



## 1. Purpose and Vision

Our approach to assessment is rooted in the belief that the primary purpose of assessment is to gather information to understand and improve learning for all students. We seek opportunities to feedforward through regular formative assessment and responsive teaching. Errors are positioned as something from which to learn and progress in pursuit of excellence.

Feedforward defines our overarching approach to teaching and assessment, both formative and summative. It differs from the more common term 'feedback' because, instead of focusing on reviewing past performance, highlighting what has been done well or less well in a completed task, it uses assessment information to guide and support improvement in future work, formulating strategies and empowering students to implement their own improvement.

## 2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy is informed by:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- Education Endowment Foundation (EEF) guidance report on [Teacher Feedback to Improve Pupil Learning](#)
- Educational research including from Dylan Wiliam, Daisy Christodoulou and Peps McCre

## 3. Principles of Effective Assessment and Feedforward

Effective formative assessment:

- Should be high frequency and low stakes, focusing on specific elements of the curriculum
- Allows for repetition and practice of what has been learned and what the next steps might be
- Focuses on feeding forward and improvement rather than marks or grades.
- Teachers use their professional judgement to select the best tasks for feedforward which could include but are not limited to: mini-whiteboard responses, multiple choice questions, practice questions, modelled examples and knowledge quizzes.

Effective summative assessments:

- Cover a broad knowledge domain (i.e. a wide range of content and skills in terms of curriculum coverage).
- Only assessments of this nature can be meaningfully attributed a grade.
- In years 7-10, this will occur on two occasions in an academic year.
- In years 11-13, the frequency will be determined by each Head of Department in accordance with their subject curriculum.

Key principles of feedforward:

- Feedforward is not the same as marking. Teachers use their professional judgement to select the best tools with which to provide forward to students which could include, but are not limited to verbal feedback, whole class feedback, adaptive planning, modelled answers, re-teaching, live marking or written comments.

- Future-focused – aiming to improve upcoming work, using insights from past performance to guide future success.
- Student ownership – students are active participants, reflecting on their progress, identifying targets, and applying strategies to move forward.
- Specific and actionable – guidance is clear, targeted and directly linked to how students can improve in similar future tasks.
- Developmental, not judgmental – the focus is on growth rather than grades, encouraging a safe space for trying new approaches.

### **Our feedforward approach to assessment fits within our Teaching and Learning Framework:**

#### Content and Context

- Our curriculum is ambitious, broad and challenging, and sequenced to enable students to develop deep, secure understanding over time. Broad domain assessments are used to judge this acquisition of the curriculum over time.
- Frequent formative assessment opportunities within lessons allow teachers to identify and address misconceptions quickly.

#### Explicit Instruction

- Teachers develop metacognitive strategies to enable students to think explicitly about their own learning and to become active and motivated participants in their academic progress by reflecting on their own learning, acting upon feedback and learning from mistakes.

#### Responsive Teaching

- Teachers use frequent, low-stakes formative assessment, including questioning and retrieval practice to check for understanding.
- Feedforward is targeted, timely and actionable, helping students' close gaps and deepen their understanding.
- Misconceptions are identified through formative assessment and addressed in real time, and lesson planning is responsive to students' needs and prior knowledge.
- Careful assessment that shows exactly what the students starting points are is key in making sure the balance between challenge and support ensures they are able to learn independently over time.

## **4. Roles and Responsibilities**

#### All Teachers will:

- Follow the principles of effective assessment and feedforward outlined in this policy.
- Being familiar with the standards for the subjects they teach.
- Use their professional judgement and pedagogical skills to undertake regular formative assessment which checks for understanding and adapt accordingly to ensure that misconceptions are identified, and students make progress.
- Plan regular opportunities for responsive feedforward in lessons.

#### Heads of Department will:

- Ensure the curriculum and assessment in their department is aligned with the principles of effective assessment and feedforward outlined in this policy.
- Support subject-specific pedagogy aligned to whole-school principles of assessment and feedforward.
- Monitor the use of feedforward through lesson visits, learning walks, book looks, and student voice.
- Track and review the progress of students, including those in sub-groups, and plan appropriate adjustments and/or interventions.

- Lead collaborative planning, standardisation, moderation and Continuing Professional Development (CPD) around assessment and feedforward within departments.
- Seek support through internal processes such as working with the Lead Practitioner Team.
- Collaborate with other middle and senior leaders to promote effective practice and high standards.

Directors of Faculty and other Senior Leaders will:

- Provide clear direction, support and professional development to embed this policy.
- Monitor impact through a balance of quantitative and qualitative evidence.
- Ensure feedforward remains a central focus in school improvement.

## **5. Professional Development and Culture**

We are a school committed to professional growth. Our CPD programme is designed to develop expertise in feedforward through evidence-based pedagogical practices, instructional coaching and deliberate practice through our CPD triads.

All staff are part of a culture where reflection, collaboration and continual improvement are expected and supported. We also encourage opportunities to be outward facing, as we value the importance of working in partnership with other schools.

It is imperative that departments are engaged in a regular process of standardisation, to ensure the alignment of teachers' judgements. All departments generate their own systems for ensuring consistency. Directed time is prioritised for this through department time and INSET days.

## **6. Evaluation and Impact**

This policy will be reviewed based on:

- Feedback from Academic Board
- Student outcomes and progress
- Lesson visits and learning walks
- Staff and student feedback
- External reviews and quality assurance

Impact is judged not only on academic data, but also on the depth of thinking, quality of student work, and the ambition and inclusivity of classroom practice.

## **7. Use of Educational Technology (EdTech) and Artificial Intelligence (AI)**

Teaching staff may use EdTech and AI to support assessment and feedforward, particularly as part of adaptive practice and to minimise teacher workload. At Weald of Kent Grammar School, we use EdTech including, but not limited to: Arbor, GCSE Pod and Seneca. EdTech and AI have the potential to provide motivation and improve learning outcomes. However, teaching staff must maintain professional curiosity, integrity and consider the following:

- Whether the EdTech tool is pedagogically valid i.e. intended use should be specified and have clear benefits that outweigh the risks. Clear considerations as to how the approach will improve teaching and learning should be explored in depth.
- Students should only be using generative AI with appropriate safeguards in place, such as close supervision and the use of tools with safety and filtering and monitoring features.
- Compliance with regulations including GDPR and in line with our whole school AI policy.
- Mindful considerations for academic integrity and validity.
- Ensure that the approach is focused on long term gains, rather than short term solutions.

- EdTech and AI may be used to support marking and feedforward, but permission must be sought via Academic Board to ensure the tool is appropriate for our setting and to ensure that intellectual property infringements or data protection breaches are avoided.
- Teaching staff understand that children under 18 require parental or guardian consent to have their work shared in any AI system which might retain or use work for commercial purposes.

### 8. Links with other policies

This Assessment and Feedback policy is linked to:

- Teaching and Learning policy
- Examination policy
- AI policy

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