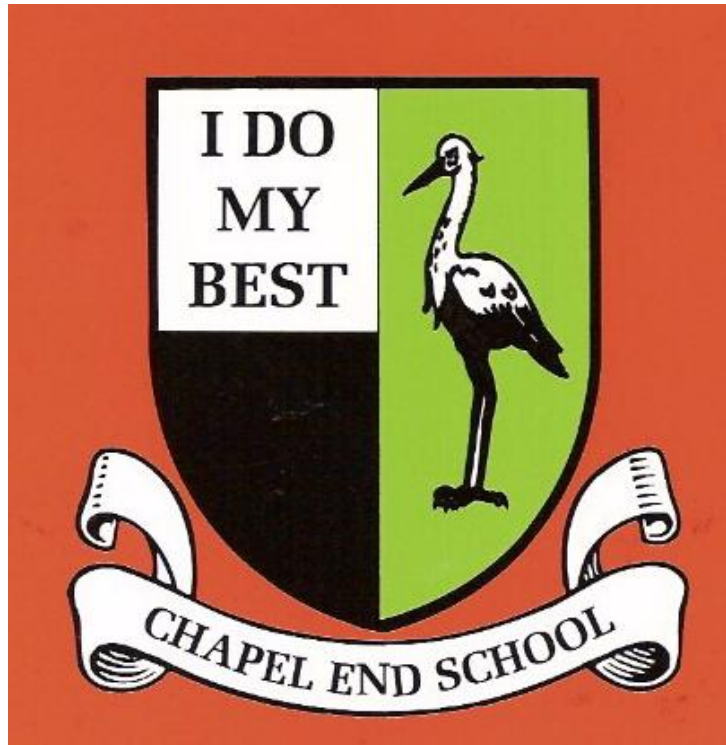




Chapel End Primary School

Feedback and assessment policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do the
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2025-2026
Review Date	Autumn 2027-2028

INTENT

The intent of feedback at Chapel End Primary School is to maximise the opportunities for all children to learn whilst keeping workload at manageable levels for staff. Feedback can come in many forms including verbal and written. This policy was written in consideration of the 'Education Endowment Fund' publication: Teacher Feedback to Improve Pupil Learning. Our policy has been created by all stakeholders including staff, pupils, parents and governors.

Aims

To deliver a system of feedback that:
Has a positive impact on standards across the school
Keeps staff workload manageable
Our children can understand and talk about
Parents and governors understand and agree with
Is in line with outcomes of national research

What is Feedback?

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

IMPLEMENTATION

At Chapel End Primary School staff will lay the foundations for effective feedback.

Before providing feedback, teachers will provide high quality instruction, including the use of formative assessment strategies.

High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

Careful thought will be given to how pupils will receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers will, therefore, plan and implement strategies that encourage learners to welcome feedback and will monitor whether pupils are using it.

Teachers will also plan opportunities for pupils to use and respond to feedback. Only then will the feedback loop be closed so that pupil learning can progress.

Consideration will be given on an individualised basis on which type of feedback should be given. This could be verbal or written and adhere to task, subject or self-regulation areas. Personal comments will be avoided. (Appendix A)

Indication of support

Each child's learning experience will begin with a WALT meaning 'We Are Learning To' or a title indicating the content of the lesson. Following this an 's' letter in a circle will indicate if the work has been heavily supported by an adult. This will mean that the child spent most of their working time with guidance and support. Any child who receives simple prompts or focused timely guidance from staff will not have their work indicated with an s in a circle.

Verbal Feedback

At Chapel End Primary School verbal feedback will:

Be given at the appropriate time

Be used to support task, subject and self –regulation strategies

Delivered in a supportive way

Delivered on an individual, group or whole class level where appropriate

Not focus on personal qualities of the child

Not be evidenced through a symbol in books

Written Feedback

All feedback that is written by staff will be written in blue pen.

Children's editing and corrections are written in green pen

Written feedback will focus upon the 'We are learning to' (WALT) of a lesson.

'What I'm Looking For' (WILF) tickets will be used in extended pieces of writing.

Children will always be given an appropriate amount of time to respond to a written comment before beginning a new learning task. 15 minutes a day is dedicated to 'DEARR' time to allow children to respond to written marking in their English and Maths books. DEARR (Drop Everything And Reflect or Read). If the children do not need to respond to a written comment from the previous day they can use this time as reading for enjoyment.

Written feedback in Mathematics

- Successful answers will be indicated with a tick
- Unsuccessful answers will be indicated with a dot

Children will be supported in correcting at least one unsuccessful answer before entering into the next phase of learning in the next lesson.

Written feedback in English Lessons

Any written feedback given relating to a child's writing will follow the Chapel End marking code and non-negotiables for writing document (Appendix B)

Written feedback in English grammar and punctuation lessons.

When marking shorter written tasks, for example a descriptive paragraph, two stars and a wish(indicted by an arrow) will be applied along with a tick of the task specific WALT.

The WALT being ticked will confirm to objective of the lesson has been met.

Stars will relate to:

An improvement in non-negotiable targets specific to the child.

Year specific criteria that has been used that was not specified in the WALT.

Next steps will operate in the following way:

If the WALT is not achieved and non-negotiables are not in place the next step will support the achievement of the WALT and non-negotiables application/inclusion/corrections will be requested.

If the WALT is not achieved but non negotiables are in place, a prompt given to support the child in achieving the set WALT.

If the WALT is achieved but non negotiables missed, next steps will focus on non-negotiables.

If the WALT is achieved and non-negotiables are in place the work will receive a ticked WALT.

In basic grammar lessons in which children are practicing grammar in singular sentences, success in learning will be indicated by the WALT being ticked. Any next steps in these activities will focus of non-negotiables.

Written feedback in English extended writing sessions

Extended writing will have ticks next to the criteria on the What I'm Looking For (WILF) ticket and ticks within the text showing where the objective has been achieved.

Next steps will be non-negotiables first along with the most basic objective that has been missed.

If all non-negotiables are correct, the next step will be the most basic objective that has been missed.

If all objectives and non-negotiables are achieved no next steps are needed and this achievement is recognized with a praise comment, sticker or stamp.

Written feedback in other curriculum areas

The WALT/title will be ticked to indicate achievement. Knowledge skills and vocabulary will be highlighted if achieved on knowledge organisers if used in that subject.

If the WALT is not achieved the child receives a prompt comment to support them in showing their understanding. Following the pupil's response, the knowledge organiser can still be highlighted.

If after the prompt the understanding is still not shown the knowledge organiser is left unhighlighted and the child is identified for needing further intervention.

For children who achieve the objective, but have non-negotiable writing errors, the next step will ask for these to be corrected.

Children with proof of understanding and application of non-negotiables will receive a challenge question to deepen their thinking.

Children who are absent for the lesson will receive the code 'abs' on the appropriate part of the knowledge organiser.

Feedback in guided reading

In years EYFS -Year 1 verbal feedback is given to the child when they are reading with the teacher. Written feedback is given to parents and carers in the child's phonics newsletter.

In Year 2, there is a hybrid system of reading record comments and phonic newsletters. Comments in books are also made in English lessons when the focus is upon shared reading.

In Key Stage 2, every guided reading session contains a whole class feedback section. During this time children self-correct their work in green pen. Parents and staff communicate with valuable comments in children's reading records.

Feedback in PSHE

The concept of PSHE is to allow our children to discuss, express and explore their own views, feelings and emotions. Our feedback policy reflects this in the way that the children themselves show how confident they were with a learning point on the unit knowledge organiser. Teacher verbal and written feedback will focus on the learning point of the lesson and may come in the form of a question or discussion with the child.

Summative assessments

Reading

Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Phonics check		NFER	NFER	

Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Previous SAT		Previous SAT	Optional National Assessments	

Y3, Y4, Y5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		NFER		NFER	NFER	

Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Sample Papers		Sample Papers	National Assessments	

Maths

Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		White Rose		NFER	NFER	

Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Previous SAT		Previous SAT	Optional National Assessments	

Y3, Y4, Y5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		NFER		NFER	NFER	

Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Sample Papers		Sample Papers	National Assessments	

Writing

Writing is teacher assessed each half term by analysing 2 to 3 pieces of extended writing covering a range of genres

Foundation Subjects

Foundation subjects are assessed continually through the use of knowledge organisers.

Appendix A

	Feedback more likely to move learning forward			Less likely
	Task  Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Subject  Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Self-regulation strategies  Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	Personal  About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

Appendix B

English

Non- negotiables	
<u>Nursery</u>	Make meaningful marks and say what they represent
<u>Reception</u>	Record dominant sounds with recognisable letter shapes
<u>Year 1</u>	Correct letter shapes Finger spaces Spell Reception hard to read and spell (common exception) words
<u>Year 2</u>	Correct letter shapes including size and orientation Finger spaces Sentences starting with a capital letter Capital letters for proper nouns Sentences finishing with a full stop My writing makes sense Spell Y1 hard to read and spell (common exception) words
<u>Year 3</u>	Correct letter shapes including size and orientation Finger spaces Sentences starting with a capital letter Capital letters for proper nouns Sentences finishing with a full stop ? or ! My writing makes sense Use of conjunctions to connect sentences Spell Y2 common exception words Use of ambitious adjectives in sentences
<u>Year 4</u>	Most of my letters are joined Finger spaces Sentences starting with a capital letter Capital letters for proper nouns Sentences finishing with a full stop ? or ! Accurate use of inverted commas, apostrophies and commas My writing makes sense Use of subordinating and coordinating conjunctions to connect sentences Use of paragraphs Spell Y3 common exception words Use of ambitious adjectives and verbs in sentences
<u>Year 5</u>	Neat joined handwriting Finger spaces Sentences starting with a capital letter Capital letters for proper nouns Sentences finishing with a full stop ? or ! Accurate use of inverted commas, apostrophies, ellipsis and commas My writing makes sense Use of subordinating and coordinating conjunctions to connect sentences Use of paragraphs Spell Y3/Y4 common exception words Use of ambitious adjectives, verbs and adverbs in sentences
<u>Year 6</u>	Neat joined handwriting Finger spaces Sentences starting with a capital letter Capital letters for proper nouns Sentences finishing with a full stop ? or ! Accurate use of inverted commas, apostrophies, ellipsis, brackets and commas My writing makes sense Use of subordinating and coordinating conjunctions to connect sentences Use of ambitious adjectives, verbs and adverbs in sentences Use of paragraphs with links between them

EYFS + Year 1

 After WALT	Indicates work completed in a supported group or with a high level of support
	What you did well
	What you need to work on or next steps
FS	Full Stop
CL	Capital Letter
	Finger Spaces
+	Conjunction
 Around mistake	Capital Letter
 Around mistake	Full Stop
 WOW	Adventurous Vocabulary
OP	Opener
HW	Handwriting
	Use of phonics
^	Word missing
[]	This part does not make sense
SP	Corrected Spelling

Year 2

	What you did well
	What you need to work on or next steps
	Finger Spaces
+	Conjunction
CL	Capital Letter
FS	Full Stop
? ! , " ' '	Other Punctuation
ADJ	Adjective
OP	Opener
N	Noun
ENP	Expanded noun phrase
V	Verb
ADV	Adverb
HW	Handwriting
	Use of phonics
^	Word Missing
[]	This part does not make sense
//	New Line or New Paragraph
SP	Corrected Spelling

Year 3

	What you did well
	What you need to work on or next steps
	Finger spaces
SC	Subordinating Conjunction / Clause
CC	Coordinating Conjunction / Clause
CL	Capital Letter
FS	Full Stop
? ! , " ' ' ...	Other Punctuation
ADJ	Adjective
OP	Opener
N	Noun
ENP	Expanded Noun Phrase
V	Verb
AP	Adverbial Phrase
PREP	Preposition
HW	Handwriting
[]	This part does not make sense
^	Word Missing
//	New Line or New Paragraph
SP	Corrected Spelling

Year 4

	What you did well
	What you need to work on or next steps
SC	Subordinating Conjunction/ Clause
CC	Coordinating Conjunction/ Clause
CL	Capital Letter
FS	Full Stop
? ! , " ' ... ()	Other punctuation
ADJ	Adjective
OP	Opener
N	Noun
ENP	Expanded noun phrase
V	Verb
AP	Adverbial phrase
FA	Fronted Adverbial
PREP	Preposition
Met	Metaphor
Sim	Simile
Pers	Personification
HW	Handwriting
[]	This part does not make sense
^	Word missing
//	New Line or New Paragraph
SP	Corrected spelling

Year 5

	What you did well
	What you need to work on or next steps
SC	Subordinating Conjunction/ Clause
CC	Coordinating Conjunction/ Clause
CL	Capital Letter
FS	Full Stop
? ! , " ' ... () :	Other punctuation
ADJ	Adjective
OP	Opener
N	Noun
ENP	Expanded noun phrase
V	Verb
AP	Adverbial phrase
FA	Fronted Adverbial
PREP	Preposition
Met	Metaphor
Sim	Simile
Pers	Personification
HW	Handwriting
[]	This part does not make sense
^	Word Missing
//	New line or New Paragraph
MV	Modal Verb
RC	Relative Clause
SP	Corrected spelling

Year 6

	What you did well
	What you need to work on or next steps
SC	Subordinating Conjunction/ Clause
CC	Coordinating Conjunction/ Clause
CA	Conjunctive Adverb
CL	Capital Letter
FS	Full Stop
? ! , " ' ... () : ; -	Other punctuation
ADJ	Adjective
OP	Opener
N	Noun
ENP	Expanded noun phrase
V	Verb
AP	Adverbial phrase
FA	Fronted Adverbial
PREP	Preposition
Met	Metaphor
Sim	Simile
Pers	Personification
HW	Handwriting
[]	This part does not make sense
^	Word Missing
//	New line or New Paragraph
MV	Modal Verb
RC	Relative Clause
SP	Corrected spelling
SF	Subjunctive Form
PF	Passive Form