Assessment and Feedback Policy

Review Cycle;	Annual
Responsible group:	Headteacher and LGB
Implementation date:	September 2025
Next Review Date:	September 2026

Small Steps to Big Dreams

Mark 4: 30 – 32

Vision

We aim to provide educational excellence inspired by the world around us. To grow curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian values.

EYFS

At the beginning of EYFS at Clearwater C of E Academy, assessment will mainly take place within adults' interactions with children, including careful open-ended questioning, expanding of vocabulary and verbal feedback. This will feed into teacher's knowledge of each EYFS pupil and their profile.

Assessment will be entered onto target tracker in accordance with the school and DGAT's data collection timetable.

Interactions and observations from all staff are used to inform planning and create a picture of pupils' competencies. Language used by children in focused activities is collated alongside photographic and physical evidence inside the EYFS floor books.

Information from home is part of this process with a two-way flow of information between the setting and home creating a whole picture of the child.

As the year progresses more formal 'in the moment' feedback will occur on children's work for example underlining digraphs in a piece of writing.

The purpose of accurate assessment and feedback is to: -

- Assess the pupils understanding, learning, attainment and progress and plan next steps
- Communicate these next steps to the pupil through addressing misconceptions and scaffolding future learning
- Identify any barriers and find creative solutions to ensure all children have access to quality teaching regardless of starting points
- Make accurate summative judgement (EYFS Profile) based on detailed knowledge of each pupil at the end of the year
- Inform conversations with parents using accurate and up to date information

Within the EYFS all feedback should relate to the learning objective/ELG. The level of independence of a task, both focused or child initiated, will be sign posted using I for independent, GW for group work or SG for support given.

Live 'in the moment' feedback will be most commonly used as it is the most effective with this age group.

EYFS, KS1 and KS2

There is an expectation that children will respond to the feedback given in an age appropriate manner in order to:

- Improve or extend their written work, and/or understanding. The child must be given a further learning opportunity with time to act, in order to deepen their learning.
- Time should be used where appropriate to review previous work at the beginning of a lesson using a 'purple polishing pen' in a five minute feedback focus (FFF)
- Once the formation of number has been taught it will be corrected if incorrectly formed or reversed.
- As mathematics becomes more sophisticated calculations should be corrected with the child (using a purple polishing pen) and misconceptions addressed.
- Where the child has worked on a practical 'Solve It' in mathematics this will be indicated by highlighting the 'Solve It' title in green in the child's maths book.

- The manipulatives used to support the solving of a mathematical problem will be highlighted on the given grid
- Phonic patterns are corrected depending on the Letters and Sounds phase the child is working within
- Key word spellings are corrected if the child has been taught them and they have been practiced. They are expected to be spelt correctly in future.
- Handwriting may also be corrected where appropriate to do so, for example after the formation of a letter has been taught. Where the development of a child's fine motor skills hinders the use of cursive script, adaptations will be made
- Teachers are expected to give time for children to act upon the feedback given
- Feedback may be written or pictorial if it supports the child's learning however it must always be verbally explained to the child. There is no expectation that a teacher will record their discussion with the child
- Written feedback must be brief, matched to the learning objective or the individual child's target