



St Mary's Catholic Primary School Buckfast

Feedback, Marking and Assessment Policy

Introduction

This policy reflects the school's philosophy and values with regards to providing children with feedback about their learning. The policy is for the use of all teachers and learning support assistants who are involved in providing feedback to our children and is also to inform parents and carers about our assessment for learning practices and how children are involved in their own learning. It also makes clear our stance on the marking of children's work.

Definition of feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

Feedback should empower children to take responsibility for improving their work; it should not take away from this responsibility by adults doing the hard thinking for the pupil. Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback can take the form of spoken or written marking, peer-marking and self-assessment. At St Mary's Buckfast, we recognise that verbal feedback can be just as valid as written feedback and the school will not necessarily put greater emphasis on written feedback. The quantity of feedback should not be confused with the quality.

Purpose of feedback

Feedback and marking should:

- Focus solely on furthering children's learning and driving pupil progress; it should improve the learner, not just a piece of work.
- Be manageable for teachers and accessible to pupils and relate to the learning intention.
- Give recognition and praise for achievement.
- Give clear strategies for improvement which result in better pupil achievement.
- Allow specific time for pupils to read, reflect and respond to feedback and marking.
- Be incidental to the process; St Mary's Buckfast will not provide additional evidence for external verification.

Aims of the policy

- To provide a consistent stance on feedback throughout the school, so that pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.
- To use marking as a tool for ongoing formative assessment, ensuring children are effectively challenged and that progress is evident through a dialogue which supports progression.
- To develop positive attitudes to learning and achievement.
- To inform the teacher of children's progress and needs for future planning.
- To support the balance of teacher workload.

Teacher responsibilities

As stated in the Department for Education Teachers' Standards, teachers have the duty to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Senior Leaders and Governors responsibilities

Senior leaders and governors are responsible for the effective deployment of all resources in school. They should consider the hours the teachers spend on marking and have regard for the work-life balance of their staff. When assessing and reviewing the marking policy, they should use the three principles: "all marking should be **meaningful**, **manageable** and **motivating**" as set out by the DfE's Workload Review Group.

Ofsted Recommendations (taken from the Ofsted School Inspection Handbook)

Ofsted does not expect to see a particular frequency or quantity of work in pupils' book or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback and recognises that any policy may cater for different subjects and different age groups in different ways to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

Workload Considerations

The DfE set up a Marking Policy Review Group to consider effective practice on marking which raises standards for pupils without creating unnecessary workload.

The Review Group found that marking, particularly providing extensive written feedback, had evolved into an unhelpful burden for teachers when the time it takes is not repaid in positive impact on pupil's progress.

The Review Group stressed that marking is best regarded as one element of a wider approach to feedback and assessment. Its report made clear that it is inappropriate to regard marking as more important or more effective than other forms of feedback or to consider it in isolation from other ways in which pupil's work can be assessed.

Principles of effective feedback

In their guidance report - 'Teacher Feedback to Improve Pupil Learning', the Education Endowment Foundation provides a summary of recommendations for effective feedback. Effective feedback should move learning forward, targeting either the task, the subject or self-regulation strategies. Feedback may be delivered either **verbally** or in **written** form. **Crucially, pupils need to be given opportunities to act on the feedback they have been given.**

1	Lay the foundations for effective feedback	Before providing feedback, teachers should provide high quality instruction . This includes setting clear learning intentions and using formative assessment to assess learning gaps. High quality initial instruction will reduce the work that feedback needs to do.
2	Deliver appropriately timed feedback that focuses on moving learning forward	<p>There is not one clear answer for when feedback should be provided. Teachers should use their professional judgement to decide whether more immediate or delayed feedback is required. Feedback should focus on moving the learning forward. High quality feedback may focus on:</p> <ul style="list-style-type: none"> ▪ The task (feedback focused on improving a specific piece of work or task) e.g. <i>'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'</i> ▪ The subject (feedback targets the underlying processes in a task, which are used across a subject. The feedback can be applied in other subject tasks) e.g. <i>'Let's look at how you are writing your d's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape.'</i> ▪ Self-regulation strategies (feedback is usually provided as prompts and cues and aims to improve the learner's ability to plan, monitor and evaluate their own learning) e.g., <i>'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you solve this problem.'</i> <p>Feedback that focuses on a learner's personal characteristics e.g. 'This is ok, but you can do better!' or that offers vague remarks e.g 'Be clearer' is likely to be less effective and should be avoided.</p>
3	Plan for how pupils will receive and use feedback	<p>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 the effectiveness of feedback. Teachers should implement strategies that encourage pupils to welcome feedback. They should also provide opportunities for pupils to use and respond to feedback.</p> <ul style="list-style-type: none"> ▪ Discuss the purpose of feedback. Discuss with the class why feedback is important. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and believes the pupils can meet them (mindset) ▪ Model the use of feedback. Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. For example, could whole-class discussions focus on a learner who has improved their work as a result of acting on feedback? ▪ Provide clear, concise, and focused feedback. Sometimes less is more. Teachers should avoid feedback that 'overloads' pupils. ▪ Ensure the pupils understand the feedback given. This includes teacher handwriting being clear enough for pupils to read.

4	Carefully consider how to use purposeful, and time-efficient, written feedback.	<p>Written methods of feedback, including written comments, marks and scores, can improve pupil attainment; however, the effects of written feedback can vary.</p> <p>The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the recommendations 1 – 3 are followed. Written feedback can be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, or self-regulation, and is then used by pupils.</p> <p>Some forms of written feedback have also been associated with a significant cost to teacher workload. This should be monitored by teachers and senior leaders. School leaders should consider what other tasks a teacher may have to sacrifice to provide feedback. Is the cost to other areas, for example, reducing time available for planning high quality instruction, worth the time spent on written feedback?</p> <p>Strategies for written feedback are described later in this policy.</p>
5	Carefully consider how to use purposeful verbal feedback	<p>Verbal methods of feedback can improve pupil attainment and may be more time-efficient compared to some forms of written feedback. Again, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring recommendations 1-3 are followed.</p> <p>Strategies for verbal feedback are described later in this policy.</p>
6	Design a school feedback policy that prioritises and exemplifies the principles of effective feedback	<p>Schools should design feedback policies which promote and exemplify principles of effective feedback. The policies should not over-specify features such as the frequency or method of feedback.</p>

In 2016, the Department for Education published a report, 'Eliminating Unnecessary Workload Around Marking', which described three principles of effective marking:

- ✓ **Meaningful:** Marking varies by age, group, subject, and what works best for the pupil and teacher in relation to any particular work. Teachers are encouraged to adjust their approach as necessary and should be trusted to incorporate the outcomes into subsequent planning and teaching.
- ✓ **Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- ✓ **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive – sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the pupils, this can be a disincentive for pupils to accept challenges and take responsibility for improving their work.

One message in the report was very clear – **marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.**

Feedback Strategies Used at St, Mary's, Buckfast.

Above all, feedback (whether written or verbal) needs to reflect the principles of effective feedback as described in recommendations 1-3 above.

Strategies	What this might look like
<p>Live Feedback</p> <p>(includes 'live marking')</p> <p><i>The next step is given 'in the moment'</i></p>	<p>Whilst pupils are working, the teacher circulates and provides feedback on their work by asking questions, giving hints or through modelling and scaffolding next steps. Pupils review and correct their work 'in the moment'.</p> <p>Live feedback includes the teacher gathering and responding to feedback from verbal responses and mini whiteboards. It may involve individuals, small groups or the whole class and may take the form of further support, challenge, or a change of task.</p> <p>Improvements/corrections should be evident in the child's work.</p> <p>'Live marking' is where marking takes place during the lesson rather than after. It may be undertaken with individuals during class time (where the teacher 'bounces' around to different pupils) or it may take place through modelling to the whole class collectively using methods such as a visualiser, scanning work and displaying it on the interactive whiteboard. This may save teachers time, although they should ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it. Since the teacher and pupil interact during live marking, it is more likely that the pupil is clear about exactly what the feedback means, which is sometimes not the case in distance marking.</p> <p>Teachers and Teaching Assistants may be involved in providing live feedback.</p>
<p>Summary feedback</p> <p><i>Mini plenaries</i></p>	<p>Mini plenaries provide an opportunity to review learning and offer feedback during the lesson or task, rather than at the end where there is no time to edit mistakes and make improvements. For mid-lesson learning stops to be effective, the learning objective and success criteria must be clear and challenging yet achievable.</p> <p>Teacher stops pupils periodically and reviews the success criteria, models or verbalises their thought processes and directs pupils to check their own work. Pupils may review their own work or that of a partner. They may highlight where they have met the learning objective or check against a success criteria checklist. They then have the rest of the lesson to make changes or to ensure they have met the learning objective.</p>
<p>Verbal feedback</p>	<p>Is an integral aspect of effective instruction that can be delivered in a variety of different ways. It can be pre-planned and highly structured, such as whole class feedback (for example, addressing common misconceptions) or a structured one-to-one discussion (conferencing). It can also be instantaneous and spontaneous e.g. quick prompts such as 'you need to add more detail to that answer'. It can be directed to an individual or a specific group with shared learning needs. It can accompany written feedback or it can stand alone.</p>

	<p>Verbal feedback is not an 'easy' alternative to written feedback. While it may offer a time-efficient alternative to some forms of written feedback, careful thought and consideration is still required when delivering it.</p> <p>Teachers should aim to provide feedback which is motivational, yet related directly and specifically to the learning. Bland and unhelpful comments should be avoided. For example, instead of saying "Well done!", we should say, "Well done! You are beginning to use capital letters correctly."</p>
<p>Written feedback/distance feedback</p>	<p>Takes place away from the point of teaching. Provides teachers with opportunities for assessment of understanding. Includes a balance of 'light touch' marking and deeper marking, which will provide more detailed feedback.</p> <p>Being mindful of workload, teachers are not expected to mark every single piece of work deeply. Instead, at the end of the day, teachers will look through each book, identifying common misconceptions and errors in basic skills. They will identify those who didn't grasp the concept, those who showed good understanding, and those who did particularly well (these children may be used as models of success in the following lesson). As they look through the books, teachers may tick to acknowledge the work has been seen. Whilst looking through books, teachers make notes on key messages to feedback to pupils at the start of the next lesson- using exception sheets (see appendix). If an adult has worked with a child on a question or area of learning they may write RWC to indicate this (reviewed with child).</p> <p>This avoids the need for teachers to provide extensive written comments. Instead, the feedback is given as 'whole class' feedback (or small group/individual feedback) at the start of the next lesson. In this way, time that would be spent on marking each piece of work extensively is better used planning the next lesson. The following lesson will begin with the teacher sharing good examples from the lesson the day before, identifying common errors and addressing misconceptions. After this, children may then be given time to check their work from the previous session in response to the feedback.</p> <p>Deeper marking, through written comments should be used where meaningful guidance can be offered which has not been possible to provide during the lesson itself. In the case of groups of pupils having common needs, it may be appropriate for teacher to adjust planning or grouping rather than providing a written comment in each individual book.</p> <p>Crucially, if written feedback has been given, pupils should be provided with the opportunity to respond to the feedback as soon as possible. This may be done through a 'soft start' to the day or at the start of the lesson.</p> <p>Teachers should use green pen when responding to children's work. Pupils should respond to teacher feedback/make corrections using purple pen.</p> <p><u>See 'marking guidance' section for specific details about marking in different subjects.</u></p>

<p>Self and peer assessment</p>	<p>Pupils should be involved in the assessment process. We expect pupils to take ownership of their learning and have opportunities to reflect on their success through peer and self-assessment.</p> <ul style="list-style-type: none"> • Teachers will share learning intentions with pupils in all lessons. • Teachers will clarify and share success criteria for pupils to self or peer assess against as appropriate (e.g. through modelling, checklists, exemplars etc). Where appropriate, pupils can be involved in co-creating the success criteria. • Teachers should encourage pupils to see themselves as the ‘first markers’, and audience for their learning. Pupils should be encouraged to spot their OWN mistakes and to check and improve their work individually or with the help of a peer before the work is responded to be a teacher. • Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment. <p>Enabling pupils to self- and peer-assess their own work supports a reduction in teacher workload. If pupils can identify and correct minor slips and errors in advance of the teacher marking their work, then teacher workload can be more tightly focused on how to improve their work, addressing misconceptions, and planning follow-on lessons.</p> <p>Pupils can be encouraged to self/peer-mark their own work - for example, the answers to maths problems could be provided so that children can mark their own work within the lesson before progressing to the next task. In this way, children receive immediate feedback on how well they are doing.</p>
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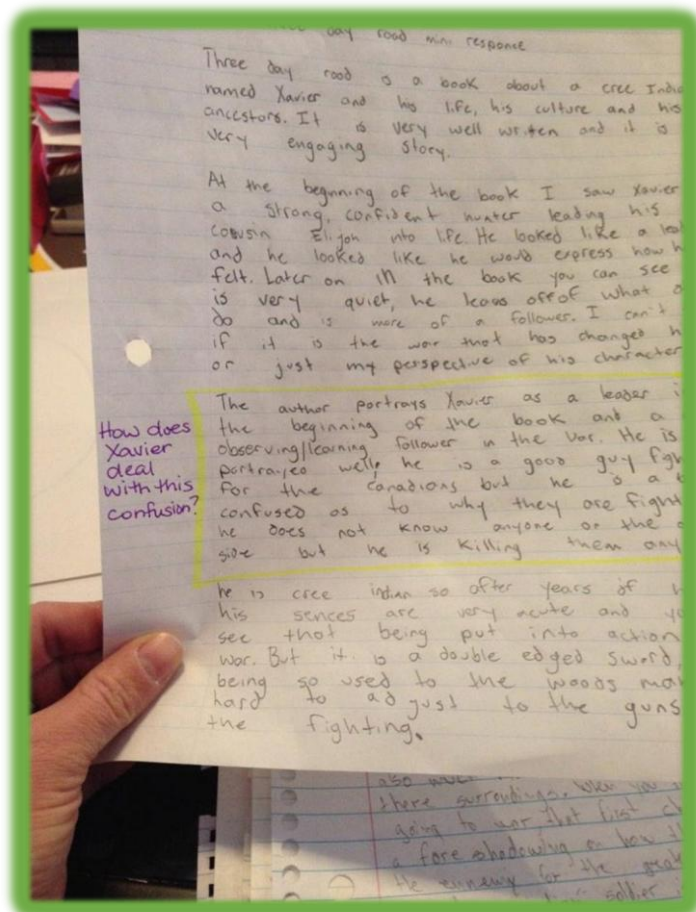
Marking Guidance

Literacy

Prior to the teacher marking any written work, it is important that pupils have been given the opportunity to ‘find and fix’ their own errors (spelling and punctuation) and to edit and re-draft their own work. Of course, the process of proof-reading and editing writing will need to be carefully modelled to students first.

- To support the editing and re-drafting process, we may encourage children to leave **every other line** blank in their writing book, and **every other page**. In this way, the empty lines and blank pages can be used for corrections, and redrafting larger sections of writing.
- Pupils should edit their work in purple pen, teachers should mark in green.
- Teachers should **highlight** where pupils have met success criteria in their writing (just a few examples is enough)
- They should use the following codes to feedback on a piece of writing:
 - **SP** – check spelling
 - **P** – check punctuation
 - **//** - new paragraph needed
 - ***** - identifies a place in the writing which could be improved and a developmental comment is provided (see examples in appendix 2)

- To support teacher workload, for more extended pieces of writing, the teacher may section off smaller chunks and focus their developmental comments on this section. A highlighter can be used to draw a box around the area of writing that the teacher wants the pupil to focus on and a developmental comment related to the success criteria for the lesson should be provided. The pupil can then use the blank pages in their book to redraft the section (see example provided).



- Pupils should be provided with opportunities to respond to written feedback as soon as possible.
- Spellings identified in Science and foundation subjects should link to subject specific vocabulary where appropriate.

Maths

- ✓ - indicates correct answer
- C indicates an error and that pupil needs to go back and check
- Where misconceptions are evident, teachers may need to provide comments which provide a model or scaffold to support the child to arrive at the correct answer.
- Pupils should be provided with opportunities to respond to written feedback as soon as possible.
- When using our Power Maths scheme – staff will try to ensure that the 'Reflect' part is marked
- Short verbal or written feedback comments could be provided to extend children further- for example: **'Prove it', 'Explain how you know', 'Draw it', 'Show it in another way'**. These short extension comments could be provided during live feedback or as part of distance marking.

Structuring Lessons to Maximise the Effectiveness of Feedback

Teachers should be resourceful and flexible with the structure of lessons to 'carve' out opportunities for feedback to take place and be responded to. There should be a shift away from the traditional three-part lesson and lessons should instead be more flexible and 'fluid' in design. Examples of how feedback can be built into the day may include:

- A 'soft' start to the school day e.g groups/individuals/whole class respond to feedback at the beginning of the day, before a lesson officially begins or maybe during assembly.
- Time is planned into the start of a lesson for feedback to be given or responded to e.g. misconceptions from the previous lesson is addressed or examples of good work from the previous lesson are shared.
- Lesson begins with the whole class giving feedback on a model piece of writing displayed on the interactive whiteboard.
- Use of whiteboards so children can share answers and teacher can give immediate feedback.
- Mid-lesson plenaries
- Time built into lessons for self-assessment - for example, self-marking in Maths, checking writing against success criteria checklists.
- Lessons designated for proof-reading and editing Writing on a regular basis.

This policy will be reviewed Summer 2027

Appendix 1

Example of Exceptions Sheet



St. Mary's Class/Group Marking/Assessment - Exceptions:

Prior Learning		
Key Knowledge Lesson 1	Exception Pupils & next steps Not meeting	Exception Pupils & next steps Exceeding
Common Misconceptions		
Key Knowledge Lesson 2	Exception Pupils & next steps Not meeting	Exception Pupils & next steps Exceeding
Common Misconceptions		
Key Knowledge Lesson 3	Exception Pupils & next steps Not meeting	Exception Pupils & next steps Exceeding
Common Misconceptions		

Appendix 2

Types of feedback comments used in Literacy (can be given verbally with younger children):

- **The reminder prompt** – simply a reiteration of the learning intention.
- **The scaffolded prompt** – involves the teacher deciding what they would like the child to write, then finding a way of handing it back to the child.
- **The example prompt** models a choice of possible improvements, but asks if the child has an **idea of his or her own**.

Please refer to the examples overleaf

Examples of feedback comments in literacy:

The time froze in its tracks, when the salesman handed me the keys into my sweaty hands. The sound perished in thin air apart from my the ^{*}rustling keys and the my knocking knees. Nervously, I opened the door, sank into the a soft seat and glanced anxiously at Florida. I inhaled in the new car smell: ginger fresh and ^{strawberry} ~~strawberry~~-scented inseed mix. Florida, who had seemed fine until ~~the~~ now, looked as white as winter snow. Releasing my hand on the gear stick, I raised my eyebrows mischievously at ~~her~~ her.

* rustling is the sound of dry leaves or paper
Can you think of a more suitable sound for metal keys?

Tangling Tangling Tangling

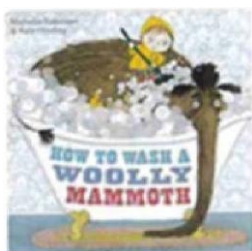
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Can you find a better word? eg
atabout
concerning

As I got closer to the boy, I could see
that he looked very puzzled ^{at} ~~for~~ what he saw.

Suddenly I grabbed his hand and took him,
towards my family. When we got there, they gave
him a ^{lovely} ~~nice~~ warm welcome and shared some
of our homemade stew. As I got to know

him, I could just work out his name —
Charlie ~~was~~ ^{before} ~~midnight~~
It wasn't long before we both fell asleep beneath the sky



We are learning to use imperative verbs to write simple instructions

1P polish

mammoth's tusks until it th ~~disappear~~ ^{make}

h--i.B .U., w mammoths

U -3

fresh ^{magical} so .J: hnd4.. NAL. ^{only read} 1/4vi.

,U,

J .to- .J'&te

-6

JiL •h

~~tusks~~

WJ,JJ .i.);F

o.h- t- ha. (1b)1\ •6

ZN.

1k

-

Would you buff fur? Buff. means
polish and make shiny. Find
better verb.

CHALLENGE

- 5 Use these words to complete each sentence.

shared

~~carrots~~~~total~~~~rabbits~~

number of

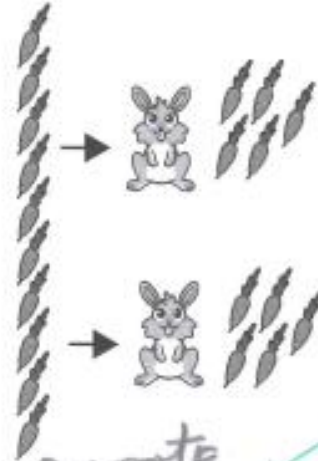
each

$$10 \div 2 = 5$$

The 10 represents total ~~2 rabbits~~ ^{carrots} ✓

The 2 represents rabbit ✓

The 5 represents shared carrots ✓



Reflect

What is the difference between sharing and grouping?

Discuss with a partner.

Grouping - putting into groups and counting how many groups ✓

Sharing - sharing between group then checking how many in each group ✓

Ex Could you show this for $10 \div 5$?

RWC



sharing



grouping

4 Shade in all the even numbers.

CHALLENGE

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What patterns do you notice?

Discuss with a partner.

Reflect

Jamal says all even numbers end in 0, 2, 4, 6 or 8.
Is this correct? What do odd numbers all end in?



- Jamal is correct. odd numbers
- end in 1, 3, 5, 7 and 9
- Rule "They are not in the two times table"

EXT: Is 3, 4, 7, 2 odd or even? even



Assessment:

1. Rationale

At St. Mary's, we believe assessment is integral to high-quality teaching and learning. It helps us to:

- Identify what pupils know, understand, and can do.
- Track progress and attainment.
- Provide timely interventions.
- Celebrate achievements and identify next steps.
- Ensure all children, including those working outside of age-related expectations, make progress.

2. Aims

- To use assessment to inform planning, teaching, and learning.
- To provide pupils with feedback that enables them to improve.
- To track and monitor progress consistently across the school.
- To identify and support pupils who require additional support, challenge, or intervention.
- To ensure robust assessment for children not on the standard curriculum pathway using exception sheets.

3. Types of Assessment

Formative Assessment ("Assessment for Learning")

- Ongoing, day-to-day assessment used by teachers to inform planning.
- Includes questioning, observation, marking, feedback, discussion, and pupil self-assessment.

Summative Assessment ("Assessment of Learning")

- Judgements made at key points (e.g., end of term or year).
- Includes statutory assessments (EYFSP, Phonics, KS1/KS2 SATs) and internal school data. Also use of Mirodo and end of unit subject assessments to inform teacher assessments.

Diagnostic Assessment

- Used to identify specific gaps in learning or barriers to progress (e.g., Mirodo diagnostic, Speech Link, Language Link, phonics screening).

4. Tracking and Data Collection

- Termly tracking of reading, writing, mathematics and RE using teacher assessments.
- Pupils are tracked using the following codes:
 - WTS – Working Towards
 - EXS – Expected Standard
 - GDS – Greater Depth
 - PREK – Pre-Key Stage Standards

5. Exception Sheets

Purpose:

Exception Sheets are used for pupils who are either not making expected progress, in that objective, or are exceeding in that objective within the curriculum for their year group.

Each objective is mapped out for each subject for each unit- so for example – as 6 week science unit will have 6 objectives.

Exception Sheets;

- Identify misconceptions/barriers to learning, and identify pupil absence for that learning episode.
- Support teacher planning and interventions.
- Ensure progress is tracked appropriately, even when children are working significantly below/above age-related expectations.

When to Use:

- For each subject- outlining the lesson objective – initialing children who are exceeding or not meeting the expectation.
- Barriers to learning are identified
- Common Misconception may be identified.

Moderation

- We have regular internal moderation of writing, RE and other subjects to ensure consistency.
- • Trust/cluster moderation termly
- • External moderation (when required by LA) is welcomed as part of quality assurance.

6. Inclusion and Equity

Assessment at St. Mary's ensures all children are seen and valued.

- Assessment is adapted for children with SEND, EAL, or trauma.
- Exception Sheets are used to ensure progress is recognised even if a child is not at ARE.
- Children accessing alternative provision are assessed against personalised outcomes. Mirodo and Motional are used to support with this and INSIGHT is used to input assessments each term end.

7. Roles and Responsibilities

- Class teachers: Ongoing assessment, completing data termly, writing and reviewing Exception Sheets.
- Subject Leaders: Monitor standards and ensure consistency across year groups.
- SENDCo: Supports identification of need and provision for pupils with SEND, contributes to Exception Sheets and personalised assessments.
- SLT: Analyse data, lead pupil progress meetings, oversee assessment policy and practice.

8. Monitoring and Evaluation

- SLT to monitor assessment practice termly through book looks, data reviews, learning walks and pupil progress meetings.

Policy reviewed annually.

Mrs Sophie Kerswell – July 2025

S. V. Kerswell