



**LIFE ACADEMIES TRUST**

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# Assessment and Feedback Policy

Document Detail	
Approved	September 2025
Approved by	Trust Board
Next Review date	September 2027
Version	2

## Summary of Changes

Date	Version	Summary of Changes
05.09.25	2	<p>Added in specific reference to EYFS and Y1-6 when relating what all Feedback and Assessment should include (in 1. Principles - bullet point 8).</p> <ul style="list-style-type: none"> <li>• Relate to the Essential Question(s) given to pupils for that lesson or series of lessons (Years 1-6) or be linked to the core developmental goals (EYFS);</li> <li>•</li> </ul>
05.09.25	2	<p>Added reference to Year 1-6 and EYFS for clarity (in 1. Principles - bullet point 10).</p> <ul style="list-style-type: none"> <li>• Allow pupils to reflect on their achievement when looking back at a previous lesson's learning (Years 1-6) or to provide opportunities for pupils to discuss their learning verbally (EYFS);</li> </ul>
05.09.25	2	<p>Added reference to Year 1-6 for clarity (in Different methods of assessing learning at Biggleswade Academy:</p> <p>Feedback in books (Year 1 - 6):</p>
05.09.25	2	<p>Added reference to Year 1-6 for clarity (in Different methods of assessing learning at Biggleswade Academy:</p> <p>Learning Reviews(Year 1 - 6):</p>
05.09.25	2	<p>Added Principles of EYFS Profile Assessments (in Different methods of assessing learning at Biggleswade Academy). This was summarised from the latest Early Years Foundation Stage Profile handbook (2024). (<a href="https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf">https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf</a>)</p> <p><b><u>Principles of EYFS Profile Assessments</u></b></p> <p>Reliable and accurate assessment at the end of the EYFS is meaningful, inclusive, and supports each child's continued development. These assessments are:</p> <p><i>Based on Teacher's Knowledge of Each Child:</i></p> <ul style="list-style-type: none"> <li>• Grounded in day-to-day professional observations.</li> <li>• Assessment reflects what the child knows, remembers, and can do.</li> <li>• Often informal and not necessarily planned or documented.</li> <li>• Teachers reflect on children's learning to inform next steps.</li> <li>• Embedded learning is demonstrated consistently across situations.</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>• A holistic judgment of the child's achievement against each Early Learning Goal (ELG).</li> <li>• Teachers assess the whole ELG description, not just isolated skills.</li> <li>• Recognises the interconnectedness of learning areas.</li> <li>• Assessment should consider whether development across goals is coherent and meaningful when taken together.</li> </ul> <p><i>Informed by a Range of Perspectives:</i></p>

		<ul style="list-style-type: none"> <li>Primarily based on the teacher's professional judgement.</li> <li>Also includes input from the child, parents/carers, as well as other relevant adults</li> </ul> <p><i>Inclusive:</i></p> <ul style="list-style-type: none"> <li>Reflects the diversity of children's interests, needs (including SEND) and cultural backgrounds</li> <li>Children with SEND may show development differently.</li> <li>Children with English as an Additional Language (EAL) should have opportunities to engage in familiar language contexts.</li> </ul> <p><i>Underpinned by a Broad Curriculum and Effective Pedagogy:</i></p> <ul style="list-style-type: none"> <li>Assessment informs teaching and learning planning.</li> <li>ELGs are a narrow measure and should not limit the breadth of the curriculum.</li> </ul>
10.10.25	2	<p>Rewritten for clarity regarding the lessons planned and the intended outcomes being compared.</p> <p><b><i>Outcomes for teachers</i></b></p> <p><i>Teachers will:</i></p> <ul style="list-style-type: none"> <li>Be able to assess the effectiveness of their lesson planning by comparing the achievements of pupils against the intended outcomes.</li> </ul>

## Contents

1. Principles
2. Feedback and Assessment (Marking) Strategies
3. Different methods of assessing learning at Biggleswade Academy
4. Outcomes from the successful use of these feedback and assessment strategies

## 1. Principles

Evidence of the last 20 years, ranging from the work of 'Black and Williams' to the meta-analyses of John Hattie<sup>1</sup> highlight that the single most significant aspect of a teacher's repertoire is feedback and that effective, formative feedback has a greater positive [impact than any other strategy](#). As such, at this Academy, feedback is seen as an integral part of teaching and learning in order to 'diminish the difference' on a learner's progress towards short and long-term improvement.

Marking and Feedback should:

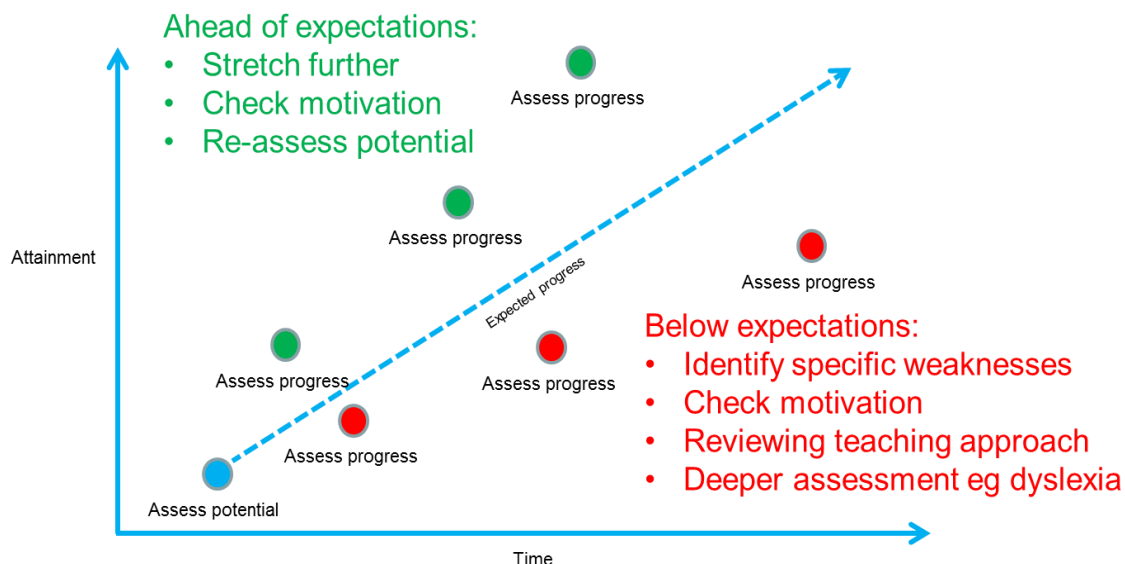
- Have a positive impact upon learning and progress;
- Be manageable for teachers and accessible for pupils;
- Inform future staff planning through the use of whole-class teaching and targeted interventions;
- Enable pupils to become a partner in the marking and feedback process;
- Be consistent across the Academy, with set expectations and strategies in place;
- Be seen by staff and pupils as a positive means to improving learning;
- Help cultivate a 'growth-mindset' culture which allows mistakes and risk taking.

***In practice, all aspects of Marking and Feedback should:***

- Relate to the Essential Question(s) given to pupils for that lesson or series of lessons (Years 1-6) or be linked to the core developmental goals (EYFS);
- Focus clearly on a set aspect of learning; not attempting to assess everything as this is often counterproductive and unmanageable;
- Be given promptly and regularly to pupils within the lesson via live marking and also as highlighting of the Essential Question (Years 1-6) before the following lesson (unless pieces of learning are to be continued over a series of lessons);
- Allow pupils to reflect on their achievement when looking back at a previous lesson's learning (Years 1-6) or to provide opportunities for pupils to discuss their learning verbally (EYFS);
- Give recognition and praise for achievement and clear strategies for improvement, so that pupils know what they must do next to continue making progress;
- Allow specific time for pupils to reflect, respond and improve as a result of feedback gained;

## 2. Feedback and Assessment (Marking) Strategies

We believe that continual testing will not lead to improved progress or attainment - the majority of lessons should be focused around delivering curriculum content in an engaging way which allows the pupils to make progress. Therefore, it is important that *what* is assessed is done so in order to obtain specific information that will be used to build on learning in the classroom. Learning reviews will take place on a regular basis but should always lead to improved learning and outcomes and teaching practices



### 3. Different methods of assessing learning at Biggleswade Academy:

#### **Feedback in books (Year 1 - 6):**

- o Should be linked predominantly to the Essential Question provided for each lesson;
- o Should include a variety of light\* and detailed\* marking;
- o Examples of accurate work that shows the the pupil has achieved and shown evidence of being able to answer the Essential Question should be highlighted green;
- o Examples of inaccurate/further development towards achieving/competently answering the Essential Question, is highlighted in orange;
- o The Essential Question should be highlighted to match the pupil's competence in answering the Essential Question (Greater Depth Standard (blue), Expected Standard (green) or Working Towards Standard (orange)).
- o Sometimes pupils may Self Assess (SA) a piece of work they have completed in class. The teacher will still check the piece of work;
- o Sometimes pupils may Peer Assess (PA) a piece of work they have completed in class. Peer Assessment means when they have worked with a fellow pupil to mark their work. The teacher will still check the piece of work;
- o Pupils should be encouraged to ask for clarification if they do not understand how to improve their learning and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

\* *Light marking* – consists of ticking learning to acknowledge pupil work, to imply that some verbal feedback took place during the lesson, which will have had an impact on the pupil's learning.

\* *Detailed marking* – consists of green/orange/blue highlighting of work and the identification of some incorrect Spelling, Punctuation and Grammar.

#### **Verbal Feedback (undertaken 'face to face' within or outside of lesson time)**

- o Staff will often provide verbal feedback during lessons with opportunities for pupils to respond to feedback given

### **Learning Reviews (Years 1 - 6)**

Mid-unit and/or end-of-unit learning reviews that incorporate the corresponding Essential Questions taught are completed as detailed below:

- o Over the course of a unit of work, pupils will have studied a number of Essential Questions;
- o To aid teachers in deciding whether a pupil is WBS (Working Below Standard), WTS (Working Towards the Expected Standard), EXS (at the Expected Standard) or GDS (Greater Depth within the Standard), a learning review will be conducted to assess pupil's learning;
- o These are not always in the style of 'tests' or 'formal assessments' - they are an opportunity, depending on the subject, for the pupil to demonstrate their understanding of the unit of work and the associated knowledge and skills of;
- o Teachers use professional judgement, Essential Questions and moderation to determine whether a piece of work is WBS, WTS, EXS or GDS,

### **Principles of EYFS Profile Assessments**

Reliable and accurate assessment at the end of the EYFS is meaningful, inclusive, and supports each child's continued development. These assessments are:

*Based on Teacher's Knowledge of Each Child:*

- Grounded in day-to-day professional observations.
- Assessment reflects what the child knows, remembers, and can do.
- Often informal and not necessarily planned or documented.
- Teachers reflect on children's learning to inform next steps.
- Embedded learning is demonstrated consistently across situations.

*Summative:*

- A holistic judgment of the child's achievement against each Early Learning Goal (ELG).
- Teachers assess the whole ELG description, not just isolated skills.
- Recognises the interconnectedness of learning areas.
- Assessment should consider whether development across goals is coherent and meaningful when taken together.

*Informed by a Range of Perspectives:*

- Primarily based on the teacher's professional judgement.
- Also includes input from the child, parents/carers, as well as other relevant adults

*Inclusive:*

- Reflects the diversity of children's interests, needs (including SEND) and cultural backgrounds
- Children with SEND may show development differently.
- Children with English as an Additional Language (EAL) should have opportunities to engage in familiar language contexts.

*Underpinned by a Broad Curriculum and Effective Pedagogy:*

- Assessment informs teaching and learning planning.
- ELGs are a narrow measure and should not limit the breadth of the curriculum.

## 4. Outcomes from the successful use of these feedback and assessment strategies:

### **Outcomes for pupils:**

Pupils will:

- Know about the quality of their work and their skills through targeted feedback;
- Have the courage to make mistakes and the resilience to know that these will be viewed as opportunities for improvement;
- Have the motivation to want to produce high-quality, well-presented work and make progress;
- Understand exactly what is required to be successful;
- Be involved in assessing their work and identifying what they need to do to move on.

### **Outcomes for teachers**

Teachers will:

- Know pupils' strengths and weaknesses within the classroom through judging the quality of their outcomes;
- Be able to assess the effectiveness of their lesson planning by comparing the achievements of pupils against the intended outcomes.
- Use all forms of feedback outcomes to inform and revise the next steps of planning to ensure it meets individual pupil needs.

### **Outcomes for Parents**

Parents will:

- Have an awareness of the range of valid feedback and assessment strategies used across the Academy (e.g. self, peer, highlighted etc);
- Know the expectations of the school towards its pupils and staff;
- Understand how to contribute to their pupil's learning and self-reflection (for example through assisting with self-marked homework activities).



## **Additional notes:**

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**Exceptional circumstances** might include occasions such as a teacher being required to turn round an unfeasibly large number of exam papers, or extremely detailed assessments on lengthy pieces of detailed work before the following lesson. In this case, achieving this would have a detrimental impact on the quality of classroom teaching and therefore a longer period is appropriate to achieve a balance.

**In practical and creative subjects** such as PE, Music, Drama etc., written feedback is not always appropriate and verbal feedback (from teachers, support staff and peers) may well be the most practical and valuable method to move a pupil's learning forward. Such feedback will often include opportunities for pupils to positively evaluate their own work and the work of their peers' performance (a learning log approach can be used to document progress). On the occasions written work is completed, the principles of quality feedback and marking should be applied.

<sup>1</sup> For further information please see

[http://www.teacherstoolbox.co.uk/T\\_effect\\_sizes.html#feedback](http://www.teacherstoolbox.co.uk/T_effect_sizes.html#feedback) and also pick 'Working Inside the Black Box' from <http://web.uvic.ca/~gtreloar/Assessment/Periodical%20Items/>