PARK SCHOOL

Teaching, Learning, Assessment, Feedback and Reporting Policy

Applies to	Whole school, including EYFS
Policy reference	Teaching, Learning, Assessment, Feedback and Reporting
Policy owner	Director of Studies
Reviewed by	NW / RCat
Next review	August 2027

1. Purpose and principles

Park School believes that learning should be rewarding, purposeful and enjoyable. Teaching should equip pupils with secure knowledge, skills and understanding, encourage curiosity and independence, and enable pupils to make informed choices. Assessment and feedback are integral to teaching: they help pupils understand what they know and can do, identify appropriate next steps, and help teachers adapt future teaching.

This policy combines the School's teaching and learning, assessment, target-setting, marking and feedback expectations into one coherent framework. It applies to the whole school, including the Early Years Foundation Stage (EYFS).

2. Aims

- develop confident, resourceful, enquiring and independent learners
- promote self-esteem, respectful relationships and positive attitudes to learning
- maintain high expectations while matching teaching to pupils' starting points, attainment and needs
- provide a broad range of purposeful learning experiences
- use assessment accurately to inform teaching, intervention and challenge
- give timely feedback that helps pupils recognise success and improve
- involve pupils in reflection, self-assessment and appropriate target-setting
- keep parents and carers informed about progress and next steps
- promote Park School's P.A.R.K. values: Polite, Ambitious, Resilient and Kind

3. Effective learning

Pupils learn through a varied range of approaches selected according to the subject, concept, age and needs of the class. These may include direct teaching, modelling, questioning, investigation, problem-solving, research, paired and group work, independent learning, discussion, role-play, creative and practical activity, digital technology, visits, fieldwork, physical activity and external speakers.

Pupils are encouraged to take increasing responsibility for their own learning, reflect on what helps them learn, evaluate their work and respond constructively to feedback. Teachers provide appropriate opportunities for pupils to explain thinking, ask questions, practise, retrieve prior learning and apply knowledge in different contexts.

4. Effective teaching

- Teachers use curriculum plans and schemes of work to identify what pupils should know, understand and be able to do.
- Lessons have clear learning intentions or titles, communicated in an age-appropriate way.
- Teaching builds from pupils' prior knowledge and attainment and responds to assessment information.

- Tasks provide suitable support and challenge, with SEND plans and individual targets considered where relevant.
- Teachers maintain high expectations for effort, behaviour, presentation and achievement.
- Teaching assistants and other adults are deployed purposefully to support learning and independence.
- Teachers establish positive relationships, treat pupils fairly and follow the Behaviour Policy.
- Learning activities are planned and conducted safely, with Educational Visits procedures followed for off-site activities.
- Teachers reflect on their practice and professional-development needs and are supported to improve teaching continuously.

5. Learning environment and resources

Classrooms and other learning spaces should be orderly, inclusive and stimulating. Resources should be accessible and appropriate to current learning. Displays may celebrate achievement, support knowledge and vocabulary, and reflect curriculum learning. Pupils should have appropriate opportunities for their work to be recognised and displayed.

6. Assessment

Assessment provides information that improves teaching and learning. It serves formative, summative and evaluative purposes and must be purposeful, fair, inclusive, reliable, proportionate and age-appropriate. Teachers use a proportionate combination of observation, questioning, discussion, low-stakes checks, independent work, extended tasks, practical performance, marked work, teacher assessment and standardised tests where appropriate. Moderation and shared standards support consistency.

Baseline and transition information is used to establish starting points and inform planning. This may include prior attainment, CAT4 Digital, Progress Tests in English, mathematics and science, and teacher assessment. Key Stage 2 SATs are used where applicable. Assessment and target information is recorded through the School's agreed iSAMS arrangements and stored securely. Data is reviewed at appropriate points to identify patterns, support or challenge needs and curriculum priorities.

Assessment must be used diagnostically: teachers identify misconceptions, gaps, strengths and pupils requiring greater support or challenge and use this information when planning subsequent teaching.

EYFS assessment

Assessment in EYFS is holistic, proportionate and rooted in practitioners' knowledge of each child. Ongoing observation and professional judgement inform provision without requiring excessive written evidence. Statutory arrangements include the Progress Check at Age Two where applicable, the Reception Baseline Assessment and the EYFS Profile. The EYFS Profile supports transition and is shared in accordance with statutory requirements. Written marking of children's work is not required in EYFS; feedback is primarily immediate, verbal and embedded within interaction and play.

Inclusion and accessibility in assessment

Assessment and feedback are adapted so pupils with SEND, EAL or other barriers can demonstrate learning appropriately. Reasonable adjustments, access arrangements and individual plans are followed. Judgements focus on secure evidence and progress from pupils' starting points without lowering appropriate expectations.

7. Target setting

Targets are used where they add value to learning and progress. They should be appropriately challenging, realistic, understandable and linked to the pupil's starting point. Pupils are involved in reviewing targets where developmentally appropriate. SEND targets and other personalised outcomes are incorporated where applicable. Progress and next steps are discussed with parents and carers through the School's reporting and meeting arrangements.

8. Feedback and marking principles

Feedback should have a clear purpose and help pupils improve. It may be verbal, written, live during a lesson, whole-class, self-assessment or peer feedback. The method chosen should reflect the age of the pupil, subject, task and intended learning. Written marking is not required where another form of feedback is more effective, but there must be appropriate evidence that teachers know how pupils are progressing and have acted on that information.

- Feedback should recognise success and, where appropriate, identify an achievable next step.
- Feedback should relate to the intended learning and be phrased clearly and constructively.
- Pupils should receive appropriate opportunities to read, discuss, clarify or act on feedback.
- Feedback should not create unnecessary delay in teaching or excessive workload where immediate verbal or whole-class feedback would be more effective.
- Supply or covering teachers should clearly indicate that work has been reviewed, normally by initialling where written marking is used.

9. Park School marking conventions

Teachers use professional judgement about the timing, frequency and depth of marking. Feedback should be timely enough to influence learning, but there is no expectation that every piece of work will receive detailed written marking or be returned within a uniform timeframe. The approach should reflect the pupil's age, subject, task and intended learning. Departments or subject leaders may agree additional guidance with senior leaders where it supports consistency and impact.

Park School uses pink and green marking where written feedback is appropriate: pink identifies positive elements and green identifies an area for improvement or development. Younger children are more likely to receive immediate verbal feedback. Verbal feedback may be recorded as "vfg" with a brief note where this is useful.

Spelling and corrections

Teachers use judgement when correcting spelling. Not every error should be marked. Selection should consider the pupil's age, ability, the nature and frequency of the error, the purpose of the task and any individual targets. Corrections should support learning without overwhelming or discouraging the pupil. Where pupils are asked to correct spellings or repeat work, the teacher checks that the follow-up has been completed to an appropriate standard.

Where work demonstrates significantly inadequate effort, time or concentration, a pupil may be asked to improve or repeat the relevant work with suitable supervision or as an agreed home-learning task. The response should remain proportionate and consistent with the Behaviour Policy.

10. Marking symbols and abbreviations

Mark / abbreviation	Meaning
vfg	Verbal feedback given; brief note may describe the advice
Squiggled line	Weak or inappropriate word; consider a stronger choice
^	Something omitted; insert a word or phrase
T	Target or next step
//	New paragraph
TS	Teacher support
TA	Teaching Assistant support
I	Independent
G	Group or paired work
R / pupil initials	Pupil has read/responded to comment or target
V	Vocabulary
P	Punctuation
SP	Spelling

Pupils may use the "Dot it, don't dodge it" strategy: a pupil dots a word they are uncertain how to spell and attempts the ambitious word rather than avoiding it.

11. Self- and peer assessment

Pupils may evaluate their own work and, where appropriate, give structured feedback to peers. Teachers establish clear success criteria, model constructive feedback and retain responsibility for assessment judgements. Older pupils may act as first markers for suitable activities. Inspiwrite activities may include peer marking and discussion of improvements.

Home learning and independent work

Homework, home learning and independent work are acknowledged and reviewed appropriately. Feedback may be written, verbal, whole-class or provided through another suitable method depending on the task and purpose. Teachers may recognise effort, completion and effective learning behaviours while ensuring that feedback remains purposeful and supports progress.

12. Recording, transition and reporting

Teachers maintain records appropriate to their subject and phase, including relevant test and teacher-assessment information, reading records and progress against curriculum objectives. Information is transferred appropriately to the next teacher so that teaching can build from established knowledge of each pupil.

Parents and carers receive clear, accurate and meaningful information about attainment, progress, effort and areas for development through parent/teacher meetings, written reports and other agreed communications. Every pupil receives an annual written report; additional interim reporting is provided according to the School's published annual arrangements. EYFS reporting includes ongoing communication and statutory EYFS information. Reporting for pupils with SEND or EAL reflects individual needs and progress, and relevant information is shared with the local authority where required for an Education, Health and Care Plan. Reasonable alternative meeting arrangements may be offered to support accessibility.

Data tracking, moderation and security

Leaders and teachers review assessment information at planned points to monitor progress, identify trends, evaluate curriculum and teaching, and plan support or challenge. Records must be accurate, proportionate, securely stored and accessed only for legitimate educational or operational purposes. Internal moderation supports consistency of teacher assessment. Where external or public assessment applies, the School follows the relevant examination, moderation and access-arrangement procedures.

13. Partnership with parents and carers

The School values partnership with parents and carers in supporting learning. Families are encouraged to promote positive attitudes to school, regular attendance and punctuality, reading and appropriate home learning, and to share information that may affect a pupil's learning or wellbeing. Parents and carers are encouraged to raise questions about learning and progress with the relevant teacher.

14. Key skills across the curriculum

Across subjects, pupils develop communication, mathematical application, digital competence, collaboration, independent learning and problem-solving. Teachers provide opportunities for pupils to practise and apply these skills in different contexts, reflect on their performance and take increasing responsibility for improvement.

15. Roles and responsibilities

Senior Leadership Team

- determine, support, monitor and review teaching, learning, assessment and feedback
- allocate resources and ensure the premises support effective and safe learning

- evaluate teaching approaches and pupil outcomes through the School's quality-assurance processes
- ensure professional development supports high-quality teaching

Director of Studies and Subject Leaders

- monitor curriculum planning, teaching, assessment, feedback and pupils' work
- support consistency and progression within and across subjects
- review assessment information and identify priorities for improvement
- support staff with subject-specific assessment and feedback practice

Teachers

- plan and teach from secure knowledge of pupils' starting points and curriculum expectations
- assess learning and use findings to adapt teaching
- provide purposeful feedback and appropriate opportunities for response
- maintain proportionate and useful assessment records
- communicate relevant progress and next steps to pupils and parents/carers

16. Related guidance and policies

Independent School Standards Regulations 2014; DfE Independent School Standards guidance; current EYFS statutory framework; Equality Act 2010; SEND Code of Practice; Data Protection Act 2018 and UK GDPR; Curriculum Policy; SEND Policy; Equality, Diversity and Inclusion Policy; Behaviour Policy; Artificial Intelligence Policy; Data Protection Policy; Staff Code of Conduct; and relevant examination arrangements.

17. Monitoring and review

The Headteacher, Director of Studies and Subject Leaders monitor implementation through proportionate quality-assurance activity, which may include lesson visits, learning walks, planning review, work scrutiny, moderation, pupil voice and assessment analysis. Monitoring focuses on the impact of teaching, assessment and feedback on pupils' learning rather than the quantity of written marking. Staff workload and wellbeing are considered, and unnecessary or excessive recording and marking are avoided. This policy is reviewed at least annually and sooner where statutory, curriculum, assessment or School practice changes materially.