



Policy Title: <b>Assessment and Feedback Policy</b>	Effective Date:	February 2025
LT Member Responsible: Deputy Headteachers	Review Date:	February 2028
Governors' Committee Responsible: Quality of Education		

## 1. Introduction

1.1 This policy provides the school's written guidance on assessment and feedback which will:

- Provide a framework on which departmental assessment and feedback policies can be based
- Provide guidance on the nature of assessment and feedback
- Provide guidance on the monitoring of the effectiveness of assessment and feedback
- Ensure that assessment and feedback is consistent both throughout and across departments

## Assessment

### 2. The outcomes of successful assessment and feedback

2.1 All forms of assessment and feedback should aim to:

- Support and motivate students so as to have a positive impact on their learning
- Support students in understanding the expected progression and standards within each subject
- Give students a clear idea of how they are doing and what they need to do to improve, within a lesson, topic area or towards their target grade
- Provide staff with important information on the progress of the students
- Assist parents in the learning process by providing clear communication about their children's work and progress

### 3. Assessment activities

3.1 Assessment refers to a range of approaches aimed at evaluating students' understanding and progress, all of which provide valuable opportunities to provide diagnostic feedback to students which supports their learning.

3.2 Assessment may be formative (provide opportunities to develop the learning of students) or summative (provide information to staff, students and parents on the effectiveness of learning).

3.3 Whilst summative assessment is undoubtedly useful, it should be recognised that on its own such assessment has limited impact on students' learning and therefore there must be opportunities for formative assessment and related feedback prior to any summative assessment. Helpful assessment activities include (but are not restricted to):

- Marking of written work by the teacher focused on how each student can improve accompanied by written feedback. This includes tests / formal assessments where marks or grades might also be given to the student
- Student self-assessment
- Student peer assessment
- The use of challenging and thought-provoking questions
- Cold calling, or "Hands down" approach to questioning
- Allowing time for students to think through the answers to questions
- Allowing time for students to reflect on any feedback they have received – see feedback section below
- Teacher circulation of the classroom during student activities to assess for learning
- Assessment of students' oracy during verbal communication
- Sharing of marking criteria with students

## 4. Assessment outcomes

### 4.1 Assessment outcomes will:

- Assist pupils in the learning process via meaningful oral and written feedback, celebrating success and highlighting targets for future development in applying knowledge and skills to maintain motivation.
- Assist staff in the teaching process by helping the teacher keep track of students' progress and standards of attainment and identify gaps in learning. It will inform learning outcomes, lesson planning to meet learning needs so that individual pupils fulfil their potential.
- Assist parents in the learning process by providing clear communication about their children's work and progress.
- Assist middle and senior leaders to evaluate the effectiveness of the curriculum offer, schemes of learning and quality of teaching and learning.

## Feedback

### 5. Rationale

- 5.1. "All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects"<sup>1</sup>
- 5.2. At Sheldon we follow the feedback recommendations outlined in Education Endowment Foundation (EEF) research:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time efficient, written feedback
- Carefully consider how to use purposeful verbal feedback
- Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

### 6. Prerequisites for Effective Feedback

- 6.1. Before effective feedback can be achieved, the following objectives and characteristics need to be secure within curriculum intent and implementation:
- A carefully planned and sequenced curriculum - linked to curriculum mapping documents
  - High-quality initial instruction - linked to the teaching and learning framework
  - Shared learning objectives and success criteria - linked to curriculum mapping documents
  - Formative assessment opportunities - linked to the assessment policy
  - Clearly defined time for students to respond to feedback - linked to curriculum mapping documents

### 7. Core Principles

- 7.1. Feedback should be provided to move learning forward. It should not be deployed to please the Senior Leadership Team, parent carers, or other external parties. The primary purpose of feedback is to encourage pupil progress, rather than being used for accountability and/or monitoring purposes.
- 7.2. The opportunity costs that attend feedback, particularly written feedback, should be recognised. Where possible, time-efficient methods should be implemented (to mitigate excessive teacher workload), so long as these methods are not detrimental to pupils' learning and progress.

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<sup>1</sup> [EEF \(2021\) Teacher Feedback to Improve Pupil Learning](#)

## **8 General Principles**

- 8.1 Sheldon's feedback policy aims to promote consistent and high standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies that suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, and across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.
- 8.2 Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- 8.3 It is essential to include time for students to digest feedback and respond to any next steps provided.
- 8.4 Where appropriate, students should be encouraged to assess their own work against shared learning objectives and success criteria.
- 8.5 Written, oral, peer, group and self-feedback are valuable modes for learning. However, careful consideration needs to be given to when it is appropriate to select each mode. The teacher/subject lead/lead teacher needs to ensure that feedback is well-structured
- 8.6 There should be two agreed pieces of detailed feedback per term as the agreed maximum
- 8.7 To ensure consistency, mid-term plans should be clearly annotated to illustrate the pieces of work that will include detailed feedback and the mode that will be used to provide feedback
- 8.8 The frequency of written feedback will vary between subjects and their key stages. Agreed minimums will be made clear in the marking policies of each subject area

## **9. Types of Feedback**

- 9.1. Feedback provided to students should be based on the three types outlined below. It must be detailed enough to move learning forward. Feedback should not be focused on the person or imply that students have an innate ability (or lack of it). This approach is proven to have a limited impact on raising student outcomes

### **9.2. Task Specific**

- 9.2.1. Feedback focused on improving a specific piece of work or a specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.
- 9.2.2. Example: Telling pupils during an ordering task in mathematics that two items are the wrong way around and they should revisit the order and try again

### **9.3. Subject Specific**

- 9.3.1. Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied to other subject tasks.
- 9.3.2. Example: Explaining the need for more quotations to be used during the practice of GCSE English questions and providing an opportunity for pupils to try this

### **9.4. Metacognitive/Self-Regulatory Specific**

- 9.4.1. Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.
- 9.4.2. Example: Prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practising.

## 10. Literacy

10.1 To improve the standards of literacy across the academy, we must be consistent in giving appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar, and punctuation are essential for successful communication everywhere. Literacy should be monitored when live marking and providing detailed feedback. The expectation is that staff mark for literacy where appropriate by using their professional judgment.

10.2 Work should be marked for literacy in margins using the following symbols:

**sp** = spelling (then circle or underline word/part of word) Not every error, focus on key vocabulary/commonly misspelt words/ unfamiliar words as appropriate

**//** = new paragraph

**P** = punctuation and circled/underlined where possible

**C** = capital letter

**?** = expression is unclear

## 11. Monitoring and Evaluation

11.1 Heads of Faculty/Subject Leaders must ensure their departmental feedback policy is aligned with the school principles.

11.2 Heads of Faculty/Subject Leaders will undertake quality assurance to ensure assessment and feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews with students, book looks, learning walks etc.

11.3 Heads of Faculty/Subject Leaders will check departmental assessment and feedback as part of the quality assurance process. Line Managers will termly discuss and evaluate the quality of assessment and feedback as part of the Line Manager meeting process.

## 12. Evidence Base

[EEF – Teacher Feedback to Improve Pupil Learning](#)

[EEF – Using Digital Technology to Improve Learning](#)

[DfE Blog – Making Marking Intelligent: Feedback Policy at Huntingdon School](#)

[Huntingdon School – Feedback Policy](#)

[NASEN – Teacher SEND Handbook 2024](#)