



Woodend Farm school

Kindness comes in many forms

Marking and Assessment Policy

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Directors	Reason for Change
V1.0 – initial draft	Nicola Overland	06/01/2023	26/01/2023	New policy
V1.1	Nicola Overland	03/01/2024		Updates
V 1.2	Nicola Overland	15/01/2024	24/01/2024	Updates to marking codes.
V1.3	Nicola Overland	27/01/2025		Annual review and updates
V1.4	Umut Baskal	04/06/2025		Not efficient and needs to be simplified. Evidence for learning platform needs to be included.
V.1.5	Umut Baskal	23/09/2025		Update signs and symbols for clarity
V1.6	Umut Baskal	13/10/2025		Secondary Phase added.



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Rationale

The purpose of marking is to give both formative & summative feedback to pupils to aid their learning and support with planning, relevant activities. Marking should primarily allow pupils to understand how to improve the standards of their work by positive comments and guidance about how to progress to the next stage/level, 'next steps'. We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To ensure our children have the skills to engage with assessment, promoting independent learning.
- To allow teachers to plan work that accurately reflects the needs of each child;



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- To provide regular information for parents that enables them to support their children's learning;
- To provide the Head of School and Board of Governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

We use our school's curriculum plans to guide our teaching and to give details of what is to be taught to each year group. In our medium term plans we also identify opportunities for assessment within units of work. We use relevant National Curriculum documents, the Welsh Curriculum, and associated strategies to guide and support our teaching. We use the assessment guidance in these strategies to help us identify each child's level of attainment. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability. We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the attainment and progress made by the class and all data for reading, writing and maths is entered into the school's tracking system – Evidence for Learning.

Learning Objectives:

The learning objectives at Woodend Farm School state the new knowledge or skills that the pupils are aiming to achieve / develop within the lesson. As a school we align our learning objectives to those set out in the Welsh curriculum and through assessments we will ensure that the pitch of these learning objectives suits the level of understanding of our pupils. Some learning objectives will be in place across a series of lessons for pupils to continue to aim towards. Pupils will sometime need to continue to work on the same learning objective the next day if they haven't yet managed to achieve this. Our learning objectives all begin with the word, 'To'.

Steps to Success:

At Woodend Farm School we use Steps to Success to break down the learning objectives down into small achievable steps that suit each student on their learning journey. Within a classroom, pupils may each be working on different steps to success for the same learning objective. Our steps to success all begin with the words, 'I can' and teachers and LF's will be marking the learning according to these steps and indicating to pupils if these have been achieved.



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Recording learning and outcomes:

Learning across the curriculum is recorded in pupils' books and through Evidence for Learning. In books the Learning objectives along with each pupils' 'Steps to Success' are stuck in at the start of the lesson so that pupils and staff can reflect on progress towards these and assess if outcomes have been achieved. In addition, social, emotional, and physical and academic progress are monitored for all students that attend Woodend Farm. Individual, personalised learning targets are set based on the student's EHCP targets and own ability. Evidence is collected from each piece of learning that matches these targets through photographic, verbal and written sources and recorded on Evidence for Learning.

The expectation for staff when recording on the Evidence for Learning platform is three pieces of evidence a day, for each pupil. This could be a mixture of group activities as well as individual pieces of evidence. Core subjects (Maths and reading) are expected to be recorded in books three times a week only. The other two days of the week can be practical lessons that are not recorded in books.

For each subject, learning outcomes are taken from the Long-Term and Medium Term plans and progress is monitored in line end of year expectations for each students' assessed level of understanding. Data from this monitoring is recorded on Evidence for Learning daily for each subject. Social and emotional progress is assessed through thrive assessments and these are updated on a 6-weekly basis on thrive online and daily evidence towards this is accumulated through evidence for learning. Academic progress is also assessed through end of unit assessments and ongoing formal assessments each term.

Data is analysed on Evidence for Learning on a termly basis. Following this analysis pupil progress meetings will then take place with class teachers to review the data and address any areas of need.

Assessing academic progress:

The academic year will begin with a baseline. Assessment will take place three times a year. This takes place at the end of each term. The following assessments will be used to measure and record progress in core subjects:

- Numeracy – Number stacks assessment.
- Phonics – Letters and Sounds phonics assessment each term.
- Reading – Toe by Toe reading assessment would determine the reading age.
- Thrive – 6-weekly assessment of thrive developmental stage on thrive online.
- Blanks Questioning to assess children's level of understanding and reasoning.
- British picture vocabulary scale assesses the children's understanding of vocabulary against their chronological age.



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Assessing and reporting on engagement in learning:

Alongside subject based assessments and social and emotional assessments each pupil's engagement will also be measured in lessons and across a series of lessons. This will be recorded on Evidence for Learning and will use the engagement continuum attached below (appendix 1). This will score engagement under four categories from reluctant to outstanding.

Principles of our marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the learning challenge and the child's own personal learning targets.
- The child must be able to clearly understand the marking and be given time to do so.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning objective and the key expectations for the task right from the outset. Pupils will have the learning objective and steps to success stuck in their books for recorded work to allow marking and feedback to address these directly.
- Whenever possible, marking and feedback should involve the child directly and take place within the lesson or soon after. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat and legible.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can be used to identify a particular area of difficulty.
- Errors that were made by many children should not be the subject of individual comments but should be noted in future planning.
- Marking will normally be done as 'live' marking or before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Each piece of recorded work should be acknowledged by the class teacher or learning facilitator in the form of written comments linked to the Learning outcomes and success criteria so that pupils' feel their work is valued.

Organisation / Method

Feedback can be both verbal and written. Teachers will mark in **green**, support staff will mark in **Pink** and pupils in **purple**, to identify who has given feedback.



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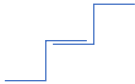


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Our marking code:

Code	Means
✓	For correct work
I.W	Independent
I.W.S	Independent work with Scaffolding
G.W	Group Work
S.W	Supported Work
V.A	Verbal answer has been given by pupil Grammar to not be corrected, adult to write their initials to show who wrote it
M	Modelling
S	Scribed
	Next steps/Challenge

Indicate pupil engagement under LO by ticking box for:

Reluctant R	Compliant C	Engaged E	Outstanding O
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For the development of spellings, teachers and LF's will circle an incorrect spelling that the pupil needs to practise and then record above or next to this word the correct spelling to practise. Teachers' marking should have a formative comment that indicates what they have achieved and how they could make it even better. Comments should refer to Lesson objectives and steps to success. Wherever possible these comments should be written within the lesson alongside the pupil to aid their learning. Summative statements can be used in addition for assessed work.



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Next steps address the need for pupils to make small steps in their learning therefore these are a crucial part of our assessment procedure. **Next steps should be identified on pupils work at least once a week per subject. Pupils should be aware of these. Opportunities to work on these next steps must be planned for as soon as possible with evidence of progress in pupils' work.**

Pupils should be given opportunities to be involved in the marking and assessment of their work. Self or peer assessment should be encouraged if possible. Verbal comments should be evidenced on stickers and put into pupil's books. Stickers will be used by LFs and support staff to record feedback on learning outside the classroom. Staff can use a variety of methods to evidence comments, including signs, pictures etc.

Reporting to Parents/Carers

We have a range of strategies that keep parents/carers fully informed of their child's progress in school (EHCP meetings, parent consultation meetings and annual reports). We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents/carers of children with an EHCP the opportunity to meet their child's teacher. During the summer term we give all parents/carers a written report of their child's progress and achievements during the year. A copy of the template for the parent reports is attached to this policy - Annex 2.

Marking assessment - Secondary Phase

1. Rationale

At Woodend Farm School, we believe that effective assessment and feedback are central to pupil progress and engagement. The secondary phase builds upon the robust systems established in the primary phase, ensuring continuity in practice and expectations. This consistency is vital not only for pupils, who benefit from familiar routines and expectations, but also for teachers, who rely on a coherent approach to avoid disrupting the learning journey.

Maintaining a unified system across phases allows for seamless transitions, supports long-term tracking of progress, and reinforces the school's ethos of personalised learning. Teachers in the secondary phase value the detailed feedback and assessment records from primary colleagues and aim to continue this process without interruption. This ensures that pupils receive meaningful, targeted feedback that



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supports both academic and personal development, and that staff can plan effectively using a shared language of learning.

2. Aims

- Recognise and celebrate pupil achievement
 - Provide clear feedback to support improvement
 - Encourage self-reflection and ownership of learning
 - Inform teaching and curriculum planning
 - Support reporting to parents and external bodies
-

3. Aims and Objectives of Assessment

- Enable pupils to demonstrate knowledge, skills, and understanding
 - Identify next steps for progress
 - Promote independent learning and metacognition
 - Provide data for tracking and intervention
 - Inform stakeholders of pupil progress
-

4. Planning for Assessment

Assessment in the secondary phase is carefully planned to ensure continuity from the primary phase and to meet the developmental and academic needs of older pupils. Teachers use long-term and medium-term planning documents to identify key assessment opportunities across subjects, ensuring that assessment is purposeful, consistent, and aligned with curriculum outcomes.

The school continues to use the **Evidence for Learning** platform to record and monitor progress, maintaining a seamless transition from primary to secondary. This ensures that pupils' learning journeys are uninterrupted and that staff can build on prior knowledge and assessment data.

Assessment tools and methods include:

- **Reading:** Pupils' reading age is assessed using the *Toe by Toe* programme. This structured phonics-based intervention provides clear benchmarks for progress and supports targeted reading development.
- **Mathematics:** Progress in maths is measured through an **online Functional Skills test**, which provides diagnostic feedback and tracks pupils' understanding of key mathematical concepts. This supports both formative and summative assessment and prepares pupils for external qualifications.



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- **Writing:** Writing is assessed **continuously** through classroom activities. Pupils produce written work both in exercise books and digitally via laptops. Teachers assess writing against success criteria and curriculum objectives, providing regular feedback and identifying next steps for improvement.
- **Other Subjects:** Assessment is embedded within lessons and linked to subject-specific objectives. Teachers record outcomes on Evidence for Learning, using a combination of written, verbal, and photographic evidence.
- **Social and Emotional Development:** Thrive assessments continue to be used every six weeks to monitor pupils' emotional wellbeing and development. Evidence is collected daily and recorded on the platform.

Assessment data is reviewed termly during pupil progress meetings, allowing staff to identify trends, address gaps, and plan interventions. This structured approach ensures that assessment is meaningful, manageable, and supports pupil progress across all areas of learning.

5. Learning Objectives

Learning objectives are clearly stated at the start of each lesson and linked to curriculum outcomes. Objectives begin with "To..." and are differentiated to meet the needs of all learners.

6. Success Criteria

Success criteria are co-constructed with pupils where possible and begin with "I can..." statements. These criteria guide pupils in understanding expectations and allow for differentiated pathways to success.

7. Recording Learning and Outcomes

Learning is recorded in subject-specific exercise books, digital portfolios, and the school's assessment platform (e.g., Evidence for Learning or SIMS). Teachers record progress against objectives and criteria, and pupils reflect on their own learning.

8. Assessing Academic Progress



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Assessment includes:

- Baseline assessments at the start of the year
- Termly summative assessments
- Subject-specific diagnostic tools (e.g., GL Assessments, past papers)
- Reading and vocabulary assessments
- Thrive assessments for emotional development

Data is analysed termly and used to inform pupil progress meetings and interventions.

9. Assessing and Reporting on Engagement

Engagement is tracked using a continuum:

- **Reluctant (R)**
- **Compliant (C)**
- **Engaged (E)**
- **Outstanding (O)**

Teachers record engagement in lessons and across subjects to inform pastoral and academic support.

10. Principles of Marking and Feedback

- Feedback is timely, specific, and actionable
 - Marking links directly to learning objectives and success criteria
 - Pupils are given time to respond to feedback
 - Peer and self-assessment are encouraged
 - Feedback may be verbal, written, or digital
 - Marking should promote progress and independence
-

11. Organisation / Methods

- **Green ink** – Teacher feedback
- **Pink ink** – Support staff feedback
- **Purple ink** – Pupil self/peer assessment

Marking Codes:

Code	Meaning
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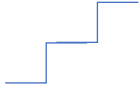
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✓	Correct
I.W	Independent Work
G.W	Group Work
S.W	Supported Work
V.A	Verbal Answer
M	Modelled
S	Scribed
	Next Steps

Spelling errors are circled and corrected. Feedback includes formative comments and next steps, which are revisited in future lessons.

12. Reporting to Parents and Carers

Parents receive:

- Termly progress reports
- Annual written reports
- Opportunities for consultation meetings
- Updates via EHCP reviews (if applicable)



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Annex 1 – Engagement in Learning Continuum

Reluctant

R

The learner displays no desire to learn or try tasks with adult prompting.

The learner does not listen to instructions and does not follow them.

The learner does not ask or answer questions in class.

The learner does not show respect to the teacher or their peers.

Compliant

C

The learner displays some desire to learn and will try small tasks with support.

The learner follows some basic rules and follows some of these.

The learner answers a few questions in class.

The learner shows a non-disruptive level of respect to the teacher and their peers.

Engaged

E

The learner displays the desire to learn and will engage with support they require.

The learner listens to all rules and follows them.

The learner asks and answers questions in class.

The learner shows respect for others and actively takes turns when talking.

Outstanding

O

The learner is passionate about learning and actively tries to seek out further knowledge.

The learner listens to all instructions and follows all on the first time of asking.

The learner actively seeks out more information independently from the teacher.

The learner helps enable others and works with their peers to come to a common outcome.



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Annex 2 – Sample end of year report for parents

End of Year pupil report

Name:

Overview of the year and progress:

What's gone well:

Even better if's:

Next Steps:

Social and emotional development including Thrive:



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English including Reading

Target:

Maths

Target:

Topics

Target:

Evidence for Learning Highlights of the year:



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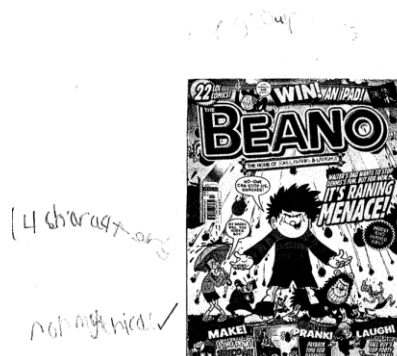
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Appendix 3: Exemplar of marking expectations:

16 January 2024
 L.O: I will be able to explore the differences between western comics and Japanese manga.
 ✓ I can discuss what I can see within a Manga.
 ✓ I can make comparisons between comic books and Mangas.
 ✓ I can sketch in the style of Chinese Mangas. see previous page (L.N)



Well done Matthew! The vocabulary you have used to discuss and compare is fantastic.
 ✓ Your sketch was clearly in the theme of Manga.



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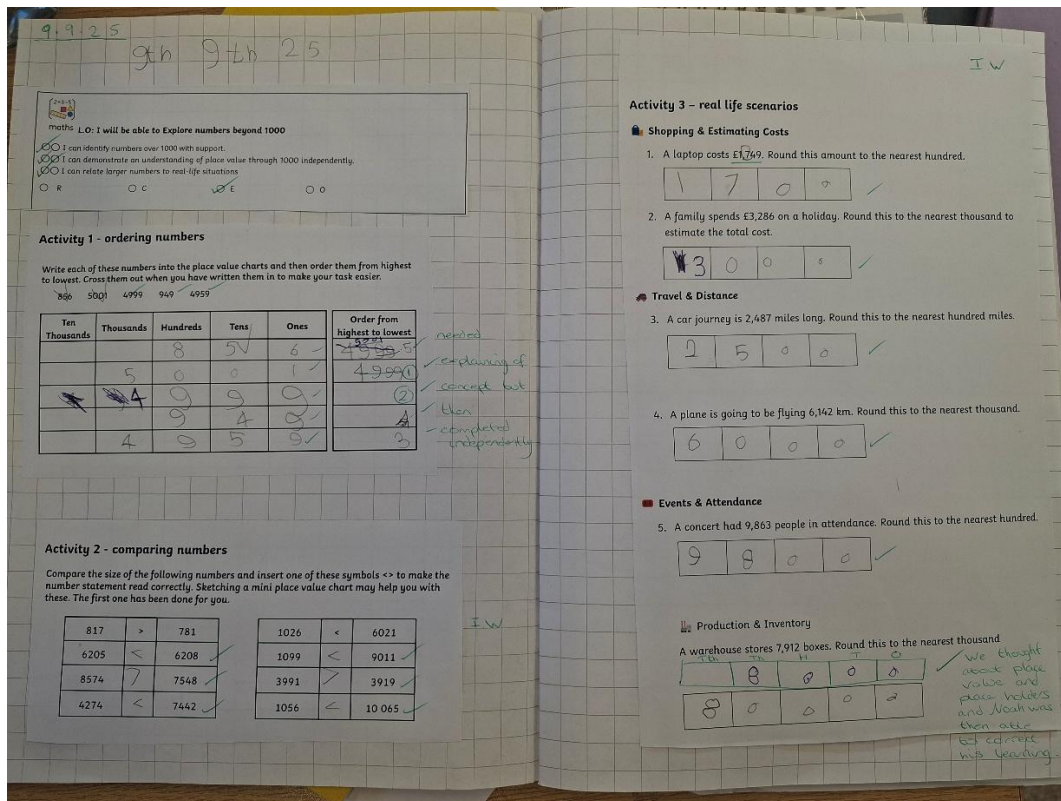
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Appendix 4: Exemplar of marking expectations:

Comments: LO: I will be able to understand why kitchen staff wear special clothing and follow hygiene rules and explain how food should be stored safely.

Solly washed his hands after understanding the need to. We discussed the reasonings behind the need for hygiene around food, and safe storage of food before and after use. Solly then assisted GW melting chocolate in the microwave. After it was melted, Solly poured in rice crispies and mixed. The mixture was put into a cupcake holder. After, Solly washed his hands and put the dishes in the sink.

Skills

Communication,
Following a recipe

Frameworks:

Cooking & Hygiene

- > Good food hygiene is essential to prevent illness and keeping food safe.
- >> I can store food properly to keep it fresh and safe to eat.
- >> I can understand the importance of not cross contaminating food.

Tags: Working Within



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Comments: Expressive arts

LO: I will be able to explore rhythm and melody to show something about myself.

We watched a video that showed us various rhythms which we tapped our feet along to.
After this we used a xylophone to create our own rhythms.
Ted was not able to create a rhythm to represent himself.

Skills
Rhythm,
Understanding feelings

 Frameworks:

Expressive Arts

> Expressive Arts (Consolidated) > Step 3 > Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

>> I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.

 Tags: Working Towards

End of Document



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