



Rouge Bouillon School

Assessment and Marking Policy

Last reviewed March 2026

Assessment and Marking

At Rouge Bouillon Primary School we believe it is important to provide feedback to pupils, focussing on success and improvement against learning intentions.

Effective assessment and marking will challenge pupils to produce increasingly higher achievements.

As a school we will regularly monitor and moderate assessment, marking and feedback to ensure continuity across the whole school to maintain consistently high standards and contribute towards raising attainment.

Teachers' comments will be relevant and presented in a way that can be understood by the pupil. Marking will praise the positive and make reasonable suggestions as to where the pupils need to do next. It will encourage the use of resources to support further work or self-correction.

We believe a consistent approach in our procedures and systems of assessment and marking across the whole school must be maintained.

Teachers will make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupil progress
- Use on-going assessment to monitor progress, set targets and inform future planning of lessons.
- Give pupils regular feedback, both orally and through accurate effective marking and encourage pupils to respond to feedback.

Teachers' responsibility is to:

- Ensure that work is marked and/or feedback provided as appropriate, regularly
- Ensure any unfinished work is subsequently completed when and where appropriate.
- Assess, mark and record in accordance with agreed expectations of school and Department policy – appendix 1
- Ensure that assessment information informs further curriculum planning
- Ensure the learning objective is evident
- Ensure assessments are completed by the agreed time
- Ensure all work is dated

Marking and Feedback should:

- Be manageable for teachers and accessible to pupils.
- Relate to the Learning Objective and comment on previous attainment
- Take place with the pupil present when possible
- Allow communication between teacher and pupil
- Give recognition and praise for effort and achievement and provide clear strategies for improvement
- Allow time for pupils to read, reflect and respond.
- Inform future planning and both individual and group target setting

- Use consistent marks and codes across the school which reflects the different needs and levels of communication across the phases (see Appendix 1)
- Demonstrate consistent approach towards spelling, grammar, handwriting and presentation across all curriculum areas.
- Model presentation

Quality Assessment and Marking

- Teachers must focus first and foremost on the Learning Objective of the lesson
- The emphasis must be on success against both the Learning Objective and improvement needs.
- Indicators of how work could be improved must be given by a focussed comment which will help the pupil to 'close the gap' between what they have achieved and what they could have achieved.
- Pupils will be given time to read and reflect on the marking and assessment and then make improvement based on the focussed comment.

Oral Feedback

- It is important for pupils to have oral feedback from the teacher.
- Discussion with pupils about how they have met the specific learning intention is supplemented by questioning pupils about a specific piece of work.
- Teachers will regularly discuss and question pupils about their learning.

Summative assessment and marking


- Is associated with closed tasks or exercises where the answer is either right or wrong.
- Closed tasks and exercises can also be marked by the pupils themselves as a class or in a group.

Formative assessment and marking

- Not all pieces of work can be quality marked.
- Teachers will decide whether work will simply be acknowledged or given detailed attention.
- Acknowledgment should always relate to the Learning Objective
- Reference to level of attainment will form part of this process.
- Marking should be in a contrasting colour (except red)
- If the learning objective is achieved – highlighted green
Mostly achieved – orange
Working towards – yellow
Not covered – pink

Appendix 1 - Marking codes

Symbol	Explanation
//	New paragraph needed
^	Indication – addition needed, e.g. sound or word

'initials'	If marked by supply or LSA
---	Underline to indicate an error, e.g. spelling error
	Underline to indicate a grammar error (KS1 only)
✓	Correct answer
•	Incorrect answer
	Finger space
VF	Verbal feedback given
Highlight	Evidence of target or Level
L.O.	Indicator on pupil work of Learning Objective
W.M.A.C.	Help – Without / Mostly independent / A lot / Copied

Highlight - Evidence of target or Level

Green – Achieved

Orange – Mostly achieved

Yellow – Working towards