



## Marfleet Progress and Achievement Policy

**Why feedback when you can feed forward!**

### Purpose

This policy outlines our approach to **assessment, feedback, and monitoring**, ensuring that:

- Assessment **supports learning** rather than generating unnecessary workload.
- Teaching is **responsive to individual pupil needs**.
- All pupils, including those with **additional needs**, are given equitable opportunities to **progress and succeed**.
- Our practices are aligned with **Ofsted 2025 framework** and the **Education Endowment Foundation (EEF) guidance on evidence-led practice**.

### Inclusion and Equity

Planning for Progress ensures that learning processes are explicit and accessible to all pupils. Continuous formative assessment allows teachers to adapt teaching, provide targeted support or increased challenge, and respond quickly to gaps. This reflects the framework's focus on **inclusion, equity and meeting the needs of all learners**.

### Formative Assessment – Feed Forward Journals

- Daily marking is replaced by Feed Forward Journals, which provide **meaningful, actionable feedback**.
- Teachers use these journals to inform next-step planning and adapt teaching in real time.
- Feed Forward Journals support inclusion, enabling teachers to provide targeted support or challenge and **address learning gaps quickly**.
- This approach ensures assessment **supports learning, not workload**.

[Copy of Feedforward Template](#)

### Summative Assessment

- Conducted up to three times per year in core subjects, with frequency varying by year group.
- KS2 pupils (and KS1 pupils in Summer term) are assessed using PiXL assessments.
- Outcomes feed into formal pupil progress meetings to guide strategic planning and intervention.
- Summative assessment is an integral part of the teaching and learning cycle, ensuring that pupils achieve maximum progress.

---

---

## B2 fundamentals additional assessments and monitoring

- Ensure pupils develop a secure understanding of key knowledge and concepts, matched appropriately to their age and stage of development.
- Build strong foundations in literacy, numeracy, and core learning behaviours, while promoting effective oracy and supporting pupils' wellbeing.
- Systematically assess and monitor pupils' progress, identifying gaps in learning early and implementing timely support so that all pupils make strong progress from their starting points and gaps with peers are closed.

[Securing the Fundamentals Checklists](#)

## B3 Assessment for Children with Significant Needs

- Children with additional learning needs follow the Trust's B3 assessment pathway.
- Progress is regularly monitored, with outcomes used to inform targeted support and interventions.

[HET Fundamentals of Learning Booklet](#)

## EYFS

### Formative Assessment (Observation-Led)

- Practitioners observe, note, and reflect on children's learning daily.
- Evidence is collected in Learning Journals or digital portfolios, including:
  - Photos, videos, or work samples
  - Anecdotal records of play and interaction
- Next steps are planned immediately to support individual development.
- Observations focus on:
  - Progress towards ELGs
  - Skills development and learning behaviours
  - Social, emotional, and communication milestones

### Summative Assessment

**Baseline assessment:** Completed in the first 6 weeks of Reception to identify starting points.

**Ongoing checkpoints:** Conducted at key points during the year to monitor progress and identify gaps and report at Trust Level

**End-of-year EYFS Profile:**

- 
- Teachers make **summative judgments** against ELGs.
  - Moderated internally and with external partners to ensure accuracy.
  - Data informs **transition to Year 1** and highlights children needing additional support.