

Sacred Heart Catholic Primary School – Assessment and Feedback Policy 2025-2026

We live and learn in faith and love for the Lord. At Sacred Heart Catholic School, our mission is to guide each child in their journey of academic, spiritual, and personal growth. We are committed to fostering a community rooted in faith and love, where students can thrive academically and spiritually, grounded in Catholic values.

At Sacred Heart Catholic School, feedback and assessment are essential tools in nurturing our students' academic success and spiritual growth. By living out our mission to "live and learn in faith and love for the Lord," we aim to foster a community where students feel valued, supported, and inspired to achieve their best in both their studies and their faith. This policy ensures that all students receive constructive, personalised feedback that empowers them to succeed, reflect on their learning, and continue to grow academically.

Overview of the Policy

At Sacred Heart Catholic School, we believe that feedback and assessment are essential components in the academic and spiritual development of our students. Through constructive feedback and ongoing assessment, we aim to help students reflect on their learning, recognise their progress, and set goals for continuous improvement, all while nurturing their relationship with Christ. This policy outlines the framework for providing feedback and assessment that is in alignment with our mission and core values.

Aims of the Policy

- To recognise and value the unique strengths of each student, encouraging their individual growth.
- To build self-esteem and confidence in students, helping them develop a positive attitude toward their work through praise and encouragement.
- To offer specific feedback on how well students have met lesson objectives or individual targets.
- To motivate students to take ownership of their learning, fostering self-motivation, concentration, and critical thinking.
- To ensure that teachers are role models, upholding high expectations in both academic work and behaviour.
- To provide consistent, clear, and effective feedback that informs future lesson planning.

- To align feedback practices with the school's values, ensuring they support both academic excellence and spiritual growth.
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Objectives of the Feedback Policy

- To use feedback as part of ongoing assessment to inform short-term planning and ensure that learning objectives are met.
 - To create a positive and encouraging environment where feedback is focused on guiding students to improvement.
 - To communicate pupils' progress to them in a clear, constructive manner, promoting self-awareness and confidence.
 - To ensure that feedback is personalised to individual learning needs, providing specific next steps.
 - To encourage pupils to take pride in their work and engage in regular self-assessment.
 - To establish a culture where feedback is part of a collaborative learning process, promoting active participation and reflection.
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Types of Feedback

Feedback at Sacred Heart Catholic School will be provided in several forms:

1. **Summative-** At the end of a unit or term (maybe be mid point), summative assessments will evaluate students' overall progress against key learning objectives. This type of feedback will be used to guide future lesson planning and set new goals for the students. These summative assessments form a critical part of the pupil progress meetings. Summative assessment include statutory assessments that are reported upon externally.
 2. **Formative-** Formative feedback will occur during or immediately after the completion of a task. This feedback is focused on helping students identify their strengths and areas for improvement while they are still actively engaged in the learning process. It will provide actionable next steps that align with the learning objectives of the lesson. This will also be evident in pupil exercise books as written feedback from the class teacher.
 3. **Verbal -** Verbal feedback will be emphasised as an immediate and interactive form of support. Teachers will engage in one-on-one discussions, group feedback sessions, and verbal guidance during lessons to help students reflect on their learning, clarify misunderstandings, and encourage their progress. This can also be checked upon using AFL techniques such a mini whiteboards, skilful questioning and choral response techniques.
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Monitoring and Consistency

To ensure the effectiveness of feedback and assessment, the following principles will be upheld:

- **Consistency Across Classes**-Teachers will adopt a consistent approach to feedback within their classrooms and across year groups, ensuring that expectations and feedback practices align with the school's mission.
- **Regular Monitoring**- Feedback and assessments will be regularly reviewed by teachers, subject leaders, and the senior leadership team to track student progress and identify areas for improvement.
- **Target Setting** - Students will have individual academic targets that are reviewed at least once per term. These targets will focus on key areas for improvement and will guide the feedback process.
- **Pupil Progress meetings** – These will take place termly with SLT and class teachers to ensure that the above consistency and target setting is achieved.

Assessment at Sacred Heart Catholic School – In summary

Class	Formal assessments* reported on to DFE	In school summative assessments*	In school formative assessment tools
FY	Good level of development data		Skilful questioning In class checking for understanding Quizzes End of topic tests Use of mini whiteboards Teachers regularly checking work and circulating the room Peer and self assessment Teacher written feedback to pupils**
Year 1	Phonics screening	National Style Tests (NTS) – Autumn, Spring and Summer. Pupils sit a paper in reading and three maths papers.	
Year 2	Resit phonics screening (End of Key Stage Assessments)		
Year 3			
Year 4	Multiplication tables check		
Year 5			
Year 6	SATS Reading Maths Writing and SAPG	Practise SATS papers in Reading, Maths and SPAG. Autumn and Spring with a mock in April.	

*Note – all formal and summative assessments are administered in the classroom under controlled conditions (pupils work in silence with teacher regularly circulating the room), reasonable adjustments are made for pupils who require it.

**Teacher written feedback to pupils - This is outlined in an additional guidance sheet for staff