



Oldbury Wells School

**Assessment & Feedback for
Learning Policy**

September 2025

FREQUENCY OF REVIEW:	Every 2 years
RATIFICATION DATE:	Autumn Term 2025
RATIFIED BY:	OWS Local Governing Body
DATE OF NEXT REVIEW:	Autumn Term 2027 (<i>unless there is a material change</i>)
AUTHOR:	Deputy Headteacher

Introduction:

At Oldbury Wells School (OWS), we value the importance of effective assessment and feedback. Our approach to assessment and feedback aims to:

1. To improve students learning by developing independent, reflective, resilient and successful learners.
2. Ensure students have a clear understanding of how they are performing in their studies and what their strengths and weaknesses are in relation to the learning goals.
3. Ensure that teacher know how pupils are performing and allows them to adjust their planning and teaching in response to this.
4. Be Meaningful, Manageable and Motivating.

The school's approach to feedback and assessment also supports the school's curriculum aims:

Learning Goal 1 – LG1 – Knowledge	(What do students know?)
Learning Goal 2 – LG2 – Application	(Can students use this information or skills?) Compound lessons
Learning Goal 3 – LG3 – Skills	(What subject specific skills have been mastered?)

Feedback at Oldbury Wells

Feedback is information give to the learner about the learner's performance relative to learning goals or outcomes (EEF). Feedback is essential to support students in understanding their own learning and be able to make progress. Feedback should redirect and refocus learners actions to support progress towards meeting their learning goals. Feedback comes in a variety of forms and should be part of every lesson taught at Oldbury Wells School.

Assessment at Oldbury Wells and Frequency

Assessment is an opportunity for pupils to demonstrate their understanding in relation to a range of learning goals and for teachers to draw conclusions/make judgements about a pupils progress in relation to these goals. These opportunities at OWS will come in two main formats:

1. Summative assessments that allow staff and students to understand how well they have performed in relation to learning goals. This will provide a grade/level/step for the piece of work and feedback on strengths and weaknesses in relation to the learning goals assessed. **Each unit of work or half term (whichever comes first) should contain one assessment of this type to inform data captures and progress towards target. (This will be a teacher marked piece of work)**
2. Formative assessments that allow staff and students to understand how well they have performed in relation to learning goals in terms of strength and weaknesses. This may also give pupils a grade/level/step but does not have to. **Each unit of work or half term (whichever comes first) should contain one unit of this type. (This will be a teacher marked piece of work)**

Summative Assessment

Departments should be selective in the key assessment activities that take place. These should be carefully planned for to balance teachers' workloads and be reflected in any departmental assessment plans/schemes of work.

Departments should refer to the "Assessment Temperature" table when planning assessments to ensure that they are fit for the intended purpose. Summative assessment should have a cumulative element to it that encourages and supports longer term memory and

recall. Summative assessments (tests, mock exams or a key task) should allow teachers/parents and pupils to measure progress against targets and draw conclusions about the level of their work.

Summative assessments should be standardised in departments and marks recorded centrally in Go4Schools so that information put into data captures is accurate and reliable.

Assessment Temperature		Reliability & Use
Red Hot	- Completed at home/unsupervised. - Pupils given assessment criteria/test/mark scheme in advance.	- Unreliable for predicting and charting pupils' grades. - Useful for feedback to pupils that identifies their strengths and weaknesses.
Hot	- Pupil have seen the questions before or practiced similar ones immediately prior to the assessment. - Pupils assessed on narrow range of content that has just been taught or revised and therefore prioritise shorter term memory. - Assessment focuses of application/skills and allows pupils to use their books for the knowledge required.	
Tepid	- Pupils are assessed in a closed book manner using questions that they have not seen before. - The teacher has avoided teaching/revising test content directly to avoid over-preparing students. - The assessment includes knowledge and skills acquired by students over the longer term.	- Fairly reliable in predicting and charting pupils' grades. - Used to inform "Data Capture". - Useful for feedback to pupils that identifies their strengths and weaknesses.
Cold	- Assessments cover a broad range of topics that have been taught over the long-term/whole key stage/year e.g. Full GCSE Papers. - Most teachers do not know the exact questions on the paper and those that have set the papers avoid teaching to it. - Long term recall is required.	- Useful in predicting and charting pupils' grades. - End of Year/Annual testing. - Mock examinations and Yr11 Predicted grades. - Useful for feedback to pupils that identifies their strengths and weaknesses.
Freezing Cold	Externally set assessments/examinations.	- Validated summative assessment. - Used to inform department strengths and weaknesses and as part of School Self Review.

Feedback Types and Frequency

Feedback should be planning into every lesson that is taught at Oldbury Wells and is the primary method through which students gain understanding of their successes and how to improve.

Feedback can come in a large variety of formats (verbal, peer/self-recorded, group, written etc...), the type of feedback used at any given point in the scheme of work and lesson will depend upon the demands of the subject and learning goals. The most appropriate type of feedback to use is that which is most likely to move pupils forward in their learning and will not

always be written by the pupil or teacher. When teachers do provide written feedback, this should be indicated in red pen and where students undertake peer or self-assessment this should be in green pen.

During lessons at Oldbury Wells there is an expectation that feedback is central to the planning and delivery of lessons. This will include activities such as (but not exclusively):

In every lesson:

- **Bell Work** – a retrieval practice bell work task is completed at the start of each lesson. Pupils are able to self/peer mark and correct this.
- **Cold Call Questioning** – Pupils are required to respond to planned teacher questioning and there is a no hands up approach to questioning in classes.
- **Verbal Feedback** – The teacher provides verbal feedback about success & development areas in relation to a task. This might be directed at individuals, groups or whole classes.
- **Learning Goals are reviewed** – There is a planned opportunity where pupils can reflect on if they have met/achieved the learning goals set.

Will be used across sequences of lessons (but not every lesson for every pupil):

- **Live Marking** – Where teachers provide some written feedback (or direct pupils to do this themselves) during the lesson and activities. This will have a focus or purpose e.g. SPAG, structure, checking knowledge etc...

Will be used where appropriate within the SOW:

- **Peer/Self Marking/Checking** - Pupils are provided with correct or model answers and self-mark/correct their work. This could also include the use of rubrics.
- **Use of Visualisers to Model Best Practice** – Teachers use visualisers to show high quality pupil work which models strengths and weaknesses. Teachers model good practice and pupils use this.
- **Use of Red/Amber/Green Cards** – To allow teacher and pupils to check their understanding in relation to the planned questions.
- **Mini White Boards** – Used to review understanding and provide feedback to pupils on strengths and weaknesses.

It is important to recognise that good quality feedback does not have to be seen in pupils books, however the impact of well planned and delivered learning (which includes regular and effective feedback) will produce high quality pupil work in pupils books that are well presented (Appendix B outlines the standard approach to setting out work).

Marking for Literacy

Improving literacy and ensuring that all students are expressing themselves as coherently and accurately as possible is the responsibility of all staff. Opportunities to highlight good spelling, punctuation and grammar must be taken by all. However, it is not always necessary for you to give written feedback on all errors in spelling, punctuation and grammar. Doing so can demoralise students. Some might have difficulties with spelling for example but otherwise are highly articulate. As a maximum no more than 6 errors should be identified.

Written feedback on spelling should be aimed primarily at subject specific key words and commonly misspelt words such as 'their/they're/there'.

To ensure consistency across the school the following notations should be used in the margin, these should be used where teachers have marked literacy, but also where peer/self assessment of literacy has taken place:

Notation	Meaning
Sp	Spelling error – teacher corrects and pupils write out 3 times
Gr	Grammatical error – teacher underlines the error or writes unclear if the work does not make sense.
	Punctuation error – teacher circles error e.g. capital letter, lack of full stop and pupil corrects.

Roles and Responsibilities

Students

- Be actively involved in their own feedback and the process of learning.
- Take time to understand and act on feedback and assessment.
- Strive to be independent learners that progress towards success and improvement in their work.

Parents / Carers

- Take an interest in and respond as needed to assessment information, including reports.
- Praise and give guidance that supports pupils in making progress.
- Support and work with the school actively where the need arises and as directed by the school.

Class Teachers

- Plan, teach and review high quality lessons that engage pupils in their learning and meet the needs of all.
- Reflect on the principles of Assessment for Learning and apply them to lesson planning and delivery.
- Use adaptive teaching strategies effectively ensure that all pupils succeed and the curriculum is not narrowed.
- Keep records of effort grades and students' levels and grades according to this Statement and departmental policies, recording at least one summative mark for each unit of work in a shared departmental mark book in Go4 Schools. Complete the necessary columns on the Go4Schools marksheet for each data capture and full report by the calendared deadline.
- Evaluate and use assessment data to inform teaching, narrow the gaps and track the progress of individuals.
- Set on-going, specific, individual targets for students, to aid progress and review these in line with assessment type and frequency outlined.
- Praise and reward students' efforts, using house points and commendations where appropriate.
- Monitor the progress of students where there are concerns and plan interventions.
- Contact parents/carers where there are concerns about a student's progress or significant improvement is noted.
- Share concerns (and what actions have been taken) with Subject Leaders and Form Tutors where issues cannot be resolved.
- Take part in moderation exercises to ensure consistency across departments.
- Report back on progress and attainment as required.

- Ensure that feedback is – Meaningful, Manageable and Motivating. We should always endeavour to highlight the positive in pupils work along side supporting them to improve area/aspects of it.
- Use the schools' awards system to acknowledge good quality work / effort.

Subject Leaders

- Oversee the work of subject teachers and ensure that their work is effective. Offering support and guidance where the need is identified.
- Ensure that Schemes of Work include key assessments which fit into the departmental and whole school data capture process.
- Arrange moderation and mini-moderation sessions.
- Monitor the implementation of the Feedback and Assessment for Learning statement through work and book sampling, classroom observation/learning walks, Go4Schools mark sheets/departmental data base and reports to parents as part of departmental self-evaluation.
- Evaluate and use data about attainment to inform departmental planning and to respond to underperforming groups – ensuring we track how we are 'narrowing the gaps' for groups and individuals with direction from Assistant Headteacher in charge of data.
- Contact parents/carers where class teachers still have concerns about a student's progress or there has been significant improvement.
- Share concerns about students with Tutors and Year Heads where issues have not been satisfactorily resolved.
- Set up suitable intervention programmes for students who are underachieving and for groups / individuals identified as lower performing. Also lead departmental responses to raising attainment of groups.

Heads of Year/Progress Leaders

- Keep an overview of the progress of all students in relevant years, identifying groups and individuals, sharing this information and coordinating responses to interventions designed to 'narrow the gap'.
- Monitor students where there is widespread concern about progress across the curriculum and keep in close contact with parents/carers.
- Contact where there is significant improvement Make internal or external referrals for students where appropriate, to further investigate underachievement or to support intervention and improvement. Following reporting arrange celebration assemblies to reward achievement based on effort grades.

Tutors

- Keep an overview of the progress of all students in the form in a tutor folder.
- Praise students who achieve good effort grades or other recognition.
- Be aware of students and groups who are underachieving and offer coaching and support.
- Liaise with class teachers and the Year Tutor if you have concerns about a student's progress.

Leadership Team

- Monitor and evaluate the effectiveness of overall arrangements, including this Statement, to support continuous student progress, its assessment and reporting to parents; through sampling, classroom observations and line management arrangements, as part of whole school self-evaluation.

- Provide training opportunities to embed the principles of this document Offer guidance and support to departments and to Year Tutors where students are underachieving.
- Be involved in celebrating success.

Appendix A

CWK or
HWK

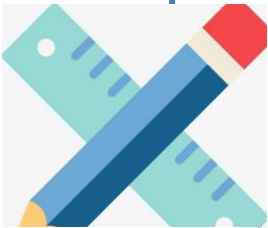
Date Here

Title Goes Here, Underlined with a Ruler

1. Your work should be written in **blue** or **black** pen. A **green** pen can be used when you are instructed to by your teacher. Teachers only write in **red**.



2. Remember to keep your work neat. Do not doodle or graffiti your book.



3. If you are drawing you must use a pencil this also include when drawing tables – don't forget to use a ruler!



4. Please ensure any sheets are stuck into your book/folder.



5. Learn any spelling corrections by writing out three times. These will be indicated by your teacher using SP to show you where the error is.

6. Do your BEST work!