



Feedback and Assessment Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

Feedback and Assessment Policy

Rationale

At Beacon, feedback plays a vital role in helping children understand how they are progressing in their learning. It highlights both what they have mastered and any errors or misconceptions that need to be addressed. Effective feedback targets specific gaps in knowledge and skills at the point of learning, supports the development of metacognitive skills, and fosters increasing independence—ultimately leading to strong progress and achievement across the curriculum.

Teachers at Beacon cultivate a classroom environment where feedback is valued and seen as an essential part of the learning process. Our curriculum is carefully designed to build on prior knowledge and experience, with regular opportunities to review and consolidate understanding. Learning is broken down into manageable steps, and lessons follow an ‘I do, we do, you do’ structure. This approach ensures clear explanations, high-quality modelling, and a gradual release of responsibility as children become ready.

Clear learning intentions and success criteria are shared and revisited throughout lessons so that children understand what success looks like. To support independent learning, key vocabulary, modelled examples, and shared work are displayed on working walls and washing lines across the curriculum.

Assessment and feedback in writing:

- ★ Writing objectives in each year group are identified within our writing curriculum.
- ★ Before the start of a new Talk for Writing unit, children produce a 'cold write'. This demonstrates their understanding of the toolkit features from the previous year. This piece of writing is marked by the teacher and writing targets are identified. These are taught throughout the Talk for Writing process and assessed during a 'hot write', which is completed at a distance. Targets are highlighted to show the child's level of understanding during application.
 - pink – not yet achieved
 - orange – partially achieved and a post teach needed
 - green – achieved
 - blue – achieved with a greater depth understanding
- ★ During the innovation stage of the process, writing is assessed against a 'rule kit'. Elements of the 'rule kit' have been carefully selected from the year group's (or current attainment level if working below) writing objectives. Children will use 'rule kits' to self assess at the end of each lesson.
- ★ During the independent application stage of the process, children will show their understanding of the writer's tools and grammatical elements more independently. Teachers will assess these pieces of writing against the writing objectives and evidence gathering grids will be compiled for summative assessment purposes.
- ★ Live marking is completed using a star stamp; this shows examples of where children have used elements of the rule kit successfully.
- ★ Verbal feedback stamps are used during lessons where specific feedback is given to improve writing. Children will edit using a purple pen.
- ★ Be Brilliant stamps are used to move learning forward. Children will respond using a purple pen.
- ★ Spellings are identified and teachers provide scaffolding to support spelling corrections using agreed school approach.
- ★ Guided group stamps are used when a child has worked with the teacher to provide targeted support.

Assessment and feedback in reading:

- ★ Assessment check points in each year group are identified within our reading curriculum.
- ★ Teachers choose a literary concept and comprehension assessment focus for each Talk or Reading unit. This ensures lessons have a clear focus. Teachers use strategic approaches and carefully selected response activities to support children to critically engage with texts and develop their skills as strategic readers.
- ★ The independent application phase of the Talk for Reading process gives children the opportunity to demonstrate their comprehension

independently through discussion, questioning, applying learning to new texts or creating their own writing in a similar style.

- ★ Quality, open ended questioning throughout lessons encourages all children to actively think and respond.
- ★ Our 'no hands up' policy ensures all children have a voice and the opportunities to think, share ideas and in turn form their own ideas and opinions.
- ★ Learning intentions are highlighted to show level of understanding.
pink – not yet achieved yet and a post teach is needed
orange – partially achieved
green – achieved
blue – achieved with a greater depth understanding
- ★ Star Reader assessments inform reading ages and home reading books.

Assessment and feedback in maths:

- ★ Assessment check points in each year group are identified in curriculum documentation.
- ★ Cold tasks follow the unit from the previous year group and are marked with the children. These inform daily retrieval slides to ensure gaps in knowledge are addressed.
- ★ 'Never heard the word' grids are completed at the beginning of a unit or work.
- ★ Vocabulary is explicitly taught.
- ★ Children complete 'never heard the word' grid again at the end of the unit.
- ★ Morning maths lessons teach declarative knowledge, address misconceptions and consolidate learning.
- ★ Pre-teach opportunities happen for children who need more processing time. These are evidenced in books with a 'pre-teach' sticker.
- ★ Quality, open ended questioning throughout lessons encourages all children to actively think and respond. Our 'no hands-up' policy ensures all children have a voice and the opportunities to think, share ideas and in turn form their own ideas and opinions.
- ★ Live marking addresses misconceptions at the point of learning. This is evidenced in books with a star stamp.
- ★ Learning intentions are highlighted to show their level of understanding.
pink – not yet achieved and a post teach is needed
orange – partially achieved and a post teach needed
green – achieved
blue – achieved with a greater depth understanding
- ★ 'Post-teach' opportunities are provided for children who have not met the learning intentions/ need further consolidation. These are evidenced with a 'post-teach' sticker.

Assessment and feedback across the curriculum

Pre-unit assessments:

Skills and knowledge orbits are completed by every child at the beginning of a unit of work. Children revisit skills and knowledge from previous year groups/units through answering a range of questions or engaging in activities that allow them to demonstrate the skills and knowledge they have learnt and retained. These low-stake assessments are used as a baseline to inform planning for the upcoming unit. Teachers take time to go through these assessments with the children; knowledge is consolidated, and misconceptions are addressed before beginning new units.

Assessment check points:

Assessment check points in every subject across the curriculum ensure key knowledge is identified.

Never heard the word grids:

Never heard the word grids are completed at the beginning of a unit or work. These include a range of tier 2 (ambitious) and tier 3 (subject specific) vocabulary. Children record if they have never heard the word, heard the word but are unsure of the meaning or can show their understanding of the word using a definition or an example. This vocabulary is explicitly taught throughout the unit, and children revisit this at the end of the unit to show their understanding.

Daily retrieval practice:

Retrieval practice begins every lesson. Children will take part in a retrieval activity that revisits key learning from previous lessons (or unit if it's the first lesson). Teachers choose from a bank of subject specific proformas. This is used as an assessment tool to ensure all children have the knowledge they need to access the upcoming learning. Misconceptions are addressed at the point of learning and scaffolding is provided for those who need it. Retrieval practice continues throughout the lesson to continually review and consolidate key learning.

Questioning and oracy:

Quality, open ended questioning throughout lessons encourages all children to actively think, respond and explore their learning. Our 'no hands-up' policy ensures all children have a voice and the opportunities to think, share ideas and in turn form their own ideas and opinions.

Learning intentions:

Learning intentions are highlighted (Y5&6) to show understanding.

pink – not yet achieved

orange – partially achieved

green – achieved

Blue – achieved with a greater depth understanding

Post-unit assessments:

Knowledge orbits are completed by every child, at a distance, before the next unit of work for that subject begins. Children revisit skills and knowledge from the previous unit through answering a range of questions or engaging in activities which will allow them to demonstrate what they have learnt. These low-stake assessments ensure that children have retained knowledge and skills they have previously been taught before moving on to their next unit. Teachers take the time to go through these assessments with the children; knowledge is consolidated, and misconceptions are addressed before beginning the next unit.

2-week review:

When planning units, teachers will designate core learning slides that capture the essential teaching points and key knowledge for that unit. These slides will be revisited in a dedicated session on the Friday, two weeks after the unit's completion. During this 15-minute review, teachers will reinforce key concepts, clarify understanding, and address any misconceptions or gaps in learning.

Science - whole school assessment:

Whole-school, termly science assessments are used to monitor and evaluate children's progress in working scientifically skills. Each term, the science subject leader provides all classes with a standardised practical investigation and accompanying resources. These investigations are designed to focus on one or more key working scientifically skills, as identified through ongoing subject leader monitoring and curriculum evaluation.

Pupils undertake the investigations collaboratively, and teachers assess individuals through observation, focusing specifically on the targeted skills for that term.

Following the completion of each investigation, teachers assess pupils against the age-related expectations (ARE) for working scientifically using the school's science skills progression grid. These assessments provide valuable insight into pupil progress and inform future planning. Teachers use this information to ensure that the explicit teaching and development of scientific enquiry skills is embedded within subsequent science lessons.

Assessment and feedback in EYFS

Assessment in the Early Years Foundation Stage (EYFS) is carried out informally through continuous observation of the children. Teachers and support staff observe children during both adult-led focus activities and continuous provision. During formal teaching sessions and adult-led activities, assessment is further supported through questioning, with verbal feedback provided at the point of learning.

Continuous provision, which is largely child-led—activities, is designed to

help children practise key skills and consolidate prior learning. Staff observe children as they engage with these activities, addressing any misconceptions through verbal feedback, at point of learning.

Summative assessments in maths, reading (using RWInc assessments), and writing are completed on a half-termly basis to identify and address learning gaps. Any gaps identified in other subject areas are addressed through targeted planning within continuous provision. This allows children to revisit and deepen their understanding through play-based experiences that promote discussion and knowledge-sharing with both peers and adults.

To support retention and progression, previous learning is revisited at the beginning of each lesson, where children are encouraged to verbally recall what they learnt the previous week or lesson before building on it. Evidence of learning is documented in the class floor book, which showcases cross-curricular links through teaching and displayed activities. These are identified using subject-specific symbols.

Feedback expectations in writing books:



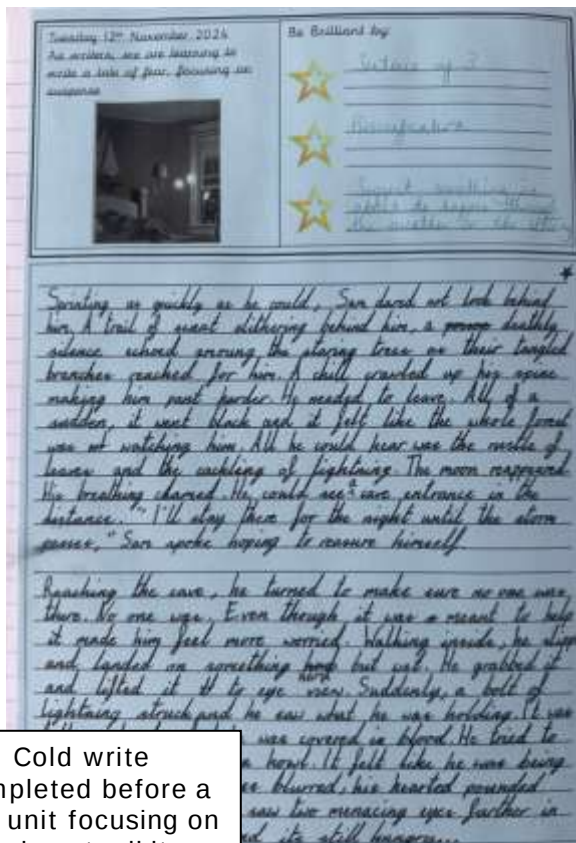
Writing – responding to feedback			
 LI highlighted		The colour represents how well I achieved my learning intention.	
 LI highlighted		This represents that I have written at a greater depth standard.	
		My teacher has highlighted examples of where I have used the rule kit/ toolkit successfully in my writing.	
		This shows how I can improve my writing.	
		I have worked with an adult.	
		My teacher has talked to me about how I can improve my writing.	
		A pre teach helps me to achieve in the lesson. A post teach helps me when I need to consolidate my learning.	
	verb tense		missing capital letter
	Green dot for spelling correction. My teacher identifies which part of the word I have spelt incorrectly.		missing word
	I have worked hard and presented my work neatly.		My teacher was very proud of me and I shared my work with Miss Haywood.
I respond to spelling and  comments using a purple pen.			

Feedback expectations in maths books:



Maths – responding to feedback	
LI highlighted	I found it hard to meet my learning intention – post teach.
LI highlighted	I partially met my learning intention and need a bit more help – post teach/ guided group.
LI highlighted	I achieved my learning intention.
LI highlighted	I worked with a greater depth understanding.
	Examples of where I have met my learning intention. Questions that I need to check and fix.
	I worked hard and presented my work neatly.
	I had some help from my teacher.
	I was in a guided group.
	A pre teach helps me to achieve in the lesson. A post teach helps me when I need to consolidate my learning.
	I use a purple pen to mark my work. I mark my work with a tick if it's correct and a dot if I need to fix it.
	My teacher was very proud of me and I shared my work with Miss Haywood.

Feedback in writing books:

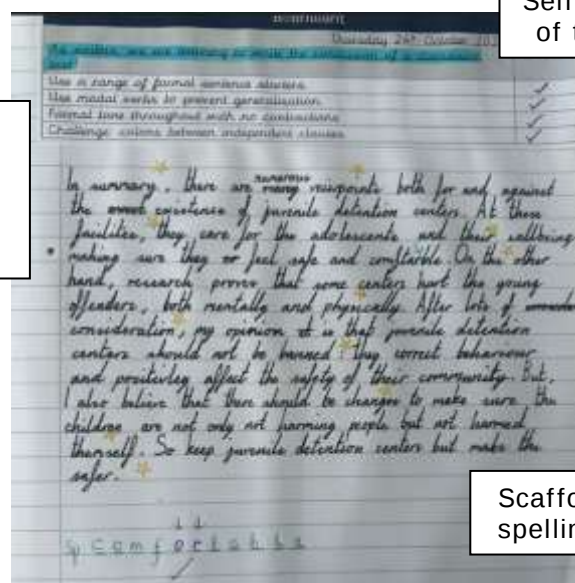


Cold write completed before a new unit focusing on previous toolkit. - writing targets set in response to this



Hot write completed at a distance - highlighted to show level of understanding

Learning intention highlighted to show level of understanding



Self-assessment of the 'rule kit'

Scaffold to support spelling corrections

Leaving us towards the former working area, hills joined and meaning the horizon for any coming movement, but then came my turn. The release of water, coming from you on the beach? Very forgetting all the things she thought earlier, much stronger through my body. It was funny when we sat on the beach, the sand was wet, and we were wet! I was on top! I was surprised to see the building for the first time. I had been a very healthy one, building only the body of her own. Today, she is known she and in the distance, a new approach.

light underlaid, sweeping through us. Like an invisible fire
burning over us. He was quiet in a disturbing way. He
had been. What happened? His position seemed to force
him forward above her. He felt the ground under
his feet and it was smooth. In just a few seconds
he had no record. His own mind changed. He
felt a stream of thought. He knew later they were remembering.

back home in hospital. Billy ordered her parents from
She'd been sleeping with her grandpa but today her
parents were coming home. "I'd have to be careful
with her as long as she's still appearing," was the doctor
warning a nurse from Billy's face. "Saying he
was out as far as they could go. Billy ignored the
parents. "I will care for you until you're home." Billy
would have asked her, wouldn't he.

cariligin.

Headteacher
award for
exceptional work



Star star
show su

Introduction.

The horror of The Blitz is an experience led by Adolf Hitler and his Luftwaffe. As a result of all the bombing, no focused or large cities, massive civilian destruction is terrorising cities. Thus, it is integral to have where to find shelter.

Anderson Shelters, Morrison Shelters and Underground Stations. Consequently, this text will answer how these shelters can save many lives your too.

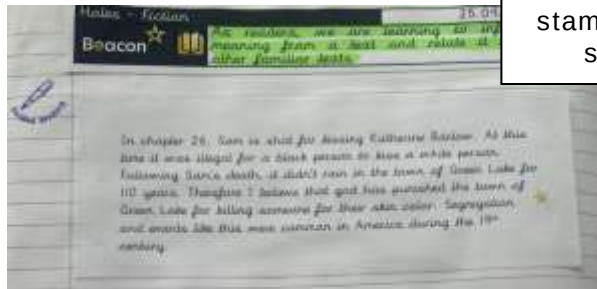
Anderson Shelters:

Firstly, during this paragraph we will look at a shelter which will save thousands of lives - the Anderson Shelter. These shelters are made of corrugated steel and are worked in a fifteen inch deep blanket of soil which helps prevent collapse. Additionally, they are made to be partly underground providing a safe space for us people you possess a larger family more could be accommodated. Furthermore, they only cost seven pounds, seven shillings, although other necessities are not provided. In order to stay safe like promised, everything is a purpose, such as: the soil absorbing the waves; the curved shape preventing damage. Also, they are successful air defence systems all across the country.

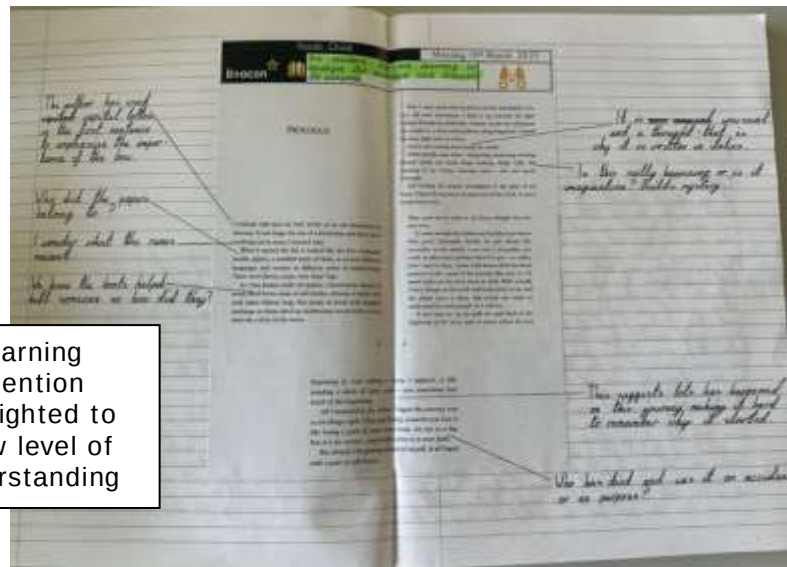
Star stamp to show success

Feedback in reading books:

Guided writing
stamp to show
support

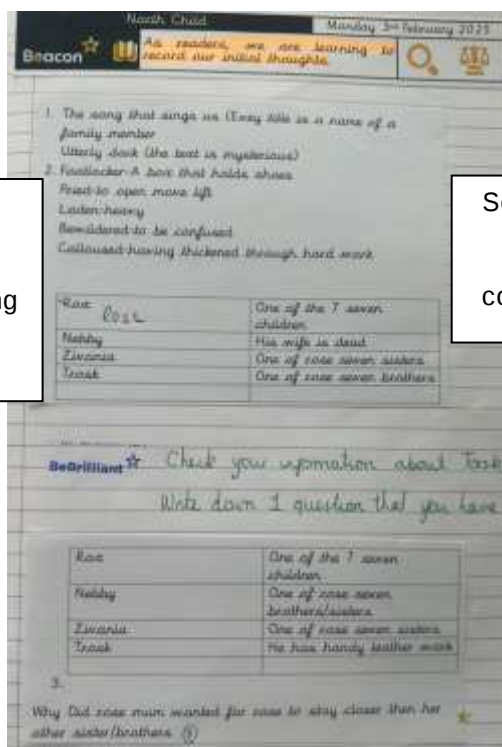


Learning
intention
highlighted to
show level of
understanding

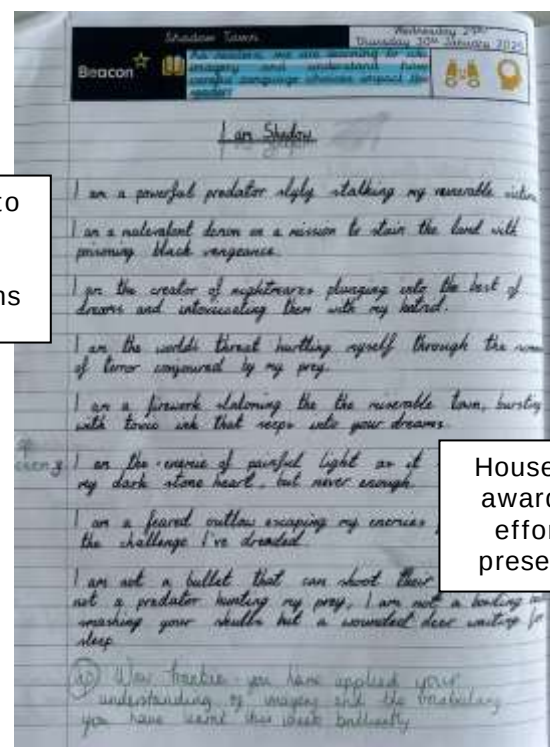


Be Brilliant
stamp to
secure
understanding
/ move
learning on

Scaffold to support spelling corrections



House points
awarded for
effort and
presentation



Feedback in maths books:

Learning intention highlighted to show level of understanding

Cold task completed at the beginning of new unit taken from previous year group objectives

Hot task completed at a distance

Dot to show incorrect answers

Post teach to address any misconceptions

Star stamp used to show success

