

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
Confident to Soar

ASSESSMENT AND FEEDBACK POLICY

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ASSESSMENT AND FEEDBACK POLICY

At Alameda Middle School, assessment and feedback are central to pupil progress. We prioritise constructive, balanced feedback and manageable assessment practices to foster a positive, growth-focused environment where all can succeed.

AIM

We ensure pupils receive timely, varied feedback that guides them to improve their knowledge, understanding, and communication of ideas to make sustained progress.

POLICY RATIONALE

- Promotes Growth: Assessment and feedback help pupils identify strengths and areas for improvement, fostering a growth mindset and ownership of learning.
- Informs Teaching: Ongoing assessment enables responsive teaching, offering targeted support and challenge to maximise learning outcomes.
- Builds Confidence: Constructive, timely feedback boosts confidence, resilience, and the motivation to achieve excellence.

POLICY USE

Departments will plan curricula to embed both formative and summative feedback throughout each topic. Feedback will be integral to teaching—precise, learning-focused, and timely—and evident in lesson delivery. Regular live marking, book checks, and work reviews will inform feedback and planning.

Formative feedback will use varied, subject-appropriate methods suited to the topic and class. It will include:

- Question and answer sessions (misconceptions/exploration)
- Discussions (exploration/communication)
- Live marking (walkabout marking), including highlighting work (green for success, pink for opportunities to improve) and teacher annotations in green pen
- Live review (using a visualiser or demonstration in practical subjects)
- 1-2-1 conversation (short, targeted interventions)
- Whole class feedback (activity/assessment)
- Peer review (communication)
- Distance marking (with live review)

ASSESSMENT AND FEEDBACK POLICY

Formative assessment feedback is an essential part of a teacher's planning process. It provides pupils with ongoing opportunities to shape, review, and develop their understanding while learning takes place. Teachers will provide formative feedback using strategies such as questioning, discussion, 1-2-1 conversation, whole class feedback, live marking, and live review.

Distance feedback through summative assessment marking will be used when appropriate to support retrieval practice, check understanding, inform teaching, identify gaps, and allow pupils to reflect on their learning.

USING ASSESSMENT AND FEEDBACK TO SUPPORT PUPIL PROGRESS:

Pupils will be supported to use feedback to enhance their learning. They will learn to interpret feedback effectively and provide constructive peer feedback.

- Evidence of pupils acting on feedback will be visible in their books through improved work.
- Pupils should be able to clearly explain the feedback they have received and how it has supported their progress.
- Departments will decide the most effective feedback methods to ensure consistency and protect teacher workload.

During topic delivery, departments may conduct standardised summative assessments to monitor pupil progress. Best practice includes:

- Embedded retrieval activities throughout the scheme of learning
- Sharing assessment criteria with pupils prior to assessment
- Opportunities to peer mark aspects of assessment
- Whole-class feedback on key development themes and misconceptions
- Post-assessment tasks or questions based on teacher review
- Recording pupil data on the school database to track progress across terms and the academic year

SUMMATIVE ASSESSMENT AND FEEDBACK:

Summative assessment marking should align with department expectations, usually no more than twice per half term. Teachers may include practice questions as needed. Summative feedback may use highlighting (green for success, pink for improvement) and teacher annotations in green pen.

EXPECTATIONS:

- Each department will determine feedback methods linked to curriculum planning.
- Pupils will be shown how to receive feedback effectively from peers and teachers, enabling them to communicate what they have learned and what they need to improve.
- Verbal feedback does not need to be recorded.
- Feedback may be individual or whole class.
- Pupils will have planned opportunities to demonstrate how they have used feedback and discuss improvements.

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- Pupils will recognise success, improvement, and areas for development in their learning.
- Praise will be given following the school rewards policy to acknowledge pupil achievements.

POLICY MONITORING:

- All teachers are responsible for implementing this policy effectively in planning and lessons.
- Monitoring will include pupil and teacher discussions as part of the school's continuous improvement culture.
- Departments will review implementation through observations, learning walks, and book looks.
- Ongoing CPD will support staff in providing effective feedback and using related resources.
- Pupil work will be regularly reviewed and discussed to evaluate progress and impact.

POLICY STAKEHOLDERS:

- Pupils – to ensure feedback enables progress
- Teachers and Teaching Assistants – to use professional judgement in providing timely, detailed, and effective feedback
- Senior and Middle Leaders – to protect pupil outcomes and teacher workload
- Parents – to understand how feedback is provided to their children

This policy will be reviewed within our continuous improvement cycle.