

Kingsland CE Primary School

Teaching, Assessing, Feedback, Data Tracking and Reporting Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

October 2025

Kingsland CE Primary School



Teaching, Assessing, Feedback, Data Tracking and Reporting Policy

Date for full implementation: October 2025

Review Date: October 2028

This policy informs how we teach, assess, feedback, track and report the progress and attainment of pupils from EYFS to Year 6. It is based on principles laid out in the “Eliminating unnecessary workload” documents (marking / data management) of March 2016.

TEACHING

Teaching is seen in many forms at Kingsland CE Primary School. We strongly believe in a RICH and VIBRANT curriculum as well as allowing the children to flourish in the basic skills of reading, writing and mathematics.

Mathematics Teaching

Since 2016, Teaching for Mastery in mathematics has been embedded as the primary teaching strategy in all year groups, alongside the explicit teaching of KIRFs (Key Instant Recall Facts) to develop fluency. A typical Teaching for Mastery mathematics lesson might include the following teaching strategies:

- Whole class interactive teaching – ping pong discussions
- A CPA approach – Concrete, Pictorial, Abstract
- Intelligent practice / independent tasks
- A focus on developing fluency, reasoning and problem-solving skills – making connections between mathematical concepts
- NCETM Mastering Number programme

Further details about Teaching for Mastery mathematics can be found on the school website and the [Curriculum Policy](#).

English Teaching

In EYFS and Y1, phonics / reading / writing / English is taught through Read Write Inc in small focussed groups, alongside emersion in quality texts and contextual writing opportunities. For the majority of children from Y2 upwards, the teaching of English takes the following forms:

- Reading – guided reading, shared reading, whole class reading
- Spelling – RWI spelling programme alongside explicit teaching of high frequency / medium frequency words, and N.C. spellings
- Grammar and punctuation
- Writing – often based on quality texts to allow for contextualised writing opportunities
- RWI / phonics continuation

Teaching of other subjects

A rigorous foundation subject curriculum is in place. A 2 year curriculum makes up our RICH and VIBRANT curriculum, ensuring curriculum coverage and depth are achieved with the mixed aged classes. Our Rich and Vibrant Curriculum for EYFS is a one year curriculum as Class 1 is not mixed aged.

ASSESSING

Our approach to assessment:

- Assessment is at the heart of teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress:
 - Assessment provides evidence to guide teaching and learning
 - Assessment provides the opportunity for students to demonstrate and review their progress
- All staff are trained in our approach to assessment
- We have a senior leader who is responsible for assessment
- Assessment outcomes provide meaningful and understandable information for:
 - pupils in developing their learning
 - parents in supporting children with their learning
 - teachers in planning future teaching and learning
 - school leaders and governors in planning and allocating resources
 - government and agents of government
- At Kingsland CE Primary School, we are very clear about the difference between Assessment and Data Tracking – in essence, Assessment involves the gathering of information, and Data Tracking involves the recording of the information. We are clear that rigorous Assessment for Learning (AfL) strategies have the greatest impact on pupil outcomes.
- Rigorous AfL strategies ensure that teachers know the children well – what they can do and what they need to do next

Our principles for assessment:

1. Assessment is fair:
 - Assessment is inclusive of all abilities
 - Assessment ensures that all pupils are viewed as equal and judgements are not influenced by irrelevant factors
2. Assessment is honest:
 - Assessment outcomes are used in ways that minimise undesirable effects or misconceptions. Reporting needs to be sensitive and nurturing
 - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
 - Assessment judgements are moderated by experienced professionals to ensure their accuracy
3. Assessment is ambitious:
 - Assessment places achievement in context against nationally standardised criteria and expected standards
 - Assessment embodies, through objective criteria, a pathway of progress and development for every child
 - Assessment objectives set high expectations for learners
4. Assessment is appropriate:
 - The purpose of any assessment process should be clearly stated
 - Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to year group, to the task and to the desired feedback information)
 - Assessment should draw on a wide range of evidence to provide a complete picture of

student achievement

- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning

5. Assessment is consistent:

- Judgements are formed according to these six principles for assessment
- The results are readily understandable by third parties
- A school's results are capable of comparison with other schools, both locally and nationally

6. Assessment feedback should inspire greater effort and a belief that, through hard work and practice more can be achieved.

Assessment for future learning

- Our pupils are taught National Curriculum year group objectives.
- Pupils are set achievable yet challenging tasks to demonstrate their understanding.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Early Years Reception pupils will be observed and assessed in the first few weeks of starting school in order to have a 'Baseline Assessment' to inform future learning and as a measure for targets and expectations.
- Various 'Assessment for Learning' strategies are deployed within lessons e.g. incisive and challenging questioning, observations, pupil self-assessment, peer-assessment.
- Teachers provide pupils with **incisive feedback** about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively:
 - Verbal feedback to a class, group or individual is extremely valuable – it is rarely recorded
 - Effective and efficient marking is an important mechanism to inform future learning.
 - Pupils will be expected to take an increasingly active role in responding to feedback that will enable them to make progress.
 - Marking takes a variety of forms and its main purpose is to ensure that the child can make further progress or receive support to consolidate understanding.
 - The school's 'keep-up' intervention is a key strategy for individual and group progress.
 - Marking in maths in particular may often take the form of reviewing the children's written work, sorting books accordingly and identifying next steps for both the individual and the class.
- Subsequent teaching and learning is shaped by regular assessment:
 - short-term planning is shaped by assessment
 - differentiated groupings will be flexible and will be formed in response to regular assessment
 - 'Keep-up' time may be given to pupils in the afternoon to reinforce the morning's learning ensuring they are ready for the next day's learning.
- Teachers will assess learning over time using various testing and moderating procedures:
 - half-termly maths and reading comprehension tests
 - spelling tests
 - RWI assessment
 - Written comprehension tests
- Subject leaders will review progress half-termly and ensure that progress is in line with national expectations, making adjustments to learning priorities where necessary:
 - book monitoring
 - lesson monitoring
 - planning monitoring
 - conversations with staff and pupils
 - Pupil Voice interviews

FEEDBACK

At Kingsland CE Primary School we recognise that feedback is an integral and essential part of the learning and assessment cycle. We aim to encourage children to have a positive view of their work by realising that we learn at the point at which we fail and that effort and high standards are valued.

Feedback is not intended to compare the ability of pupils in the class but for pupils to nurture an understanding of their own strengths, weaknesses and progress. It goes hand in hand with appropriate levels of support and challenge.

Purposes of Feedback

- to point pupils towards the next small step that is needed to make progress
- personalised learning and teaching
- to show that children's work is valued and important; worth reading and responding to
- to be a reader/audience; giving work a purpose
- to affirm good work that has met objectives, therefore encouraging and reinforcing for future repetition
- to point pupils towards their own amendments/editing/changes
- to provide detailed information for assessment which can then inform future planning and teaching e.g. repetition/guided groups/moving on quickly/reinforcing basic skills/ skills taught in previous years
- to ask questions of the child/deepening their own thought processes/offering alternative ways of thinking
- a reading opportunity for the children and an opportunity for the teacher to model handwriting, punctuation, spelling etc.
- to extend vocabulary
- a responding opportunity for the child
- to develop skills of self-reflection, self-motivation and improvement
- to consolidate teaching objectives
- to set future targets
- to see a pattern of errors that need to be addressed and an understanding that require praise and affirmation
- to provide a clear understanding and evidence of a child's level of attainment
- for parents to be able to understand what is expected and how they can support their child's learning

Methods of Feedback

- Feedback comes in many different forms:
 - Written marking
 - Verbal feedback
 - Self-assessment
 - Peer-assessment
- Feedback in terms of the mastery National Curriculum 2014 begins with the aim that ALL children will master the learning for that particular lesson.
- The amount and methods of written marking will be dependent upon the child's understanding, their ability to read and respond to written comments, their character and maturity.
- All written comments should include encouragement for something specific and a pointer towards improvement. The phrase 'even better if...' can be very useful.
- Be as specific as possible about why a piece of work may be 'Good', 'Well done' or require more

effort. Why is it 'good'?

- There may be rewards for outstanding effort and achievement, required less as children mature and have a self-motivated desire to give their best.
- Self and peer-assessments/reflection in line with particular objectives/criteria are to be encouraged. However, the teacher will still need to monitor such evaluations; children often still need to be directed towards the next small step and basic skills errors can be overlooked. Such self and peer assessment enhance but do not replace effective and affirming feedback by the teacher.
- Feedback will usually be in line with the objectives set for that task but opportunities should be grasped wherever possible to move children forward with basic skills.
- Oral assessment is often appropriate and whenever possible should be recorded e.g. in guided reading groups and during scientific investigations. The children should be clear about feedback from such an assessment and older pupils may want to note down the points themselves that were made.
- Pupils should be encouraged to write written responses to the teacher's written feedback; a very meaningful dialogue can take place.
- Children need to know from subsequent teaching that their needs are going to be met e.g. in small groups or one to one with the teacher or teaching assistant.
- Children may be asked to re-read / re-work their initial efforts e.g. adding their own full stops.
- Pupils should be given time to value and respond to written feedback; teachers have valued the children's work and the children need to appreciate the time that you have given to written feedback.
- The colour of the pen/pencil used for written feedback is left to the teacher's preference; whatever the colour, children should know that the comments are for their benefit and is in recognition of the efforts that they are making. It is usually best to choose a colour that the children can easily distinguish from their own.
- Written comments should be well modelled in terms of handwriting, grammar, spelling and punctuation.
- The following abbreviations for errors should be used throughout the school. These can save time for the teacher and should be clearly understood by the children. A poster with them on in class can be a helpful reminder.

Spelling error: Underline the word and use 'Sp' in the margin if the pupil is to search for the correct spelling themselves (see next bullet point for further details on spelling corrections)

Punctuation error: A circle is used to denote incorrect or omitted punctuation.

Paragraph: // is used to denote a new paragraph.

Omission: ^ indicates an omission

Great work: A double tick can indicate something particularly brilliant
(A tick should really be saved to denote something correct or pleasing, not just be a way of showing that the work has been seen)

- Personal spelling corrections whether given by the teacher or found (in the classroom or in a dictionary) by the pupil should be written correctly into a 'Personal Spelling Bank'.
- Look out for related spelling errors in a child's work and draw their attention to this e.g. 'ed endings'. Guided groups could be formed to address the issue.

- If the word is so mis-spelt that it is unlikely that the child will be able to correct it, then write it out for them in the margin, perhaps underlining the part of the word that has given the most difficulty e.g. really
- Teachers in Y2 and Y6 use the Teacher Assessment Frameworks to assess work and give feedback. Evidence of these criteria may be highlighted in children's work so they are easily identifiable.
- Supply teachers and student teachers should be given a copy of this policy to adhere to, and be expected to feedback on children's work for the time that has been covered.

DATA TRACKING

- Data tracking is used for accountability and school improvement planning
- **Assessment data** is recorded on Arbor and records pupils as 'Working Towards the expected standard (WTS), 'Working at the expected standard (EXS) or 'Working at Greater Depth within the expected standard' (GDS) within the year group expectations for reading, writing, mathematics and science. Sub-levels (developing, secure, advanced) are used to more accurately determine children's attainment levels. The expectation is that pupils will *at least* stay within their sub-level as standards rise within the class/ group in line with expected progress. These are up-dated 5 times a year. Foundation subject assessment data is recorded in the same way on Arbor, but is restricted to three data drops, rather than five.
- The above attainment data is also used to rigorously track pupil progress, measuring whether pupils move up / down sub-levels.
- **Pupil Progress meetings** at the start of each term, between the Assessment Leader / SENDCo / class teachers identify children who require extra support or challenge.
- Pupils are tested alongside pupils nationally in order for us to have clear measures of attainment and progress against national expectations. These assessments take the form of:
 - Reception Baseline Assessment (RBA)
 - EYFS End of Foundation Year Assessment – 'good level of development' within the Early Learning Goals
 - Year 1 Phonics Screening
 - Year 2 / End of Key Stage 1: mathematics (arithmetic and reasoning), reading, GPS (grammar, spelling and punctuation) tests and writing – these are non-statutory assessments
 - Year 4 Multiplication Tables Check (Y4 MTC)
 - Year 6 / End of Key Stage 2: mathematics (arithmetic and reasoning) reading, GPS (grammar, spelling and punctuation) tests and writing (teacher assessment)
 - Year 6 / End of Key Stage 2: sample schools Science screening
- Teacher assessed writing at the end of KS2 is moderated by Herefordshire Local Authority
- The half-termly in-school data for pupils is analysed in terms of attainment and progress by the school's Assessment Leader, Headteacher, Senior Leadership Team, teachers and governors responsible for teaching and learning ('Love to Learn' committee).
- Attainment and Progress data is reported termly to the Full Governing Body.
- Attainment and Progress data is the major source of identifying priorities for the annual School Improvement Plan.

- Attainment and Progress, particularly in relation to the School Improvement Plan, is monitored by the Headteacher, subject leaders and school governors.
- Within school, teachers moderate and agree year group standards in line with national curriculum objectives and expectations.
- Standards are moderated with class teacher/subject leader/meetings organised within the KLLOWS cluster.
- The school shares data with an external school improvement adviser to ensure that there is a rigorous analysis of standards and processes.
- Data is scrutinised through the DfE data checking exercise, Analyse School Performance (ASP), and through the IDSR dashboard, informing future school improvement.
- Children's attainment, progress and targets are tracked rigorously year on year throughout their time at Kingsland CE Primary School.

REPORTING

- **Parents will be informed** clearly at termly Parents' Evenings whether their child is working 'at greater depth within the expected standard', 'working at the expected standard' or 'working towards the expected standard'. Progress and attitude will also be reported to parents on a termly basis.
- **Class teachers / Headteacher** will arrange to speak with parents if there is a concern about a child's progress at any point in the school year.
- **Parents will receive** a written report in the summer term clearly stating where their child is in relation to national expectations for all national curriculum subjects, and the levels of progress that have been made.
- As well as Parents' Evenings, parents have the opportunity to come into school twice a year for Parents' Show and Tell, where they can sit down with their child and look through their books together, understanding what the children have been learning about and to scrutinise their written work.
- Data will be reported to the Local Authority and the DfE at the end of each academic year, as required.
- Through the 'Love to Learn' governors' committee, senior leaders will share assessment and data tracking procedures and results on a termly basis

