Buckland Primary School

Feedback and Assessment Policy

Date adopted	February 2026		Notes
Next review	February 2028		Whole School Policy
Review cycle	Bi-annually		
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Our Vision

At Buckland we aim to create memorable learning experiences that will make a positive contribution to the life of the whole school community and ensure the BEST outcomes for all learners.

Our Aims

- ✓ To create a safe and secure learning environment that stimulate and inspires; a place where achievements are celebrated.
- ✓ To develop supportive partnerships that help promote learning for all members of the school community.
- ✓ To provide a broad and balanced curriculum that incorporate real life experiences including: Experience Days, workshops, trips and enhancement clubs.
- ✓ To support different learning styles by using a variety of teaching strategies.
- ✓ To recognise and value diversity through ensuring that the ethos, environment and curriculum reflect the cultures, needs and beliefs of our wide community.
- ✓ To foster positive relationships in which children, families and staff are equally respected and valued.

Feedback and Assessment Policy Aims

- To ensure a clear understanding of the purpose, procedures and processes of effective feedback and assessment.
- We want to ensure that Feedback and Assessment are meaningful, manageable and motivating.
- We do not want teachers spending longer on marking than children spend on the task being marked; we want to see high quality assessment for learning happening face to face in the classroom involving teachers and students e.g., 'in the moment' feedback & marking, self/peer marking and evaluations.
- Children should be able to understand the targeted feedback and then act upon it throughout their learning time so that continual improvements can be made.

Feedback and Assessment should:

- ✓ Be positive, specific and relevant to the Learning Objective and Success Criteria.
- ✓ Be accessible and matched to the needs of the learner.
- ✓ Be used to promote learner confidence.
- ✓ Raise standards through daily feedback time in class – live marking and in the moment feedback.
- ✓ Ensure meaningful marking with clear successes and next steps.
- ✓ Have high expectations across the school whilst acknowledging that different year groups, and specific children within a year group, may need to receive feedback in different ways to suit and support their learning.
- ✓ To draw on good practice, internally and in the wider community, to continually reflect upon and improve our own practices.

Feedback and Assessment Principles

Assessment for Learning (AfL) is ongoing in every classroom every day and everyone in the classroom is involved. Feedback should be from the teaching staff, from children's peers and by themselves. All partners are involved in Assessment of Learning (summative).

Final assessment decisions lie with the classteacher and wider teaching staff.

Effective Feedback and Assessment - asked by the teacher and pupil

1. Where am I going? – what are my goals/targets
2. How am I going to reach my goal? – progress towards the goal/target
3. Where to next? – how can I make even better progress

Tasks set should be clear, appropriate and challenging. **Learning Objectives (LO)** address deeper learning which may last over several sessions so key skills, knowledge and understanding are secured. The steps to achieve the objectives should be outlined in clear **Success Criteria (SC)** that show children what must be done to be successful. The Success Criteria can then be used to self and peer assess. Staff also use the SC for focused feedback.

Hattie and Timperley identify 4 levels for feed up, feedback and feed forward:

Task	Process	Self-regulation	Self
Looking at SC assessing what/how much has been achieved; looking at the prior learning, unpicking steps to success and simplifying where needed; adding layer of complexity to stretch children	Reviewing technical skills used in the task; drawing on 'rues' such as finger spaces; number bonds; developing children's ability to use resources in the room Inc. peers	Developing resilience, pace and learning behaviours; teacher and peer modelling as support/steps into the task; setting differentiated expectations for the outcome/allowing a range of presentation methods	Feedback on how individuals learn; identifying personal barriers and finding ways to overcome them; self-evaluation and goal setting; looking out for & correcting misconceptions; valuing & learning from errors

Oral feedback is key: oral feedback is the most important tool in developing our learning but it must be meaningful. We should not say 'good answer' but must explain why it is a good answer or model what we expect from an answer:

- Is it well worded?
- Is it a useful summary of other people's answers?
- Does it use key vocabulary for the topic being studied?
- Does it address the task, or the process in completing the task?
- **BE SPECIFIC**

When we model with children how to give feedback, we need to train them to be specific in their feedback as well.

Monitoring & Evaluation of Feedback and Assessment

All staff are involved in ongoing M&E of feedback and assessment throughout the year, alongside external reviews undertaken on at least an annual basis. In addition, all staff are involved in moderation of work samples and in sharing good practice during staff training/INSET sessions/PPA. Moderation is internal and external at Local and County level.

Assessment Principles of Buckland Primary School

Assessment at Buckland is underpinned by the following principles. Assessment is a key part of any learning and is the responsibility of all staff working with a child, as well as the child themselves. A child who can assess and understand their own progress will be a more successful learner.

- **Assessment is at the heart of Teaching and Learning (T&L)**
  - Assessment provides evidence to guide T&L
  - Assessment provides the opportunity for pupils to demonstrate and review their progress
  - It involves feedback both of learning (summative) and for future learning (formative)

- **Assessment is fair**
  - Assessment is inclusive
  - Assessment of set pieces of work will focus on the specific elements that the pupils were asked to show during that piece of work, and no other elements

- **Assessment is honest and accurate**
  - Children's assessment outcomes are conveyed in honest and clear ways to assist pupils with their learning
  - Assessment judgements are moderated by experienced professionals internally and externally

- **Assessment is ambitious**
  - Our assessment places achievement in context against national standards and expected standards. As a school in a strong community of local schools, our common aim is to develop a common understanding of achievement and progress for all
  - Systems and practice set out pathways of progress and development for every child
  - Assessment objectives set high expectations for learners

- **Assessment is appropriate**
  - The purpose of any assessment process should be clearly stated
  - Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement
  - Assessment should create records required to allow pupils, their parents and teachers to plan future learning

- **Assessment is consistent**
  - Judgements are formed according to common principles
  - A school's results should be capable of comparison with other schools, both locally and nationally (EYFS, Y1 Phonics, Y4 MTC and KS2)

- **Assessment outcomes provide meaningful information for:**
  - Pupils in developing their learning
  - Parents in supporting their children with their learning
  - Teachers in planning T&L
  - School leaders and governors in analysing, planning and allocating resources
  - Establishing overall progress and achievement of pupils for reporting to parents and for accountability

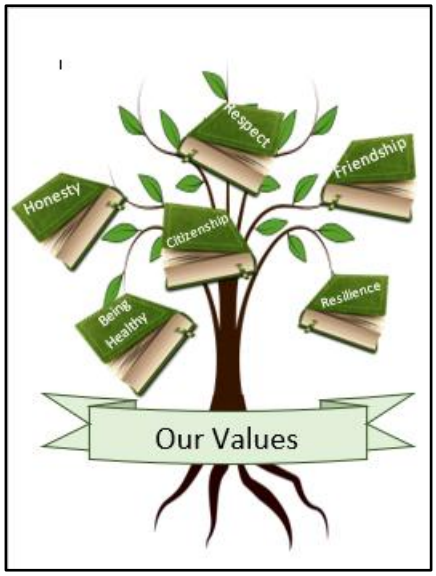
- **Assessment feedback inspires greater effort and a belief, that through hard work and practice, more can be achieved**
  - Pupils are entitled to high quality feedback on their work
  - Pupils are entitled to have the time to understand, reflect and act upon the feedback
  - Pupils should be involved in understanding their own progress and planning their next steps

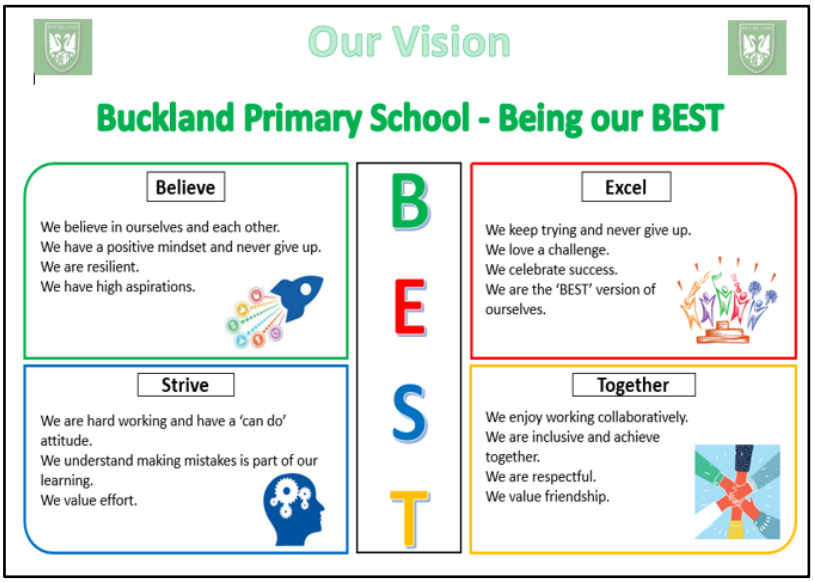
AfL Principles at Buckland Primary School

The following strategies for AfL are used across the school by all staff:

- ✓ Use of Learning Objectives and Success Criteria - steps to success
- ✓ Planning - adapting teaching that promote inclusion, building on prior knowledge
- ✓ Mixed group tasks - **Low Threshold, High Ceiling learning**
- ✓ Targeted Questioning – open/closed questioning, Hot Spotting, cold calling, no hands. All pupils are expected to have a go in a supportive learning environment
- ✓ Feedback – written and oral (see Feedback & Marking policy) including next step marking
    - Ensuring child friendly/age appropriate vocabulary
    - KS1 – agreed marking code
- ✓ Feedback – responding to marking (teacher/pupil)
- ✓ Use of Retrieval Practice tasks e.g., Flashback 4, 10 in 10, 3 in 3 (last week/month/year), low stake quizzes, debates,
- ✓ Use of Plenaries – e.g., evaluate/review learning and/or introduce new learning
- ✓ Peer/self-evaluation and marking (green pen)
- ✓ Talk partners – discussion. Including ***Think, Pair, Share***
- ✓ Child/group observations – by class teacher and support staff. Observations are descriptive, focused and narrative
- ✓ Formative assessment - ongoing and progressive
- ✓ Analysis of formative assessment to establish next steps
- ✓ Success criteria checklists – especially following independent writing tasks
- ✓ Deepening the moment tasks (challenge for all)
- ✓ Celebration of effort and achievements
- ✓ Precision teaching / Targeted interventions informal and evidenced based intervention programmes e.g. NELI, FFT, Literacy for all, Race to English, Nessy etc. Small group and 1:1 tuition alongside others identified by staff

All of the above is underpinned by our Growth Mindset ethos. Staff and pupils understand it is OK to make mistakes. Resilience, perseverance and determination are essential skills during any learning journey.





As with all learning it is essential that feedback and assessment is seen as a partnership between teachers – children – parents with clear communication between each group (See Home School Agreement and Home Learning policy).