs to be legible as a model for the child using cursive script.
- Incorrect spellings are identified for pupils to correct across **all** subject books – ***not just in English writing lessons***. The words chosen to correct will be any curriculum/topic related words that are already on display on working walls (non-negotiable words), high-frequency words or year-group common-exception words or rules/patterns that have previously been taught. The words identified will depend on the ability of the child – e.g. for a child still access phonics intervention, only phonetically, encodable words will be given for them to correct when spelt incorrectly.
- Not every incorrect spelling needs to be corrected by the teacher/TA. No more than 4 spellings should be identified in a child's work. An incorrect spelling can be identified by putting 'Sp' in the margin along the line in which the incorrect spelling can be found. If need be, an adult may underline the word you wish for the child to correct (using a straight line). The adult marking the book may also need to model a key spelling and ask the child to copy the word out in their book in purple pen.
- Teachers will identify words learnt in previous years **and the children's current spelling curriculum** which are spelt incorrectly and use the 'Sp' symbol in the margin on the same line as the spelling error for children to identify the mistake and correct in purple pen.
- For children who are continuing to embed their phonic knowledge, teachers will identify any spelling mistakes from where phonic knowledge from previous and current learning has not been applied. An 'Sp' will be placed in the margin and that spelling will be corrected.

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against the learning objective or agreed success criteria (such as the gateway/mastery keys in English Pathways lessons).

Children need to be trained in how to peer and self-assess meaningfully and to benefit the learning. They need to be confident using the appropriate subject-related symbol. A different coloured-crayon should be used by the children when self-assessing or peer-assessing to ensure visibility and distinction between pupil and teacher comments. Pupils will then edit or correct their own errors or misconceptions using their purple pen.

Expectations

1. Knowledge based learning objectives will be shared and understood in **all** lessons. The pupils should be clear on what they are learning and should be able to verbalise the learning objective for the lesson.
2. Through teaching the small steps to achieve the knowledge-based learning objective, all children will be able to explain the LO and what they need to do to achieve this (the success criteria for the lesson). (e.g. *I need to*)
3. In certain subjects, instead of a learning objective, an enquiry question will be shared and understood.
4. Through teaching the small steps to answer the enquiry question, all children will be able to explain the knowledge they have gained to answer the question (I know that)
5. The learning objective is displayed in the classroom for every lesson (on the working wall or interactive whiteboard) and recorded in books by pupils. In White Rose Maths workbooks, the title is used as the LO. Where possible, the LO will be provided (such as on a worksheet in some lessons) to avoid unnecessary copying by pupils. For some pupils, additional provision will be in place to support them with having the LO in their books – e.g. an adult may scribe this for them or it will be printed out and stuck in their book or on a sticker.
6. For every piece of learning in books, the teacher/support staff will tick the LO/enquiry question (or title in White Rose maths workbooks) to assess if the child has achieved the LO at the end of the lesson-reflecting their thoughts on if the child has achieved the necessary knowledge from the lesson.
7. Where relevant, children may tick the LO/enquiry question/title as part of their own self-assessment in their purple pen.
8. All marking by adults needs to be completed in green pen. Pupils make corrections/edits using purple pen.
9. Apart from the notes recorded in jotters, all pieces of work in subject books should be acknowledged in line with the approaches listed above. Children's learning must be marked/acknowledged before they receive their book back again (e.g. before the next lesson). As a bare minimum, the LO/enquiry question is ticked to show that the learning in the lesson has been achieved.
10. When the LO has not been achieved (there is no tick against the LO) consideration needs to be taken by the class teacher as to the further support that needs to be provided to allow the pupil to achieve this. If most of the class/large groups of children have not achieved the LO, teaching sequences need to be adapted to revisit the learning. For individual pupils not achieving the LO, further intervention may need to be put in place – this could be from a post-teaching intervention delivered by the teacher/support staff or adapted focused groups in the next lesson.
11. For subject specific expectations, see appendix below.

Detailed marking

- When pupils have self/peer assessed learning, this still needs to be acknowledged in purple pen by an

adult (such as through ticking the LO).

- Teachers should be conscious of checking the quality of peer and self-assessments made by children.
- For foundation subjects, there should be evidence in books of teacher, peer and self- assessment.
- Through our assessment and feedback procedures, written feedback is not necessary but may be given on a cumulative piece of built-up work. Comments written in the books by the teacher or pupils should reflect how children were successful in meeting elements of the LO or success criteria, using the appropriate marking codes.
- Children should be given opportunities to amend misconceptions/errors by providing time during the lesson (if they have received verbal feedback or live marking has been carried out) or at the beginning of the next lesson during comment and responding time (approximately 3 minutes). All errors/misconceptions identified by an adult in green pen should be amended/corrected by the pupils in their purple pen. When this does not take place, misconceptions and errors can continue and will then appear to have not been addressed.
- Cover/Supply teachers need to mark learning as detailed in this policy and write "Su" at the top of the page to indicate it has been marked/assessed by supply.

Agreed generic symbols for marking and feedback

- ✓ - Against the LO/enquiry question = objective achieved
- Sp - A spelling mistake. Look for an underlined word on the line if you need help to find it.
- CL - You are missing out a Capital Letter on this line.
- Pu - You have missed out some form of punctuation. This may be followed by the punctuation mark to help you know which to include.
- Λ - You missed one or more words out here.
- // - You need to start new paragraph.
- T - Your teacher helped you.
- TA - The teaching assistant helped you.
- I - You did this on your own without any help (after being supported by your T/TA).
- VF - Your teacher has spoken to you about your learning.
- Su - Learning has been marked/assessed by a supply teacher
- ✓ - Correct answer/You have used something off today's success criteria.
- - Incorrect

Follow up to feedback and marking

Follow up is essential after marking/assessing. Teaching staff will utilise a variety of approaches to ensure that all pupils are given the opportunity to respond to marking and feedback.

Pupils will be given time to:

- Reflect upon marked/assessed learning
- Respond to comments with time to edit and improve
- Discuss the feedback with teaching/support staff

It is vital that parents are aware of how marking and feedback works at Emmanuel Junior Academy. Parents/carers can find the policy on the school website and view their children's work during open evenings.

Presentation Expectations

At Emmanuel Junior Academy, we believe that taking pride in learning is essential for success. High standards of presentation reflect respect for our work, build confidence and help pupils develop a sense of ownership over their achievements. By valuing neatness and care, we encourage habits that support lifelong learning and personal growth.

The following presentation expectations are in place to support pupils when presenting their learning:

- Pupils write in pencil in every lesson. For certain written pieces, such as when writing up a final draft or copying up learning for display, children can use handwriting pen.
- When pupils have demonstrated they can use the correct letter formations and joins, they can progress on to using pen (by achieving their pen license).
- Pupils are encouraged to use joined, cursive handwriting using the correct joins and letter formation following the school's Handwriting Policy. This is also modelled by all staff in school.
- For pupils who have additional needs where writing maybe a challenge, further intervention is provided to support them with their handwriting.

- In English lessons, pupils write the long date to provide them with chance to spell key days and months correctly. The date is underlined with a ruler and pencil.
- In maths, pupils write the short date (or date using Roman Numerals) and it is underlined with a ruler and pencil.
- In other curriculum subjects, Year 3/4 pupils write the short date (when needed) and Year 5/6 pupils write the long date. Again, this is underlined with a ruler and pencil.

- All pupils write the LO/enquiry question in every subject. Additional provision may be in place to support pupils who find writing a challenge by providing them with the date/LO typed out/on stickers or this is scribed by an adult.

- When marking/assessing learning, the date and LO/enquiry question is checked and any errors (such as spellings) are identified and corrected by the pupil during comment and responding time.

- If a pupil makes a mistake, they are encouraged to rub out their mistake and re-write their answer neatly when working in pencil. When necessary, or when writing in pen, a child may need to cross out a mistake, using a ruler and pencil, and then re-write their answer neatly.

- If a child's presentation and quality of work does not reflect their usual standards, a child may be asked to copy up parts or all their learning again.

Monitoring

Marking and feedback will be monitored by the Senior Leadership Team through a variety of methods including:

- Book/work Scrutiny
- Planning Scrutiny
- Lesson Observations/Learning Walks
- Pupil Progress Meetings
- External reviews including school improvement visits from the trust/OFSTED

Appendix

Subject specific expectations

English:

- During the Gateway, teachers will mark against the Gateway Keys.
- During the Mastery Phase, outcomes will be teacher and self/peer assessed, edited and improved using the marking symbols and improvements made against the Mastery Keys.
- During the Write Away phase, children will be given the Mastery Keys which relate to what has been practiced. The children and teachers will assess against each key. Outcomes will be edited and improved using the marking symbols. Teachers will identify a paragraph for the children to redraft.

Maths:

- All learning is acknowledged and the LO assessed by teacher and pupil (where relevant) by ticking at the side of the title in the White Rose maths workbook.
- Correct answers are indicated with a tick and incorrect answers with a dot.
- Time is provided for pupils to correct any incorrect answers.
- Where pupils have got quite a few errors, post-teaching intervention is delivered after the lesson to re-teach key concepts as needed.

Foundation Curriculum:

- Throughout other subjects all learning outcomes will be acknowledged with teacher and self/peer assessments made against the LO.
- For the final assessment piece the children will be provided with the LO and children will create their own success criteria for what they need to include in their assessment piece. The teacher and child will assess against the LO and learning will be edited using the marking symbols