

Assessment and Feedback Policy



The Cottesloe School

Policy Type:	Non Statutory
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Date:	Autumn Term 2025
Approved by:	Teaching and Learning Committee - November 2025
Last reviewed:	Summer Term 2024
Next review:	Summer Term 2027

Contents

1. Rationale	Page 3
2. Aims	Page 3
3. Core Principles Assessment	Page 4
4. Implementation	Page 5
5. Standardisation, moderation and quality assurance	Page 9
6. Policy Stakeholders	Page 10
7. Review	Page 10
8. Linked Policies	Page 10
9. Appendix 1 - Literacy Codes	Page 11
10. Appendix 2 - Summary of assessment and feedback frequency	Page 12
11. Appendix 3 - Written Feedback Guidance for teachers	Page 3

1. Rationale

At The Cottesloe School, our aim is for effective assessment and meaningful feedback to be integral to improving progress and attainment.

- Regular assessment and feedback allows teachers to plan successful lessons, adapt teaching effectively and challenge student misconceptions.
- Planned assessments help teachers to understand thoroughly what is expected to have been understood by students and evidence their progress in a meaningful way.
- Clear systems, providing good feedback, can become self-improving as participants learn how to optimise outcomes, giving them agency and control.

Assessment and feedback should be:

- **Meaningful** – informing teachers, students and parents of student progress
- **Motivating** – has a positive impact on student progress and outcomes
- **Manageable** – is a good use of teachers' time

DfE Guidance¹ states that effective feedback is essential for pupils to make progress, but in many schools, written feedback [marking] has become disproportionately valued and unnecessarily burdensome. This is not to say that all marking should be eliminated, but it should be proportionate, and the quantity of feedback should not be confused with the quality. This policy addresses these concerns.

With the advancement of technology, there are different methods we can use which provide effective and purposeful assessment and feedback to students in a timelier way. The disruption in teaching and learning during the pandemic has resulted in significant changes to teaching and learning; it is essential that we embrace the positive opportunities from a technological perspective and continue to develop our pedagogical practices to develop feedback including the use of visualisers and other technology available via Chromebooks and Google Classroom.

2. Aims

The aims of this policy are to:

- Ensure consistency in the approach to assessment and feedback for all teachers and students
- Set out expectations for all members of the school community with regards to assessment and feedback

Individual departments will use the principles outlined in this assessment and feedback policy to create their own subject-specific, tailored departmental assessment procedures. This makes it fit the demands of the subject-specific curriculum, in the knowledge that curriculum and subject leaders are responsible for setting and monitoring the quality and frequency of feedback from teachers working within their team.

¹ [Eliminating unnecessary workload around marking - GOV.UK](#)

3. Core Principles Assessment

By assessment, we mean the formal and informal judgements made by teachers and students about their standard of work. Feedback will be designed not only to inform but also to develop students' metacognitive skills, enabling them to self-assess, set personal learning goals, and take ownership of their progress.

Assessment and feedback practises will be adapted to ensure they are accessible and effective for all students, including those with SEND and disadvantaged learners. This includes adapted feedback approaches, use of assistive technologies, alternative formats where needed (e.g., audio feedback), and targeted support to close attainment gaps.

Assessment at The Cottesloe School involves three key types of assessment:

Formative Assessment is the ongoing feedback communication between teachers and students which gives specific guidance and outlines areas for improvement, to evaluate students' key skills, knowledge and understanding on a day-to-day basis to support progress.

In-school Summative Assessment records the overall achievement of a student over time, for example at the end of a teaching period, unit or module. Summative Assessment also includes more formal end-of-year testing and mock exams. Its methods are supported by testing and also by synthesising a range of formative assessments. Assessment should be diagnostic in order to inform teaching and learning and to award a grade of attainment to a student. Summative Assessment data will be shared with students and families via the Assessment Point reporting process via Go4Schools. See the Target Setting Policy for further details.

Nationally standardised Summative Assessments, for example, GCSE and A-Level public exams.

Feedback By feedback² we mean the information given to the learner about the learner's performance relative to learning goals or outcomes. Feedback can take different forms: peer, self, group, teacher marking, verbal, given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Great teaching uses a combination of these, choosing the best form as appropriate to the learning. The best feedback, whatever its form, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Feedback is a central part of a teacher's role and can be integral to progress and attainment. Research suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. Feedback informs teachers where there are gaps in students' knowledge and understanding and/or where there are misconceptions so that teachers are able to address these areas to move students on in their learning.

'All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of

² [Feedback | EEF](#)

high-quality teaching and can be seen in classrooms across all phases and subjects’.

Teacher Feedback to Improve Pupil Learning Guidance Report - EEF (2021) ³

It is essential that students work as hard as their teachers. For this to happen, teachers need to ensure their students know the answers to these two questions:

1. What am I doing well in this subject?
2. What do I need to do to improve my work in this subject?

If students can answer these questions accurately, and in subject-specific detail, they are receiving effective feedback. The studies of feedback reviewed by the EEF, found on average the provision of high-quality feedback leads to significant progress over the course of a year⁴.

4. Implementation

The Cottesloe School’s Assessment and Feedback policy aims to promote consistent and high standards of assessment and feedback. This policy sets out the general principles which subjects must use to draw up their own specific procedures to suit their curriculum needs. The general principles provide a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

Feedback needs to be matched to the subject, class and individuals within that class. Feedback will be delivered in a manner that supports positive student wellbeing and motivation, fostering a growth mindset and resilience. Different pupils require different approaches. Nevertheless, there are minimum expectations for all teachers, regardless of their subject or personally-preferred approaches; [National Teachers’ Standards](#)⁵ state that a teacher must:

1.6 Make accurate and productive use of assessment

- a) *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- b) *make use of formative and summative assessments to secure pupils’ progress*
- c) *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- d) *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback*

The general principles relating to effective assessment and feedback are:

- To help individual students make good progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in the effort to make improvements;
- To inform planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for students and/or the teacher;
- To encourage a dialogue to develop between student and teacher;

³ [Guidance Report TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING](#)

⁴[Feedback | EEF](#)

⁵[Teachers’ Standards - GOV.UK](#)

- To encourage students to have a sense of pride in their presentation of work;
- To correct mistakes, with a focus on literacy/vocabulary skills.
- To [eliminate unnecessary workload](#)⁶ for teachers in relation to assessment and feedback

This policy **expects all teachers at The Cottesloe School** to follow both **the Teachers' Standards expectations** and the **school-specific principles** relating to assessment and feedback.

When planning formative assessments and providing feedback, teachers should ensure that it is⁷:

Meaningful	Feedback, including written marking, varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
Manageable	Feedback is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into the assessment and feedback policy.
Motivating	Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

4a. Methods of feedback

Appendix 2 summarises the frequency of different assessment and feedback processes.

Feedback will be given in some form during every lesson. At The Cottesloe School, we recognise assessment and feedback as something which should be taking place continuously within the classroom and, once feedback is given, students should be given tasks which embed and reinforce learning; requiring them to practise until learning is secure and ensuring that once-learnt material is reviewed/revisited to prevent forgetting.

We should be aiming to check all students' understanding as frequently as possible through in-class questioning and dialogue as well as looking at the work produced. However, this does not mean every piece of work will be given feedback. Some pieces of work in books or the electronic equivalent will have no annotations/obvious indication of the feedback given. There is no requirement to tick every page of a student's book as some work in a student's book may not require acknowledgement; marking should be purposeful and selective. Teachers do not need to record when verbal feedback, peer assessment or any other form of in-lesson feedback has been given unless doing so will explicitly support the student in their future learning. However, whilst verbal and peer feedback do not always require formal recording, teachers should document these instances when

⁶[Eliminating unnecessary workload around marking - GOV.UK](#)

⁷[Eliminating unnecessary workload around marking - GOV.UK](#)

it supports student progress monitoring or future planning, especially for students requiring additional support.

There are many highly effective forms of assessment for learning and feedback and teachers will utilise a variety of means to assess learning and provide feedback that is appropriate to the subject, topic and class being taught, including using available technology to provide timely and effective feedback. Training and support will be provided to ensure consistent and purposeful use of digital platforms, enhancing student engagement and reducing workload. Some subjects lend themselves more to a particular type of feedback, for example, in Drama, PE, Art and Music, much of the feedback will be verbal. Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons whilst students are working is more effective than comments provided at a later date. This means verbal feedback should be common practice in lessons.

This is not an exhaustive list but gives an indication of the types of feedback students will experience:

- Question and Answer sessions (misconceptions/exploration)
- Discussions (exploration/communication)
- Live marking (walkabout marking)
- Live review (using a visualiser)
- 1-2-1 conversation (short, directed at a small intervention within a topic)
- Whole class feedback (activity/assessment)
- Peer review (communication)
- Non-verbal cues
- Modelling and exemplars
- Distance marking – written in the book or electronically, dependent on the way the piece of work has been submitted (with live review)

Providing effective feedback is challenging. Research suggests that feedback should:

- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- encourage and support further effort and be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong
- be supported with effective professional development for teachers⁸

Recent studies also suggest that careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer⁹.

4b. Formative Assessment Feedback

At least **one piece of work for Years 7-10** and **two for Years 11, 12 and 13** will be formatively assessed each half term (including clear identification of areas of strength and areas for development).

⁸ [Teaching and Learning Toolkit | EEF](#)

⁹ [Written marking | EEF](#)

Students can demonstrate progress in their work as a result of the feedback they receive e.g. progress evident in subsequent work or in re-drafted work. Re-drafted work could be the whole piece, a section, re-doing an element (a graph or table), answering a question, or editing. If no reflection time is given, no gap is closed; learning has not moved forward. This means time spent by a teacher marking or providing feedback is wasted time. Time must be allocated for students to address the errors/omissions/misconceptions; teachers will allocate dedicated time within lessons for students to reflect on and act upon feedback (e.g., FIX-IT or Feedback Response time). This is essential to ensure that gaps in learning are closed and students make measurable progress. Closing this gap in learning needs to be prioritised.

To ensure consistency, subject schemes of learning/progress maps will identify which pieces of work will include detailed feedback. Subject area procedures will detail how feedback will be given for the specific pieces of work. Appendix 3 provides guidance around effective written feedback.

4c. In-house Summative Assessment

At certain points during topic delivery, departments may decide to complete a standardised assessment (summative) to help monitor student progress. All assessments and feedback practices will be closely aligned with the curriculum intent and sequencing to ensure assessments accurately reflect the knowledge and skills students are expected to acquire. To maximise the value of these assessments to students, best practice would include;

- Embedded retrieval activities throughout the scheme for learning regarding topic points
- Sharing of mark criteria with students prior to assessment
- Opportunity to peer mark aspects of assessment
- Teacher provides whole class feedback on key development themes & misconceptions
- Post assessment opportunity to complete a development question as a result of the teacher's review of learning
- Teacher data may be recorded in the school's MIS.

Summative assessment will vary according to the key stage. At KS3, summative assessment will be informed by KS3 attainment criteria. At KS4/5 assessment will be informed by the criteria and grade boundaries published by the exam boards.

Formal in-class assessments for each KS3 year group will take place at different times of the year as well as in-class, 'end-of-year' exams. For KS5, formal mock examinations will run in the hall as well as in-class assessments at different points in the year. Year 11 have two formal mock periods prior to their public examinations in the summer. Timely feedback will be provided to students following these exams with data collected in time to be shared with families as part of the reporting process.

Summative Assessment marking should be usually **not more than once per half term in Years 7 to 10** although teachers may choose to complete practice questions as part of the topic as and when required. This may increase to **more than one per half term as appropriate for Year 11 and KS5**.

At key summative assessment periods across the academic year (Year 11 and 13 mock sessions), summative marking takes priority over other formative assessment feedback. Departments are encouraged to plan formative assessment tasks around these pinch points to support teacher workload.

4d. Book/Folder check

All books/folders should be checked by class teachers **once every half-term for KS3, KS4 and KS5**. The purpose of a book check is to ensure that:

- work is being completed to the expected standard
- books and notes are well organised and are in line with subject-specific expectations

Routinely reading, checking and monitoring students' work connects us to their learning and helps to ensure they care about the work they produce. It shows students we value their work and provides us with crucial ongoing information about how well they are learning. Book checking should be used to inform feedback planning. A book check does not require a teacher to 'mark' work or provide detailed written feedback beyond using literacy codes.

4e. Literacy and numeracy feedback

We are committed to the development of students' literacy and numeracy across all subject/key stages. If the literacy and numeracy standards of our students are going to improve we must give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation and the use of numerical language and skills are not just important in English and maths lessons but are essential for successful communication everywhere.

We have a duty to be vigilant about standards of students' numeracy where appropriate. For example, concepts such as graphs, ratios, proportions etc. should be monitored accurately across the curriculum. Subjects that explicitly teach numeracy (Sciences, Geography, Psychology etc..) will collaborate with the Maths team to ensure concepts are taught in a similar way where appropriate.

Subject leaders will collaborate regularly with the English and Maths departments to ensure consistent approaches to literacy and numeracy feedback, including shared strategies for teaching and correcting subject-specific terminology and numerical concepts.

Teachers should utilise literacy codes when and where necessary within learning. To facilitate marking for literacy and/or numeracy without it becoming an onerous or time-consuming task, teachers may want to consider the mode of the task, for example, whether handwritten tasks could be uploaded onto Google Classroom or use a visualiser, or if this could be done when looking through books or through live feedback/marking.

Literacy and numeracy feedback can be given at any point if appropriate but does not have to be given every time or on every piece of work. As a guide, it should be given during a book/folder check, but this does not mean every piece of work will be checked for literacy. *Appendix 1* gives the literacy codes.

5. Standardisation, moderation and quality assurance

Opportunities for subject leaders, senior leaders and teachers to standardise, moderate and quality assure assessment and feedback practices will occur during the academic year through honest, regular reviews of formative and summative assessments in line with curriculum intent and assessments.

- Curriculum Leaders must ensure their departmental feedback procedures support the school policy. These department procedures should clearly identify how and when feedback on subjects will be given.

- Curriculum Leaders undertake quality assurance to ensure feedback is allowing students to progress in their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, looking at learning lesson dips, learning walks etc.
- Curriculum Leaders will check departmental feedback through the Subject Review quality assurance process, as part of the Subject Review team.
- SLT Links will regularly discuss and evaluate the quality of feedback as part of the Subset meeting process.

6. Policy Stakeholders

- **Students** – ensuring that the feedback they receive enables them to make progress.
- **Teaching Staff** - enabling them to use professional judgement in how best to provide feedback in a timely, detailed and receptive manner.
- **Senior and Curriculum Leaders** - ensuring student outcomes and teacher workload are protected.
- **Parents/Carers** - supporting them in understanding how feedback is provided to their children. The school will provide clear communication and guidance to parents/carers about assessment outcomes and feedback processes, enabling them to support their child's learning effectively.

7. Review

This policy will be reviewed every two years; however, it will be subject to ongoing monitoring and evaluation through quality assurance processes to ensure it remains responsive to emerging research, school priorities, and stakeholder feedback.

8. Linked Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Independent Learning Policy
- SEND Policy
- Curriculum Policy
- Literacy Policy

Appendix 1 – Literacy Codes

Code	Explanation
Sp (word underlined) Corrected in margin ¹⁰	Try this spelling again, or write it out 3 times (where appropriate)
o	Missing punctuation
// or NP	Begin a new paragraph
Exp/?	Awkward expression/meaning unclear
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	The capital letter should have been used
✓ ✓	Indicates an excellent section of work or a particularly well-chosen word or phrase
^	A word missing/insert word or letter
G	Incorrect use of grammar

¹⁰ Spellings should be corrected for commonly used words and subject-specific terminology.
The Cottlesloe School Assessment and Feedback Policy - Oct 2025

Appendix 2 – Summary of assessment and feedback frequency

Eliminating unnecessary workload for teachers is at the forefront of any decisions related to assessment and feedback¹¹.

Formative Assessment:

- At least **one piece of work for Years 7-10** and **two for Years 11, 12 and 13** will be formatively assessed each half term (including clear identification of areas of strength and areas for development).
- Students can demonstrate progress in their work as a result of the feedback they receive.

Book Check:

- All books/folders should be checked by class teachers **once every half-term for KS3, KS4 and KS5.**

Summative Assessment:

- **Not more than once per half term in Years 7 to 10** although teachers may choose to complete practice questions as part of the topic as and when required.
- **More than one per half term *if/as appropriate* for Years 11, 12 and 13.**

¹¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Appendix 3 – Written Feedback Guidance for teachers

A teacher should only write in a student's book if it is going to impact progress.

Don't	Do	Why this is better for students
Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show students more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide students to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have students spend a minute or so checking their work before handing it in.	Students won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check students are making effective notes, e.g. using a 'notes check sheet'	Students might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that way.	Do think about what the most effective feedback strategy is - preferably before students complete the work in the first place. Plan HOW you're going to give feedback for each activity.	Students receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement you've cracked sine and cosine', 'Excellent use of key terms'.	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many students' work.	Do use letter/number codes for general misconceptions and have students look them up (on a whole class presentation /worksheet). You could put the letter /number codes in the margin or inside the work itself (see annotations above). Address the biggest misconceptions as a whole class.	This will require students to read your feedback more closely.
Don't mark for the adult observing your lesson.	Do mark for the students, observers will be able to work out if they are receiving effective feedback by asking students: <ul style="list-style-type: none"> • What am I doing well in this subject? • What do I need to do to improve my work in this subject? 	Students will benefit from 100% of what you write

Examples of effective feedback comments and annotations will be provided in departmental training materials to support consistency and clarity in feedback practices.