



FOXHILLS FEDERATION ASSESSMENT AND FEEDBACK POLICY

Status	Current	Approval	School
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PRINCIPLE

Accurate, thorough and rigorous assessment of children's knowledge, understanding and skills must underpin all aspects of pedagogy (the art of teaching and learning), and task design. Children's abilities are never fixed and teachers must ensure that all assessment (what we know a child understands and can do) determines "why this, why now" and "*what next*," so that all learning is relevant and appropriate for every child.

Learning must enable all children to make progress (remember more, know more and be able to do more) and children must be encouraged to engage with self-improvement:

REFLECT is our 5th VALUE:

We embrace our next steps in learning

We find ways and seek to do things better next time

ASSESSMENT PRICIPLES

- Learning begins with an assessment of what children know, understand and can do- "why this, why now, what next".
- Children provide adults with feedback (by showing what they know, understand and can do). Adults act upon this feedback
- Adults provide feedback to children to address errors or misconceptions, and deepen or enhance thinking and understanding
- Learn, Practise, Apply (revisit), underpinned by assessment of what children need, is the process used to learn (gradual release model)

Assessment For Learning- the guiding principles

- Learning intentions and adaption available must be clear and shared with children
- Success criteria must be clear and shared
- Feedback should be, wherever possible, in the moment and must always be specific and actionable
- Assessment is for adapting teaching, not just for recording attainment
- Children must be active participants in the assessment process (assessing, editing and actioning = improving)

To enable practical, in the moment, assessment for learning, practical strategies include:

Clarify Learning

Display objectives, success criteria and flip charts so children understand what they are learning and how Refer back to flips during the lesson and keep them displayed on the learning walls as references in future lessons

Effective questioning

Use open-ended questions to probe thinking and gain an understanding of children's knowledge and understanding

Use cold calling and ensure all children are prepared to answer

Allow thinking time and encourage discussion and shared thinking

Immediate feedback

Give specific verbal feedback to individuals, groups and the whole class

Use mini whiteboards for check quicks, showing understanding and re-teaching

Peer and self - assessment

Train children to review their work against success criteria, explaining where they have gone wrong

Teach how to use honesty cards and if errors are made, ensure children show their workings out, to prove they have found the right answer

Teach children to explain how they have made errors (metacognitive process)

Low stakes formative checks

Use quizzes to assess understanding

Use hinge questions to assess understanding and readiness to move on to new learning

Harness technology (Kahoot, google forms)

Adapt teaching based on evidence

Respond to misconceptions or errors immediately

Group children for targeted support

Teach in the moment

Use TAs effectively to target individuals and groups

FEEDBACK PRINCIPLES (the purpose of feedback)

- Feedback moves children's learning forward: there is clear evidence *that children know more, remember more and can do more following feedback and intervention in lessons (evident in books or through discussions with children)*
- Feedback promotes autonomous learners: *children know how to be successful and feedback empowers them to identify their success and next steps in learning without adult support.*
- Feedback is only effective when it is acted upon: *teacher's must build in lesson time for pupils to respond to feedback*
- Quality over quantity: *not every piece of work need detailed marking, only pieces that will help children improve (by addressing errors or challenging thinking)*
- Timely beats tidy: *live, immediate feedback has a far greater impact than post learning comments*

To enable practical, in the moment feedback to take place, strategies include:

Whole class feedback

After lessons, note strengths, misconceptions and next steps

Teach children how to reflect and improve their learning

Use exemplars to model redrafting and editing based on feedback

Live marking and conferencing

Circulate the room with a green/pink pen and stamps, giving pupils immediate prompts:

Tickled Pink (to highlight evidence in books/learning that shows where the learning objective has been achieved)

Growing Green (identifying errors, misconceptions and next steps)

Teacher and TA run micro-conferences with targeted pupils whilst others work independently

Use success criteria checklists so pupils can self-check before you confer

Verbal Feedback as default

Use VF to indicate when verbal feedback has been given

Use mini whiteboards for rapid checks and re-teaching after giving VF (if required)

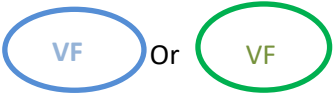



Track who has received VF using a seating plan and use this to inform pre-teaching or subsequent lesson organisation

Prioritisation

Use 'hot marking' for a small focus group daily, rather than marking every book everyday, but ensure all children's books are reviewed

Deep mark practise pieces, to ensure errors or misconceptions do not become embedded knowledge

Use codes

<p>VF- written by adults</p> 	<p>Indicates when verbal feedback has been given, usually followed with <u>child using purple fix it pen</u> (not adults)</p> <p>Normally used in lessons to intervene when misconceptions or errors are identified- Green</p> <p>Blue- for general verbal feedback/scribed</p>
<p>Circle on learning objectives, or indicate whether the work has been: I/CTS/TAS/P on the learning objective and the margin of the book</p> <p>Tick the adaption that has been used, appropriate to the lesson content, featured on the learning objective.</p>	<p>Independent</p> <p>Class teacher support</p> <p>Teaching Assistant support</p> <p>Peer involvement</p>
<p>Green arrow stamp - move on</p> 	<p>Used to stamp children's work to show when the child needs to move on to something more challenging (within the lesson – not between L-P-A)</p>
<p>Pink 'best presentation' stamp</p> 	<p>Used to indicate when work has been presented to the 'best' standard for an individual (e.g. best handwriting – year group child dependent, on the line with accurate ascenders and descenders, digits in squares, neat crossing out with a ruler and pencil, dates and titles underlined, no flappy corners when sticking in) In Year Two and above, children need to write the long date in all books except for maths. In maths books, children from Year Two and above need to write the short date. Children in Year Four and above also need to write the date in Roman Numerals in maths books.</p>
<p>Green 'think presentation' stamp</p> 	<p>Used to indicate when the presentation of work must improve- this is important because high ambition, which we have for every child, should be reflected in their learning/work, and children should have ownership over this.</p>

How does the Federation issue written feedback?

Written feedback takes two key forms: to celebrate what has been achieved (this boosts confidence, self-esteem and motivation) and to move learning forward (addresses gaps in understanding, supports progress in actionable steps)

Written feedback can be used by the teacher at any time. When it is used to move learning forward, it must be specific and actionable.

Pink written to celebrate success, usually alongside verbal feedback:

- Wow
- Amazing
- You've got this
- I love this!

Pink written feedback to reinforce what 'good' looks like.

- This is great because....
- I can see you understand this because.....
- You have applied your understanding by.....
- Great use of.... to.....
- You have found all of the answers because.....
- You have shown me that you understand.....
- I like how you have..... because.....

Pink written feedback

Green written feedback is very specific and supports children to develop ownership over learning. It is actionable and enables children to improve.

- Practise forming the letter.... (Do not write practise letter formation, it is immeasurable)
- Practise spelling words containing X spelling pattern (do not write practise spellings, it is immeasurable)
- Prove it, show me, explain..... (Children must be able to respond to these comments immediately or the next lesson if marking has taken place in between lessons.)
- Model writing responses that are conceptual: "I have moved the digits two places when multiplying by 100 to show that every column is 10 times bigger" "I know these numbers are in the two times table because they are even, and if you divide an even number by two, you will have two equal groups of whole numbers".
- Next time, try..... (Children could respond to this immediately. If they cannot, they must be able to in the subsequent lesson).

Feedback can be adapted for individuals but must remain specific:

Record voice notes for individuals

Use technology to provide instant responses

Write post it notes for an entire table

AI for kids (Gemini for education) can support children to edit and improve learning

Top tips for Feedback

1. To support consistency and high standards, ensure that children's work reflects previous knowledge and expectations: when correcting spellings, always address previous key stages (by KS2, for example, children should be correctly spelling days of the week, consistently using capital letters for proper nouns. By year one, children should be forming letters correctly and digits- these are non- negotiables and it is important all teachers reinforce this).

2. Feedback must be actionable for children: time must be given for children to respond to feedback- books must reflect progress.
3. Always check that children understand their green feedback: can they articulate what they have to do? Can they find examples of when they have been successful? Can they evaluate their best learning based on feedback? Can they find examples of how they are getting better?
4. The teacher (including supply teachers and HLTAs) who has taught the lesson must be the one to mark the books. If this is not the child's usual class teacher, please initial in the margin by the learning objective to show who has taught the lesson.
5. All adults who write in children's books must model exceptionally high levels of presentation (joined handwriting, ascenders and descenders of appropriate size, writing on the lines) and Standard English (grammar, punctuation and accurate spelling – use a dictionary or spell checker if unsure).