

# Assessment and Feedback Policy

Together, we **CARE!**



*"Be kind and loving to each other".*

Ephesians 4:32 (ICB)

**Mepal & Witcham Primary School**  
**a part of Ely Diocese Multi Academy Trust**

**Approved by the Governing Body:** *Joy Walker*

**Signed:** Mr C Snuggs

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## Contents

1. Aims
2. Guiding Principles
3. Responsibility
4. Entitlement
5. Implementation
6. Feedback Culture
7. Key Principles of Feedback
8. Daily Formative Assessment
9. Low Stakes Assessment
10. Analysis of Written Work
11. Summative Assessment
12. Tracking Progress
13. Moderation

## 1. Aims

This policy outlines the principles, purpose, and management of assessment at Mepal & Witcham CofE Primary School. Assessment is integral to teaching and learning, providing insights into pupil achievement and enabling teachers to plan and adapt their lessons effectively.

Our assessment strategy is grounded in research from educational experts and organisations. As the Education Endowment Foundation (EEF) states,

*"effective feedback is one of the most cost-effective ways of improving learning outcomes."*

This policy aims to ensure that assessment and feedback drive pupil progress, focusing on improving outcomes for all learners.

We recognise that assessment is both formative and summative, offering insights into what pupils know, understand, and can do. Dylan Wiliam reminds us that *"the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the impact on learning."* Assessment should not just be the end of learning but a stepping stone toward further success.

## 2. Guiding Principles

Our assessment strategy is designed to:

- Support children's progress in knowledge, concepts, and skills.
- Provide meaningful, actionable insights for teachers and pupils, allowing targeted interventions.
- Encourage *"high challenge, low threat"* environments, as described by Mary Myatt, where assessment promotes growth and learning without creating unnecessary pressure.

Feedback and assessment are both efficient and effective, prioritising pupils' learning progress and outcomes while also carefully considering teacher workload. As a result, feedback is designed to have maximum impact with minimum additional burden, in line with Department for Education (DfE) guidance that

*"workload reduction must accompany any feedback approach."*

## 3. Responsibility

The Headteacher holds overall responsibility for assessment. Class teachers, supported by teaching assistants, are responsible for assessing pupils, with Subject Leaders overseeing assessment within their specific areas.

## 4. Entitlement

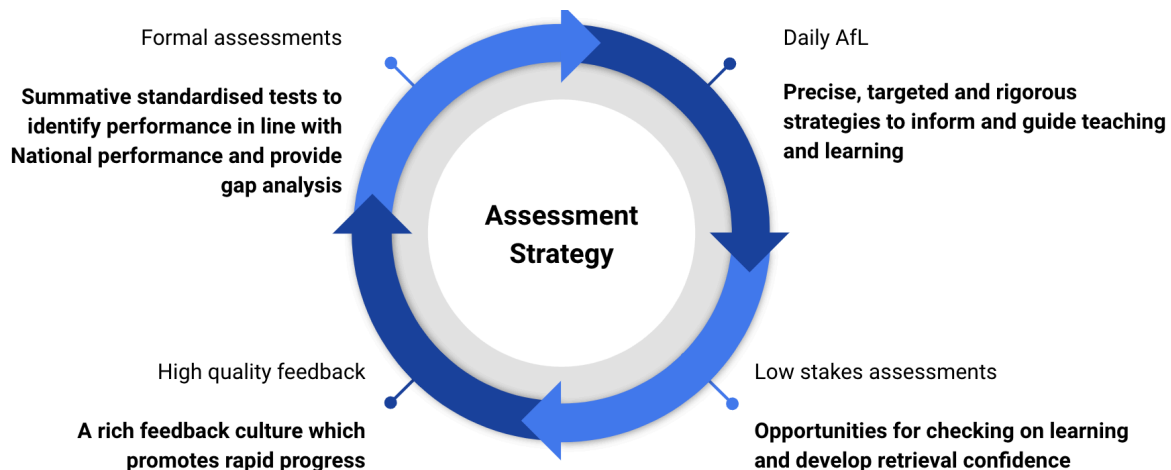
All pupils are entitled to an education that builds on their strengths, meets their individual needs, and supports rapid progress. As Mary Myatt highlights,

*"feedback that values pupils' outcomes first while managing workload is essential to fostering deep learning."*

Our assessment policy is designed to provide this balance, ensuring that feedback enhances learning without overwhelming staff or pupils.

## 5. Implementation

Our assessment strategy is embedded in daily teaching and learning, informing short- and long-term planning, and guiding specific interventions for individuals, groups, and classes.



The four key areas of assessment are the following:

- Daily Assessment for Learning (AFL)
- Low Stakes Assessments (mini-quizzes, retrieval quizzes etc.)
- High Quality Feedback - descriptive and meaningful
- Formal Assessments - Summative

Our cyclical approach ensures staff are carrying out the following:

- Formative: To guide immediate lesson adjustments and identify next steps.
- Diagnostic: To offer in-depth understanding of pupils' strengths and areas for improvement.
- Summative: To evaluate learning at key points, providing snapshots of achievement.
- Evaluative: To inform and reflect on teaching effectiveness.
- Informative: To help pupils understand their learning journey, empowering self-motivation and independent learning.

Live, descriptive feedback in the moment is highly valued in our approach. Immediate, in-lesson feedback allows pupils to understand and correct their misconceptions right away. This 'real-time' approach, advocated by experts such as Dylan Wiliam, *"maximises the chances that feedback will be understood and acted upon while learning is still fresh."*

## 6. Feedback culture



A strong feedback culture is essential to fostering continuous improvement and growth in both pupils and staff. At its core, such a culture emphasises openness, honesty, and reflection. Pupils and teachers alike must feel safe to receive and act on constructive feedback, understanding that it is not a judgement, but an opportunity for growth. By cultivating a thirst for knowledge and a desire to know how to do better, this culture encourages a mindset of continuous learning.

Being reflective and willing to embrace feedback ensures that both successes and areas for improvement are identified, leading to personal and academic excellence.

*"When feedback is honest and focused, it nurtures a deep commitment to improvement."*

Mary Myatt

In this environment, everyone - whether a pupil or teacher - can aspire to greater achievements, constantly seeking ways to improve their knowledge, skills, and understanding.

## 7. Key Principles of Feedback

Effective feedback is crucial for pupil progress. The sole focus of feedback is to further learn. It must be actionable and meaningful for pupils, helping them take responsibility for improving their own work.

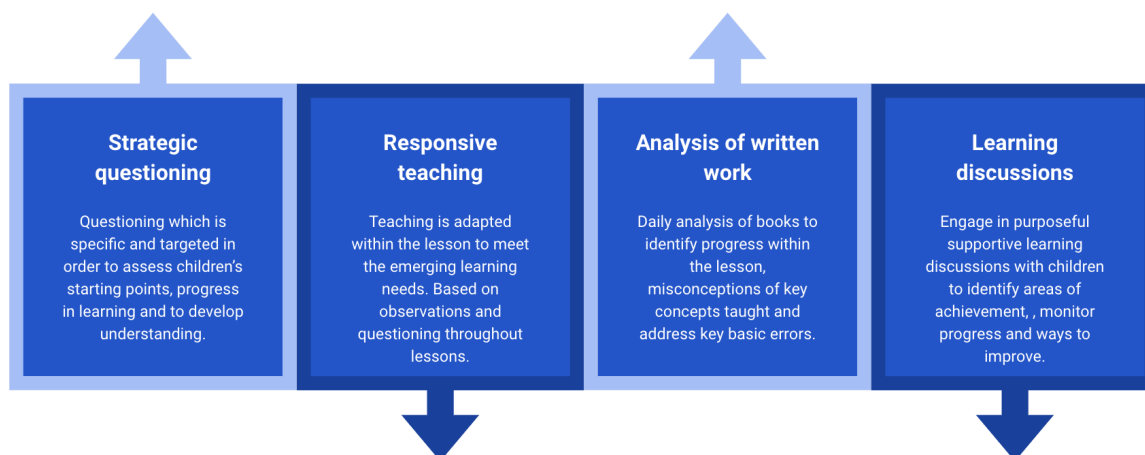
Feedback should:

- Be timely and concise, either in the moment during the lesson or soon after.
- Empower pupils to own their learning, fostering independence and resilience.
- Be seen as part of a broader strategy of assessment that promotes *"high challenge, low threat,"* as described by Mary Myatt, where pupils are supported to achieve excellence without fear of failure.
- Demonstrate progress over time through visible improvements in pupils' books or performance.

Our approach values pupil outcomes first, but due consideration is given to managing teacher workload. This ensures that feedback is impactful without overburdening staff, as highlighted by the DfE's focus on workload reduction.

## 8. Daily Formative Assessment

Formative assessment is embedded in every lesson. It enables teachers to assess pupil knowledge, skills, and understanding continuously and to identify gaps or misconceptions.

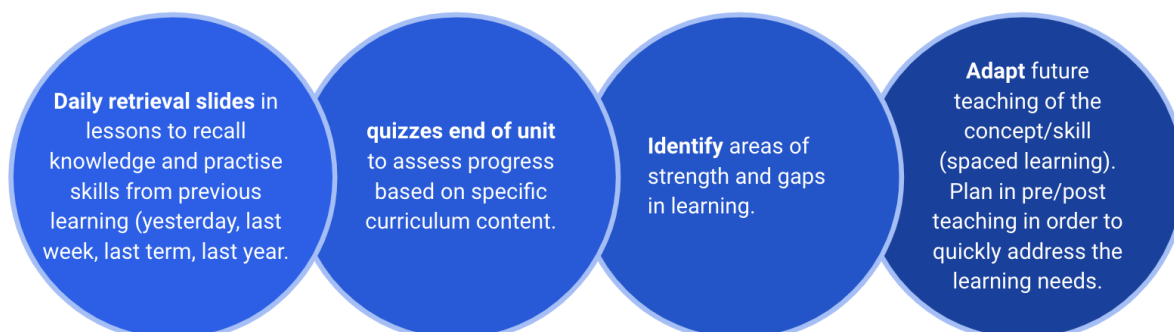


Teachers use a range of strategies—such as questioning, observation, and feedback during lessons—to gather formative assessment data. As the EEF emphasises,

*“Regular, low-stakes assessment boosts retention and reduces forgetting rates.”*

Feedback is delivered quickly, focusing on specific skills or concepts that need improvement. We emphasise live, descriptive feedback as an immediate and highly impactful tool for learning, allowing pupils to engage with and act upon feedback straight away. This also supports teachers in making feedback more effective without adding unnecessary workload.

## 9. Low Stakes Assessments



Low stakes assessments, such as retrieval practice and mini-quizzes, are integral to supporting deeper learning. These assessments allow teachers to track pupil progress over time, reinforcing memory and understanding.

As the EEF suggests,

*“frequent, low-stakes testing helps reduce forgetting and encourages long-term retention.”*

This informs future teaching and helps identify where pre-teaching or intervention is required.

## 10. Analysis of Written Work

Teachers analyse pupils' work daily, focusing on identifying progress and addressing key misconceptions. This analysis ensures that future lessons and interventions are planned effectively to meet pupils' learning needs.

As Dylan Wiliam notes,

*“feedback should be more work for the recipient than the donor,”*

and our policy ensures that feedback is purposeful, utilising feedback booklets to record and inform subsequent decision planning, encouraging pupils to take action and improve their work while reducing unnecessary teacher workload.

## 11. Summative Assessment

Summative assessments are used to evaluate pupil learning and measure the effectiveness of teaching. Termly assessments provide evidence of achievement, which is shared with parents and used to inform planning for individual progress.

Standardised assessments in Reading and Maths offer reliable data for tracking progress, while teacher assessments in Writing help identify next steps in learning.

For SEND pupils, adapted assessments ensure progress is measured fairly, and support is tailored to their specific needs.

## 12. Tracking Progress

Our bespoke tracking system records pupil attainment and tracks progress over time. This data helps teachers, Subject Leaders, and senior leaders plan interventions and adapt teaching to meet individual needs, ensuring that all pupils have opportunities to make good progress.

Regular pupil progress meetings focus on celebrating success and planning support for those who need it, ensuring that intervention is timely and targeted.

## 13. Moderation

Moderation ensures that assessment judgments are consistent and accurate across the school. Collaborative moderation among teachers builds shared understanding and ensures fair and reliable assessments.

As Mary Myatt highlights,

*“moderation deepens understanding of what excellence looks like,”*

and it is an essential part of ensuring assessment quality.

We participate in in-school moderation, cross-school moderation across the wider DEMAT Trust, and statutory moderation in Year 6 in line with national requirements.

Statutory moderation is coordinated by Cambridgeshire County Council and verifies that our teacher assessment judgments for writing at the end of Key Stage 2 meet national standards. These external checks complement our internal and trust-wide processes, ensuring consistency and accuracy at every level.