



Assessment and Feedback Policy

Person(s) Responsible:	Assistant Headteacher
Formally adopted by the Governing Body:	September 2025
Last review:	September 2025
Next review:	September 2026

This policy also applies to the Early Years Foundation Stage (EYFS)

Intent

At Biggin Hill Primary school we want all children to take PRIDE in their work and feel motivated to continue learning and challenging themselves. Assessing children's learning and providing appropriate feedback to them is fundamental to the teaching and learning cycle. All children will receive regular constructive feedback on their learning and should know what they need to do next. As a school, we recognise that written feedback can place an unnecessary burden on teacher workload; therefore this policy aims to redress the balance between the time added to teacher workload and the impact on children's performance and progress.

Implementation

Our approach to feedback is rooted in responsive teaching. This means responding in a timely and accurate manner to children's learning, with a focus on how they can improve as learners. Feedback should focus on looking ahead to provide constructive advice on how to improve further, as opposed to solely feeding back on the child's current performance.

It is not an expectation that written marking is used after every lesson, although it may be necessary for teachers to identify misconceptions in children's written or mathematics work. In these circumstances, teachers will refer to the feedback policy to address these misconceptions, consolidate learning or provide next steps. 'Live marking' should be used within the lesson for this where possible by using the agreed marking codes (see below). When directed by the teacher, children should correct errors using a purple pen.

Impact

Assessment plays a major role in raising standards across the curriculum. It is an essential aspect of the teaching and learning cycle and should be used regularly to ensure good levels of progress are maintained and that appropriate interventions are made in a timely manner when required.

Effective feedback is an essential part of the learning process. It is an interaction between adult and child: a way of acknowledging the child's work; checking the outcomes; and making decisions about what adults and children need to do next. The primary aim of driving pupil progress can often be achieved without extensive written dialogue or comments. Therefore, all adults working with children will provide feedback as an essential part of the learning process, with the focus being on the development of the learner above all else. If the feedback is not moving the learner forwards, then it has little value. Children must be given the time to respond to any feedback given.

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work. All adults working with children have a responsibility to provide feedback as part of the teaching and learning cycle.

Live Feedback

Live feedback takes place during a lesson with individual children, groups or the whole class

In order for whole class feedback to be effective teachers will consider:

- Common misconceptions
- Concepts to re-teach or reinforce
- Children who need to be challenged further

Live feedback includes formative assessment from the teacher and/or LSA (e.g. whiteboard / book work) and is often given verbally to pupils for immediate action. It may redirect the focus of teaching or the task. Live feedback praises effort and contributions

Children will respond to feedback using a purple pen in their books and this will be at the beginning of each session, as well as during mini plenaries throughout. This is referred to as '*Purple Pen Time*'

Feedback Codes

Daily English & Extended Writing: English, Science, History, Geography, RE

sp.	incorrect spelling used	//	new paragraph required
✓	correct answer	G	guided group
[]	fix this	^	missing word
p.	incorrect or missing punctuation	VF	Verbal feedback

Teachers will respond to extended writing in all subjects:

✓ ✓ *Identifying success criteria*

→ *Next steps*

_____ (*child's response*)

e.g.

✓ ✓ *Adjective and conjunctions*

→ *Fronted adverbial of place*

In the garden, the boy was playing football.

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ASSESSMENT AND FEEDBACK POLICY

Reading

.	Incorrect answer	VF	Verbal Feedback
✓	Correct answer	G	Guided Group

Maths

.	Incorrect answer	VF	Verbal Feedback
✓	Correct answer	sp.	incorrect spelling used (mathematical language)

Science, History, Geography, RE

.	Incorrect answer	VF	Verbal feedback
✓	correct answer	G	guided group

Science, History, Geography, RE

Art	Self Assessment Critique Peer Assessment Critique	Music	Verbal feedback & Floorbook
DT	Self Assessment Critique Peer Assessment Critique	Computing	Verbal feedback & Floorbook
PSHE	Verbal feedback & Floorbook	French	Language Angels Assessment
PE	Verbal feedback & Floorbook	Forest School	Verbal feedback & Floorbook

EYFS

Verbal feedback is the most appropriate for Foundation Stage children. Any written feedback on a child's work should be shared with the child and as much as possible marked in front of the child. On-going assessment outcomes are kept in each child's learning journals.

In EYFS the children have a learning folder which shows the journey the children take with their learning through carefully chosen, dated and sequenced.

.	Incorrect answer	VF	Verbal feedback
✓	Correct answer	G	Guided focus
AF	Adult Focus Group	I	Independent work

Subject Expectations

<p>Science History Geography RE</p>	<ul style="list-style-type: none"> ● Each unit starts with topic page and knowledge organiser ● Each piece of work must be acknowledged by either teacher, peer or self assessment. ● If marked by supply - teacher to show through tick and 'supply' ● Misconceptions need to be addressed in the lesson and edited in purple pen ● Extended pieces of writing as per policy ● Each unit begins with 'making connections' lesson in books ● Each lesson begins with 3 quick fire multiple choice/true or false/odd one out ● Post learning: Time to Shine (Y1 - Y6). These can be differentiated as necessary. These can have a variety of different types of activity to allow the children to "show off" what they know - matching vocab with descriptions, ordering parts of a scientific process, true/false activities, drawing labelled diagrams, writing descriptions, "did you know?" boxes etc
<p>Art DT French PE Music Computing Forest school PSHE</p>	<p>Feedback as per policy for each subject</p> <p>Evidence in the floorbook at the end of each unit - QR video links, quotes, written observations and photos (not Art, DT or French).</p>