



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.
V1.7	Emma Dolby/ Danielle O'Neill	01/06/2026		Updated terminology. Use of purple pen updated. Marking codes.
V1.8	Danielle O'Neill	25/06/2026		Refined for clarity



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Rationale

As an all-through specialist provision, assessment is an integral part of effective teaching and learning and enables staff to identify strengths, recognise progress and plan appropriate next steps.

Assessment at Woodend Farm School supports academic, social, emotional and personal development. It provides meaningful information for pupils, parents/carers, staff and leaders, ensuring that all pupils make progress from their individual starting points.

Aims

We assess and provide feedback in order to:

- Celebrate achievement and recognise progress.
- Support pupils to understand their learning and next steps.
- Develop confidence, independence and self-reflection.
- Identify strengths, barriers and misconceptions.
- Inform future planning and teaching.
- Monitor progress towards curriculum outcomes and EHCP targets.
- Provide meaningful information to parents/carers.
- Enable leaders to evaluate the effectiveness of teaching, learning and the curriculum.

The aims and objectives of assessment at Woodend Farm School are:

- To enable pupils to demonstrate what they know, understand and can do.
- To identify the next steps in learning.
- To support pupils to become active participants in their own learning.
- To ensure teaching is appropriately adapted to meet individual needs.
- To provide accurate information about progress and attainment.
- To support continuous improvement across the school.

Planning for assessment

Assessment is planned as part of the teaching and learning process.

Teachers use long-term and medium-term curriculum plans to identify assessment opportunities and ensure learning is appropriately sequenced. Learning objectives are aligned to the Welsh Curriculum and adapted to meet the individual needs of pupils. Assessment is used continuously throughout lessons to identify understanding, address misconceptions and inform future planning.



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Evidence gathered through assessment contributes to whole-school tracking and monitoring through Evidence for Learning.

Learning Objectives:

Learning objectives identify the knowledge, skills or understanding that pupils are expected to develop during a lesson or sequence of lessons.

Learning objectives are aligned to curriculum outcomes and reflect individual starting points and needs. All learning objectives begin with the word "To" and are shared with pupils in an accessible format appropriate to their level of understanding.

Some pupils may work towards the same learning objective over multiple lessons to support consolidation and mastery.

Success Criteria:

Success criteria break learning objectives into smaller, measurable steps.

Success criteria:

- Clarify what success looks like.
- Support pupils to understand expectations.
- Enable staff to assess progress during learning.
- Identify achievements and next steps.

Success criteria may differ between pupils depending on individual needs, levels of understanding and curriculum pathways.

Recording learning and outcomes:

Learning is recorded through a combination of:

- Pupils' books.
- Practical activities and outcomes.
- Observation.
- Photographs and videos.
- Evidence for Learning.

Evidence for Learning is the school's primary assessment platform and is used across both Primary and Secondary phases.

Assessment evidence should:

- Demonstrate meaningful progress.
- Link to curriculum outcomes and/or EHCP targets.
- Identify strengths and next steps.



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- Capture academic, social, emotional and independence skills where appropriate.

Progress descriptors are used to record the level of success achieved within a lesson:

- Working Below
- Working Towards
- Working Within
- Working Above

These descriptors support teacher judgement and contribute to termly assessment and progress reviews.

Pupil progress meetings take place regularly to review attainment, progress and provision.

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- The Sandwell Early Numeracy Test
- Phonics – Letters and Sounds phonics assessment each term.
- Reading – York assessment of Reading for Comprehension
- 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.

Assessing and reporting on engagement in learning:

Alongside academic assessment, pupil engagement is monitored to support understanding of how pupils access learning.

Engagement is assessed using the Woodend Farm Engagement Continuum (Appendix 1) and recorded through Evidence for Learning.

Engagement levels are:

- Reluctant
- Compliant
- Engaged
- Outstanding

Monitoring engagement supports staff in identifying barriers to learning and planning strategies to increase participation, independence and motivation.



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Principles of our marking and feedback

Woodend Farm School adopts a consistent approach to marking and feedback across Primary and Secondary phases.

Feedback should:

- Be positive and purposeful.
- Be linked to learning objectives and success criteria.
- Celebrate achievement.
- Identify next steps.
- Support progress within the lesson wherever possible.

Feedback may be:

- Verbal
- Written
- Visual
- Photographic
- Recorded through Evidence for Learning

Staff use marking and feedback to inform future teaching and ensure pupils make meaningful progress from their starting points.

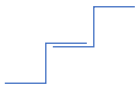
Pupils are encouraged to participate in self-assessment and reflection where appropriate.

Organisation / Method

Feedback can be both verbal and written, it is primarily provided in the moment to maximise its impact on learning.

Teachers will mark in **green**, learning facilitators mark in **Pink**- this helps to identify who has given feedback.

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



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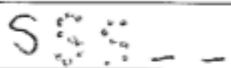
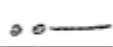
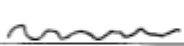


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Indicate pupil engagement under LO by ticking box for:

Reluctant R	Compliant C	Engaged E	Outstanding O
-------------	-------------	-----------	---------------

Our pupil marking code:

	Something is missing, look here
	Re-read this sentence
	Letter/number formation practice
	Check your sounds
	Check spelling
	Missing punctuation
	Missing word
	Finger space needed
	New paragraph
	Next step

Next steps form an important part of the assessment process and should be identified regularly within learning.

Challenge tasks may be recorded in **purple** to demonstrate higher-level thinking, deeper understanding and application of learning.

This applies across both Primary and Secondary phases.

feedback, including symbols, signs, photographs or other appropriate visual supports in line with pupils' individual needs.

Reporting to Parents/Carers

Woodend Farm School is committed to working in partnership with parents and carers. Parents and carers are informed of progress through:

- Annual Reviews.
- EHCP review meetings.
- One planning meetings
- End-of-year reports (Annex 3)



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Reports provide information about:

- Academic progress.
- Social and emotional development.
- Strengths and achievements.
- Next steps for learning.

Parents and carers are encouraged to contact the school at any time to discuss their child's progress.



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Annex 1- Progress descriptors

Working below	Working towards	Working within	Working above
Has not met any of the success criteria for the outcome	Has met one of the success criteria for the outcome	Has met two of the success criteria for the outcome	Has met three of the success criteria for the outcome
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.	Support is still provided but there is a reduction in the level of frequency or prompting given	The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.	The learner completes a task independently. Encouragement may be given but no prompting relates directly to the task.

Annex 2 – 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 3 – 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:

English including Reading

Target:



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Maths

Target:

Topics

Target:

Evidence for Learning Highlights of the year:



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Annex 4: Exemplar of marking expectations:

9.9.25 9th 9th 25

maths L.O: I will be able to Explore numbers beyond 1000

✓✓✓ I can identify numbers over 1000 with support.
 ✓✓✓ I can demonstrate an understanding of place value through 1000 independently.
 ✓✓✓ I can relate larger numbers to real-life situations

○ R ○ C ✓ E ○ O

Activity 1 - ordering numbers

Write each of these numbers into the place value charts and then order them from highest to lowest. Cross them out when you have written them in to make your task easier.

86 500 499 949 4959

Ten Thousands	Thousands	Hundreds	Tens	Ones	Order from highest to lowest
		8	5	6	856
	5	0	0	0	5000
	4	9	9	9	4999
	9	4	0	0	9400
	4	9	5	9	4959

✓ explained ✓ concept but ✓ then ✓ completed independently

Activity 2 - comparing numbers

Compare the size of the following numbers and insert one of these symbols < > to make the number statement read correctly. Sketching a mini place value chart may help you with these. The first one has been done for you.

817	>	781
6205	<	6208
8574	>	7548
4274	<	7442

1026 < 6021 ✓
 1099 < 9011 ✓
 3991 < 3919 ✓
 1056 < 10 065 ✓

Activity 3 - real life scenarios

Shopping & Estimating Costs

1. A laptop costs £1749. Round this amount to the nearest hundred.

1 7 0 0 ✓

2. A family spends £3,286 on a holiday. Round this to the nearest thousand to estimate the total cost.

3 0 0 0 ✓

Travel & Distance

3. A car journey is 2,487 miles long. Round this to the nearest hundred miles.

2 5 0 0 ✓

4. A plane is going to be flying 6,142 km. Round this to the nearest thousand.

6 0 0 0 ✓

Events & Attendance

5. A concert had 9,863 people in attendance. Round this to the nearest hundred.

9 9 0 0 ✓

Production & Inventory

A warehouse stores 7,912 boxes. Round this to the nearest thousand.

8 0 0 0 ✓

we thought about place value and how many thousands and how many hundreds.



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Annex 5: Exemplar of EFL:

Evidence Status: Published

 **Learner:** Addison Amos

 **Date:** Wed 29th Apr 2026

 **Photo(s) / Video(s)**



Comments: LO: I can identify and describe key features of recount text

Evidence of this lesson

Addison was able to identify the importance of chronological order
Addison was able to give examples of chronological order
Addison was able to identify different features in a recount text
Addison was able to identify the order of a mixed recount text
Addison was able to create his own sentences using sequential vocabulary

Key skills

Fine motor
Understanding order
Using key vocabulary
Speaking and listening

Challenge

To use sequential vocabulary to create his own sentences

Next steps

To identify what chronological order is when revisiting

Frameworks:

Literacy and Communication

- > Progression step 3 > Literature fires imagination and inspires creativity.
- >> I can make connections between what I hear, read and view.

 **Tags:** Engaged

Progress indicators

Progress Indicators [Working Within]

Addison was able to identify different features of a recount text and explain the importance of chronological order



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End of Document



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