

Feedback and Assessment Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

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Next Review Due: October 2026

1. Purpose

The purpose of King Henry VIII 3-19 School's approach to feedback and assessment is to ensure that all pupils are fully aware of their learning strengths (what they have learnt securely), what their precise and specific learning steps are, and how to achieve these next learning steps.

Research explains that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an average improvement of six additional months' progress over the course of a year (EEF 2021).

2. Definitions

King Henry VIII 3-19 School defines **assessment** as the diagnosis of what pupils have learnt.

Assessment is used to:

- Provide pupils with feedback
- Plan pupil next steps
- Plan future lessons and learning provision, for the whole class, groups of pupils within the class, individuals within the class

Feedback is the 'information communicated to the pupil that is intended to modify the pupils thinking or behaviour for the purpose of improving learning.' (Shute VJ, 2007)

King Henry VIII 3-19 School defines **feedback** as the process by which:

- Pupils are informed and helped to understand what they have securely learnt
- Pupils are informed and helped to understand their next learning steps and how to achieve them
- Pupils are esteemed in their learning

3. Assessment and feedback in lessons

'Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance'. (Dylan William)

'The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning'. (Dylan William)

King Henry VIII 3-19 School provides most feedback to pupils during lessons.

This is because:

- Feedback can be instantly used by the pupil to improve performance
- There is no time gap between assessment and feedback and thus the impact of feedback on learning is greatest
- Feedback is provided in an efficient manner without burdensome practice

Our approach to teaching and learning is designed so that teachers continuously formatively assess the quality of pupil learning and provide feedback accordingly.

The majority of this feedback is verbal.

Questions for Learning	Each lesson is based around a question. During lessons teachers assess the quality of pupil answers to the question for learning and provide verbal feedback on their responses. Teachers use this to adapt teaching in real time, and plan future teaching activity accordingly.
Review questioning	Teachers ask questions about prior learning. This assesses the quality and quantity of prior learning and teachers verbally clarify content and skills in response to pupil answers.
Small step teaching with pupil practice after each step	Teachers break learning of content and skills into small steps. Pupils practise their learning after each step. Teachers check understanding at each of these points, provide verbal feedback, and reteach, where necessary, before moving onto the next step.
Guiding of first practice	Teachers guide pupils as they practice new skills and use new content for the first time. Teachers verbally correct errors and misconceptions as they arise in real time. This rectifies misconceptions at the point of learning and recognises that verbal feedback at the point of learning is the most powerful. There is a gradual transfer of responsibility from teacher to pupil as the guided practice process is completed.
Lots of questions which includes all pupils	Teachers ask lots of questions during and after all explanations/modelling/guiding. This uses a variety of whole class questioning techniques. This allows teachers to assess the level of understanding, provide verbal feedback, and to plan the next explanation/learning activity in real time.
Target groups	Teachers target pupils (identified in guided practice, questioning, and independent practice) that need further support, and provide these pupils with further guiding and verbal feedback. This includes modelling, examples, diagrams, and key words in pupil exercise books. This ensures pupils receive feedback relative to their exact learning point.

4. Next step teaching and guided groups

Primary Phase Literacy and Numeracy is predominately taught in 'next-step' groups where pupils focus on what they are ready to learn next. Pupils focus on specific targets in these next step groups. During these lessons, teachers guide one or more groups whilst the rest of pupils independently practise in next-step groups and in provision. The organisation ensures that pupils take part in guided groups in Literacy and Numeracy 2-3 times per week.

The guided next-step groups are a key part of the school's pedagogical approach. It recognises that 1:4/5/6 is far more powerful than 1:30 in ensuring that pupils are operating at the point of learning, and receive feedback that accelerates learning from this point. It ensures

that explanations and modelling directly respond to pupils' current level of understanding and that their personalised errors and misconceptions are addressed as they arise, and in real time.

During this guided group teaching, Primary Phase pupils receive 'live' written feedback in their Literacy and Numeracy lessons. This is teacher corrections, which the pupils then respond to, and challenge questions which push pupil understanding further. This is an inherent part of the pedagogical approach, where misconceptions are identified and rectified as part of the teaching dialogue.

5. Distance assessment – Scrutiny of pupil outcomes

Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007).

Teacher assessment of the extent of pupil understanding is supplemented by regular scrutiny of pupil outcomes, including exercise books and folders. This allows for independent practice to be assessed.

Teachers regularly scrutinise pupil exercise books and folders to identify what pupils have securely learnt and understood, and what needs further teaching and support to embed key knowledge, concepts and skills. Written feedback in exercise books is not required at this stage.

Teachers use this scrutiny to identify the class misconceptions, misconceptions common to groups of pupils, and individual pupil misconceptions.

This distance assessment supplements assessment evidence gained from lessons. Teachers use this distance assessment information, combined with assessment information gained in lessons, to plan lessons and learning activity, which enables all pupils to achieve their next steps in their learning, and for misconceptions to be eradicated. This also allows pupils to redraft and improve their prior outcomes.

Departments and phases have ownership as to how these misconceptions are recorded. This is because of the variation that the learning of different subjects demands. It is the school's expectation that recording fully allows successful planning and the eradication of misconceptions in future lessons. A template for distance assessment is in appendix 1 which departments can use and amend accordingly.

The pupil exercise books (outcomes) scrutinised will be selected strategically. For example, a teacher may not need to see the outcomes of some pupils as they were working with the teacher in the lesson in a target group. A teacher may need to spend longer scrutinising the outcomes of some pupils whose outcomes were not seen in lessons.

This scrutiny takes place regularly as it has a profound impact on planning for future lessons. It is not possible for a policy to dictate the exact regularity of this scrutiny as it depends on the nature of the learning taking place at various points. It is the school's expectation that this takes place frequently and this is monitored by the Senior Leadership Team via line management discussions.

During this process teachers also identify any spelling and punctuation inaccuracies, and any vocabulary related areas that will need revisiting.

Reception, Year 1, and Year 2 teachers and support staff follow the 'Notice, Analyse, Respond' model during provision to ensure that pupils receive live feedback in real time, that pupils can respond to this feedback, and so future provision is planned to directly meet their current learning needs.

6. Tasg Trwsio

Individual pupils, groups of pupils, and classes of pupils, are given regular opportunities to respond to the communication of their misconceptions. This is Tasg Trwsio time, which translates as 'repair task'. This results in considerable evidence of the repairing of misconceptions in exercise books (red pen). The school emphasises the imperativeness of this happening regularly so that pupils know their next steps, and get to immediately action these.

7. Skills Grids

The school has collaboratively produced skill grids which detail the learning journey that pupils go through each skill area for each subject. These are invaluable in helping staff explain to pupils what their strengths and next steps are. As such teachers continually refer to these with pupils, especially when eradicating misconceptions.

8. Written feedback

There is the need to be mindful that written feedback can be heavily intensive and comes with significant 'Opportunity Costs,' (EEF 2022). This was also recognised in the 2016 study 'Eliminating unnecessary workload around marking - Independent Teacher Workload' 2016 Review Group, which stated a need for:

'determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers".

'help to restore the work-life balance, passion and energy of teachers in this country'

'marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop'

'help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice'

At certain key points, teachers use their assessment to provide personalised written feedback in pupil exercise books and folders. This aids pupil understanding of what has been learnt securely and what the next learning steps are to make further progress.

This is provided on key pieces for learning when it is identified as specifically helpful beyond what the feedback in lessons provides.

This could include on 'big writes', unit tests, key written outcomes, essays etc. Where it is used for extended writing, it is usually the final drafts as opposed to the final pieces.

This written feedback provides specific and focussed strengths (what has been learnt securely) and precise and concise next learning steps. These next steps are phrased as a question which pupils can immediately respond to.

Written feedback avoids vague remarks that are not effective in moving learning forward. For example, 'well done' and 'good'. It is recognised that 'ticks' are esteeming for pupils and these

are used when deemed useful to positively praise effort. This is specifically the case in Numeracy and Maths.

Feedback praises effort and avoids praising attainment. This ensures pupils are motivated to focus on their effort, the key component in pupil progress.

Feedback focusses on what has been learnt and what is required to make further progress, rather than grades. This ensures that feedback fully contributes to the learning process. This also contributes to teacher planning so that future learning experiences build on pupil strengths and address next steps in learning.

9. Written feedback – Literacy and Cynefin Curriculum (Primary Phase)

Primary Phase pupils receive written feedback in their Literacy exercise books and in their Learning Journals.

In Literacy written feedback is provided on 'Big Writes' towards the end of units. This provides key strengths, and areas for development which pupils respond to and act upon in their final pieces.

Primary Phase pupils follow our bespoke Cynefin curriculum which allows pupils to learn and develop AoLE and subject specific skills, via the vehicle of engaging topics which coherently link learning areas together. Feedback focusses on the progress that pupils are making with these skills and what their next steps are. Various methodologies are used to provide this written feedback. Pupils respond to these next steps so as to progress further within these skills.

This feedback on 'Big Writes' and in Cynefin learning journals is provided, on average, 2-3 times per half-term.

10. Written Feedback – Secondary Phase

The differences in teaching time assigned to each subject, combined with the inherent differences between subjects, means that a policy cannot dictate the regularity or exact timing of this written feedback. It would be impractical to do so and would undermine the principles of good assessment and feedback.

It is the school's expectation that written feedback is provided no less than once per term for each subject in the Secondary Phase. The school's expectation is not more than this due to the impact this would have on effective planning and the successful implementation of assessment information.

Teacher written feedback is provided in green pen. Pupil responses are provided in red. Teaching Assistant feedback is provided in purple.

11. Peer and self-assessment

Peer and self-assessment is another assessment tool utilised in lessons. This assessment is used when pupils can gain valuable feedback from assessing their own learning outcomes or those of others.

Pupils 'marking' their answers against what a teacher provides helps them assess the extent of their understanding and an understanding of where further effort and support is needed. Self-comparison of their outcomes (including their outcomes so far) against a 'model' helps them assess the quality of their response and what their next steps might be.

Assessing the learning outcomes of others can help pupils consolidate their own understanding and further develop their awareness of what successful application of a skill or piece of content looks like. This works if it is fully specific and understood as to what the pupil is looking for, and only if it fully relates to teacher modelling, explanations, and feedback.

12. Spelling, punctuation, and grammar

Every teacher, regardless of the subject taught, is a teacher of Literacy. Teachers provide feedback relating to Literacy as part of the school's teaching process. The scrutiny of pupil outcomes includes the identification of spelling, punctuation, and grammar misconceptions and these are addressed in future lessons. 'Live' written feedback in lessons responds to spelling, punctuation, and grammar misconceptions.

Written feedback includes the identification and correction of spelling, punctuation and grammar.

This includes teachers:

- Writing the correct spelling of a word
- Inserting missing punctuation
- Indicating when a new paragraph should start (with //)
- Circling letters that should/should not be a capital letter

The choice of what is corrected depends on the stage of learning that pupil is at and their precise next steps. This will ensure that pupils are progressing from their current starting points and focussing on what logically should come next in their learning journey. Similar letters, for example missing capital letters or the same word repeatedly spelt incorrectly, will be corrected 3-4 times but not throughout the outcome produced. This will balance the correction of misconceptions whilst still praising effort.

13. Monitoring and Quality Assurance

Middle and Senior leaders carry out regular 'book looks' to help evaluate the quality of pupil learning, progress, and feedback across the school. These are part of the school's self-evaluation procedures. They also take place in conjunction with lesson observations. 'Book-looks' provide useful evidence to identify department and school strengths and areas for development and the identification of actions and next steps.

14. 'Pupil Learning' questions

King Henry VIII 3-19 School uses consistent 'pupil learning' questions to help pupils understand what they are learning, the progress, they are making, and what their next steps are. These questions are based on the 'Lyn Sharratt' questions. The questions are accompanied by prompts to support pupils in providing answers.

Teachers' planning ensures that pupils are able to answer these questions for each of their subjects and areas of learning. Teachers, Heads of Department, and Phase Leaders use these questions to judge the effectiveness of their assessment and feedback procedures, and amend accordingly. The Senior Team and School Improvement Partners use these questions to help formulate evidence on the extent of pupil understanding of their progress, and understanding of their next steps. This evidence is then used to consider the effectiveness of feedback procedures in school, and to amend and adjust accordingly. Parents and Carers are asked to use these questions with their children when discussing their learning.

Question	Prompts
What are you learning?	What have you been learning about? What have you found interesting?
How are you doing?	How are you getting on? Tell me about something recently where you feel you learned a lot Show me something recently where you feel you learned a lot Show me where you last had the opportunity to develop your Literacy, Numeracy, and Digital Competency skills.
How do you know?	What recent feedback have you received? This could be verbal feedback. Show me recent feedback you have received. Do you receive regular feedback? This could be verbal feedback.
How can you improve?	What have you found most difficult? How can you improve here? What feedback have you received that will help you improve further? This could be verbal feedback. Show me how you have acted upon this feedback.
Where can you go for help?	What have you done in response to your feedback? Where have you been for help, in addition to your teacher? What other things can you do for help?

15. Reporting to Parents and Carers

Each pupil receives two written reports every academic year. These detail the extent of pupil 'on trackness' in relation to age related expectations. Reports also provide a judgement of the quality of pupil progress in relation to what pupils could achieve. Parents and carers are also made aware of the quality of pupil effort and behaviour.

Years 10-13 reports indicate current expected grades, in relation to minimum expected grades. One of the two reports also identify precise pupil next steps combined with how parents and carers can support with these at home.

Every year group has a Parents' evening each year. During this evening, pupil progress and next learning steps are discussed, combined with pupil wellbeing support and information.

16. Mock Examinations

Years 11-13 pupils complete Mock Examinations at the end of the Autumn Term. This replicates the real examination process and allows for strengths and areas for improvement to be communicated to pupils. Grades are shared with pupils on 'mock' results days, and also communicated with parents and carers.

Appendix 1: Distance Assessment Template

Class:	
Date:	
Whole class areas for development:	
Areas for development for groups of pupils and individual pupils (state names)	Areas for development: How will these be addressed in future lessons?
Spelling, punctuation and grammar – areas for development	