



AL AMEEN
PRIMARY SCHOOL



ASSESSMENT, MARKING AND FEEDBACK POLICY

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: September 2026

Next review due by: September 2027

Signed: M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

1. Introduction

At Al Ameen Primary School, assessment, marking and feedback are central to high-quality teaching and learning. They support pupils in understanding what they have learned, identifying what they need to do next and developing independence and confidence as learners.

Assessment is used to inform teaching, support progress and ensure that all pupils are supported to achieve well. Marking and feedback are embedded within everyday classroom practice and are viewed as part of an ongoing dialogue between teachers and pupils, rather than as an end point. This policy sets out the school's approach to assessment, marking and feedback in a clear and coherent way, ensuring consistency across the school while allowing teachers to exercise professional judgement.

2. Aims

This policy aims to:

- Provide clear guidance on formative and summative assessment practices
- Ensure marking and feedback are purposeful and improve pupil progress
- Promote pupil reflection, independence and responsibility for learning
- Inform planning, teaching and intervention
- Support consistency across the school while allowing professional judgement
- Meet statutory requirements and inspection expectations (Ofsted, ISI and DfE)

3. Legislation and Guidance

This policy is informed by:

- Early Years Foundation Stage Framework
- KS1 and KS2 assessment and reporting arrangements (participation is voluntary for independent schools)
- Ofsted Education Inspection Framework
- Education (Independent School Standards) Regulations 2014 (SI 2014/3283), as amended, Schedule 1, Part 1, paragraph 3(g) and Part 6, paragraph 32(1)(f)
- The Commission on Assessment Without Levels
- DfE guidance on reducing teacher workload

4. Principles of Assessment

Assessment at Al Ameen Primary School:

- Is **curriculum-led**, aligned to taught knowledge and skills
- Has a **clear purpose** and is not used for multiple conflicting aims
- Supports learning rather than merely recording attainment
- Is inclusive and accessible to all pupils
- Is proportionate, avoiding unnecessary workload
- Enables pupils to understand their strengths and next steps

We clearly distinguish between formative and summative assessment, ensuring that each is used appropriately and effectively.

5. Assessment Approaches

We use three broad forms of assessment: formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-School Formative Assessment

Formative assessment is embedded in daily classroom practice and enables teachers to identify how pupils are performing on an ongoing basis. This information is used to adapt teaching, provide targeted support or challenge, and plan future learning.

Formative assessment strategies include:

- Questioning and discussion
- Observation of learning
- Marking and feedback
- Self and peer assessment
- Retrieval and recap activities

Pupils are actively involved in this process and are supported to reflect on their learning against clear learning objectives and success criteria.

5.2 In-School Summative Assessment

Summative assessment is used to evaluate learning at the end of a unit, term or academic year. These assessments enable teachers and leaders to understand progress over time and identify where additional support or intervention may be required.

Summative assessments may include:

- End-of-unit tasks or tests
- Termly assessments
- Moderated teacher judgements

Outcomes are used to inform curriculum planning, teaching strategies and pupil support, rather than to label or limit pupils.

5.3 Nationally Standardised Assessment

National assessments provide external benchmarks and accountability. These include:

- EYFS Profile at the end of Reception
- *Phonics Screening Check (Year 1)
- KS2 SATs and teacher assessments (participation is voluntary for independent schools)

These outcomes are used alongside in-school assessments to provide a rounded picture of pupil attainment and progress.

**As an independent school, Al Ameen Primary School participates in the Phonics Screening Check on an informal basis. The check is administered using official materials once they are made available to independent schools and is not conducted at the same time as maintained schools nationally. Outcomes are used diagnostically to inform teaching, support early reading development*

and identify pupils who may require additional intervention.

6. Marking and Feedback

6.1 Purpose of Marking and Feedback

Marking and feedback are used to:

- Celebrate success and effort
- Identify misconceptions and gaps
- Provide clear next steps for improvement
- Build confidence and independence

Feedback may be written, verbal or visual, and not all work requires written marking. Teachers exercise professional judgement to determine the most effective form of feedback.

6.2 Marking Expectations

- Teachers mark in **red**
- Pupils respond, edit or peer assess in **blue**
- Marking focuses on learning objectives and success criteria
- Verbal feedback is recognised as an effective form of feedback

6.3 Highlighted Marking

Highlighted marking supports accessibility and clarity:

- **Green** indicates learning objectives met or exceeded
- **Orange** indicates learning objective partly met
- **Pink** indicates areas for improvement

6.4 Comment-Based Feedback

Where written feedback is appropriate, teachers may use:

- Reminder prompts
- Scaffolded prompts
- Example prompts
- Choice prompts

Comments are concise and focused on improvement.

6.5 Pupil Response and Improvement Time

Dedicated time is provided for pupils to respond to feedback. Pupils are expected to act on comments, complete gap tasks or challenges, and edit or improve their work. This process reinforces the importance of feedback as part of learning.

6.6 Self and Peer Assessment

Pupils are taught how to assess their own and others' work effectively. Peer and paired marking are modelled by teachers and used selectively to promote dialogue about learning.

6.7 Marking Codes

A consistent marking code is used across the school and displayed in all classrooms. These codes are designed to support efficient, consistent feedback and pupil understanding.

Marking codes:

- Are always linked to learning objectives and success criteria
- Prompt reflection and improvement rather than judgement
- Do not replace professional teacher feedback
- Are used selectively; not all work will include marking codes

Pupils are explicitly taught the meaning of the codes and are expected to respond appropriately.

Our marking methodology is set out in Appendix A

The full marking codes and symbols used across the school are set out in Appendix B

7. Inclusion

Assessment, marking and feedback apply to all pupils, including those with SEND. Adjustments are made where necessary to ensure accessibility. Progress is measured from individual starting points, and wider outcomes such as communication, independence and resilience are valued.

8. Collecting and Using Data

Assessment data is collected where it serves a clear purpose. It is used to:

- Monitor pupil progress
- Inform planning and intervention
- Support leadership and governance oversight

Data collection is proportionate and avoids unnecessary duplication.

9. Artificial Intelligence (AI)

Pupils may not use AI tools:

- During assessments
- To produce work presented as their own

Pupils may use AI tools as research aids under teacher guidance. Any AI-generated content must be appropriately acknowledged.

10. Reporting to Parents and Carers

Parents receive:

- Two consultation meetings per year
- An annual written report

- Statutory assessment outcomes where applicable

Reports provide clear information on progress, attainment and next steps.

11. Roles and Responsibilities

Governors

Governors monitor the effectiveness of assessment systems and hold leaders to account for pupil outcomes.

Headteacher

The headteacher ensures the implementation and monitoring of this policy and reports to governors on standards and progress.

Teachers

Teachers are responsible for applying assessment, marking and feedback practices consistently and effectively.

12. Monitoring and Review

This policy is reviewed annually. Monitoring includes book scrutiny, moderation, lesson observations and pupil progress meetings.

13. Links to Other Policies

- Curriculum Policy
- SEND Policy
- EYFS Policy
- Homework Policy

Marking Methodology

1. Teacher Marking: Teachers will mark children's work in red.

2. Pupil Marking: Children will respond/ peer mark/ edit in blue.

As part of self assessment, pupils will indicate how well they have achieved the learning objective. This will be by them putting any of the following marks in their books next to the work completed:

-  I have achieved the learning objective in full
-  I have partly achieved the learning objective
-  I have not achieved the learning objective

3. Highlighted Marking:

Teachers and pupils will mark work according to the Learning Objectives or Success Criteria. All work must have a title that is either the Learning Objective for the lesson (or reflects the Learning Objective). Highlighter marking will be done according to the following criteria:

- Green highlighter = Green for good (LO met or exceeded)
- Orange highlighter = LO partly met
- Pink highlighter = Growth needed

These colours can also be used within the work to indicate instances that the teacher or pupil believes are particularly good (green) or needing improvement (pink). This avoids the need for having to write things that maybe inaccessible to the child.

4. Comment marking:

- A reminder prompt – reminding the child of the SC (What else could you say here? Is this a powerful verb?)
- A scaffolded prompt – modelling what the child needs to do (e.g. What was the dog's tail doing?, describe the expression of the dog's face)
- An example prompt – providing examples that demonstrate progression (e.g. Choose one of these or your own: He ran around in circles looking for the rabbit/ the dog couldn't believe his eyes)
- A choice prompt (e.g. Can you choose a better word instead of nice?)

5. Shared Marking:

Use one piece of work to mark as a class to model the marking process and to highlight the teaching points. This could be a piece of work from another class or from within the class (anonymously). Another strategy is to show two pieces of levelled work, with the same learning intention, and discuss their differences.

6. Paired Marking:

Where appropriate, pupils should sometimes be asked to mark work in pairs. The following points should be noted:

- Pupils need to be trained to do this**, through modelling with the whole class, watching the paired marking in action
- Pairings should be decided by the teacher

- Pupils should be encouraged to enter into a dialogue about the work as opposed to taking turns to be 'teacher'

Appendix B

Marking Codes

The following marking code is displayed in all classrooms:

Learning objective fully achieved		Learning objective partly achieved		Learning objective needs more work		Missing word	
sp Spelling error Write 'sp' in the margin and put a wavy line beneath the incorrect spelling		p Punctuation needed or punctuation incorrect <i>Missing or wrong punctuation mark circled and correct punctuation put in the margin</i>		gr Poor sentence construction or grammatical error		// New paragraph needed	
? Query (your point is not clear)		s Support (TA or other)		pr Poor presentation. Work needs to be repeated		t Teacher support	
ns Your next steps are...	gt Gap task	gw Group work	pw Paired work	ch Challenge	i Independent work		

It matters where the mark is:

- Next to a line – means you can find it in the line.
- Against a vertical pen line – means you can find it in this section.
- At the end – means this is a problem throughout.

A number gives extra help – it tells you how many you are looking for.

- I have achieved the learning objective in full

- I have partly achieved the learning objective
- I have not achieved the learning objective