



Charnwood Policy	Assessment for Learning and Feedback Policy					
	Procedures to follow when Assessing Learning					
Approved by	Staff	Issue Date	September 26	Review Date	September 27	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	



Charnwood Primary Academy

Assessment for and of Learning and Feedback Policy AforL and AofL

Introduction

At Charnwood Primary Academy, we recognise that effective assessment is integral to high-quality teaching and learning. Assessment provides valuable information that enables teachers to identify what pupils know, understand and can do and to determine the next steps in learning. Through timely and purposeful feedback, pupils are supported to reflect on their learning, address misconceptions, build on prior knowledge and make sustained progress through the curriculum.

We believe that assessment should be used to improve learning rather than simply measure attainment. Effective feedback empowers pupils to become increasingly independent, reflective and resilient learners, enabling them to understand their successes and identify how they can further develop their knowledge, skills and understanding.

The purpose of this policy is to establish a consistent approach to assessment for learning across the academy. It sets out the principles and expectations for assessing pupils' learning, providing feedback and using assessment information to inform teaching. All teaching and support staff are expected to understand, implement and apply this policy consistently to ensure high standards of teaching, learning and pupil outcomes.



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Aims

Assessment and feedback at Charnwood Primary Academy are intended to:

- Recognise, celebrate and build upon pupils' learning, effort and achievement.
- Enable pupils to understand what they have learned, identify their next steps and take an active role in improving their work.
- Develop pupils as reflective, resilient and increasingly independent learners through opportunities for self-assessment and peer discussion.
- Provide clear and purposeful feedback that helps pupils deepen their knowledge, strengthen their understanding and improve the quality of their work.
- Identify strengths, gaps in learning and misconceptions so that teaching can be adapted and additional support or challenge can be provided where appropriate.
- Inform teachers' ongoing assessment of pupils' progress through the curriculum and support accurate judgements about attainment and achievement.
- Ensure that assessment information is used effectively to plan future learning, revisit prior knowledge and secure long-term learning.
- Support high expectations for all pupils and promote equity by ensuring that barriers to learning are identified and addressed promptly.
- Provide meaningful information about pupil progress to teachers, pupils, parents, carers and leaders.



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Assessment Principles and Expectations

At Charnwood Primary Academy, assessment and feedback are integral to effective teaching and learning. Assessment should provide meaningful information that informs teaching, supports pupil progress and helps pupils understand how to improve. Feedback should be timely, purposeful and proportionate, adding value to learning rather than creating unnecessary workload.

All staff are expected to adhere to the following expectations:

Responsive Teaching and Feedback

- Assessment takes place continuously throughout lessons through questioning, discussion, observation, review of work and pupil responses.
- Teachers use live assessment and feedback wherever possible, addressing misconceptions, providing clarification and modelling improvements during the lesson to maximise pupil progress.
- Feedback should focus on improving learning and securing understanding. It should be clear, concise and proportionate to the needs of the pupil and the learning undertaken.
- Where misconceptions are identified, teachers will provide appropriate support, intervention, re-teaching or additional practice to ensure learning is secured before moving on.
- Assessment information is used to inform future planning, adapt teaching and provide appropriate support and challenge for all pupils.

Recording Adult Support

- Teachers record live assessment and feedback during guided sessions using a red pen.
- Where a teacher has provided direct support to an individual pupil or group, a red stick person symbol is used. This should be placed at the top of the page where support has been provided throughout the session, or alongside specific examples where support relates to particular aspects of learning.
- Teachers complete any post-lesson review or annotation using a green pen.
- Teaching Assistants and other adults record assessment and feedback using a turquoise/light blue pen.
- Where a Teaching Assistant or other adult has provided direct support to an individual pupil or group, a turquoise stick person symbol should be used following the same convention.

Written Feedback

- Written feedback should be used only where it will have a clear impact on learning and cannot be delivered more effectively through immediate verbal feedback, live modelling or guided support.
- In most circumstances, concise prompts, corrections, annotations or acknowledgements of exceptional achievement are sufficient.
- Extended written commentaries are not expected.
- Where follow-up support is required, this should normally take the form of guided group work, individual conferencing, targeted intervention or adapted teaching in subsequent lessons.
- When pupils require additional scaffolding to achieve the intended learning, appropriate support will be planned and provided within subsequent lessons.



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Subject specific guidance – English

Assessment and feedback in English should support pupils to develop as confident, accurate and effective communicators. Feedback should focus on the intended learning, whilst maintaining high expectations for spelling, punctuation, grammar and presentation appropriate to each pupil's stage of development.

It is neither necessary nor desirable for every spelling, punctuation or grammatical error to be identified in every piece of work. Teachers will use their professional judgement to determine which aspects of learning will have the greatest impact on pupil progress. Errors and misconceptions may inform future teaching, practice and intervention.

Pupils are expected to apply previously taught knowledge and skills, including objectives from both the current and preceding year groups where these have been securely learned. Where spelling, punctuation or grammar forms part of the intended learning, teachers will provide appropriate feedback and opportunities for pupils to review and improve their work.

Spelling

- Where a teacher judges that a pupil should be able to spell a word independently, the word may be identified using a dot beneath the spelling.
- Pupils will be given an opportunity to correct and practise these spellings where appropriate, supported by suitable scaffolds and resources.
- Identified spelling errors will inform future teaching, targeted intervention, spelling practice and, where relevant, home learning.

Grammar and Punctuation

- Teachers may identify errors in grammar and punctuation where doing so will support learning and improve future accuracy.
- Teachers will use professional judgement to determine whether corrections should be addressed immediately by the pupil, revisited during editing and improvement activities or incorporated into future teaching sequences.
- Feedback should prioritise recurring misconceptions and errors that have the greatest impact on pupils' writing.

Assessment Codes

- The agreed academy assessment codes will be used consistently by all adults when assessing pupils' work.
- Assessment codes will be displayed and made accessible to pupils to support their understanding of feedback and promote independence when reviewing and improving their work.



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Subject specific guidance – Mathematics

Assessment and feedback in mathematics should support pupils to develop fluency, reasoning and problem-solving skills. Teachers should use assessment to identify misconceptions, adapt teaching and provide timely feedback that enables pupils to make progress within the lesson and over time.

Feedback and Correction

- Correct answers should be acknowledged using a tick and incorrect answers identified using a identifiable dot or small cross.
- Where misconceptions are identified, teachers should provide appropriate support, explanation, modelling or additional practice to secure understanding.
- Feedback should focus on identifying gaps in understanding and supporting pupils to explain, justify and improve their mathematical thinking.

Self-Assessment and Peer Assessment

- Opportunities for self-assessment and peer assessment should be embedded where appropriate to encourage pupils to reflect on their learning and develop independence.
- Pupils may mark their own work when answers can be reviewed accurately and meaningfully. This should be carefully taught and modelled to ensure pupils understand the purpose of self-assessment and can identify and correct errors effectively.
- When completing self-assessment or peer assessment, pupils should use pencil or purple pen.

Quality Assurance

- Work assessed by pupils should be monitored by the class teacher or Teaching Assistant to ensure accuracy and to identify any misconceptions that require further teaching.
- Monitoring may include spot checks, review of selected questions, discussion with pupils or whole-class feedback and does not require every answer to be checked individually.
- Assessment information should be used to inform subsequent teaching, intervention and challenge to ensure all pupils continue to make progress through the mathematics curriculum.



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Recording Assessment for Learning

Assessment for learning is an integral part of daily teaching and is used to identify what pupils know, understand and can do, as well as the next steps required to secure progress through the curriculum.

Assessment evidence may be gathered through observation, questioning, discussion, retrieval practice, review of work, low-stakes quizzes, practical activities and pupil responses. Not all learning will be formally recorded, nor does effective assessment require extensive written evidence.

Where assessment information demonstrates that a pupil has met, is working towards or has exceeded curriculum expectations, teachers will record this through the academy's agreed assessment systems, including Insight Tracking. Recording assessments electronically is encouraged where it supports effective planning, identification of learning needs and monitoring of pupil progress.

Teachers will use assessment information to:

- Adapt teaching within lessons and across sequences of learning.
- Identify misconceptions and provide timely intervention or additional challenge.
- Inform future planning and curriculum delivery.
- Monitor individual, group and cohort progress.

Assessment takes place continuously throughout all areas of the curriculum, including collaborative learning, retrieval activities, active learning approaches and the use of Kagan Structures. Teachers use ongoing assessment during these activities to inform immediate teaching decisions and next steps. In most cases, these in-the-moment assessment decisions will not require formal recording.

Pupil Reflection and Feedback

Pupils should be given regular opportunities to reflect on their learning, respond to feedback and identify areas for further improvement. Feedback should be accessible, purposeful and support pupils in becoming increasingly independent and reflective learners.

- Extensive written commentaries are not expected. Pupils should review learning through teacher feedback, corrections, annotations, assessment codes and opportunities for discussion and improvement.
- Teachers will acknowledge work through the academy's agreed feedback systems, including stamps where appropriate.
- A red stamp indicates that further teacher-guided support, intervention or reteaching is required to secure understanding, correct misconceptions or enable successful application of learning.
- A blue, green or purple stamp indicates that the pupil has demonstrated sufficient understanding of the intended learning within that session.
- Whole-class feedback may be used to address common misconceptions, celebrate effective practice and share successful examples of learning.



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- Teachers may use certificates, stickers, verbal praise or other recognition systems to celebrate exceptional effort, achievement or progress.
- Pupils are encouraged to develop metacognitive strategies by reflecting on their learning, identifying successful approaches and considering next steps. At Charnwood Primary Academy, this is supported through the Thinking Moves A–Z™ framework.

SEND and EAL

Assessment and feedback should be inclusive and responsive to the individual needs of pupils.

Where pupils have Special Educational Needs and Disabilities (SEND), teachers may adapt assessment and feedback approaches to ensure they remain meaningful, motivating and appropriate to individual learning needs and outcomes. This may include recognising success against personalised targets, providing additional scaffolding or adapting expectations where appropriate.

For pupils with English as an Additional Language (EAL), teachers may exercise professional judgement when assessing spelling, grammar and language acquisition. Additional modelling, vocabulary development and targeted support may be provided through small-group or individual teaching.

The academy maintains high expectations for all pupils whilst recognising that progress may be demonstrated in different ways and at different rates. Assessment should accurately reflect individual achievement and support each pupil to experience success and make progress.

Summative Assessment

Summative assessment is used alongside ongoing formative assessment to evaluate pupil attainment, identify strengths and gaps in learning and inform curriculum planning.

The academy uses a range of assessment approaches, including:

- Regular phonics assessments to ensure pupils in EYFS, Key Stage 1 and older pupils where appropriate receive teaching matched to their stage of phonics development.
- Termly spelling and grammar assessments, with outcomes analysed to identify trends, inform curriculum planning and support subject leadership monitoring.
- Termly mathematics assessments, with outcomes used to identify strengths, misconceptions and priorities for future teaching.
- Extended independent writing opportunities that enable pupils to demonstrate and apply taught knowledge and skills independently.
- Subject-specific assessments across the wider curriculum, identified through curriculum planning and assessment frameworks.
- Accelerated Reader Star Assessments to monitor reading attainment, reading development and progress over time.



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Assessment outcomes are used to support teaching and learning and should never be viewed in isolation from wider evidence gathered through daily classroom practice.

Digital Assessment (e-Assessment)

The academy may utilise digital assessment tools to support both formative and summative assessment across the curriculum.

Digital assessments may include online quizzes, retrieval activities, competitions, diagnostic assessments and subject-specific assessment platforms. These tools provide valuable information about pupil understanding, misconceptions and curriculum knowledge.

Teachers will use information gathered from digital assessments to:

- Inform future teaching and intervention.
- Identify gaps in knowledge and understanding.
- Monitor pupil progress over time.
- Support comparisons against curriculum expectations where appropriate.

The academy recognises that no single assessment method provides a complete picture of a pupil's attainment. Digital assessment information will therefore be considered alongside teacher assessment, classroom evidence, pupil outcomes and professional judgement when evaluating pupil achievement and progress.

Monitoring and Evaluation

The implementation of this policy will be monitored through the academy's quality assurance processes, including work scrutiny, learning walks, pupil discussions, assessment reviews and analysis of pupil outcomes.

Senior leaders and subject leaders will evaluate the effectiveness of assessment practices through:

- Book and work scrutiny.
- Pupil voice activities.
- Analysis of assessment information and progress data.
- Review of classroom practice.
- Monitoring of curriculum implementation.

The purpose of monitoring is to ensure consistency, identify effective practice, support professional development and maintain a high-quality assessment culture across the academy. Effective approaches will be shared to continually strengthen teaching, learning and pupil outcomes.



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.	Identify spelling or punctuation errors
Tick by an adult	Correct application
Circle	Incorrect letter formation – correct model provided
*	For extended pieces of writing, where writing is not coherent it should be identified how this is to be adapted

Marking policy

Red pen = live in lesson

Green pen= after lesson

Turquoise pen= TA

Purple pen= pupil editing



= Supported



= Resources used



Stamps

Green – Achieved

Red – Not achieved



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Whole Class marking

Display Example

What were we trying to achieve?

Star Power! Who did it well and how?

Misconceptions & common mistakes

WHAT'S NEXT?