


# Shelton Junior School



## Teaching, Learning, Assessment and Feedback

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## Contents

Policy review dates and changes .....	2
Aims .....	5
Opportunity Cost.....	5
Teaching.....	6
Lesson Planning.....	7
Assessment .....	7
Formative Assessment (Assessment for learning AFL) .....	7
Summative Assessment .....	7
Why? .....	7
Tracking and Analysing .....	8
Use of test results .....	9
End of Year Progress Guidelines .....	9
Moderation of Teacher Assessment .....	9
Pupil Progress Analysis.....	10
Individual children.....	10
Groups of children .....	10
Whole Cohorts .....	10
Feedback .....	10
Key points.....	10
Inclusion .....	11
Verbal Feedback.....	11
Written Feedback.....	11
Consistency of marking .....	12
Written Marking Expectations .....	14
Extended Writing .....	14
Maths, Literacy Key Skills and Wider curriculum .....	14
Correcting Spellings .....	14
Self Assessment and Peer Assessment .....	15
Monitoring .....	16

Links to Other Policies.....	16
Appendix 1 – Feedback and Marking Research .....	17
Teachers should: .....	17
Mark Scheme .....	18
In-Depth Writing Mark Scheme .....	19
Symbols for Editing (correct in purple pen).....	19

## Aims

Our mission is to create a school where every child can reach their full potential so that they are ready for the next step in their education. Effective teaching and learning is the main way in which we achieve this.

The purpose of this policy is to provide clear and coherent knowledge and understanding of the principles of good teaching and learning, feedback and assessment systems in place. It aims to identify the elements of effective teaching and learning, feedback and assessment and how these are linked to school development and professional development at our school.

## Opportunity Cost

We acknowledge that a central challenge associated with the delivery of high quality teaching, learning, feedback, and assessment is workload. Particularly some forms of written feedback, continue to take up a large amount of teacher time, limiting the time teachers can give to other tasks and often with a negative impact on their wellbeing.

High quality written feedback is known to have a good impact on learning progress, so at Shelton we focus on carrying out written in-depth marking less often but in greater detail.

We are clear that our focus and priority is on planning effective sequences of learning.

This policy is designed to keep the balance and maintain achievable workload. Teachers and school leaders review it annually.

## Teaching

At Shelton we use our POWER Curriculum to ensure children are taught a broad and balanced curriculum.

Subject leaders have identified the key knowledge and concepts that children need and teachers are supported to design progressive sequences of lessons that develop a deep understanding of knowledge and concepts over time. Children build on prior learning and teachers actively link children's learning in other subjects to deepen children's learning further.

Teachers aim to include Rosenshine's 10 Principles of Instruction<sup>1</sup> which are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

At Shelton, we facilitate these principles through:

- Opportunities for developing positive learning behaviours through the Shelton SuperPowers
- Structured sessions with clear routines that identify and address gaps and misconceptions
- A focus on LEARNING rather than DOING
- An emphasis on verbal, formative feedback that is immediate (see [Feedback](#) below)
- Planning that outlines clear learning expectations
- Identify both the core skills and deepening skills so all learners can make progress
- Regular opportunities for recall and review of previous knowledge
- A timetable with short, focused sessions

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<sup>1</sup> For further information on Rosenshine's Principles of Instruction see <https://sheltonj.derby.sch.uk/rosenshine/>

## Lesson Planning

Teachers plan sequences of learning that build children's knowledge and understanding. No prescribed format for planning. However, teachers will plan multi-part lessons based on the provided schemes of work and ensure that their planning:

- identifies the expected learning outcomes;
- is clear and precise;
- identifies prior learning;
- supports and challenges all students.

## Assessment

At Shelton Juniors, we use both formative and summative assessment to:

- Monitor children's progress;
- Gauge children's understanding;
- Reflect on and evaluate lessons;
- Plan future lessons;
- Develop children's understanding.

### Formative Assessment (Assessment for learning AFL)

Formative assessment methods are prioritised at Shelton, teachers constantly review children's understanding using a range of techniques such as:

- Targeted questioning
- Whiteboard practice questions
- Group discussion
- 1-2-1 discussion
- Low-stakes quizzing
- Children's self-assessment

Using these and other techniques, teachers develop an in-depth understanding of children's attainment and progress over time.

### Summative Assessment

In addition, children take part in termly summative assessments that inform medium term planning in Maths, Reading, Writing and Grammar. These are carried out towards the end of each term.

#### **Why?**

Summative assessment is used to:

- Validate teacher's formative assessment judgements;
- Monitor children's progress;
- Identify target children;

- Review monitor progress of children and groups of children;
- Gather data for summative whole school reporting;
- Inform curriculum, school and staff professional development.

## Tracking and Analysing

Shelton uses a non-linear “point in time” assessment system. These means that pupils learning is assessed against the criteria taught to date. The teacher will assess if the child has reached the expected standard on the learning taught so far. Teachers use curriculum documentation to assess each child.

Assessments are made 3 times each year with an additional baseline assessment in year 3. Teacher assessment data is added to the Insight tracking system using the following descriptors.

Code	Description
OYG	Working in another year group – pupils with specific Special Educational Needs agreed in conjunction with SENDCo
BEG	Beginning – just within or beginning to access the year group programme of study
EXI	On track with intervention to meet Expected Standard
EXS	On track to meet Expected Standard
GDI	On track with intervention to meet Greater Depth Standard
GDS	On track to meet Greater Depth standard

Children involved in phonics intervention groups will be assessed at the same data points.

Rising Stars PIRA and PUMA and other tests such as mock SATs papers are implemented in suitable ‘test’ conditions and take account of pupil’s access needs such as readers, scribes, additional time and rest breaks to ensure that the outcomes of the tests are both reliable and provide accurate information for teachers. Results from all tests are also uploaded into Insight.

## Children working Outside their Year Group’s Programme of Study

At each assessment point any children who are assessed as OYG within the main teacher assessment are additionally assessed using an Out of Year judgement this enables children’s progress to be tracked. Any child assessed as OYG must consult SENDCo as part of their assessment process. These children will usually sit out of year group Rising Stars assessments so, for example a year 5 child assessed at “Working 2 years below – Developing” will sit year 3 Rising Stars assessments.

Working 1 year below – Developing
Working 1 year below – Emerging
Working 2 years below – Developing
Working 1 year below – Emerging
And so on ...

## Use of test results

The results of the standardised Rising Stars tests and SATs past papers should be used as a strong indicator of pupil performance but the overall teacher assessment, informed by a full term's assessments, should be the final judgement entered into the system. If there is a significant difference between the standardised assessment outcomes and the teacher's assessment, this must be reviewed internally and the recorded outcome be agreed by the headteacher and / or appropriate subject leader(s).

The outcomes of the Rising Stars summative assessments will also be used by the Faculty and Subject Leaders to inform key areas for development.

## End of Year Progress Guidelines

Start of year baseline	End of year target
EXS	EXS (or GDS)
GDI	GDS
GDS	GDS
EXI	EXS
BEG	EXI (or EXS)
OYG	OYG (or BEG)

## Moderation of Teacher Assessment

Evidence to be used for moderation:

- Reading books e.g examples of comprehension
- Recording of the pupil reading
- Maths books
- Writing books
- Writing portfolio
- Curriculum books - examples to see application of writing
- PiRA and PUMA standardised scores
- PiRA and PUMA test analysis reports
- Other test scores e.g. Phonics, AR reading ages, etc
- Teacher assessment info of the pupil
- Anything else that would support the assessment checking process

Moderation checks are used to provide assurance that the internal assessment process is providing an accurate overview of outcomes across the school.

Moderation checks will focus on pupils who are assessed just within each 'grade' or descriptor for each subject.

- The lowest pupil on track for GDS
- The highest pupil on track for EXS

- The lowest pupil on track for EXS
- The highest EXI pupil

In addition, external monitoring of writing alongside other schools, Deep Dives carried out by headteachers from other schools or external advisors further support the validation of our in-school judgements.

Attainment data is also reviewed strategically by school governors.

## Pupil Progress Analysis

### **Individual children**

Following summative assessment points, teachers and school leaders review pupil progress and discuss any resulting actions. This could be to identify children needing additional focussed teaching (target children) or who require specific targeted interventions in order to close gaps or address misconceptions.

### **Groups of children**

In addition, data is analysed to identify where there are gaps between groups of children. Where gaps are identified actions are discussed that could narrow the gap by accelerating the progress of groups of children.

### **Whole Cohorts**

Data analysis on the class's main areas of need is carried out to identify specific areas of focus for the teacher to focus upon in future.

## Feedback

Feedback can be verbal, written and non-verbal. When considering workload, and written feedback in particular, teachers should allocate time proportionate to curriculum time for each subject.

Feedback should:

- be based on high quality assessment for learning;
- be meaningful and motivational;
- highlight strengths and identifies gaps in knowledge;
- be constructive and helps the student progress;
- offer opportunities for support and scaffolds if appropriate;
- be manageable for staff (see [Opportunity Cost](#) above).

### Key points

- In-lesson, verbal feedback is prioritised at Shelton. Teachers discuss children's work with them regularly – these interactions are focussed on specified learning outcomes.

- Teachers build children’s confidence and know that feedback on what children have got correct is as important as identifying misconceptions and correcting mistakes.
- Teachers decide together which pieces of work should receive an “In-Depth” written mark aimed at supporting children to make progress against a success criteria (see **In-Depth Writing Mark Scheme** appendix).
- Where a lesson is covered by another teacher or cover supervisor, then the cover teacher or supervisor will add their initial to the top corner of the piece of work and mark the work for the period they covered using the mark scheme below. The class teacher is responsible for having a clear and precise understanding of the learning in all subjects for the children in their class and so will review the learning undertaken during cover periods.
- Not all work should be marked in-depth but every piece of work will be reviewed by the teacher using the **Mark Scheme** appendix.
- In written marking, careless *mistakes* are marked differently to *errors* resulting from misunderstanding.
  - Careless **Mistakes** (things that children can usually do correctly) are highlighted for children to correct themselves
  - **Errors** (a child’s misunderstanding) are taught using a → short written hint or question to develop their knowledge and understanding
- Children are given time for editing and reflection on all written marking.

## Inclusion

Our school is an inclusive school. This means that equality of opportunity must be a reality for our children. All marking is individual to every pupil to further their individual learning.

## Verbal Feedback

Teachers provide verbal feedback using a range of techniques in each lesson. This can be planned or spontaneous response to teacher’s assessment for learning within the lesson; given 1-2-1, to groups or the whole class; can focus on strengths or targets and how to improve; is always specific and targeted around the learning objectives for the lesson. Teachers carefully consider how pupils will receive feedback to ensure that their confidence is maintained and built upon.

Verbal feedback should only be given after effective modelling or teaching of a concept. It should focus on moving learning forward.

## Written Feedback

Written marking is designed to be brief but have high impact on learning. A few pieces of children’s written work are marked with additional “depth”. In these cases children are allocated extra time to review and improve their written work.

All marking is completed in green pen with green and pink highlighters. The appendix shows the marking key that is used for all pieces of work. Our policy follows the following model:

1. Showing success. Tickled Pink – Pink highlighter.
2. Indicating mistakes for correction. Green highlighter and pen

3. Indicating errors for improvement – challenge questions or next steps →
4. Children respond purposefully and edit their work – purple pen

Using a learning objective, which is communicated to children at the start of all lessons, we mark and give feedback against the identified success criteria and use this to focus attention on the key ideas. The method we use to identify strengths and weaknesses will consist of:

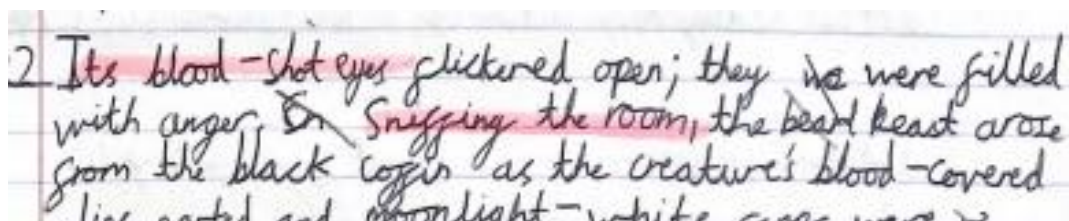
- Tickled Pink highlighting where work meets or exceeds the success criteria.
- Green highlighting or marking symbols indicate (in moderation) where corrections or improvements could be made.
- Next steps are simple and clear – a word or phrase – additional verbal explanation is often provided alongside this
- Use of printed T4W toolkits or printed success criteria may be used to support self-evaluation and teacher feedback
- Star Worthy work is celebrated and rewarded.

We believe it is vital that children have a planned opportunities to reflect on their learning and therefore include opportunities to respond to marking and feedback in our planning and timetables. Children add their improvements in purple pen so it is clearly visible.

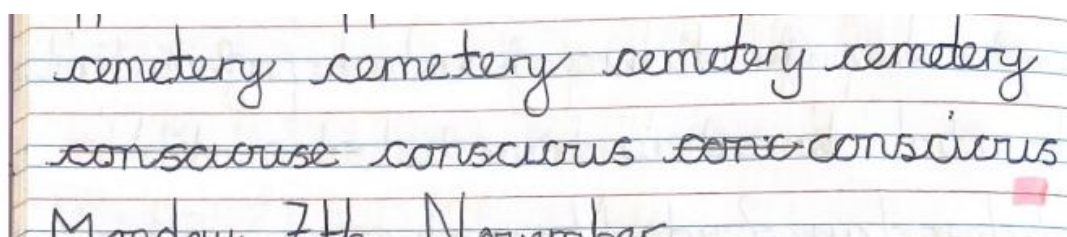
### Consistency of marking

In order that children know how they are doing, they need to clearly and readily understand marking from all adults in our school. Therefore it is important that all teachers mark in the same way.

Highlighters are used to indicate correct answers (pink) and answers that need correcting or improving (green). When marking words or phrases written in pen, teachers highlight **through** the words like this:



When marking a correct answer, teachers use a short, horizontal line about 1 cm long like this:



All green highlighting, or green → comments, must be responded to. In written work using a purple pen, or in maths using pencil.

All corrections apart from spellings are also marked with highlighters, like this:

20	50
1 x 20	1 x 50
2 x 10	2 x 25
4 x 5	5 x 10
Common factors: 1, 2, 5 → One more 10	

In maths, teachers mark each question by highlighting like this:

1. a)  $\frac{1}{4} \times \frac{1}{5} = \frac{1}{20}$      ~~d)~~  $\frac{3}{4} \times \frac{1}{5} = \frac{3}{20}$

b)  $\frac{1}{5} \times \frac{1}{6} = \frac{1}{30}$      ~~e)~~  $\frac{2}{5} \times \frac{5}{6} = \frac{10}{30}$

c)  $\frac{1}{56} = \frac{1}{7} \times \frac{1}{8}$      ~~f)~~  $\frac{5}{7} \times \frac{5}{8} = \frac{25}{56}$

Fluency questions may be marked by students in purple pen, teachers will check this and then highlighted as correct by highlighting the question number like this:

**1.** Complete the calculations.

a)  $13.44 \div 10 = 1.344$  ✓     e)  $5.5 \times 1000 = 5.500$  ✓

b)  $41.4 \div 100 = 0.414$  ✓     f)  $103 \div 1.25 = 100$  ✓

c)  $0.415 \times 1000 = 415$  ✓     g)  $13.44 \div 10 = 1.344$  ✓

d)  $3.06 \times 100 = 306$  ✓     h)  $504 \div 100 = 5.04$  ✓

**2.**  $1.4 \times 10 \times 10 \times 10 \times 10 = 1.4 \times 1,000$  ✓

$1.4 \times 10 \times 100 \times 1000 = 1.4 \times 1,000$  ✓

$1.4 \times 10 \times 10 \times 100 = 1.4 \times 1,000$  ✓

$1.4 \times 10 \times 2 \times 20 = 1.4 \times 100$  ✓

When marking reasoning written answers in pencil, highlighting is done using a pink mark NEXT to the child's answer, NOT through the pencil writing. **NOT** like this!

The 5 desks will not fit because it is  $\frac{2}{3}$  m too wide for the 6m width.

Spelling mistakes of maths technical vocabulary are always corrected. These are likely to be on the classroom working wall.



Teachers will choose what mistakes and errors to mark in order to maximise children’s learning. This may mean that some mistakes or errors are not highlighted so that children focus on correcting the most important knowledge. Teachers will take care that misunderstandings are addressed appropriately over time.

Where no marking is required, as feedback has already been given in class, the teacher will mark the learning objective (WALT) either pink or green to indicate if the child has successfully achieved the learning or is still working towards it.

If a child is absent for a lesson, nothing is recorded in their book.

## Written Marking Expectations

### **Extended Writing**

- When starting extended writing, children look back at their work to find their next step
- 2 pieces of extended writing is marked in depth each half term
- Writing is edited by pupils in purple pen
- Every symbol for editing is responded to in purple pen
- Maximum of 3 spellings per page identified for correction
- Next step identified using quick word or phrase eg:  
→ paragraphs or → more ambitious adverbs

### **Maths, Literacy Key Skills and Wider curriculum**

- Every piece of work is reviewed by the teacher
- Peer marking is checked by a teacher – errors are adjusted
- Green highlighting, symbols for editing, and challenges in maths are responded to in purple pen

## Correcting Spellings

The teacher will identify incorrect spellings, especially of high frequency words by writing **SP** in the margin. The word may also be highlighted in green. The child will then respond by writing the correct spelling in purple pen. Teachers will prioritise common, careless **mistakes** such as high frequency words and common exception words along with curriculum or specific technical vocabulary that has been taught. This may mean that some spelling mistakes are not highlighted as the teacher has decided to focus the child’s attention towards specific spelling mistakes.

Teachers will aim to correct up to a maximum of about three spellings per page so that children can respond to all spelling corrections without creating excessive workload for teachers (see above). Teachers and TAs will usually mark corrections “live” as they are completed by children.

Where a spelling is an **error** or misconception, the teacher may provide additional support through 1-2-1 guidance, this may be through whole class guidance, a note to the child or verbal guidance.

Children correct careless or common **mistakes** by using working walls, desktop prompts, knowledge organisers, dictionaries and peer support.

Where a child has a significant number of mistakes or errors, the teacher or teaching assistant may support the child to correct their work in purple pen.

## Self Assessment and Peer Assessment

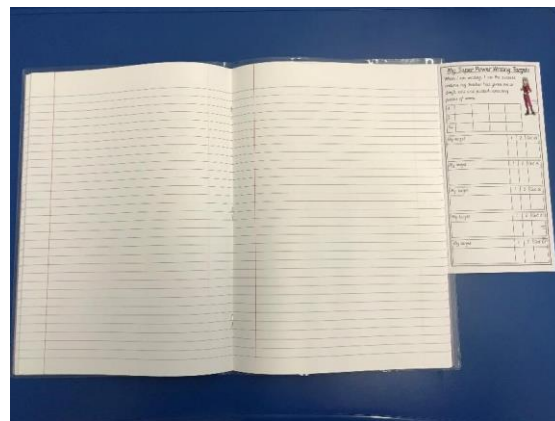
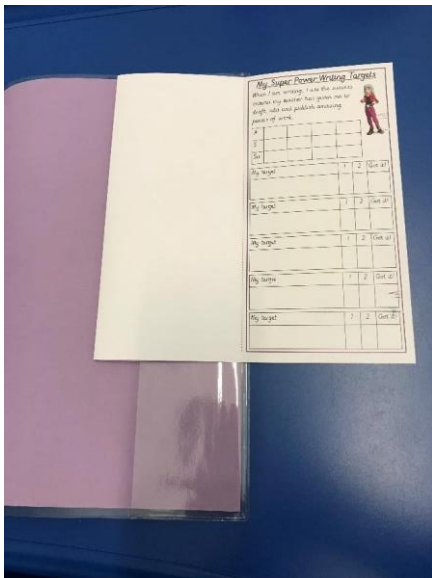
Peer and self-assessment form an important part of our feedback process. Reflection is one of our Shelton Superpowers and used to encourage learners to think about their own strengths and weaknesses and how to improve. Children may mark peer's work respectfully using purple tick and Teachers will check this for pupil errors. A success criteria will **always** be used to scaffold peer marking and children will always identify more strengths than areas of improvement (e.g. "two stars and a wish").

## Writing Targets

Every child has a writing target support sheet folded into the back page of their writing key skills book. This will help teachers and students target specific skills to work on throughout the year and assess if they have achieved targets for each piece of work in each term.

In LKS, teachers select a personalised writing target, in UKS children may reflect and identify their own targets under the guidance of teaching staff.

Usually, up to 5 targets will be given each academic year. Children must demonstrate their target independently 3 times.



See Appendix for writing target sheet templates.

## Monitoring

Teaching and Learning lesson visits will take place during the academic year, where members SLT observers will evaluate Teaching and Learning. These may inform Performance Management evidence.

In addition, all staff will be involved in conducting subject specific 'Deep Dives' to identify areas of strength and next steps in that will be actioned and recorded. This process is intended to be developmental and will not form a part of Performance Management. Staff can however request to use the lesson observation feedback evidence as part of their Performance Management should they wish to do so.

Also a number of learning walks, work scrutiny sessions, and lesson observations may be carried out as well as internal and external moderation during the course of each academic year.

## Links to Other Policies

- Calculation Policy
- SEND Policy
- Pupil Premium Policy
- Shelton POWER Curriculum

## Appendix 1 – Feedback and Marking Research

There is a wealth of validated national research that has been compiled by the EEF in their **EEF Teacher Toolkit on Feedback and Marking**

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1635355218](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218)

This report states that:

### **Teachers should:**

#### **1) Lay the foundations for effective feedback**

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)





#### **2) Deliver appropriately timed feedback that focuses on moving learning forward**

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner’s personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

#### **3) Plan for how pupils will receive and use feedback**





- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness.
- Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

## Mark Scheme

	<i>I'm tickled pink! This part of your work is correct</i>
	<i>Take a look at this part again to spot the correction needed and edit your work</i>
	<i>Try this challenge to add depth to your understanding with your purple pen</i>
	<i>Thumbs up for great learning! I have awarded you 3 Dojo points</i>

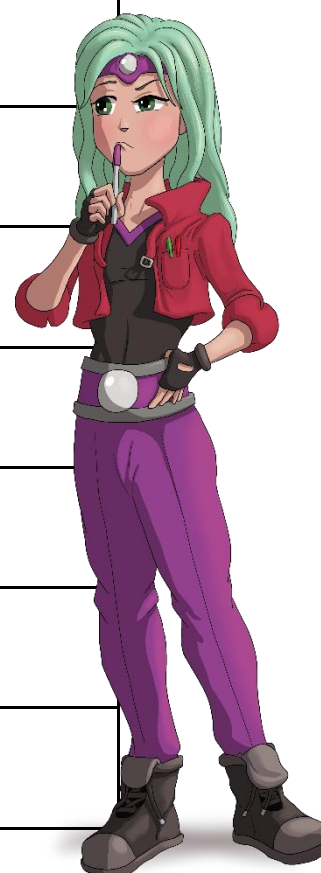


## In-Depth Writing Mark Scheme

	<i>I'm tickled pink! This part of your work is correct</i>
	<i>Take a look at this part again to spot the correction needed and edit your work</i>
	<i>Try this challenge to add depth to your understanding with your purple pen</i>
	<i>Thumbs up for great learning! I have awarded you 3 Dojo points</i>

### Symbols for Editing (correct in purple pen)

<i>P CL FS</i>	<i>Punctuation errors</i>
<i>sp</i>	<i>Spelling mistake</i>
<i>t</i>	<i>Correct the tense</i>
<i>^</i>	<i>Word missing</i>
<i>( )</i>	<i>Edit this section</i>
<i>//p</i>	<i>New paragraph needed</i>
<i>↑</i>	<i>Improve your vocabulary choice</i>



## My Super Power Writing Targets

When I am writing, I use the success criteria my teacher has given me to draft, edit and publish amazing pieces of work.



Aut				
Spr				
Sum				

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!

## My Super Power Writing Targets

When I am writing, I independently select my targets and use these to draft, edit and publish amazing pieces of work.



Aut				
Spr				
Sum				

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!

My target	1	2	Got it!