Archbishop Temple
Church of England High School

Assessment and Feedback Policy

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Last Updated	1st September 2026
Approved by the Governing Body/Board	September 2026
Date to Review	**July 2027**

Name of Policy:	Assessment and Feedback Policy
Sub-Committee Responsible:	Quality of Education
Lead Responsibility in School:	Senior Assistant Headteacher

Source of Policy: (Please tick)

- ☐ **LA:**
- ☐ **Diocesan:**
- ✓ **School:**
- ☐ **Other – Please specify:**

School Prayer

Heavenly Father,
Bless us with courageous faith in you.
Help us to nurture everyone's gifts and talents.
Inspire us in Christ like service of others.
May we know your love, share your life and radiate your light.
We pray this in the name of the Father, Son and Holy Spirit.
Amen

Our School Vision

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God-given gifts so that together we may shine God's light through Christ-like service.

Scripture

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16)

Motto

May we shine God's light through faith, nurture and service.

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I. Introduction

At Archbishop Temple, we believe that assessment and feedback are integral to effective teaching and learning. They enable teachers to identify what pupils know, understand and can do, whilst helping pupils understand how they can improve and make progress.
Driven by our Christian vision, assessment should be inclusive, supportive and aspirational. It should help pupils to develop confidence, resilience and independence whilst maintaining high expectations for all.
Assessment is not an end in itself. Its purpose is to improve learning, inform teaching and ensure that all pupils achieve highly.

II. Purpose of assessment and feedback

The purpose of assessment and feedback is to:

- Support and improve learning.
- Identify strengths and misconceptions.
- Inform future teaching and curriculum planning.
- Monitor pupil progress and attainment.
- Help pupils understand what they have achieved and what they need to do next.
- Promote independence and responsibility for learning.
- Ensure that all pupils can access and succeed within an ambitious curriculum.

Assessment and feedback should always have a positive impact on pupil learning and should not create unnecessary workload for staff or pupils.

III. Assessment principles

At Archbishop Temple, we believe that effective assessment is:

- ***Purposeful***: Assessment provides meaningful information that improves teaching and learning.
- ***Curriculum-led***: Assessment evaluates the knowledge, skills and vocabulary that have been taught through the curriculum.
- ***Inclusive***: Assessment is accessible to all pupils and reasonable adjustments should be made where appropriate.
- ***Manageable***: Assessment processes are proportionate and sustainable.
- ***Developmental***: Assessment supports pupils in understanding their strengths and areas for development.
- ***Evidence-informed***: Assessment practices are informed by educational research and professional expertise.

Teacher professional judgement remains central to effective assessment and is informed by a range of evidence gathered over time.

IV. Formative assessment

Formative assessment takes place continually within lessons and is one of the most powerful tools available to teachers.
It provides immediate information about pupil understanding and enables teachers to adapt their teaching in response to pupils' needs.
Teachers will regularly use formative assessment strategies including:

- Questioning and cold calling.
- Mini whiteboards and whole-class response systems.
- Think-Pair-Share and structured classroom discussion.
- Retrieval practice activities.
- Live marking and verbal feedback.
- Observation of pupils' work and participation.
- Low-stakes quizzes and checks for understanding.
- Exit tickets where appropriate.

Formative assessment is used to:

- Identify gaps in knowledge and understanding.
- Check whether pupils are ready to move on.
- Adapt teaching in response to pupil needs.
- Inform intervention and support.
- Ensure that all pupils remain engaged in learning.

Teachers must never assume that learning has taken place simply because content has been taught. Assessment must be used routinely to determine whether pupils have understood and retained key learning. Assessment must also be used to evaluate what pupils have retained over time and to identify knowledge that requires revisiting through retrieval practice and further teaching.

V. Summative assessment

Summative assessment provides opportunities for pupils to demonstrate what they know, understand and can do at key points within the curriculum.

Summative assessment is:

- Aligned to curriculum intent.
- Based on the knowledge, skills and vocabulary that have been taught.
- Appropriately challenging.
- Valid and reliable.
- Used to support future learning.

Summative assessment is used to:

- Evaluate pupils' mastery of curriculum content.
- Identify strengths and areas for development.
- Inform future curriculum planning.
- Inform intervention and support.
- Monitor progress over time.
- Evaluate curriculum effectiveness.
- Support reporting to parents and carers.

Assessment outcomes are always considered alongside teacher professional judgement and formative assessment information.
Summative assessment is not viewed as the end of learning. Instead, it provides information that informs future teaching and enables pupils to improve further. Following summative assessment, pupils are given opportunities to reflect on their performance, identify strengths and areas for development, and understand the steps needed to improve future outcomes.

VI. Feedback

Feedback is effective when it results in improvement.
At Archbishop Temple, feedback must be timely, purposeful, manageable and focused on helping pupils move learning forward. It must focus on the most important aspects of learning and help pupils understand how to improve.

Effective feedback:

- Identifies strengths.
- Addresses misconceptions.
- Provides clear next steps.
- Is clear, concise and easy for pupils to understand.
- Supports pupil reflection.
- Encourages improvement.
- Builds confidence and motivation.

Teachers will use a range of feedback approaches including:

- Verbal feedback.
- Live feedback during lessons.
- Whole-class feedback.
- Written feedback.
- Self-assessment.
- Peer assessment.

The method used will be determined by what will have the greatest impact on pupil learning. Teachers must make effective use of verbal feedback and professional dialogue during lessons. Immediate verbal feedback often has a significant impact on pupil understanding and progress.
Feedback is proportionate and manageable. The quality and impact of feedback are more important than its frequency or format.

VII. Time To Improve (TTI)

Pupils must be provided with opportunities to act upon feedback and improve their work.
Time To Improve (TTI) enables pupils to:

- Reflect on feedback.
- Correct misconceptions.
- Improve the quality of their work.
- Deepen their understanding.
- Demonstrate progress over time.

Feedback must lead to action. Pupils are expected to engage thoughtfully with feedback and use it to improve future performance.
Teachers must explicitly model how to respond to feedback so that pupils understand how to improve their work effectively.

VIII. Knowing how to improve

A key purpose of assessment and feedback is to ensure that pupils understand how they can improve.
One of the strongest indicators of effective assessment is that pupils can answer:

- **What am I learning?**
- **How am I doing?**
- **What do I need to do to improve?**

Teachers must ensure that pupils have a clear understanding of:

- Their strengths.
- Their areas for development.
- The next steps in their learning.
- What successful work looks like.

Through feedback, reflection and self-assessment, pupils should take increasing responsibility for their own progress and achievement.
Pupils should be able to explain what they are learning, how they are performing and what they need to do to make further progress.
Through reflection and self-assessment, pupils should develop the ability to evaluate their own learning, monitor their progress and select appropriate strategies for improvement.

IX. Assessment, feedback and inclusion

Assessment and feedback support all pupils to achieve success.
Teachers remain responsible for the progress and achievement of all pupils, including those with SEND and disadvantaged pupils.

Assessment information must be used to:

- Identify barriers to learning.
- Inform adaptive teaching.
- Guide intervention and support.
- Monitor participation and progress.
- Promote equity and inclusion.

Reasonable adjustments will be made where appropriate whilst maintaining ambitious expectations and access to the same curriculum as peers.
Assessment should raise aspirations, build confidence and support pupils in becoming increasingly independent learners.

X. Literacy, presentation and quality of work

All teachers are teachers of literacy.
Assessment and feedback support pupils in developing accuracy, fluency and confidence in reading, writing and communication.

Teachers must:

- Encourage pupils to proofread their work.
- Promote accurate spelling, punctuation and grammar.
- Model high standards of presentation.
- Encourage pride in work.
- Support pupils in communicating their ideas clearly and effectively.

High-quality presentation reflects high expectations and supports learning.

XI. Recording and reporting

Assessment information must be recorded accurately and used to inform teaching and learning.
Assessment data is used to:

- Support professional judgement.
- Inform intervention and support.
- Contribute to reporting processes.
- Help identify trends and priorities.

Assessment information will never be viewed in isolation and will always be considered alongside classroom evidence and teacher expertise. Assessment information must be used intelligently and proportionately to support pupil progress. Teachers, curriculum leaders and senior leaders will use assessment information to identify strengths, address gaps in learning, inform intervention and evaluate the effectiveness of the curriculum. Assessment information supports professional judgement rather than replacing it.

XII. Monitoring assessment and feedback

The quality and impact of assessment and feedback will be monitored through:

- Work scrutiny.
- Learning walks.
- Pupil voice.
- Curriculum reviews.
- Assessment information.
- Professional dialogue.
- Line management meetings.

Monitoring is designed to support improvement rather than create unnecessary workload. Leaders will evaluate whether assessment and feedback are improving learning, informing teaching and supporting pupil progress.

XIII. Roles and responsibilities

Governors

- Monitor the effectiveness of this policy.
- Hold leaders accountable for pupil outcomes.
- Support the school's vision for excellence and inclusion.

Senior Leaders

- Ensure consistent implementation of the policy.
- Monitor impact.
- Support staff development.
- Promote evidence-informed practice.

Middle Leaders

- Monitor assessment practices within their departments.
- Support colleagues.
- Ensure consistency.
- Evaluate impact on pupil outcomes.

Teachers

- Use assessment to inform teaching.
- Provide effective feedback.
- Maintain high expectations.
- Support pupils to improve.
- Engage in professional dialogue and development.

Pupils

- Engage positively with assessment.
- Act upon feedback.
- Reflect on their learning.
- Take responsibility for improvement.

XIV. Success criteria

This policy is successful when:

- Assessment informs teaching effectively.
- Feedback leads to improvement.
- Pupils understand how to improve.
- Teachers use assessment to adapt teaching.
- Pupils make strong progress through the curriculum.
- Assessment remains manageable and purposeful.
- All pupils are supported to flourish and achieve highly.