



# **Thomas Hickman School**

## **Assessment and Feedback Policy**

<b>This policy was adopted by the Full Governing Board</b>	<b>October 2024</b>
<b>SLT Member Accountable for Review</b>	<b>Headteacher</b>
<b>Date of Last Review</b>	<b>September 2025</b>
<b>Date of next review</b>	<b>September 2028</b>

Version	Summary of Changes	Date	Author(s)
Sept 25	<ul style="list-style-type: none"><li>1.5 changed teaching assistant to 'assistant teachers'</li><li>3.2 added 'thus eliminating misconceptions.'</li><li>3.8 changed 'this does not replace teacher'</li></ul>	12.08.25	PBB

# ASSESSMENT AND FEEDBACK POLICY

**'Feedback should improve the student, not just that piece of work'**  
Dylan Wiliam



## **1 Rationale**

- 1.1 The purpose of feedback is to identify slips or misconceptions in the current learning to enable effective planning of the next (Hattie and Temperley, 'The Power of Effective Feedback'). Teachers therefore must read and assess children's work regularly to ensure feedback can take place.
- 1.2 Teacher standards 2 and 6 explicitly refer to *assessment, marking and feedback* and detail that teachers must give regular feedback, both orally and through accurate marking.
- 1.3 All feedback needs to focus on the 'recipe for future action'. In essence, this is constructive feedback (both written and/or oral) which focuses on success and improvement needs against learning intentions – this is essential if children are to make good progress.
- 1.4 The practice of receiving and acting on critical feedback enables children to become Scholarly (BIRDS), helping them to close the gap between where they are and where they need to be – it is therefore essential that teachers have detailed knowledge of both.
- 1.5 Feedback should come from the whole of the teaching team: teachers, assistant teachers student teachers and any other specialist teachers employed by the school and/or LA.
- 1.6 There is a distinct difference between *critical feedback* which moves learning forward and *courtesy marking* which purely acknowledges receipt of the work.

## **2 Aims and Objectives**

- 2.1 To raise achievement across the school.
- 2.2 Ensure high quality, consistent assessment & feedback takes place **\*regularly** in all year groups.
- 2.3 Ensure all staff understand the importance and principles of assessment and feedback – this is not a 'marking' policy.
- 2.4 Assessment should inform subsequent planning to ensure it is sharp and precise for all learners.
- 2.5 To show pupils that their work is valued and celebrate effort.
- 2.6 To allow pupils to make improvements by correcting or extending previous work.
- 2.7 To facilitate a learning dialogue between pupils and staff alike.
- 2.8 To safeguard teacher wellbeing and place importance on low-effort, high impact, evidence-based practices which support and affect work/life balance.

**\*regularly = daily for Maths and English books. For wider curriculum books, this is between learning sessions.**

## **3 Methodology – How we do it at THS...**

- 3.1 It is widely accepted that feedback with the learner is far more effective and efficient than written feedback in their absence. With this in mind, staff will attempt (through careful planning) to use focus groups and additional adults to enable this to happen during school time: we call this 'live marking'.
- 3.2 When 'live marking' occurs, teachers are expected to follow the administrative guidance below to ensure consistency across the school. Remember, the emphasis is on the '*recipe for action*' not simply what is incorrect/missed in the work. It is imperative that teachers plan opportunities for children to make these corrections and monitor to ensure any corrections are accurate, thus eliminating misconceptions.
- 3.3 It is unacceptable to leave any misconception/error unchallenged. As teachers, class practitioners, it is our responsibility to ensure children learn the correct way to do things. These guidelines attempt to make this process less time consuming and more efficient.

3.4 A green highlighter / gel pen will be used to highlight areas of strength or where progress has been made towards the learning objective (Great Green) whilst a pink pen will be used to identify areas for growth (Think Pink). It is imperative that children understand specifically why their work has been highlighted green/pink – what is it that is great so they can repeat and build upon it? What needs further work and how they can improve it now?

Area	Symbol	Frequency
Spelling	Purple Pen by children first, then; Error underlined and Sp. in the margin for the child to correct and/or practise as per spelling policy	As appropriate to child (could be every spelling, could be three regular mis-spellings)
Capitalisation	Purple Pen by children first, then; Circle in error for child to correct	As appropriate to year group
Punctuation	Purple Pen by children first, then; KS1 - highlight in appropriate colour and insert correct punctuation as necessary/ guide children to correct KS2 - highlight in appropriate colour for children to correct	As appropriate to year group
Finger space	Purple Pen by children first, then; Mark in pink pen / draw finger to illustrate space needed	As appropriate to year group
Paragraph	Purple Pen by children first, then; ↵ in pink used to mark in need for new paragraph	Each occurrence
Handwriting and Presentation eg. Ascenders & descenders Writing above line	Purple Pen by children first, then; Highlight / underline letter and model at end of piece Reinforce high expectations for presentation – if you ignore it, you accept it	As appropriate (facilitate further practise)
Grammatical inaccuracy	Purple Pen by children first, then; Highlight / underline the error and model the correct way for children to practise	As appropriate
<b>Recording the level of support</b>		
V	Verbal feedback	As appropriate
C	Conferencing with adult (either Teacher, TA etc)	As appropriate
H/M/I	High Moderate Independent Recorded to evidence level of adult support	As appropriate
GP/DI	Guided Practice/ Direct Instruction	As appropriate

3.5 When children improve their work, they use a Purple Polishing Pen to evidence where the improvements have been made. It is expected that Purple Pens are readily available at all times: the use of mini—plenaries, conferencing, peer assessment etc. during the lesson make use of these. Purple Pen self-assessment/correction should take place throughout the lesson, not solely at the end.

3.6 Teachers will use their 'Assessment and Feedback' books daily to monitor and record learning and misconceptions. This operational tool will support the planning of subsequent lessons and save teacher's time in writing individual notes in children's books.

3.7 When children carry out Peer to Peer assessment, this is completed following the 'United improvement model' of peer:peer assessment whereby the child has 'author rights' and records the improvements themselves in their books using purple pen.

3.8 In Maths, whilst children are permitted to 'mark' their answers (right or wrong) this does not replace teacher assessment. Teachers still have a responsibility to assess this work daily and feed back accordingly.

#### 4. What we do not do at THS

4.1 We do not *courtesy mark* work as 'Good' when it clearly is not

4.2 We do not write TBU (True but Useless) comments for the children to respond to.

- 4.3 We do not let poor spelling become systemic
- 4.4 We do not let books go 'un-assessed' between lessons

**5. EYFS**

- 5.1 Nursery and Reception staff will follow the information in this policy taking into account the age of the children they teach.
- 5.2 EYFS staff will record their observations of the children in green pen.
- 5.3 Purple pen will be used to record the 'pupil voice' during observations.
- 5.4 Children will use a purple pen when correcting their work as appropriate.