



WHOLE SCHOOL POLICY **Assessment and Feedback**

September 2025

The Woodlands Community Primary School is a learning community where everyone feels safe, happy, valued and respected. All individuals are expected to have high standards and aspirations and are encouraged to recognise and achieve their true potential, developing;



Resilience Empathy Self Awareness Passion Excellence Communication Teamwork

*‘Feedback is one of the most powerful influences on learning and achievement’
(Hattie and Timperley 2007)*

Rationale

For feedback to be effective John Hattie argues that it needs to be:

- *clear, purposeful, meaningful and compatible with pupils’ prior knowledge, and to provide logical connections.*
- *directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”*
- *combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)*
- *occur as the pupils are doing the learning*
- *provide information on how and why the pupil has or has not met the criteria*
- *provide strategies to help the pupil to improve*

Aims

Our aims are:

- to use assessment and feedback as a vital part of communication with each child, promoting ‘live feedback’ wherever practicable;
- to use assessment and feedback as part of on-going assessment procedures;
- to encourage children to take an active part in improving their work;
- to use assessment and feedback as a strategy to reinforce and/or extend each child’s learning and
- to celebrate and recognise achievement.

Objectives

Assessment and feedback will be used to:

- reinforce key learning objectives;
- identify needs;
- suggest how work can be improved or indicate next steps for learning;
- identify key misconceptions;
- set targets;
- identify and comment on success and
- show appreciation for quality and effort.

General Strategies

- Teachers will annotate in children's books using green pen.
- From year 2 children will be taught how to respond to written feedback, using a black pen.
- Written feedback will be used to reinforce the learning objective for selected pieces of work.
- Children will be given an opportunity to read and respond to marking of their work at the beginning of lessons - 'Feedback 5'.
- Support adults may assess and give both written and verbal feedback to work produced by children in their group.
- Learning objectives and success criteria are evident for ALL pieces of work with teacher ✓ or •
- Objectives and success criteria adapted or success criteria to be achieved clearly indicated for SEND pupils.

Assessment and Feedback Summary:

- AFL codes are used to indicate if the child has worked with the teacher (**T**) or support staff (**TA**) which is labelled next to the 'Can I' objective. A **speech bubble** can be used to indicate verbal feedback given with a key word (**purple stamper available**). Any learning not annotated in this way is assumed as independent. T or TA next to part of the work indicates that this section only was supported.
- If a teacher/TA has worked with a child/group in a session, feedback has taken place 'live' (with annotations during the session). This work can be marked with a stamper. The success criteria will be ticked or 'dotted' to clearly show the children which objectives have been met.
- As a minimum, ALL work is to be marked with a stamper and the success criteria will be ticked or 'dotted' to clearly show the children which objectives have been met. Teacher's comments can be added where value is added and is necessary. 'Think Pink' up-levering instructions are required for one piece of work in three for each subject.

Stampers



- **Green Stamper** will be used to highlight an example of the learning objective being met.
- **Pink Stamper or Pink Highlighter** will be used to indicate and address an error, misconception, embed learning or upskill required. Good practise is to identify an action to demonstrate understanding of the objective.
- **Blue Stamper** will be used for those children who are close to meeting the objective but need more assistance/clarification (not all 'I cans' are ✓). Good practise is where the following lesson / feedback 5 addresses the misconception.
- The success criteria will be ticked or 'dotted' to clearly show the children which objectives they have met.

Feedback 5

Feedback 5 should occur in every lesson daily. This is time allocated for children to respond to their previous learning and at the beginning of the lesson. Feedback 5 can take many forms: an individual 'Think Pink' in a child's book, a group 'think pink', either in books or working together with or without support. Teachers will provide additional assistance to pupils during this time or annotate the distance marking sheets if there is a concept to revisit in a future lesson. Alternatively, teachers can react sooner to giving feedback for English and Maths, by having one-to-one review and feedback of learning at a convenient time.

Further Strategies

- All books deserve assessment and/or feedback by an adult and to be clear to the child that their learning has been reviewed.
- Maximising the use of live AFL and feedback in class and book annotation with the children is encouraged as this is proven to have the most impact on positive learning outcomes.
- TA's are encouraged to annotate/assess books as well as teachers throughout the lesson.
- Teachers are encouraged to plan for 1 x self-assessment and 1 x peer assessment form of feedback each week.
- In maths and English, teachers are requested to plan for 1x non-recording lesson per week which is clearly detailed on the planning. However, on occasion, non-recording may, be more than a single day especially for those lower ability and in KS1.
- For English and Maths, each child is to have at least 1 in 3 pieces of their work each week assessed further, with next steps written, having worked independently.
- Green highlighting will be used as a more detailed form of assessment for 'Showcase Writes'.
- Children will have the opportunity to reflect and verbalise why certain parts of their work is highlighted.
- Extended pieces of writing (Showcase Write) will have clear success criteria for the children to self-assess using the grid template. Children are given the opportunity to compare with teacher assessment. Identified next steps will be explicit in either a 'Think Pink' challenge or subsequent learning.
- For all non-core written learning, each piece of work will be assessed with feedback given to the child as a stamp at the very least. Good practise will include supplementary annotations.
- Tick or dot objectives on learning sticker for **ALL** pieces of work.
- We intend that assessment and feedback should have impact. 'Think Pinks' linked to a similar objective should not be repeated. The identified gap should be embedded in subsequent learning and evident.
- Any Assessment and feedback annotations should be concise and linked to the lesson objective or whole school focus or high-frequency spelling.
- All 'Think Pinks', once completed by the children, should receive feedback from the teacher.

Interventions and Catch-Up

The **accelerate stamp** will be used by an adult in class when a child has applied any intervention learning independently in class learning.

Assessment and Feedback in EYFS

- Coloured stampers (as above) will be used when assessing and giving feedback in English and Maths.
- Highlighters will be used to identify examples in the children's work.
- AFL codes are used to indicate if the child has worked with the teacher (T) or support staff (TA) which is labelled next to the date.
- A **speech bubble** can be used to indicate verbal feedback given with a key word (**purple stamper available**).
- If a teacher/TA has worked with a child/group in a session, feedback has taken place 'live' (with annotations during the session). This work will have a key word/comment linked to what has been assessed, written next to the stamper in the book.
- All learning journey work is reviewed, marked with a date and an (I) symbol to identify the work has been completed independently.
- Previous think pinks are reviewed each time the children work within their books, to recap and support learners with their next steps.

Annotations / symbols

Sp x3 to be used when a child needs to practise a correct spelling.

 or  with an 'H' should be used when handwriting has been assessed. This should appear close to the beginning of the learning activity with improvement to presentation made instantly for the remainder of the piece of learning.

T worked with a teacher

TA worked with a teaching assistant

Presentation of work

When marking a child's work, teachers should ensure that The Woodlands Community Primary School expectation of presentation is maintained. The children should be encouraged to check their work and ensure that:

- all work has a date that is underlined with a ruler
- all work should have a learning objective.
- if titles are used these should be underlined with a ruler.
- children will be encouraged to reflect on their own work using success criteria and previous comments
- children should write against the margin and use an appropriate layout.
- mistakes should have a single line through them.
- a new page should be started if $\frac{3}{4}$ of the page has been used the previous day.

Teachers' Annotations

Teachers must ensure that they model a good standard of presentation and accuracy when writing and feeding back in children's books.

Assessment codes will be used for effective assessment of work. All children should be taught what each symbol and stamper means and a copy of the code displayed in every classroom.

Related policies

All curriculum policies, Assessment, Inclusion, Monitoring and Evaluation, Teaching & Learning and Early Years policies.

This policy will be reviewed every three years or earlier if deemed necessary.

Date: September 2025 (strategic review of policy complete)

Signed: J Baker

Review Date: September 2027

What do Ofsted say about marking?

■ Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.



service.gov.uk

[https://assets.publishing.service.gov.uk › media › Ofsted...](https://assets.publishing.service.gov.uk/media/Ofsted...)

What are the 3 principles of effective marking?



We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating. Marking practice too often responds to myths and fads, rather than focusing on these principles.



service.gov.uk

[https://assets.publishing.service.gov.uk › media › Elimin...](https://assets.publishing.service.gov.uk/media/Elimin...)

Eliminating unnecessary workload around marking - GOV.UK