



Assessment Recording and Feedback Policy



Helping every pupil to know more, remember more and improve

Policy owner	Assessment Lead
Responsible governor	Curriculum and Standards Governor
Approved by	Local Governing Body
Policy date	September 2026
Next review	September 2027 or sooner if guidance changes
Applies to	All pupils and staff

Our Mission

“We are proud of our school as a place of learning, prayer and happiness. Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can grow stronger together in our faith.”

Our assessment and feedback will reflect our Catholic ethos through dignity, encouragement, fairness and high expectations for every child.

Statement of Intent

St Joseph’s Catholic Voluntary Academy recognises that effective assessment is central to high-quality teaching. It enables staff to understand what pupils know, identify misconceptions or gaps and adapt teaching so that every child can make progress from their starting point.

This policy establishes consistent, manageable expectations for assessment, recording and feedback across the school. It should be read alongside the curriculum, SEND, Early Years, Teaching and Learning, and subject-specific policies.

1 Purpose and principles

At St Joseph’s Catholic Voluntary Academy, assessment is integral to high-quality teaching. Its primary purpose is to establish what pupils know, understand and can do, identify misconceptions or gaps, and inform the next steps in teaching. Assessment should be closely aligned with the taught curriculum and should help every pupil make progress from their starting point.

- Assessment is purposeful, valid and proportionate.
- The curriculum is the progression model: pupils make progress when they successfully learn and retain the intended curriculum.
- Teachers use a range of evidence and do not rely on a single test or piece of work.
- Feedback is timely, accessible and designed to improve learning.
- Assessment and feedback practices are inclusive and adapted to pupils’ needs.
- Systems support professional judgement and avoid unnecessary recording or marking workload.

2 Aims

- To enable pupils to understand what they have learned, what they have done well and how to improve.

- To enable teachers to identify secure learning, misconceptions and gaps, and adapt teaching promptly.
- To provide reliable information for curriculum evaluation, pupil progress discussions and school improvement.
- To identify pupils who need additional support or greater challenge.
- To provide clear information to parents, carers, leaders, governors and relevant external bodies.
- To promote consistency while recognising that effective assessment looks different across subjects and phases.

3 Types of assessment

Formative assessment

Formative assessment takes place throughout teaching. It is mainly diagnostic and helps teachers decide what to teach, revisit or adapt next. It may include questioning, observation, retrieval practice, discussion, mini-plenaries, exit tasks, analysis of work, self-assessment, peer assessment and short low-stakes checks. Teachers record only the information needed to inform future teaching or meet an agreed school requirement.

Summative assessment

Summative assessment summarises attainment at a particular point. It draws on teachers' knowledge of pupils alongside agreed assessment tasks and, where appropriate, standardised tests. Formal judgements are made at the points set out in Appendix 1 and recorded on the school's agreed tracking system. Summative information must be interpreted alongside the taught curriculum and other evidence; it is not used in isolation.

Statutory assessment

The school completes all statutory assessments in line with national requirements, including the Reception Baseline Assessment, Early Years Foundation Stage Profile, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check and end of Key Stage 2 assessments. Optional assessments may be used when leaders judge that they provide useful information.

4 Assessment judgements and recording

For curriculum assessment, teachers use the school's four-point scale. Judgements reflect the extent to which pupils have successfully learned the intended curriculum and retained important knowledge and skills.

Code	Descriptor	Interpretation
1	Strong	Successfully learning all or nearly all of the intended curriculum, with strong understanding.
2	Secure	Successfully learning most of the intended curriculum, with good understanding and some gaps.
3	Developing	Successfully learning some of the intended curriculum, with a number of gaps.
4	Not yet secure	Important gaps remain in the expected knowledge and skills.

Where a pupil is working within an earlier year group's curriculum, the judgement must make this clear. Teachers use assessment information to plan appropriate support and challenge. Data is

entered at the agreed assessment points and analysed by teachers, subject leaders, the Assessment Lead and senior leaders.

5 Classroom assessment practice

- Learning objectives focus on the intended learning rather than the activity and are shared in age-appropriate language.
- Success criteria are used when they clarify quality, support independence or make the steps to success explicit.
- Teachers use carefully chosen questions to check understanding, expose misconceptions and deepen thinking.
- Plenaries and mini-plenaries are used when helpful to review learning and adapt the lesson or future planning.
- Retrieval and recap help pupils connect new learning with prior knowledge and strengthen long-term memory.
- Pupils are taught how to self-assess and peer-assess constructively against clear criteria.
- Assessment information leads to action through responsive teaching, additional practice, adapted scaffolding or further challenge.

6 Feedback principles

Effective feedback helps pupils understand what has been successful and what they should do next. It may be verbal, written, whole-class, individual or peer-led. The form chosen should be the one most likely to improve learning. There is no expectation that every piece of work receives a written comment.

- Feedback should be specific, manageable and linked to the learning intention or success criteria.
- Feedback should be given at a point when pupils can act on it.
- Pupils should have regular opportunities to correct, improve, practise or extend their learning.
- Teachers check that feedback has led to improved understanding or work.
- Acknowledgement marks, stamps or highlighting may be used where helpful, but they are not a substitute for responsive teaching.
- All feedback must preserve pupils' dignity and encourage positive attitudes to learning.

7 Whole-class feedback

Whole-class feedback is the school's principal approach where common strengths, misconceptions or next steps are identified. Teachers review pupils' work, note patterns and use the next lesson or an appropriate teaching point to celebrate effective examples, reteach misconceptions and set improvement or challenge tasks. Pupils respond in red pen where this helps make improvements visible.

Four prompt types may be used:

Prompt	Purpose
Example	Shows exactly what to add, change or correct.
Steps	Breaks improvement into an explicit sequence.
Reminder	Directs the pupil back to relevant criteria or prior learning.
Challenge	Extends thinking beyond the immediate success criteria.

8 Subject and phase expectations

Early Years Foundation Stage

Assessment begins with children's starting points and is primarily based on skilled observation and interaction during purposeful activity. Practitioners provide immediate verbal feedback, use observations to inform planning and make holistic judgements against the Early Learning Goals. Evidence is gathered proportionately; staff are not expected to create excessive records. The Reception Baseline Assessment and EYFS Profile are completed in line with national requirements.

Mathematics

Teachers use questioning, review of work and agreed unit assessments to identify fluency, reasoning and problem-solving needs. Green highlighting may identify correct responses and pink highlighting may identify errors or misconceptions. Pupils are supported to correct errors and explain their thinking. Whole-class feedback is used to address common misconceptions and provide challenge.

Reading

In early reading, assessment is frequent and closely linked to the school's systematic synthetic phonics programme. Staff respond during the activity so that errors do not become embedded. In Key Stage 2, reading work generally receives light-touch or whole-class feedback. Comprehension responses may be checked using green and pink highlighting, followed by correction or extension. Agreed FFT Reading and standardised assessments are completed according to Appendix 1.

Writing

Cold tasks establish starting points and inform teaching priorities. During imitation, innovation and independent application, feedback is matched to the purpose of the lesson and may include whole-class, verbal, self or peer feedback. Hot tasks are independent and are used to evaluate progress and inform teacher assessment. Teachers avoid excessive annotation of independent writing; feedback focuses on the most useful next step. Spelling, punctuation and grammar are addressed through responsive teaching and age-appropriate correction.

Religious Education and the wider curriculum

Assessment is based on the intended subject curriculum and identifies whether pupils have retained and can apply the most important knowledge and skills. Religious Education includes regular teacher assessment and may receive more detailed written feedback when this supports learning. In foundation subjects, feedback is generally immediate, verbal or whole-class. Subject leaders use agreed assessment tasks, pupil discussion and work scrutiny to evaluate curriculum impact.

9 Inclusion

Pupils with SEND

Assessment is accessible and reflects each pupil's curriculum and starting point. Teachers adapt questioning, resources, recording methods, scaffolds and success criteria as appropriate. Progress towards SEND Support Plan or Education Health and Care Plan outcomes is reviewed alongside curriculum learning. Adaptations must support access without lowering ambition.

Pupils with English as an additional language

Initial and ongoing assessment is used to distinguish language acquisition needs from gaps in subject understanding. Visuals, modelling, vocabulary teaching and alternative ways of demonstrating understanding are used where appropriate. Teachers monitor both language development and curriculum learning.

Disadvantaged pupils and pupils requiring further challenge

Leaders and teachers analyse assessment information for groups and individuals, but do not allow group labels to replace knowledge of the child. Additional teaching, practice or challenge is planned in response to identified learning needs.

10 Pupil progress and moderation

At agreed assessment points, teachers review attainment and learning for every pupil. Pupil Progress Meetings with senior leaders focus on strengths, barriers, gaps and specific teaching actions. Phase or achievement meetings may be used to plan collaborative responses to common themes. Moderation within school and, where appropriate, with other schools supports consistent and reliable judgements, particularly in writing, Early Years and statutory assessment.

11 Reporting to parents and carers

Parents and carers receive information through parent consultation meetings and the annual written report. Reporting describes attainment, strengths, areas for development and relevant next steps in clear language. Statutory assessment outcomes are reported in line with national requirements. Concerns about progress are communicated promptly rather than waiting for a formal reporting point.

12 Roles and responsibilities

Role	Responsibility
Governing Body	Approves the policy and holds leaders to account for effective, proportionate assessment.
Headteacher and senior leaders	Ensure implementation, appropriate resources, staff development and evaluation of impact.
Assessment Lead	Coordinates assessment arrangements, the timetable, data quality, analysis, moderation and reporting.
Subject and phase leaders	Define valid subject assessment, support consistency and use evidence to evaluate curriculum impact.
Teachers and teaching assistants	Apply the policy, use assessment responsively, provide effective feedback and maintain agreed records.

13 Monitoring and evaluation

Senior and subject leaders monitor implementation through professional dialogue, work scrutiny, lesson visits, pupil voice, assessment information and moderation. Monitoring considers whether assessment improves teaching and learning, is inclusive, is applied consistently and remains manageable. The policy is reviewed annually or sooner if statutory or school requirements change.

14 Marking conventions

Mark or convention	Meaning
Green highlight	Correct, successful or effective work
Pink highlight	Check and correct
VF	Oral feedback or discussion, dated where useful
?	Meaning is unclear or needs checking
P	Punctuation needs attention

Underlining	Spelling, grammar or tense needs attention, according to context
Two ticks	A particularly effective feature
T2T	Talk to your teacher

Appendix 1 Assessment timetable 2026 to 2027

The timetable should be read alongside statutory guidance and may be adjusted by the Assessment Lead where national dates or operational requirements change. “1–4” refers to the school’s four-point curriculum assessment judgement.

Year	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS	Baseline Insight objectives Parents’ evening Learning plans	FFT 1 SW 1–4 judgements PPMs	1–4 judgements Learning plans	FFT 2 SW Parents’ evening Insight objectives	Learning plans	FFT 3 SW 1–4: 25.6.27 Reports EYFS ELG Insight objectives
Y1	Parents’ evening Learning plans FFT 4 SW Venns	Phonics check: 17.11.26 FFT 5 SW 1–4: 25.11.26 PPMs	Learning plans	FFT 6 SW Parents’ evening 1–4: 10.3.27	PSC: June Learning plans	FFT 6 SW Reports 1–4: 25.6.27
Y2	Parents’ evening Learning plans FFT 7 SW Venns	Past SATs if appropriate 1–4: 25.11.26 FFT Reading 15 PPMs	Learning plans	FFT Reading 16 Parents’ evening 1–4: 10.3.27	Optional SATs Learning plans	Reports 1–4: 25.6.27 FFT Reading
Y3	FFT Reading 18 week 1 SPaG.com: 6 and 13.10.26 Parents’ evening Learning plans Venns	NFER: 10.11.26 1–4: 25.11.26 FFT Reading 18 PPMs	Learning plans	FFT Reading 19 SPaG.com: 1.3.27 Parents’ evening 1–4: 10.3.27	Learning plans	NFER: 14.6.27 Reports 1–4: 25.6.27 FFT Reading
Y4	FFT Reading 21 week 1 SPaG.com: 6 and 13.10.26 Parents’ evening Learning plans Venns	NFER: 10.11.26 1–4: 25.11.26 FFT Reading 21 PPMs	Learning plans	FFT Reading 22 SPaG.com: 1.3.27 Parents’ evening 1–4: 10.3.27	MTC: June Learning plans	NFER: 14.6.27 Reports 1–4: 25.6.27 FFT Reading
Y5	FFT Reading 24 week 1 SPaG.com: 6 and 13.10.26 Parents’ evening Learning plans Venns	NFER: 10.11.26 1–4: 25.11.26 FFT Reading 24 PPMs	Learning plans	FFT Reading 25 SPaG.com: 1.3.27 Parents’ evening 1–4: 10.3.27	Learning plans	NFER: 14.6.27 Reports 1–4: 25.6.27 FFT Reading
Y6	FFT Reading 27 week 1 SPaG.com: 6 and 13.10.26 Parents’ evening Learning plans Venns	SATs practice: 10.11.26 1–4: 24.11.26 FFT Reading 27 PPMs	Past SATs Learning plans	FFT Reading 28 Past SATs Parents’ evening 1–4: 10.3.27	KS2 SATs Transition Learning plans	Writing moderation Teacher assessment: June Reports
Ongoing	Whole-class feedback in English, mathematics, cold writes, RE and curriculum weeks. White Rose unit assessments.					