

Assessment and Feedback Policy

2026-2028



Table of contents

About the policy.....	3
What is feedback?.....	3
Greenacres 5-part Lesson Structure:.....	3
Assessment and feedback methods	4
In the moment feedback	5
Teachers circulating the room.....	5
Self-assessment and feedback.....	5
Peer-assessment and feedback.....	5
Feedback the following lesson	5
Summative assessment and feedback.....	7
Writing assessments	7
NTS assessments.....	7
Curriculum assessments	7
Monitoring of this policy	7

About the policy

The principles and structures outlined in this policy have been taken from the Education Endowment Foundation (EEF) guidance report (2021) and the recommendations have been adopted by Greenacres Primary Academy.

These recommendations are to:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

What is feedback?

Feedback is information given by a teacher to pupil(s) about their performance that aims to improve knowledge and understanding. (Higgins et al, 2019).

As stated by Wiliam and Leahy (2015, p. 107), ultimately 'it comes down to the simple truth that the most effective feedback is just feedback that our students actually use in improving their own learning'.

Feedback must be understandable, helpful and actionable.

Greenacres 5-Phase Framework



Teachers at Greenacres follow an adaptable 5-phase lesson structure. Each section is underpinned by continuous formative assessment, and begins with retrieval practice, which is used to practise and rehearse previous content; this may be linked to the context of the new lesson as pre-requisite knowledge or skills.

Carefully considered initial instruction is an integral part of the feedback process. Without this, feedback can be meaningless. Teachers at Greenacres provide high-quality models and clear explanations in every lesson, considering and planning for misconceptions. Teachers will check for understanding – often using Kagan cooperative structures, formative assessment and questioning – and adapt their teaching, where required. Teachers will continue to provide verbal feedback and there are opportunities to peer and self-assess during the guided and independent practice. Children reflect and self-assess their learning against the success criteria at the end of lessons (this does not mean children cannot reflect and self-assess at other points during the learning).

Whole class feedback is provided each lesson - it is designed to clarify aspects of individual pupil's knowledge and develop their understanding and skills. There may be opportunities to correct work in some lessons, but the focus should be on improving their understanding. Excellent examples of work can be shared and common misconceptions can be highlighted and addressed.

- Teachers are free to decide if they want to write directly in a child's book to feed back, however this is not an expectation of the school.

Assessment and feedback methods

We aim to provide children with a balanced diet of different kinds of feedback and assessment and use the following principle from Dylan Williams.

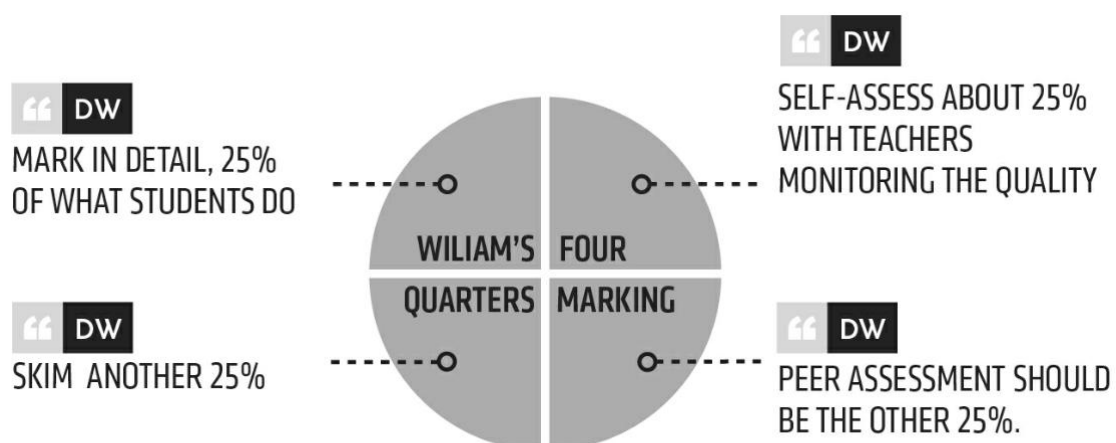


Diagram from Hendrick and Macpherson (2017)

The formative assessment and feedback method is chosen by the teacher to be adaptive to pupil need and lesson content.

Teachers must ensure that feedback is appropriately timed, understandable, helpful and actionable.

In the moment feedback

Teachers circulating the room

Whilst children are working independently, teachers are encouraged to circulate the room and use in-the-moment feedback to address learning at that time. This may be where without it, a child could continue a pattern or incorrect work or create a misconception or it could be to challenge a child's thinking and extend upon answers.

Teachers can use verbal feedback in the moment of learning and may write in a child's book to support their learning.

If a teacher writes in a pupil book, they will use a black pen and children will write in a green pen so it is clear what improvements have been made.

Self-assessment and feedback

There are often opportunities for children to assess their own work and this should be encouraged. Examples include:

- self-marking work e.g., retrieval answers in reading.
- identifying what went well and what could be even better.

Peer-assessment and feedback

Peer feedback is a useful tool for children and supports their learning. We aim to provide children with opportunities to receive feedback from peers in the classroom.

Examples include but are not limited to:

- rally coach work
- reading a partners' work to identify misconceptions
- identifying what went well and what could be even better.

Feedback the following lesson

Following a lesson, a teacher can randomly select 20% of the class books to scan for common misconceptions or errors. The misconceptions identified will be discussed at the start of the next lesson as laid out in the 5- part lesson structure.

Teachers have the autonomy to use whichever post-feedback activities they feel suits the needs of the class. They can be verbal or written.

This can be achieved through, but not limited to:

- discussion
- detective tasks

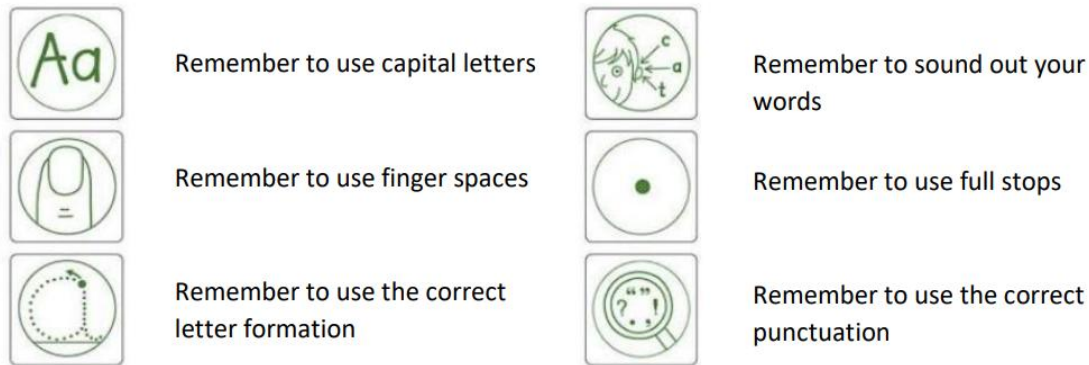
- editing work
- completing similar problems/tasks to show new understanding

Children should then be given the opportunity to address misconceptions or add further detail to their own work.

EYFS and Year 1

In EYFS, feedback is given regularly to children verbally to support them in articulating their ideas.

In writing, teachers will use visual images as feedback symbols should they feel a piece of work needs this to move learning on. Teachers in year 1 also have the option to use these if they think it would be beneficial for the children. An example of this would be to remind children to use finger spaces, capital letter or neater letter formation.



Whilst children are developing their writing skills, teachers may scribe words to allow the reader to understand which sounds the child has heard when writing.

Feedback in maths

Following high-quality initial instruction in the explanation phase of the 5-part lesson structure, teachers assess children's understanding through questioning and shared practice with their peers – often using Rally Coach.

Children receive appropriate verbal feedback on their independent work and self-assessment is used to check and assess their level of success. Teachers provide feedback on common misconceptions, which can be delivered in a variety of ways: whole class feedback and explanation in the next lesson, using diagnostic questions and low-stakes retrieval testing.

In KS2, Learning by Questions (LbQ) tasks on tablets or laptops are frequently used for independent activities in lessons. Children receive immediate feedback on their device after every submitted response to a question. This feedback is specifically

tailored to the child, private and on their own device, and provides support and guidance in approaching the question.

While using LbQ tasks in lessons, teachers have access to a dashboard (an example is shown below); here teachers can view the responses to each question, and deliver appropriately-timed feedback to individuals, groups or the whole-class, displaying the question on the interactive whiteboard.

Show names		Score		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Pupll 19		10							2	2																		
Pupll 13		6		2																								
Pupll 6		13			2				2		2																	
Pupll 11		15																2										
Pupll 20		12											3															
Pupll 16		11					2						2															
Pupll 18		11											2															
Pupll 1		15																										
Pupll 9		12			2								3															
Pupll 3		24																								2		
Pupll 14		22																							2	2		
Pupll 5		12																										
Pupll 23		13					2				2	2		2	2		2	2		2	2							
Pupll 10		10				2	2						2	2	6		3											
Pupll 22		15																	2									
Pupll 17		11											2		5													
Pupll 8		14																2										
Pupll 25		10			2								2															
Pupll 2		10				2	2				2				2													

Summative assessment and feedback

Writing assessments

Each half-term, a child is to complete a minimum of one independent piece of writing. This should be assessed against the Greenacres Primary Academy writing standards.

NTS assessments

Each term, children will sit NTS assessments in Reading and Maths to assess their progress. Though it is not always appropriate for children to receive their score from these tests, teachers should use these to inform their teaching and common errors will be fed back to children in the appropriate lesson.

Curriculum assessments

Once a term, children will take an assessment in Geography, History and Science to support their learning. Teachers will use these assessments to support their teacher assessments at the end of each term. Any gaps in the children's knowledge, linked to the sticky knowledge documents, will be used by teachers to inform their teaching and the choice of questions for retrieval practice in subsequent units.

Monitoring of this policy

School leaders will monitor the effectiveness of this policy and the procedures and principles outlined.

The Principal has overall responsibility for the effectiveness of this policy. Subject leaders will support the Principal and other senior leaders in monitoring teacher feedback in the classroom and in books.

The Local Academy Board will hold SLT to account in LAB meetings, sub-committee meeting and when visiting the Academy when required.

Monitoring activities will include:

- Book-studies
- Lesson visits
- Writing moderation
- Child voice activities

This policy will be reviewed every 2 years. This policy will be reviewed in September 2028