



All Saints Catholic Primary School

Evaluation, Assessment, Marking and Feedback Policy May 2025

Written by	SLT
Ratified by Governors	May 2025
Date for Review	May 2026
Signed – Headteacher	Mr. J Price
Signed – Chair of Governors	Mr T Baxte

Assessment and feedback are essential aspects of teaching and learning in the New Curriculum for Wales

We believe that assessment and feedback is an intrinsic process that must be embedded in every aspect of teaching and learning. Assessment must be a part of children's learning. Assessment should be carried out **with** the children. Children and teachers must know where they are in their curriculum journey

Assessment and Feedback should provide purposeful constructive feedback to every child that focuses on success and improvement needs from their own individual baselines across the curriculum. This is designed to enable children to become reflective learners and help them to close the gap. Teachers will use professional judgement to determine the most appropriate method to be used (oral, written, visual, over the shoulder and continuous evaluations). This should be undertaken on an individual, group or class basis. We aim to provide constructive feedback to every child which focuses on success and areas for improvement.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. (See our Equality policy Oct 2022)

We as a school community have a commitment to promote equality.

Adaptations are made to ensure that due regard is given to any disability or Special Educational Need which may impact on how marking and feedback is carried out to ensure that no child is disadvantaged. Teachers employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the pupils.

Aims

- To involve children in assessment and evaluation
- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve.
- To provide an assessment record of children's achievement and progress allowing teachers to plan and discuss with children, colleagues and SLT for the next stage of children's learning.
- Continuously model good practice in assessment, evaluation and feedback to children as part of daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- To ensure consistency throughout the school.
- To work with other schools to share good practice in order to improve this policy.

Evaluation, assessment and feedback should:

- Be manageable and purposeful.
- Enable children to identify their successes and next steps in the curriculum across all AOLES.
- Give children opportunities to become aware and reflect on their learning needs.
- Give clear strategies for improvement.
- Give recognition and appropriate praise for achievement.
- Involve all adults working with children in the classroom
- Teachers should evaluate (with children where appropriate) on specific, positive aspects of the work.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, with marking face-to-face (over the shoulder |) with some children and at a distance for others.
- Inform future planning
- Be accessible for children.
- Be seen by children as positive in improving their learning.
- Give all children time to reflect and act on the feedback they are given.
- Encourage pupils to self and peer assess wherever possible.

Organisation

- At the start of a lesson pupils should have an opportunity to reflect on previously marked work.
- Where possible, children should be encouraged to self-assess.
- Wherever class discussion takes place, feedback may be given orally. Evaluative notes are necessary to inform future planning as a result of the discussion findings.
- Children need to receive feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers.

- When work has been distance marked, time should be given for children to read and then make a focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children.

Oral feedback:

- Wherever possible feedback should be oral and immediate.
- Maximum impact can be achieved when pointing out successes and improvement needs against the learning intentions.
- It is interactive and developmental.
- It can give reassurance or a quick check on progress.

Visual Feedback

- Where appropriate children can be given feedback in a visual format eg. thumbs up/down, smiley face etc. This must be recorded by the adult working with them.

Written feedback

- Should be legible and clear in meaning.
- Should be developmental i.e. children will find out how they are getting on and what the next learning step will be.
- Children should be given time to read the comments and to make improvements.

Responsibility for the Policy and Procedure

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- ensure that evaluation, assessment and feedback is purposeful and manageable for teachers;
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in producing effective methods of moving learning forward for all children that is contextual to their own classroom environment.
- provide supportive guidance for parents;
- monitor and evaluate this policy

Coordinators and team leaders will:

- review and monitor
- provide guidance and support to all staff;
- annually report to the Governing Body on the success and development of sustainability

Role of Teachers and Support Staff

(DATES!!!)

Teachers and support staff must ensure:

- children receive clear feedback about their strengths and areas for development in their work;
- children are encouraged and rewarded for their efforts and progress;
- children know what they need to do next for improvement;
- children celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- be aware of the next steps for improvement;
- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents must:

- must be aware of the school's Evaluation, assessment and feedback policy;
- realise that marking and feedback highlights a child's strengths and areas for development;

- use the evaluations of their child’s work as basis for discussion on their child’s progress

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of professional Development, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Headteacher:	Mr J Price	Date:	May 2025
Chair of Governing Body:	Mr T Baxter	Date:	May 2025

Marking Partner Agreement

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion							
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓			✓			✓			✓			✓			✓			✓			✓		Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

