



Foxhole
Learning
Academy



Effective Feedback and Marking 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.

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Key Principles

The core principle for assessment is to inform future planning to aid pupil's development. Staff should use assessment throughout each lesson using a variety of approaches with the intention of gauging pupil understanding, and their next steps in learning. This policy has been written taking into consideration the guidance report 'Teacher feedback to improve pupil learning' published by the Education Endowment Foundation (2021). It also reflects the recommendations in the report published by the Independent Teacher Workload Review Group (2016).

1. Assessment is at the heart of teaching and learning

- a) Assessment provides evidence to guide teaching and learning.
- b) Assessment provides the opportunity for students to demonstrate and review their progress and is shared with the pupils.
- c) Assessment celebrates pupils' learning, recognising their achievements.
- d) Assessment needs to be frequent, immediate and supportive.

2. Assessment is fair

- a) Assessment is inclusive of all abilities and the age of the pupils.
- b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- c) Assessment is consistent and clear for all pupils to understand.

3. Assessment is honest

- a) Assessment outcomes are used in ways that minimise undesirable effects.
- b) Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- d) Assessment gives the children a clear idea of how far they have come in their learning and what they need to learn next.

4. Assessment is ambitious

- a) Assessment places achievement in context against nationally standardised criteria and expected standards.
- b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c) Assessment objectives set high expectations for all learners.

5. Assessment is appropriate

- a) The purpose of any assessment process should be clearly stated.
- b) Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c) Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d) Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent

- a) Judgements are formed according to common principles.
- b) The results are readily understandable by third parties.
- c) A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a) Pupils in developing their learning.
- b) Parents in supporting children with their learning.
- c) Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent.
- d) School leaders and governors in planning and allocating resources; and
- e) Government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

Our Approach to Assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- The process of assessment and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Assessment and feedback is the dialogue that takes place between teacher and pupil, usually while the task is still being completed.

- Assessment should always relate to the lesson objective and, where appropriate, the child's own personal learning targets.
- Verbal feedback should be appropriate to the age and ability of the child and may vary across year groups and key stages.
- Feedback will focus on only one or two key area for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking assessment and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset.
- Whenever possible, assessment and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate.
- Assessment should be constructive and formative.
- We have a senior leader who is responsible for assessment.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps.

Our Method of Assessment

- We use a range of formative and summative strategies for assessment and the outcomes of assessment and used to inform teacher's planning and teaching.
- We also use outcomes from assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, using the National Framework, and statements written against our taught curriculum, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year, and this is supported by assessment check points (ASP) in many subjects.
- We recognise the importance of high-quality instruction and through our 'I do, we do, you do' pedagogical approach we provide a gradual release of responsibility informed by formative assessment within and across lessons.

Our Approach to Feedback

- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Quality feedback is vital for effective assessment. It shows where children have been successful in their learning and identifies one specific improvement that will help 'close the gap' between their current understanding and full understanding of the learning objective.
- Verbal feedback is provided to children throughout a lesson to ensure that children have an opportunity to respond to it and that errors or misconceptions are addressed early on. Verbal feedback may take a variety of forms and may be addressed to individuals, a group, or a whole class. It is designed to move learning forward.
- Delayed feedback may also be provided, and this may be verbal or written. It will take into consideration the characteristics of the task, the individual pupil and the collective understanding of the class. If a teacher feels a written comment would be applicable and beneficial then that is down to the teacher's professional judgement and can be written in books.
- All learners must understand how well they have achieved the learning objective. Adults will use a colour coded system to demonstrate this.

Blue Stamp indicates full understanding.

Orange Stamp indicates the need for further understanding. When this work is revisited, this will then be stamped with a blue stamp to indicate understanding.

- If a piece of work indicates that further work is needed, then this is either addressed in the moment, during a 1:1 or small group keep up session or revisited as a whole class at the end of the lesson or in a subsequent lesson.
- Teachers will mark work in green pen. Marking will respond directly to the learning objective and a tick will indicate evidence of this being met. Where there are errors, particularly in maths, this will be indicated by a green dot.

EYFS: Corrections will focus primarily on letter formation in the early year. Spellings will only be identified if it is the child's own name, or they are phonetically decodable words with sounds that the children know.

KS1: Up to 3 spelling errors may be identified by underlining in green pen and written correctly for the children. Identification of errors will be done sparingly and prioritised by teacher's professional judgement to move learning forward. Where punctuation is missing or incorrect, adults will verbally indicate to children that they need to edit this.

LKS2: Up to 3 spelling errors may be identified by underlining in green pen and written correctly for the children. Where children have the skills, they are encouraged to independently edit their own spelling errors. Identification of errors will be done sparingly and prioritised by teacher's professional judgement to move learning forward. Where punctuation is missing or incorrect, adults will verbally indicate to children that they need to edit this.

UKS2: All spelling errors are identified by underlining in green pen. Children are encouraged to independently edit their own spelling errors. Where needed, identified errors will be written correctly for the children to edit. Identification of errors will be prioritised by teacher's professional judgement to move learning forward. Where punctuation is missing or incorrect, adults will circle to indicate to children that they need to edit this.

- When appropriate, children may review and assess their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind and involve peer discussion. The teacher will always review self and peer assessment and carry out an appropriate assessment of their own. In RWI for example, children will be asked to 'Tick or Fix' with the teacher modelling and checking.

Responding to Feedback

- If feedback is provided 'in the moment' and requires a change to be made, children will respond to this in pencil. Children should also be given 'Time to Improve' their work before finishing. This will promote independence, support the teacher's assessment and remove the need for unnecessary feedback.
- When the feedback is delayed or the children are revisiting or editing work, this will usually be completed in **purple pen**.

- Feedback is always about moving learning forward, so opportunities to reflect

on or respond to this in some way will always be provided.

Our use of Assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers understand the impact of effective feedback and support pupil motivation, self-confidence, pupil's trust in the teacher, and their capacity to receive information to ensure that feedback allows learning to progress.
- Teachers use assessment to plan the future learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse assessments across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis either through a written report or meetings with parents.
- Recognising both effort and attainment, we celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and personal development.