



# **Stoke Minster CE Academy**

**Principal: Mrs J. Craig**



## **Feedback and Assessment**

**2026-27**



## Stoke Minster CE(A) Primary Academy Feedback and Assessment

### **Intent**

***Feedback at Stoke Minster is intended to systematically check the understanding of pupils, identify misconceptions and provide clear next steps for progress.***

### **What is Feedback at Stoke Minster?**

At Stoke Minster we acknowledge that feedback comes in a variety of forms. The main purpose of feedback is to support children in making progress and celebrating children's learning. Feedback must be clear and specific. The best quality feedback allows children to understand how to improve and respond to make progress. The four key areas that ensure effective feedback are identified below:

### **Quality Feedback is...**

**Timely-** when best and most effective.

**Robust-** ensures progress and development.

**Regular-** feedback happens in all lessons at appropriate points.

**Positive-** there is an expectation that feedback will have a direct positive impact on pupils' outcomes.

### **Timely**

At Stoke Minster we have identified that instant verbal feedback is the most powerful means of feedback. It supports children in understanding, retention of information and helps reduce the development of misconceptions. This feedback takes place live in lesson time and there is no expectation for staff to record verbal feedback.

### **Robust**

Through the effective use of assessment, staff can track and identify how children have achieved against objectives. This may result in an intervention or an extension or application of skills and knowledge during a daily reflection time where children review their feedback from the previous lesson.

### **Regular**

Feedback happens in every lesson. Teachers consistently support and challenge children through effective feedback and questioning. Teaching Assistants are used to support learners and to give instant verbal feedback.



### **Positive**

All feedback is positive and promotes progress. When using voice notes, staff identify areas to develop and support learners in making progress and next steps. The use of emojis give children instant feedback and celebrates learning in their lesson.

## **Implementation**

### **Where will you see feedback?**

- Verbal exchanges: Teacher, TA and peer discussion in lesson time.
- Emojis (*see appendix 1*)
- Ticks may be used to identify a correct answer and dots to show children incorrect answers.
- Next steps and challenges provided during reflection/retrieval time at the start of lessons.
- Peer/self assessment.
- Marking codes (*see appendix 2*)

*It is important that children can verbalise and explain how they receive feedback and how it supports them in making progress.*

**Feedback: Emoji feedback must be given every lesson.**

### **Feedback in the lesson:**

Teachers and support staff will give live feedback as much as possible within lessons. If children are using books, staff will use a purple pen to live mark. If children are working on Ipads, live feedback will be verbal.

### **Feedback after the lesson:**

Any work not looked at in the lesson should be marked before the next lesson in order to identify how learning may be moved forward. Marking after the lesson is completed in pink pen. Emoji feedback must be left every lesson.

Responds (corrections that need to be completed after the lesson) are written in pink and corrected in green by the child.

Depending on the subject, where lots of children have the same misconception or mistakes, this can be addressed through whole class feedback, adapted teaching the following day or a retrieval slide.

Spellings should be picked up and should be appropriate to needs of the child and the piece of work being completed (e.g. – expectation that key words are spelt correctly or words from a word bank etc).

Incorrect spellings are identified by sp in the margin.

In KS1 the incorrect spelling should be underlined

In KS2, the children are expected to identify misspelt words.



## **Assessment at Stoke Minster**

Assessment at Stoke Minster is used to identify gaps in learning and inform teachers/children of their next steps. Gaps in learning will then be addressed through the appropriate means to ensure the best chance of progress for each individual child. All work will be uploaded on to Showbie for feedback and assessment.

### **Formative Assessment**

During each lesson staff will make formative judgements on pupil's progress and intervene through live feedback and support when required.

Class teachers assess children's progress towards an objective using emoji feedback. These emojis allow children to celebrate their progress and also allows staff to identify what the next steps are for individuals, groups and classes. (See Appendix 5 for which subjects emoji marking is used in.) Children's learning is assessed against lesson objectives. Foundation subject leaders have developed progression maps and minimum expectations for each year group in order to support class teachers making judgements.

From daily assessment staff may:

- Provide a fix it opportunity (Reflection Time),
- Provide a small group intervention (Reflection Time),
- Complete a whole class re-teach.

### **Summative Assessment**

Summative assessments are used to support teacher judgements and encourage discussion and reflection around progress of individuals. The assessment also allows staff to identify gaps in learning and adapt future planning to cover these.

(See appendix 3 for summative assessments in relevant subjects and when these occur.)

#### **Children's gaps in learning are met through:**

- Retrieval practice,
- Spaced practice,
- Small group intervention (Reflection Time),
- Whole class re-teach.

### **Impact**

Staff can coherently discuss their class' progress, individual needs, identify gaps and act on these appropriately. Children can confidently talk about the impact of feedback and show examples of this.

**Date:** September 2026

**Review Date:** September 2027

## Appendix 1:



# Pupil Feedback



**I have exceeded the lesson objective today.**



**I have met the lesson objective today.**



**I have worked hard today and I am working towards meeting the lesson objective.**



**I have shown resilience.**



## Marking Symbols



### Appendix 2:

|  <b>Marking Codes</b> |                                                                                                      |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>O</b>                                                                                               | <b>I have not met the learning objective.</b>                                                        |
| <b>P</b>                                                                                               | <b>I need to improve my presentation.</b>                                                            |
| <b>Q</b>                                                                                               | <b>I need to increase the quantity of my work.</b>                                                   |
| <b>F</b>                                                                                               | <b>I need to practise my number/ letter formation.</b>                                               |
| <b>T</b>                                                                                               | <b>I have too many transcriptional errors (spellings, punctuation, parts that don't make sense.)</b> |
| <b>S</b>                                                                                               | <b>I have been supported by an adult today.</b>                                                      |



# Marking Codes in my work

**S**

**My sentence does not make sense.**

**T**

**My sentence is written in the wrong tense.**

**P**

**I need to correct my punctuation.**

**Sp**

**I need to correct a spelling mistake.**

### Appendix 3:

| ASSESSMENT OVERVIEW |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject             | What                                                                                                                                                                                                                                                                                                                                                                                                                                            | Who and when                                                                                                                                                                                 |
| Reading             | <p>Reading Tracker offers a triangulation of:</p> <p>Termly PIRA</p> <p>½ termly STAR reader tests</p> <p>Accelerated Reader</p> <p>In addition – reading on your head – allows words per minute to be tracked and builds fluency</p>                                                                                                                                                                                                           | <p>Y2 – Y5 (Y1 in Summer term only)</p> <p>Y1 – Y6</p> <p>Y1 – Y6</p> <p>Y6 mock SATS to take place termly</p> <p>Y5 mock SATS in Summer Term</p>                                            |
| Writing             | Objectives tracker used to inform planning and for moderation purposes                                                                                                                                                                                                                                                                                                                                                                          | <p>Termly moderation during assessment week.</p> <p>Sample of pupils across year groups Y1 – Y6</p> <p>SLT to sample across each term.</p> <p>24<sup>th</sup> June – Y6 Trust moderation</p> |
| Maths               | <p>Cold Tasks to be used at the start of each unit to inform planning and ensure that Power maths scheme is effectively being delivered.</p> <p>End of unit task given at the end of each unit – this will inform the retrieval each week – ‘this week, last week, last term’</p> <p>NTS papers used at the end of Autumn and Summer Term</p> <p>*EEF Implementation Team across Trust is developing assessments over the next 9-12 months.</p> | <p>All year groups across each term</p> <p>Y2 – Y5 (Y1 in Summer term only)</p> <p>Y6 mock SATS to take place termly</p> <p>Y5 mock SATS in Summer Term</p>                                  |
| Foundation Subjects |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |
| Science             | TAPS being used<br>Socrative                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                              |
| RE                  | Use of Socrative to assess knowledge and feed into reading lessons                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                              |
| Geog/History        | Use of Socrative to assess knowledge and feed into reading lessons                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                              |