

Our Lady of Lourdes Catholic Primary School & Little Acorns Nursery



School Policy Statement for **ASSESSMENT & FEEDBACK** (2026/27)

The 'Assessment & Feedback Policy' has been written following advice from DfE and EEF research as well as best practice. It has been written and reviewed after consultation with staff and governors.

Written by:	Mrs Liz KENDALL
Approved by:	
Review Date:	September 2027

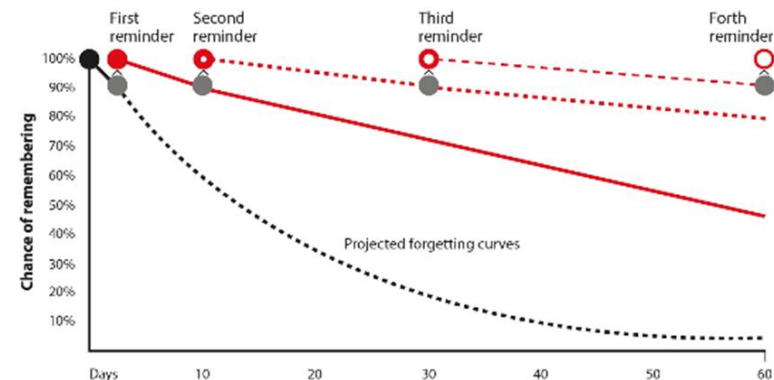
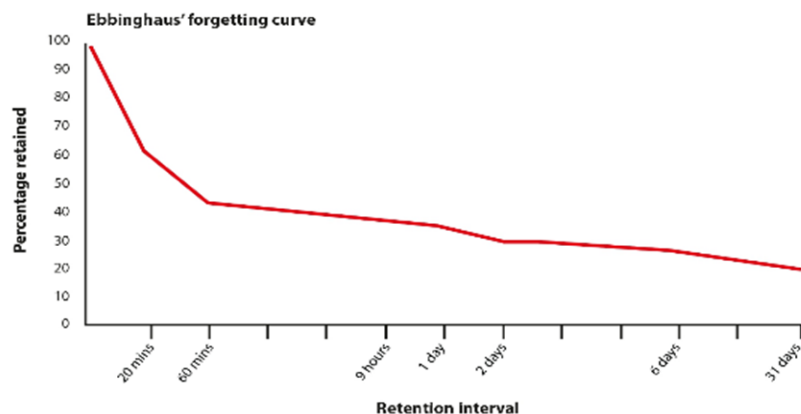


"Assessment is today's means of modifying tomorrow's instruction."
(Carol Ann Tomlinson)

Throughout the school day, staff regularly use assessment strategies to check how well pupils are learning and to help guide their teaching. Our curriculum (CUSP) is carefully planned so that learning builds over time and links together across subjects. Because of this, assessment plays a key role in our teaching approach, helping us to identify what pupils know, what they need next, and how we can continue to move learning forward.

We use research-informed approaches to support our staff in delivering our curriculum effectively. Drawing on Ebbinghaus' work on memory and forgetting, we use a combination of ongoing formative assessment and more formal summative assessment to revisit and strengthen learning over time. This helps pupils retain knowledge, deepen their understanding, and build on what they have already learned, enabling them to remember more and achieve more.

Ebbinghaus' forgetting curve



Summative assessments:

At Our Lady of Lourdes Catholic Primary School, summative assessment helps teachers understand what children know, what they can remember, and where there may still be gaps in their learning. By identifying both strengths and areas that need further support, teachers can make sure learning continues to build over time and links clearly to previous learning. The information gathered from assessments helps staff address misconceptions, close gaps in understanding, and ensure that all children make good progress.

In the core subjects, children complete summative assessments at the end of each term. These assessments include a range of question types, such as multiple choice, short answers, matching activities, reasoning questions, and problem-solving tasks.

In the wider curriculum, children are assessed more regularly through end-of-unit quizzes. In writing, summative assessment takes place at the end of each writing unit. Our writing curriculum is designed so that children revisit the same genres more than once during the year, building on previous learning and developing their skills further each time. This approach helps strengthen children's understanding and supports long-term retention of knowledge. Through high-quality teaching, clear modelling, and careful assessment against the National Curriculum objectives, teachers can ensure that learning in writing continues to build progressively over time.

Ultimately, all summative assessments have the same purpose: to provide teachers with clear information about pupils' learning so that future teaching can be planned effectively and accurate judgements can be made about children's attainment.

"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach them accordingly."

(David Ausubel)

Formative Assessments:

Formative assessment is used throughout lessons to help teachers understand how well children are learning, provide immediate feedback, and make sure pupils are making good progress over time. These assessments help staff identify what children have understood, any misconceptions they may have, and what needs to be taught or revisited next.

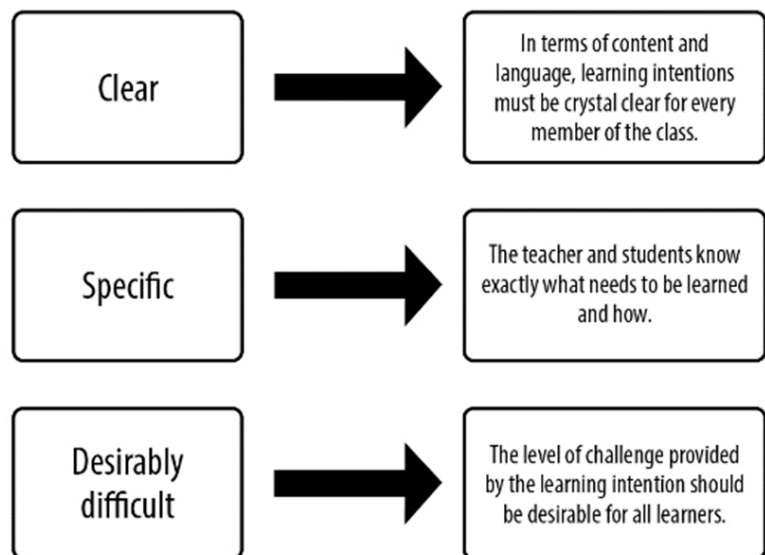
Our approach draws on a range of educational research and focuses on checking understanding regularly, adapting teaching where needed, and helping children make meaningful connections between what they already know and what they are learning now.

Before using any assessment strategies, it is important that teachers clearly share the learning intention with pupils. When children understand what they are learning and why, they are better able to connect new learning to their previous knowledge. This helps them build a stronger understanding and retain learning for longer.

As we have an ambitious curriculum, it is essential that all children can access the learning from the start. Teachers should therefore carefully plan effective modelling, explanations, and scaffolds to support pupils who need them, while still maintaining high expectations for all learners. This may be through the use of Reference Lessons and Strong Start sessions.

Once these foundations are in place, staff can use a range of formative assessment strategies to check understanding, address misconceptions, and move learning forward effectively.

Staff should consider the following:



William and Lahey (2015)

Questioning:

Questioning is one of the most important ways we assess pupils during lessons. It helps us find out what children already know, check their understanding, challenge their thinking, and identify any misconceptions. Effective questioning gives teachers valuable information about both the breadth and depth of children's learning and helps inform next steps in teaching.

At Our Lady of Lourdes, questioning takes many different forms and will vary depending on the child, the lesson, and the subject being taught. This flexible approach allows teachers to target questions carefully to support learning and assess understanding. The responses children give can help staff adapt lessons, provide additional support, or extend learning where needed.

When planning questions, teachers should think carefully about how the question links to the learning intention and whether it will help children demonstrate their understanding of the intended outcome.



We also encourage staff to give children time to think before responding. Allowing thinking time helps pupils organise their ideas, develop confidence in sharing their thoughts, and provide more thoughtful responses. It also shows children that their ideas are valued and encourages greater participation and engagement in learning.

By using purposeful questioning and giving children time to think, teachers can gain a clearer picture of pupils' understanding and help ensure all children make good progress throughout the learning sequence.

Cold calling:

Cold calling is one of the key questioning techniques we use regularly in lessons. It involves asking questions to pupils without waiting for volunteers. This helps keep everyone engaged because all children know they may be asked to contribute at any point. It also gives teachers a much clearer picture of who understands the learning and who may need additional support.

Using cold calling helps move away from relying on the same children to put their hands up and encourages all pupils to stay involved in the lesson. When used effectively, it promotes participation, accountability, and active thinking from everyone in the classroom. It is important to revisit children who have already answered questions during the lesson. This allows teachers to check how their understanding is developing and gain a deeper insight into their progress throughout the session.

When using cold calling, responses should always be handled positively and supportively. We want children to feel confident about contributing and to know that making mistakes is a valuable part of learning. As with all questioning strategies, children should be given enough thinking time before answering so they can organise their ideas and respond thoughtfully.

Initial answers should not be the end of the discussion. Teachers are encouraged to deepen thinking by asking pupils to build on, refine, or compare ideas. Strategies such as Pause, Pounce, Bounce, Answer, Build on this, Compare/Contrast (ABC), and Tell me again, tell me better can help extend responses and develop pupils' understanding further. This encourages richer discussion and gives teachers a better understanding of what children know and can do.



Generative Learning Strategies:

Alongside questioning, staff can use a range of generative learning strategies to check pupils' understanding. These are activities where children take an active role in their learning, rather than relying on the teacher to lead everything. They give staff valuable

opportunities to see what children understand, what they can remember from previous learning, and how well they are making connections to new learning.

Generative learning strategies provide immediate feedback about pupils' thinking and can quickly highlight any misconceptions or gaps in understanding. When these arise, teachers can address them straight away through effective teaching approaches such as live modelling, worked examples, and metacognitive talk, where thinking processes are made explicit.

Some of the most effective generative learning strategies that may be used in lessons include:

- Summarising learning in pupils' own words
- Self-testing to check understanding and recall
- Mapping ideas, such as using hexagons or pathways to make connections between concepts
- Self-explaining how or why something works
- Child-led teaching, where pupils explain learning to others
- Enacting, where children use actions, role play, or demonstrations to show their understanding

These strategies help children think more deeply about their learning while giving teachers a clear picture of what pupils know, understand, and need next.

Retrieval Practice:

The purpose of retrieval practice at Our Lady of Lourdes Catholic Primary School is to draw out prior knowledge from the children that will support the development of new learning intentions.

It is also used as an assessment tool to support staff in deciding whether additional scaffold needs to be in place for new learning, whether there is already a strong knowledge base and so scaffold removed, if more teaching of the concept needs to occur before new learning can take place, or re-shape their lesson content to ensure knowledge is gained and sustained, subsequently supporting the progress of learning.

When thinking about the delivery of retrieval practice, staff will follow these guidelines (William and Lahey,2015):

Involve everyone 	Vary the retrieval diet 	Ensure time for feedback and reflection 	Make the level of challenge desirable 	Make it time efficient 
Specify the knowledge 	Make it a classroom routine 	Keep it generative 	Low effort, high impact 	Collaborate with others 

Pupil Book Study:

“When faced with a mountain of pupil books, it is unreasonable to expect anyone to make a meaningful critique if pupils aren’t present and able to describe, articulate, retrieve and connect their learning.”

(Pupil Book Study, by Alex Bedford)

Subject leaders and leaders support the formative and summative assessment process with pupil book studies. By completing a pupil book study, staff are able to effectively assess the children’s knowledge and understanding of concepts. It is expected that, through pupil book studies, that leaders share their findings so that teachers can adapt planning as appropriate.

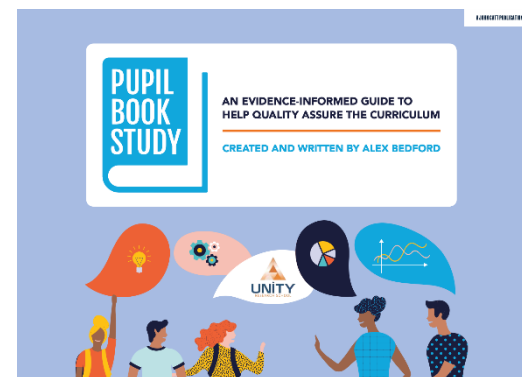
The process:

During a pupil book study, leaders will take a random selection of books and take note of content, sequencing and vocabulary. They will then create questions aimed to allow children to talk about these elements of their learning without scaffold or support. This will identify knowledge that is embedded in their Long-Term Memory. Discussions will allow leaders to assess children’s knowledge and identify misconceptions that may need to be raised with the class teacher, to support their ongoing assessments.

Children then continue the discussion after seeing some form of media to generate thinking. This may allow them to correct their own misconceptions and expand on the breadth and depth of their knowledge. If misconceptions are still there or new ones arise, this formative assessment is shared with staff.

Finally, children are given the time to look through their books to see the breadth of the curriculum and continue the discussion further. This may lead to more self-correcting, or more new knowledge being shared.

This approach gives part of a holistic picture of how the children respond to teaching and learning, as well as informing leaders what children remember and know, combined with summative assessments, learning walks and CPD.



Recording Assessments: (CUSP Foundation subjects)

Within the wider curriculum, every lesson is formatively assessed and recorded (Appendix 3). The purpose of these are to:

- identify children with misconceptions, so staff can rapidly resolve them;
- highlight areas of success
- track children who persistently need further support, so that reasonable adaptations and scaffold can be prepared for them.

Ofsted has stated the following:

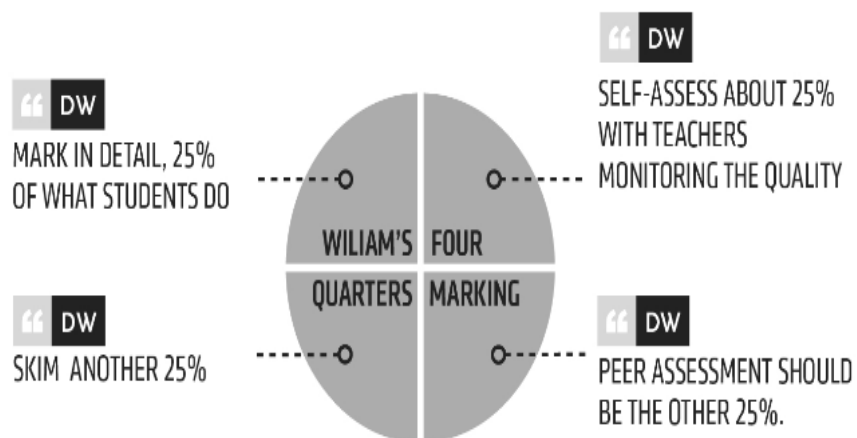
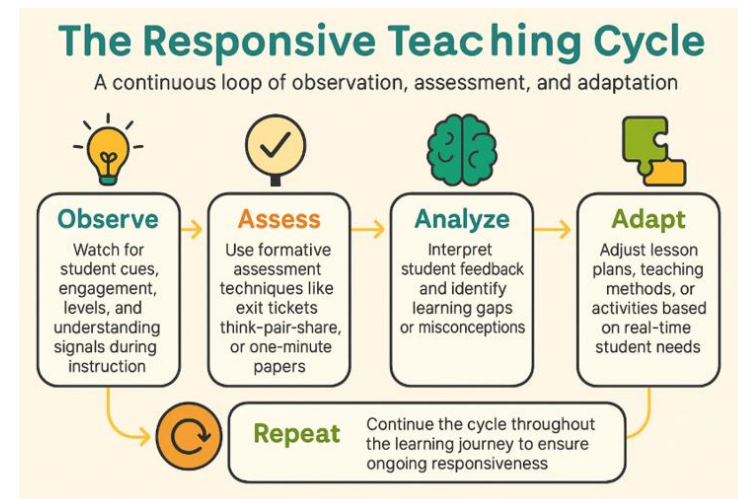
Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Responsive Teaching:

At Our Lady of Lourdes Catholic Primary School, we use a responsive approach to teaching and learning.

This is an approach to marking and feedback that allows staff to react immediately to elements of the lesson that require attention. This may be moving the learning forward at a faster pace or it may be that children need to have misconceptions corrected.

By using a responsive approach to assessment and feedback, staff will effectively use the four quarters model by Wiliam to ensure that feedback is pertinent and meaningful, and that progress is immediate.



During 'Mark in detail' and 'Skim' staff may give verbal feedback for the children to respond to immediately, or may provide some minimal written feedback, such as a prompt word or a part-complete model of a process.

As children progress up the school, more time will be given to develop self and peer assessment strategies.

Where there are no marking codes, responses to feedback will be clearly evidenced through the use of green pens. Where any work is written in green pen, this indicates that verbal, responsive feedback has taken place and the children have been able to respond instantaneously, subsequently increasing rates of progress.

All feedback should be meaningful, manageable and motivating.

- **Meaningful feedback** 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** practice is proportional and considers the frequency and complexity of feedback, as well as the cost and time-effectiveness of assessing in relation to the overall workload of teachers.
- **Motivating feedback** should help to motivate pupils to progress.
This does not mean always giving in-depth comments or being universally positive: oral feedback can be the most effective.

The purpose of marking at Our Lady of Lourdes Catholic Primary School is underpinned by three intentions:

- **To Clarify:** What is right? What needs correcting?
- **To Motivate:** Recognise and celebrating successes of children;
- **To Analyse:** Connecting, comparing, contrasting and, most importantly, deconstructing what **pupils remember, know and can do.**

Effective assessment and feedback is an essential part of the educational process

Feedback is an integral part of assessment. At Our Lady of Lourdes Catholic Primary school we aim to provide a system of feedback that is **consistent and continuous** across each stage within our school.

Assessment and feedback will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved.

When feedback is effective it will:

- Ensure that monitoring of work takes place and informs future planning.
- Provide knowledge of results for children and help to form learning targets.
- Provide opportunities for children's efforts to be valued, and promote positive images of themselves as learners.
- As a result of feedback, children should understand what they have done well, are clear about how to improve and make visible signs of improvement.
- The focus of feedback should be on the quality of it in relation to the learning intention and not the quantity.
- Feedback can take the form of spoken or written scaffold, peer marking and self-assessment.
- Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- Comments, if needed, (specific to targets) should be used in order to move children forward in their learning.
- Every lesson should have clearly identified learning objectives and success criteria which are shared with the children.
- Teachers are responsible for ensuring that feedback is appropriate and proportionate.

- Where appropriate, feedback should be completed before the next task is set and in time to effectively inform future planning.
- Feedback must be sensitive to children's needs and must not "obliterate" children's work.
- Feedback must be consistent within all books and throughout school.
- All feedback from an adult that requires writing (such as a model or scaffold) is to be done in a pink pen, with responses to this completed in purple by the children. Once the response is complete, children will revert back to blue pen or pencil.
- Credits/House points or ticks are to be used to motivate and denote recognition of effort, application and achievement.

Credits/House points/ticks help children:

- Recognise strengths and areas for improvement quickly.
- Develop self-assessment skills by learning the meaning of each mark.
- Keep track of their progress over time.

Feedback and Assessment in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/tasks
3. Review feedback – away from the point of teaching and is connected to assessing the outcomes of the session

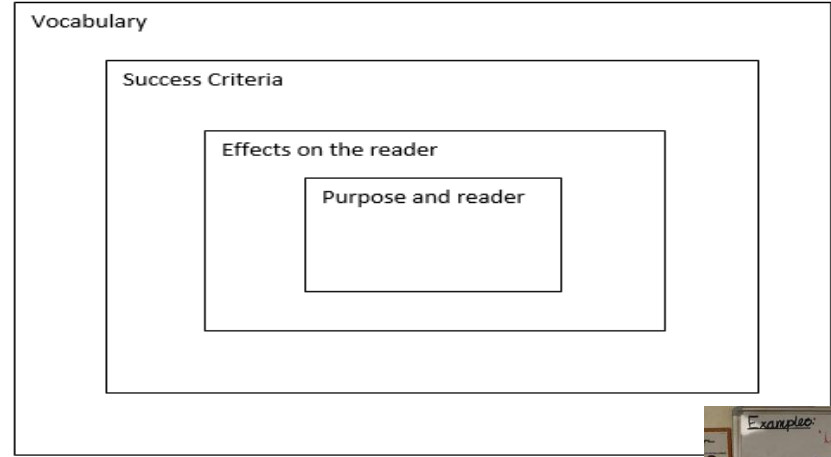
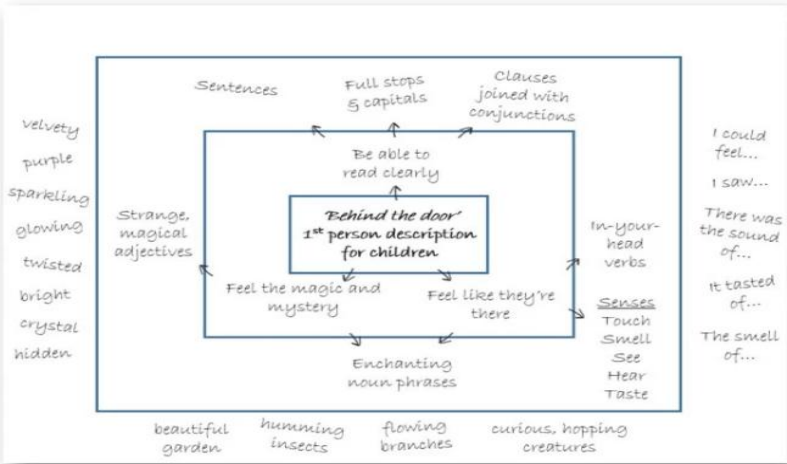
The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

Feedback should be given within the lesson to allow teachers to quickly address any misconceptions or move learning forward.

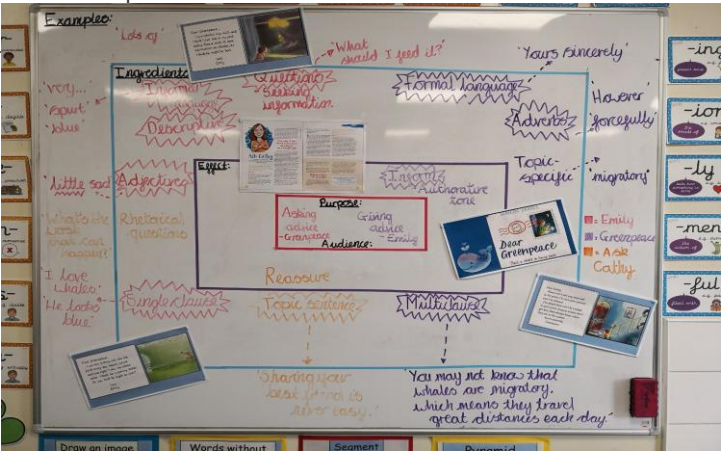
Success Criteria

Success criteria should be shared with children: aiding children to independently identify strengths within their work. Success criteria can be shared verbally with the children or as a written task.

Examples of these could be:



Features	Think about!	Example
My point of view	Clearly state your point of view in the first, or first two, sentences. Write in the first person 'I'.	I strongly believe mountaineers should I want to argue that ... I wish to persuade you that ...
First argument supporting my point of view (Y3/4)	Use your strongest argument first. Express this in one or two sentences. Expand your strongest argument by adding details or examples. Use questions to involve the reader's emotions.	Without a doubt there are too many expeditions setting out ... The main reason for thinking this is ... Unquestionably the key argument is .. How would you feel if ... Would you like this to
Second argument supporting my point of view (Y3/4)	Start a new paragraph for your next strongest argument. Expand your argument by giving examples or details. Use a variety of linking words or phrases to connect your ideas.	Another reason why I would wish to reduce the numbers climbing Similarly ... In addition
Third argument supporting my point of view (Y3/4)	Start another new paragraph for the argument you think is third in importance. Don't forget examples/details. Vary your choice of linking words or phrases to connect your ideas.	Moreover the mountain is not the challenge it once was Furthermore ...
Counter argument (depending upon the actual task this may be left out) (Y5/6)	Start another new paragraph. Explain why other people might think differently / hold a different point of view.	Some people think that ... Other people might argue that ... However, other people believe ... Nevertheless there are those who ...
Summary of my point of view	Summarise the main reasons for holding your point of view - no details or examples this time. Repeat your strongest argument using different words this time. Use appropriate words to show this is your final paragraph.	In conclusion, I think the number of expeditions To sum up, I think ... To summarise



Our Lady of Lourdes Catholic Primary School Marking Code

Writing Marking Criteria	
✓✓ ✓ .	Learning objective fully achieved. Learning objective partly achieved. Learning objective not met.
AS	Adult support given.
VF	Verbal feedback given.
┐	You have missed punctuation or need to edit your punctuation.
—	Spelling error.
✓✓	You have used excellent vocabulary, conjunction, opening, punctuation or phrase in line with LO, target or End of year outcomes.
○	You have used a capital letter incorrectly. You have missed a capital letter.
~~~~~	This does not make sense.
^	You have missed out a word/phrase. Make changes. Add another word/phrase to give more detail.
BW	Use a better word. Cross it out and write it above.
	You have missed a finger space.
//	New Paragraph needed.
*	Example/Improvements.

## Appendix – CUSP Assessment sheets

Children who required further support to meet the learning intention within the session, sometimes despite having additional scaffolding to support them.

Each core lesson  
intention identified.

- Children who have stood out as having exceeded expectations in relation to the learning intention

Key notes to support the teacher in next session / explain lack of work in some books.

* In all pm sessions DR (Froehne) spends a significant time away from learning due to STM needs. Appellate is also with her most frequently.