

Webheath Academy Primary School

Assessment and Feedback Policy (2025 - 2027)



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Reviewed by SLT and Governors

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1. Purpose

The purpose of this Assessment and Feedback Policy is to ensure that all pupils at Webheath Academy Primary School receive meaningful and timely feedback on their learning, allowing them to make progress, deepen their understanding, and reach their full potential. It is also used to ensure consistency in approach to assessment and feedback which contributes towards accurate assessment. Assessment, feedback and marking should empower students to reflect on their strengths and areas for improvement, providing a clear roadmap for their future learning. This policy also supports teachers in using adaptive teaching and planning effective lessons and interventions to meet the individual needs of pupils.

2. Key Principles

At Webheath Academy Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking. We also consider recent research in cognitive science regarding the fragility of new learning and how to help pupils know more and remember more.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. Meta-analysis by the EEF shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate, and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on the children to correct their own mistakes, rather than providing correct answers for them. This will involve providing specific guidance on how to improve rather than telling pupils when they are wrong.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Webheath Academy Primary School has investigated alternatives to onerous written marking using research to create this policy in line with the EEF's recommendations and those of the DfE's expert group which emphasises that marking should be **meaningful, manageable, and motivating**. We have also taken note of the advice provided by the National Centre for Excellence in Teaching Mathematics who specify that the most important activity for teachers is the teaching itself, supported by the planning and preparation of the lessons.

3. Intent

Our intent of assessment, feedback and marking is to:

- Enhance the children's learning primarily. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Empower children to take responsibility for improving their own work; feedback and marking must not take away this responsibility by adults doing the hard work for the pupil.
- Provide clear, consistent, and constructive feedback in a timely manner that guides pupils to understand their achievements and areas for improvement, ensuring mistakes are not consistently repeated.
- Use formative assessment to inform teaching and ensure that learning is personalised to meet the needs of all learners.
- Foster a growth mindset by encouraging pupils to view mistakes as opportunities for learning and improvement, promoting our value, 'zest'.
- Encourage self-assessment and peer assessment as part of a reflective learning process and promote our value, 'integrity' through this.
- Ensure that assessment is accurate and aligned with our school curriculum so that progress is tracked consistently.
- Promote healthy teacher workload by following guidance from research by the EEF, DfE and other experts.

4. Implementation

In accordance with guidance from the EEF, we lay foundations for effective feedback by ensuring we provide high quality initial instruction using formative assessment. Without strong initial teaching, the feedback is left with too much work to do. How we implement assessment and feedback can alter depending on the subject, pupils and teacher. However, there are some aspects of best practice which are consistently used:

Assessment:

- **Formative Assessment:** This will be used regularly throughout lessons and activities to monitor children's progress. Teachers will use questioning, observations, and informal assessments to gather information on children's understanding and adapt teaching accordingly.
- **Targets (personal and whole class):** Formative assessment may involve the setting of personal targets for individuals that can be applied to most work, regardless of the subject. These are written in the form 'I need to remember...' (e.g. I need to remember to write capital letters on the line). For personal targets, teachers write these on post it notes and share with the child so they can work on this throughout

all pieces of upcoming work. Whole class targets linked to current or upcoming learning are shared on the working wall for English, Maths and Science.

- **Summative Assessment:** These assessments occur at key points in the year and will allow teachers to measure overall progress (specific details in Part 5 and 7 of this policy). Scores from summative assessments are recorded by the teacher and used, alongside formative assessment, to inform future learning and end of term/year judgements. We have Key Performance Indicators (KPIs) for all subjects which teachers assess the pupils against and use these to form termly/annual judgements. These are online and printed in the classroom. Teachers refer to these when appropriate with the children. Teachers in Year 1 – Year 6 record attainment data on Arbor termly for reading, writing, maths and science, and annually for all other subjects. This is recorded as: significantly below, below, working towards, working at expected, or greater depth - based on where the teacher predicts the pupil will be by the end of the academic year. In Reception, all areas are assessed termly and recorded on Arbor as ‘emerging’ or ‘expected’.
- **Diagnostic Assessment:** Where necessary, teachers may use diagnostic assessments at the beginning of a topic or year to identify prior knowledge, skills and gaps so that subsequent planning can meet these needs.
- **Peer and Self-Assessment:** Children will be encouraged to assess their own and their peers’ work, taking responsibility for correcting their own mistakes with guidance.

Feedback and Marking:

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to adjust their teaching. Feedback occurs at one of the three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson or task
3. Review feedback – away from the point of teaching (including written comments)

These stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching is likely to be the most effective, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback.

Type	What it looks like	Evidence (for observers)
Immediate	• Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • Includes teachers gathering feedback from teaching, including carpet work, mini whiteboards, starter questions, etc. • May involve the use of support staff to provide support or further challenge.	• Lesson observations/learning walks • Some evidence of annotations or use of the marking code • Purple pen corrections and improvements evident in the books (sometimes, these edits may be in usual

	• May re-direct the focus of teaching or the task. • May include highlighting or annotations in the moment at the point of teaching.	pen/pencil if the child has a lot of editing to do).
Summary	• Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	• Timetabled pre- and post-teaching based on assessment. • Lesson observations/learning walks • Evidence of self and peer assessment. • May be reflected in selected marking (end of a writing unit).
Review	• Takes place away from the point of teaching. • May involve written comments for pupils to read/respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping, or adaptation of tasks. • May lead to targets (personal or whole class) being set for future attention or immediate action.	• Assessment tools updated regularly for all pupils. • Acknowledgement of work completed (e.g. tick or dot) • Written comments and appropriate response/actions • Adaptations to teaching sequence • Adaptations of future groupings based on need

In accordance with EEF guidance, we provide feedback on the task, subject and/or self-regulation strategies. We also appreciate that feedback is not just provided by the adult for the child. Effective feedback involves activating pupils to give and receive feedback to showcase their understanding and support one another, allowing misconceptions and depth of understanding to be identified. To do this, we use a range of feedback and marking strategies. See the table below for some of these (this list is not exhaustive):

Feedback/ marking strategy	When?	Details
Verbal feedback	Immediate	This will mostly be linked to the learning objective or self-regulation but may also include 'non-negotiables' for that year group such as letter/number formation, common spellings, punctuation or basic errors. When giving verbal feedback, prompts may be used in the form of reminders, reference to models/scaffold materials, or by

		providing further examples to help the child improve. Verbal feedback may also use metacognitive practices to model learning.
Live marking (where adults or children mark within the lesson)	Immediate	Adults mark within the lesson by circulating or working with specific groups. Pupils may self or peer mark within the lesson with guidance from the teacher. This could involve a simple tick or dot, checking key knowledge from the lesson objective, or highlighting key words/phrases (e.g. after a short burst write with the learning objective 'how to use adjectives', children may highlight the adjectives they used. We use our value 'integrity' to promote accurate self-marking and encourage children to share their mistakes so that misconceptions can be addressed within the lesson. We use the phrase 'What's the tricky part? Why?' (or similar) to open discussions. Our value 'kindness' promotes the ideology that we can trust classmates to be kind and feel comfortable to share mistakes openly. Where pupils are self or peer marking, teachers must gather information on the successes or misconceptions within or after the lesson. Teachers use visualisers and mirroring to display children's work, celebrate successes, explain misconceptions and model how to edit responses.
Circulating with a focus	Immediate	Adult(s) in the room will circulate within the lesson looking for specific things, usually linked to non-negotiables of presentation (e.g. date spelt correctly). They will then use verbal feedback to prompt the child to correct their mistakes. It is important that the adult acts as a facilitator and does not remove the responsibility from the child to address mistakes themselves.
Adaptive teaching within the lesson	Immediate	Where live marking or circulating highlights common trends (e.g. groups of pupils making similar mistakes or a general misunderstanding), the lesson is adapted on the spot to meet the needs of the individuals. This may involve breaking into smaller groups, more explicit modelling, further teaching, scaffolding work in smaller groups, or taking the learning back to address mistakes in prior knowledge before progressing forward. It may be beneficial to liaise with the alternate year group class.
Low stakes retrieval quizzes	Immediate	It is sometimes appropriate to do a quick check of knowledge using retrieval practice. Online tools may be used for this which provide instant scores to the pupil and teacher. This approach may also be used via questioning or whiteboard/jotter work.
Effective questioning	Immediate or after the lesson	We ensure we take responses from all children which may include whole class or 1:1 style questioning depending on the situation and the individual. The focus is on depth of response rather than a simple correct/incorrect answer. Responses are used to inform future teaching including adaptations within the lesson itself.

Editing	Immediate and after the lesson	Opportunities for editing are planned within a unit. Such opportunities allow children to reflect on their own knowledge and make corrections or improvements when cognitive load is reduced e.g., number formation is the sole focus. For editing to be successful, it must be targeted by using success criteria or knowledge organisers. <i>“Accepting work that pupils have not checked sufficiently and then a teacher provides extensive feedback for detracts from pupils’ responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.” (DfE, 2016).</i>
Book look/sorting	After the lesson	The teacher has a brief scan over the pupils’ books checking for understanding before sorting them into groups for the next lesson. The next lesson could involve some pupils building fluency while others go deeper; some pupils may be independent while others will be in guided groups. It may be beneficial to liaise with the other year group class for this so that the next lesson can be better adapted and all adults used to meet the needs of pupils.
Adaptive teaching outside of the lesson	After the lesson	The next lesson/series of lessons will be adapted to respond to the needs of the pupils. This could include going back a step to address a prior knowledge issue, provide more models and opportunities for fluency or to provide greater challenge. This approach is particularly useful if groups of pupils made similar mistakes. Some pupils may benefit from a pre-teach or post-teach debrief. These will need to be planned in. Pupils may need mini lessons before editing. (e.g. In a written narrative, many pupils used apostrophes incorrectly. This was not the learning focus but is expected prior knowledge for that year group’s curriculum so a mini lesson is planned and taught, the misconception is addressed and lesson time is used for children to correct their previous mistakes before moving on.) We do not simply progress through our planned learning activities. We address mistakes and misconceptions before moving on and plan lessons to allow time for this.
Written feedback	After the lesson	While we aim to minimise onerous written feedback, sometimes it is appropriate to use this, particularly if individuals are making different mistakes, have complex misconceptions, or after an extended written summative assessment. Written feedback must only be used if pupils can read it. Alternative methods may also be used such as providing voice notes on Showbie, or discussing work through with an individual 1:1. Written feedback may be written in the book or in other forms such as on post it notes stuck in books. Written feedback

		may provide a worked example or scaffold along with a task for pupils to demonstrate their improved understanding. Time must be planned in for children to complete these and they should be checked. If teachers realise they are writing the same/similar feedback for multiple children, it would likely be more effective to address this in the next lesson.
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5. Subject Specific Feedback and Assessment Expectations

The strategies in the table above are used in all subjects regularly. In addition to these, some subjects have specific requirements for assessment and feedback to ensure consistency across the school.

Subject	Specific Assessment Requirements	Specific Feedback Requirements
English – writing	At least half termly written piece on yellow with clear success criteria, stuck into English books (usually an extended write) Spelling, punctuation and grammar coverage assessed half termly, if appropriate ‘No More Marking’ writing assessment completed annually in accordance with the guidance issued by No More Marking	Half termly written piece is self-assessed and teacher marked against a criteria with positive comment and next step/target with a task to address this. Spelling of dates are checked daily and addressed, ideally within the lesson. Common spelling words, particularly those from the Year 1 and 2 spelling lists are checked and addressed (throughout KS1 and KS2). Letter formation and number formation is checked and addressed daily, ideally within the lesson. Digital feedback is provided via the tool on Writer’s Toolkit. Children must be taught how to use this, what it means and explicit modelling must take place regularly.
English – reading	In Reception and Year 1 (and in Year 2 for pupils who did not pass the phonics screen in Year 1), regular phonics assessments, at least termly.	Inaccurate word reading within book club is addressed within the session.

	In KS2, Star Reading assessments half-termly. In Year 1, NFER reading assessments in Spring and Summer terms. In Year 2, Star reading assessments for those who can access and use of 'End of KS1 assessments' to inform judgements termly.	Inaccurate pronunciation of phonemes or words are corrected on the spot and referred to again at a later date.
Maths	End of unit White Rose Assessments for Year 1 – Year 6. Teachers may choose for pupils to complete these as 'closed book' in pencil, 'open book' in another colour, then mark. Scores are recorded by the teacher and common misconceptions addressed in follow up work. End of term White Rose Assessments (Autumn, Spring and Summer) in Year 1 - 5. Scores must be recorded and common misconceptions addressed. In KS2, Star Maths assessments half-termly In Year 1, NFER reading assessments in Spring and Summer terms. In Year 2, the use of 'End of KS1 assessments' to inform judgements termly. Arithmetic style assessment, if appropriate, half termly Assessment of times tables using Times Table Rockstars in KS2	End of unit assessments may be live class marked by pupils if appropriate but must be checked by the teacher. Follow up lesson on common misconceptions should take place. Revisit of learning later in the year via spaced practice may be beneficial. At least the 'Do it' should be marked within the lesson before moving on to the 'Twist it' and 'Deepen it'. Number formation in dates should be checked and addressed daily within the lesson ideally.
Science, Geography, History and Computing	Half-termly end of unit assessment which may include the following: - Kapow assessment - Double page spread - Practical investigation and/or write-up - Brain dump	Spelling of dates checked and addressed Spelling of key vocabulary checked and addressed Basic non-negotiables checked and addressed (e.g. capital letters for

	- Presentation of knowledge (e.g. Powerpoint, debate, video, discussion etc.) - Quizzes	proper nouns, common spelling words)
Art and DT	Half termly end of unit assessment which may include the following: - Kapow assessment - Design and creation of artwork or product - Double page spread on artist - Evaluation of product or artwork	
Music	Composition pieces should be recorded and saved onto OneDrive or Showbie. Pupils should watch the video back and self/peer-assess against a criteria through evaluation/analysis. Theory lessons may incorporate retrieval practice style quizzes to assess understanding half termly if appropriate.	
PE	KPIs are printed for teachers to keep track of pupil's progress towards these. They are also on Arbor, formative assessment, for reference.	Kinaesthetic feedback may be required in PE such as physically helping to move body parts for more effective positioning (e.g. moving hand position to better support a headstand, or model a throw by holding a pupil's arm to allow them to feel the motion). Children may give/receive feedback via coaching points and discuss the key learning points even if they cannot physically perform the skill (e.g. using anatomical language, explain specific throws, using subject specific terminology, coaching someone through the phases of a vault etc.)
French	Focus on formative assessment primarily. Summative assessment may	To promote love of languages and willingness to have a go, feedback

	include multi-choice style questions or 'fill the gap' and matching activities to minimise cognitive load associated with learning a new language. Key vocabulary for the unit is assessed half termly as appropriate (e.g. through recordings of pupils speaking, or through matching activities etc. as above).	should be centred around self-regulation and effort. Pronunciation and other mistakes can be addressed and corrected but must not discourage learners to participate.
RE	Assessment through retrieval practice of key concepts, formative assessment and discussion focus including reflection.	Key vocabulary checked and feedback provided. Feedback on the pupil's ability to reflect.
PSHE and RSE	Assessment through discussion and roleplay primarily.	Sensitive approach may be required when giving feedback and this may be best done outside of the lesson on a 1:1 basis depending on the situation.
Reception	To supplement data from the statutory Reception baseline, and to form an accurate baseline to measure progress from, Development Matters statements for 3 and 4-year-olds are used to assess pupils within the first half term. This is recorded as a baseline on Arbor using the words 'emerging' or 'expected'. All pupils complete 'draw a picture' and name writing challenges	

6. Marking codes

Where written marking or annotations are appropriate, it is intended that minimal teacher time should lead to maximum outcomes. One of the ways we achieve this is through our marking codes. The codes are set out below although some age-appropriate elements may be included in some phases of the school. Most marking is carried out in class by teachers, support staff or pupils, while sometimes marking forms the next lesson in the sequence to ensure misconceptions are addressed.

- Teachers use a black pen to tick when responses are correct and put a dot for incorrect responses.
- For detailed marking, such as after a writing assessment, 'close the gap' style comments and next steps are used. These will always be used sparingly and with a specific focus linked to

the success criteria. Sometimes, these comments may be linked to basic non-negotiables such as handwriting or spelling.

- Purple pen is used by the pupils to self-assess, peer-assess or class mark.
- If a pupil is peer-assessing another pupil's work in depth, they should write 'PA by [their name]' underneath to show who marked it. This is not required if the peer is just ticking/dotting as part of a live class mark.
- All learning in books is assumed to be independent unless otherwise stated. If support is given for part of the learning then the child continues independently, the codes below should be used to show which parts of the learning were completed with support and which parts were independent.

S – support given for this part

I – independent for this part (this code is used to show progression to independence when S/SS have been used in previous parts of the learning)

GW – group work

V – verbal feedback*

*Verbal feedback is used frequently on-the-spot. A V is not required for all verbal feedback given. The V marking code will only be used if that feedback is ongoing regarding a consistent misconception and should also be applied to subsequent work. In this instance, where appropriate, teachers may write a word/phrase stating the focus of the feedback with a model/example (e.g., V - p is a descender, p p p.) to help the pupil remember the feedback next time.

7. Statutory Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to others nationally. They also provide parents with information on how the school is performing in comparison to others. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions when making judgements about the school's performance. A range of national standardised summative assessments are used:

- Reception Baseline Assessment at the start of Reception (within the first 6 weeks)
- Year 1 Phonics Screening Check (resit in Year 2 for any pupils who do not meet the pass mark)
- Year 4 Multiplication Tables Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6) in reading, writing and maths.

8. Accuracy and Consistency of Judgements

At Webheath Academy Primary School, we prioritise accuracy and consistency when making judgements about our pupils. To support with this, we promote open discussions between staff, regularly study one another's books and offer CPD within this area of pedagogy. Our teachers take part in internal moderation at least termly and external moderation at least annually. We benefit from No More Marking in writing and Star in maths and reading which provide national comparisons. Any teachers involved in national statutory assessments participate in additional training where appropriate. All teachers have pupil progress meetings with the data lead termly.

9. Impact

Through having clear expectations of assessment and prioritising high quality, timely feedback, we aim to experience a positive impact in the following areas:

- **Pupil Progress:** effective assessment and feedback will directly impact pupil progress, ensuring that gaps in understanding are addressed, and that children are supported in making continual progress toward their learning goals.
- **Increased Motivation:** positive and constructive feedback will help build pupils' confidence and motivation, creating a culture where children are encouraged to take risks in their learning and view mistakes as part of the learning journey, promoting our school values.
- **Teacher Insight:** regular assessment and feedback will provide teachers with insight into student progress, allowing for timely interventions and adjustments to teaching strategies to meet the needs of individual learners. This will also contribute towards accurate assessment and beneficial discussions during pupil progress meetings.
- **Parental Engagement:** assessment results and feedback will be communicated to parents in a clear and constructive manner, ensuring they are informed about their child's learning and how they can support progress at home. Arbor summative attainment data is available to parents on the app throughout the year. Parents/carers are encouraged to attend parents' evenings twice a year and open events three times annually. Parents/carers receive a detailed report annually on their child's progress. Showbie is accessible to parents/carers at home to view learning. At Webheath, we value open communication, and teachers initiate and respond to additional discussion with parents/carers where required.

10. Monitoring and Review

The effectiveness of this policy will be regularly reviewed by senior leaders and teaching staff to ensure that it is meeting its intended outcomes. Teachers will participate in regular professional development to improve their assessment and feedback practices. Furthermore, the impact of assessment and feedback will be evaluated through analysis of student progress and attainment data.