



Ocean Academy Poole
an Aspirations Academy

Assessment & Feedback Policy

Date of last review:	Sep 2025	Review Period:	1 year
Date of next review:	Sep 2026	Principal:	Martin West
Type of policy:	Academy		

SELF-WORTH ENGAGEMENT PURPOSE
'Bringing Learning To Life: No Limits. No Barriers.'

Introduction

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to make an improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal, pictorial or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

At Ocean Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle and we aim to maximise the effectiveness of this across the school. The sole purpose of feedback is to further children's learning and it should empower children to take responsibility for improving their own learning rather than the focus being on the adult.

At Ocean Academy, we believe that marking and feedback should:
have a **PURPOSE**
be **MOTIVATING**
MOVE LEARNING ON

We use Assessment For Learning (AFL) techniques to ensure teaching and learning is continuous, clear and progressive. The Education Endowment Foundation suggests that effective feedback should:

- Find out what children already know, what they need to know and what they want to know
- Be specific, accurate and clear
- Encourage and support further effort and learning
- Encourage children to find and correct their own mistakes
- Alert teachers to misconceptions so that these can be addressed immediately
- Give guidance on how to improve learning further
- Provide an appropriate level of challenge to ensure progress

We believe that children must receive feedback in the lesson or within the next appropriate lesson. Next steps to learning will be the result of feedback and inform the next planning stage, lesson focus or intervention.

Feedback and marking are part of the school's wider assessment process, which aims to provide an appropriate level of challenge and continued progress throughout each lesson and over time.

We understand that new learning is fragile and that, for this to be embedded, steps need to be taken to revisit and refresh learning. We want our pupils to REMEMBER more, UNDERSTAND more and APPLY more. We believe that feedback should allow teachers to adjust teaching both within the lesson and across a sequence of lessons.

Aim of this policy

- Support school improvement and the raising of standards of attainment and progress for all of our pupils
- Provide clear guidelines on our approach to formative and summative assessment, feedback, marking and challenge
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and governors
- Clearly set out how and when assessment practice will be monitored and evaluated (Ocean Assessment Cycle)
- Identify how we use Assessment For Learning techniques

- Identify who is responsible for the monitoring and evaluation of assessment practice at Ocean Academy
- Embed the Growth Mindset ethos of the school to ensure every child participates in their own learning journey and recognises their strengths and areas for development and to be given the opportunity to do this in a consistent and positive way
- Embed the Power Skills (Communication, Collaboration, Character, Critical Thinking and Problem Solving and Creativity)

Legislation and guidance

- National Curriculum 2014
- This policy works alongside the School's No Limits Curriculum and the SEND Policy

Principles of assessment

We assess so that:

- We can understand what children know, understand, and are able to apply in their learning.
- We can plan learning opportunities that reflect the needs of all children in line with the national curriculum
- We can identify children who are falling behind at all levels and therefore plan support to address their needs
- We can identify, pre-empt and address misconceptions to secure foundational knowledge
- We can identify children exceeding their age related expectations and therefore plan work to challenge them further
- We can provide children and parents with information and feedback about learning
- Children can participate in their own learning journey, can recognise their own abilities and can challenge themselves to achieve more
- We can measure attainment and progress for individuals, groups and at whole school level – identifying the effectiveness of the school and ensuring accountability at all levels
- The ceiling on attainment and progress is removed as a result of rich and immersive learning opportunities

Principles of Feedback

- To move learning on
- To empower children to take responsibility for improving their own work and support children to challenge themselves
- Feedback can be verbal, pictorial or written
- Feedback should happen in the lesson or within the next appropriate lesson – to promote next steps in learning
- To inform planning at all levels – assessment of learning should lead the planning process
- Feedback can be immediate, a summary (at the end of the lesson), developmental, formative or summative
- Encourage children to reflect on and improve their learning

Assessment approaches

At Ocean Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our No Limits Curriculum and the National Curriculum. We have developed a curriculum that will allow the assessment of learning across all curriculum subjects.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. We assess core subjects each term using teacher judgements alongside PiXL test results forming AP1, AP2 and AP3 current judgements and MAT end of KS2 predictions. A baseline assessment is also completed in the first few weeks of Year 3 using the current years' KS1 SATs papers.

We assess the expected standard (EXS) and the deeper thinking within the foundation subjects at the end of lesson using the lesson objectives, and if appropriate phased system, to assess whether a child has met the objective. This then forms an overall teacher judgement at the end of each unit of work. Children showing regular deeper understanding at a foundation subject are monitored through subject lead assessment trackers (which are created alongside the teachers). Those children are signposted to further opportunities linked to the subject. Children identified as needing support, not on track for age related expectations, are also tracked and given intervention; this is recorded on the subject leader tracker.

In-school formative assessment

Effective in-school formative assessment is happening daily and enables teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Formative assessment at Ocean Academy

We use Assessment for Learning (AFL) – which is simply defined as a process whereby we seek and interpret evidence for use by learners and their teachers to decide where the learners are, next steps and how best to get there. At Ocean Academy, AfL strategies which may be used are outlined below:

Maths, Reading, SPaG, Science, History, Geography & RE

Self-marking -

- Using green pen and marking stations, pupils should self-mark their answers after a set amount of questions determined by the teacher.
- 'If the teacher deems it appropriate or if all are correct', they must move to the next phase without delay. Children, if directed by the teacher, can show their work to the teacher to support their decision to choose the correct phase.
- If they make mistakes and need support with understanding the concept, they must inform their teacher by putting their hand up. The child (with teacher guidance) may choose to go to an earlier phase if that would support, or after some extra modelling, they can continue with the current phase.
- Some questions may be checked by an adult instead or alongside being self-marked, with a red tick for teachers and purple pen for TAs evident.
- Answers may be read out by the teacher for pupils to mark or correct if a marking station is not appropriate.
- Pupils need to re-do the question if they have made a mistake (see 'Written Marking' section for guidance on teacher quality assurance).

Live marking -

- During a lesson or intervention, adults will give students verbal feedback.
- When verbal feedback is given, teachers must note this in red pen, teaching assistants in purple pen, with a **VF**. Next to the VF, there must be evidence of the child self-correcting in a green pen.
- Where a discussion is used to move learning forwards or challenge a child to think about their work, but does not require green editing, a **'d'** will be used by the adult in the margin. Teachers in red, TAs in purple pen.
- If the teacher notices class misconceptions, the teacher will stop the whole class to address the misconception/s.

*In reading, live marking includes listening to readers and giving verbal feedback on their oracy.

Written marking -

- At the end of the Learning Objective, the phases and the LO will be highlighted. Green = achieved. Pink = not achieved. A mix of both pink and green can be used to help teachers identify children that are nearly there and need focus work to get there.
- The teacher will also look through the work in books to check for misconceptions and errors, if any are identified (this includes any corrections made by the child when self-marking, symbols are used for signposting parts of the work for learning consolidation and indicating teacher/teaching assistant feedback (see below). A red tick will show the child the work was completed successfully and that the teacher has quality assured the work. Common misconceptions and successes are identified to form the Feedback in Five content for the next lesson in Maths and English.
- At the end of the piece of work the teacher will initial the work completed, a teacher will quality assure the work and check for misconceptions. They will initial the piece of work at the end.
- Feedback in Five is used in Writing, Maths and Reading at the beginning of each lesson. This is evident on GoogleSlides which highlights misconceptions, celebrates successes and identifies key learning points for whole class development. The teacher will identify key points to discuss in Feedback in Five, through evaluation of the previous lesson.
- Prompting a child to edit their work may include teacher red pen or TA purple pen - annotations such as/similar to dots/lines/circles/modelled examples underneath words or for missing punctuation.
- For work deemed requiring intervention/a response to feedback the next day, teachers have flexibility in using a system that works for them and their class. For example, this may be sticky tabs or a 'see me' note written in the book - children know the system in their class and seek an adult to work with.
- Staff may also annotate work to give context to pieces of work completed (teachers in red pen, teaching assistants in purple pen).

Marking Symbols:

These may be used to remind pupils about missed non-negotiables or to symbol support and feedback given.

Teacher annotations (see above) = prompt editing

SP = Spelling (check for accuracy)


CL = Capital Letter missing

VF = Verbal Feedback given

P = Punctuation

D = Discussed

? = check for sense

 in red/purple = move on to the next phase

*Checks should be made for: presentation, quality and quantity of work, spelling and understanding.

* Verbal feedback will consist of positive praise (e.g. what you have done well is...) & improvements (e.g. your target is...). It is important that praise consists of effort as well as outcome, which links to the growth mindset ethos.

Written Pieces

*As above in addition to the below:

Genre Snippets - Genre snippets will be present in phase 3 writing lessons. These will be stuck at the top of a piece of work and children will edit their work against this, ticking off in green when they have used a part of the criteria. At the end of the written piece, children can self mark against the 'genre snippet'. The teacher, once the piece is finished, will highlight the LO either green or pink. Throughout the drafting process, these extended pieces of writing will have opportunities for verbal feedback, interventions and self editing (which includes checks for inaccuracies, spelling, repeated mistakes and opportunities to uplevel writing).

Independent written work in Year 6 - During Year 6 independent writers, teachers give live marking positive feedback identifying the skills the children are showing which also naturally raises pupil attention to the skills they have not shown yet. This marking will be in the margin next to the skill shown and with a green highlight over the skill/feature identified. Symbols can be used to abbreviate KS2 writing skills/features - (e.g. () for brackets and ; for semi-colons).

Self-marking - Using a green pen, children must edit their work after each paragraph or at the end of the piece using the genre snippet or an agreed upon criteria. The editing process must be modelled by the class teacher. The children must also use a dictionary or spelling resource to check a given number of spellings per paragraph.

Analysis Sheets - Optional support for teachers, which can be used for each written lesson.

Conferencing - The teacher will hold conferencing sessions with identified students.

DT, Art & PSHE

Live marking - The class teacher and teaching assistant will move around the classroom giving students verbal feedback for the children to act upon.

*Capital letters, full stops, and spelling of topic vocabulary are non-negotiable and must be pointed out.

Live marking - If the teacher notices class misconceptions, the teacher will stop the whole class or bring a group to the carpet to address the misconception/s.

*Checks should be made for: presentation, quality and quantity of work and understanding.

* Verbal feedback will consist of positive praise (what you have done well is...) & improvements (your focus is...)

Music & PE

Positive praise, verbal feedback and extra modelling is given throughout the lesson as deemed appropriate.

HLTA Teaching & 2x TA cover

Cover lessons are marked live by the HLTA in the lesson and reviewed by the teacher later for assessment of the LO and to inform their planning. There may be times when the HLTA is confident in their assessment of the subject being covered and may highlight LO for the lesson.

On the rare occasion, when two TAs cover a class, self assessment and live TA marking can still be in place. At the end of the lesson, the word 'cover' will be written on the piece of work with their initials next to this to demonstrate that this lesson was not taught by a teacher but the work has been checked and recognised for appropriate engagement by pupils. The general assessment and overview of the lesson is verbally passed on to the teacher, ready for the next lesson.

Home Learning

Self-marking - Using green pen, pupils should self-mark their answers. The teacher will talk through correct answers and misconceptions.

Each class will keep a tracker to monitor the completion of work. House points are rewarded for high effort and completion.

*Teachers will monitor Boom Reader once a week to ensure all pupils are reading at least three times a week. Teachers will speak to parents when this is not happening.

Leitner System

Our philosophy that children should REMEMBER MORE, UNDERSTAND MORE and APPLY MORE is developed through our approach to teaching knowledge that can be committed to long term memory so that there is less overload on the short term working memory. Once the knowledge is secure, application can flourish. The Leitner System used in foundation subjects allows us to assess the building, retention and application of that knowledge.

In-school summative assessment

Effective in-school summative assessment is the collation of evidence from across the school and this enables:

- **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. The Principal and Assessment lead hold Pupil Progress meetings with staff termly and carry out monitoring activities half termly. 'Books looks' are a common occurrence in middle leader meetings and staff meetings
- **Subject Leaders** to monitor the performance of pupil cohorts in their subject area to identify areas for improvement across the school
- To ensure the coverage and progression of the **Learning Journey Maps** is delivered successfully across the school
- **Teachers** to evaluate learning at the end of a unit or period and measure the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- **Governors** to understand the effectiveness of the school as a whole in terms of outcomes for children
- **Aspirations** to understand the effectiveness of the school as a whole and ensure standards are continually high

At Ocean Academy we have a rigorous and carefully planned assessment cycle to ensure a consistent approach to assess attainment and progress over time across the whole school. Our assessment cycle also supports teachers and leaders by ensuring that assessment is purposeful and guides future learning.

Summative assessments are made in all subjects at the end of the academic year and are shared with parents and carers in the school report.

Assessments in the foundation subjects are based on the collection of evidence within school, these are guided by progression and overview documents, based on NC coverage, showing expectations at each unit of work.

Included in our assessment cycle, we use the following:

PiXL Assessments and National Tests: Reading, writing, maths and SPaG

At Ocean Academy, we assess the core subjects (RWM) summatively following the PiXL test process in all Years 3, 4 and 5 year groups. In Year 6, SATs papers are used. We use the provided standardised tests three times per year to measure attainment and progress in reading, writing, maths and SPaG. These tests are also analysed by our

teaching staff and senior leadership to identify common misconceptions and next steps in planning for all subjects and various groups of learners (Ability, SEN, EAL, Gender, PPG).

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

From these findings, year teams:

- Meticulously plan and strategise for necessary future learning, targeted intervention and update individual plans (IEPs)
- Make summative, termly assessments on our school tracking system. This data is shared across the school and with the governors and Aspirations leadership team

Pupil progress meetings are held termly within year teams and with the Assessment Lead/Principal.

Children that may be in danger of not meeting expected standards are identified and discussed to ensure they are supported and actions taken to accelerate learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

At the end of Key Stage 2, pupils take part in the Standard Assessment Tests (SATs). The national data from this is published on the school website and updated annually (from 2019). This data is compared to national averages.

Parents receive a formal written report annually, are invited to parent/teacher consultations and can meet with teachers through arranged appointments as necessary.

Aspirations South Coast District Board receive school data termly and the Principal meets the South Coast District Board termly to discuss data and future actions.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders and subject leaders** to monitor the performance of individual pupils and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve expected or above progress and attainment
- **National Curriculum tests** and teacher assessments at the end of Key Stage 2 (year 6) to inform effectiveness of provision and outcomes for all children
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Measure** the effectiveness of Ocean Academy's curriculum
- **Pupils and parents** to understand how pupils are performing in comparison to pupils locally and nationally

Collecting and using data

At Ocean Academy, we collect and use the following data:

- In Year 3, Year 4, Year 5 and Year 6, children are assessed as Working Towards (WTS), Expected Standard (EXS) or Greater Depth (GDS) in Reading, Writing and Maths
- In Year 3, we do a phonics screening check for children that did not meet the threshold in Year 2. Children join our Rapid Phonics intervention. We continue to check these children half termly until they meet the threshold.
- In year 3, 4, 5 and 6 we do sound checks on TT Rockstars to assess pupils' multiplication facts recall (similar to the MTC check). A baseline is made in Autumn term, then assessment checks half termly onwards.
- SALFORD reading scores are recorded termly across all year groups
- PIXL tests in Years 3 - 5 are used termly to assess learning that term and to give a picture for gap analysis and future planning/intervention
- Previous SATs tests are used in Year 6 termly to assess learning that term and to give a picture for gap analysis

and future planning/intervention

- Arbor records attainment and progress across the school and across all schools within Aspirations Academies
- Data is used to assess children's learning, the quality of teaching and the impact our provision is having on children's outcomes in line with their starting point

Reporting to parents

At Ocean Academy, we report to parents by:

- Formal reports x 3 per year – including standardised data information and targets
- Publication on the school website – national data and disadvantaged pupil data (from 2019)
- Face to face meetings with the class teacher
- Workshops and briefings
- Book look and feedback opportunities
- Information given at formal parents evenings x 2 per year
- Year group curriculum statements, newsletters and half termly overviews
- Individual Education Plan or Behaviour Management Plan

Inclusion

The principles of this assessment policy apply to all pupils, including vulnerable groups and those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. If required, pupils will be assessed against Pre-Key stage standards. The SENDCO collaborates with external agencies for advice on assessment processes, ensuring they are relevant to the child.

Those children who are working above the expected standard (greater depth) will have their needs met through quality first teaching, intervention and challenge groups / activities.

Teachers planning responds to assessment evidence on a weekly basis and is the basis for interventions and next steps to learning.

Interventions are evaluated half termly by teachers through entry and exit statements.

Training

Training is offered to all staff through whole school initiatives, staff meetings, networking with local schools, accessing external agencies and through Aspirations networking. Staff can access appropriate training as necessary. The Assessment Leader will plan and monitor all CPD with regards to assessment.

Roles and responsibilities

South Coast Regional Board

South Coast Regional Board (SCRB) are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Academy Improvement Director (AID) will hold school leaders to account and visit the academy regularly to be fully aware of the systems and processes in place.

Principal (alongside SLT)

The Principal is responsible for:

- Ensuring that the policy is adhered to and reviewing it annually
- Monitoring standards in core and foundation subjects
- Monitoring teaching and learning
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to SCRB on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers/TAs

Teachers/TAs are responsible for:

- Following the assessment procedures outlined in this policy and within the Aspirations framework (copies available on request)

Assessment Lead

The Assessment Lead is responsible for:

- Monitoring standards in core and foundation subjects
- Working alongside other key staff (e.g. subject leader) to connect all assessment evidence and address priorities collaboratively.
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Leading Pupil Progress meetings alongside the Principal and developing action plans to address underachievement and significant trends. Each year group has a raising achievement plan.
- Reviewing this policy annually
- Contributing to reports for the SCRB
- Lead staff meetings and CPD with regards to assessment and plan and monitor the impact of CPD on given outcomes

Aspirations Academy Leads

Aspirations Academies Leads are responsible for:

- Monitoring summative assessment termly and holding school leaders to account where necessary
- Monitoring formative assessment through termly Review Days and reporting on effective practice and areas for development

Monitoring

This policy will be reviewed annually by the Assessment Leader and Principal. At every review, the policy will be

shared with members of the SLT and Middle Leaders, feedback from teachers will also support reviews and adaptations. Any changes will be shared with the SCRB at the appropriate meeting (held x3 per year).

All teaching staff are expected to read and follow this policy.

The **Assessment Lead and Principal** monitor the effectiveness of assessment practices across the school, through:

- Ensuring attainment and progress scores for all children show continued improvement
- Moderation
- Lesson observations/ learning walks
- Book/work scrutiny
- Pupil progress meetings
- Staff meetings
- Staff voice
- Evaluating the impact of intervention
- Attending CPD
- Arbor analysis
- PIXL & SATs QLA
- Assessment cycle is robust
- Use of IRIS to assist with monitoring the effectiveness of teaching
- Year lead meetings
- Attending relevant CPD to ensure best practice is in place
- PIXL partnership meetings to ensure best practice is in place
- Seeking BCP writing moderation feedback from SATS moderators
- In school, with local schools and across Aspirations academies moderation