



Feedback and Assessment Policy

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1. Introduction

Burlington House School is owned and operated by **Cavendish Education**.

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School’s documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance, [Understanding and dealing with issues relating to parental responsibility, updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. Aims

At Burlington House School, feedback and assessment are central to high-quality teaching, learning, and progress for all pupils from Key Stage 2 through to Key Stage 5. As a specialist school for learners with specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and related profiles including ASD, we recognise that assessment must not only measure attainment but actively *enable learning*.

This policy aims to:

- Ensure that all feedback and assessments are **purposeful, consistent, and developmental**, enabling every pupil to understand their current achievement and next steps.
- Foster **independence, resilience, and metacognitive awareness**, so that pupils become active participants in their learning.
- Provide **accurate** and **accessible** information to pupils, parents, and staff regarding progress and attainment.
- Support **inclusive** and **adaptive** teaching, ensuring that assessment reflects individual strengths and barriers to learning.
- Use assessment evidence to inform teaching, therapy, and intervention across the curriculum.
- Promote a **coherent whole-school assessment model**, with phase-appropriate approaches that remain grounded in shared principles.

3. Rationale and Key Principles

This policy sets out a whole-school approach to feedback and assessment which:

- Promotes meaningful progress, independence, and confidence;
- Recognises the diverse cognitive and emotional profiles of our learners;
- Encourages self-reflection and metacognitive development;
- Provides consistent principles while allowing flexible methods of delivery suited to age, subject, and learner needs.

Feedback and assessment are understood as continuous processes, woven into teaching rather than added to it, supporting each pupil's journey through formative dialogue, summative reflection, and standardised benchmarking.

Our approach is informed by research from the [Education Endowment Foundation \(EEF\) Teacher Feedback to Improve Pupil Learning](#) guidance report and aligns with our obligation to provide high-quality, inclusive assessment practice.

Principles of Feedback and Assessment

Our feedback and assessment model is based on a set of consistent principles applicable across all phases and subjects:

- **Clarity:** Feedback and assessment must be easy to understand and free from unnecessary jargon.
- **Timeliness:** Pupils receive feedback close to the point of learning so that it can be acted upon promptly.
- **Actionability:** All feedback should lead to a clear next step, target, or reflection.
- **Accessibility:** Methods are adapted for pupils with SpLD and related needs, using supportive formatting, concise phrasing, and multimodal delivery (visual, verbal, or audio).
- **Positivity:** Feedback should encourage, build confidence, and celebrate progress as well as identify next steps.
- **Pupil Engagement:** Pupils are expected to reflect on and respond to feedback, developing ownership of their learning journey.

Consistency of Principle, Flexibility of Practice:

The *principles* of feedback and assessment are non-negotiable; the *methods* may vary according to age, subject, and platform.

- Acceptable feedback formats include:
 - Verbal live feedback (all key stages)
 - Written marking in exercise books (particularly KS2–KS3)
 - Typed or written comments on Google Classroom (KS3–KS5)
 - Voice comments or recorded feedback via Google Classroom (KS3–KS5)
 - Whole-class feedback sheets, or digital rubrics
- Staff should select the mode most effective for impact and accessibility within their context.

Assessment and feedback together form a cycle of **diagnosis, dialogue, development**, and supporting each learner's academic, emotional, and metacognitive growth.

4. Roles and Responsibilities

Teachers

- Deliver effective and accessible feedback in accordance with the principles of this policy.
- Ensure assessment is ongoing, purposeful, and linked to learning objectives.
- Maintain up-to-date assessment records (Google Classroom, Progress Folders and department tracking systems).
- Support pupils in reflecting on and responding to feedback to demonstrate progress.

Heads of Department / Subject Leads

- Map subject assessment frameworks to the whole-school model or exam-specific frameworks (*e.g. Engaging–Developing–Securing–Mastering, GCSE 9–1, or BTEC Pass/Merit/Distinction*).
- Oversee moderation, ensure consistency and fairness in assessment practice.
- Lead departmental reflection on feedback impact and pupil progress.
- Identify learners requiring intervention, support, or additional challenge

SENCO and Therapy Team

- Use assessment data to inform EHCP outcomes, individual learning plans, and therapeutic support.
- Collaborate with teaching staff to ensure assessment reflects the needs and strengths of each learner.

Senior Leadership Team

- Monitor and evaluate the implementation of feedback and assessment through lesson visits, work scrutiny, and pupil voice.
- Ensure staff training, resourcing, and time allocation for high-quality assessment practice.
- Report to governors and inspectors on assessment outcomes and policy effectiveness.

Pupils

- Engage actively with feedback by reflecting, responding, and applying advice to subsequent work.
- Participate in self-assessment and progress review activities.
- Take responsibility for tracking personal progress through Progress Folders or digital learning platforms.

5. Feedback Approaches and Frameworks

Feedback is intended to be **developmental**, **actionable**, and **accessible**. While departments have flexibility in their methods, all feedback must support pupils in making measurable progress and reflecting meaningfully on their learning.

5.1 Core Expectations

- Feedback should be **specific to learning objectives** and **linked to success criteria**.
- It should focus on **progress and development**, not simply task completion.
- It must be delivered in a **format accessible to the learner**, using clear language and appropriate scaffolding.
- Teachers should ensure pupils have **time and guidance to reflect and respond** to feedback.
- Feedback should form part of **lesson dialogue**, not an isolated event.

5.2 Acceptable Modes of Feedback

Teachers are encouraged to select from a range of approaches according to subject, phase, and pupil profile, provided that impact and clarity are maintained.

Acceptable modes include:

- **Verbal live feedback** during lessons: immediate, specific, and often the most effective for learners with SpLD.
- **Written or typed comments** on Google Classroom: concise, positively framed, and linked to objectives.
- **Voice comments or recorded messages** on Google Classroom: supporting auditory learners and reducing cognitive load.
- **Written feedback in books or work folders** (particularly KS2–KS3): focusing on clarity, legibility, and positive tone.
- **Whole-class feedback** and reteaching following analysis of common misconceptions.
- **Rubric-based marking**: used to ensure consistency and transparency across departments.

5.3 The “Success–Improvement–Response (SIR)” Framework

The SIR model exemplifies effective feedback practice across subjects and phases:

- **Success** – Highlight specific progress, achievement, or excellence in knowledge, skill, or effort.
- **Improvement** – Identify up to three focused, achievable targets for development.
- **Response** – Set or prompt an actionable next step; encourage pupil reflection or a progress demonstration task.

The SIR structure is viewed as a model of **good practice**. Departments may adapt or develop alternative frameworks if these maintain the same developmental intent and structure.

5.4 Feedback in Different Phases

- **KS2–KS3**: Feedback may be more teacher-led, with emphasis on verbal and written marking. Time for reflection and response is built into lessons.
- **KS4**: Feedback focuses on applying assessment criteria, improving extended responses, and preparing for GCSE or BTEC outcomes.
- **KS5**: Feedback focuses on applying assessment criteria, improving extended responses, and preparing for AS/A-Level or BTEC outcomes. Feedback becomes more dialogic and reflective. Students engage in independent self-assessment, extended reflection, and mentoring-style reviews to develop autonomy and self-regulation.

6. Assessment Overview

Assessment provides a balanced picture of progress, combining academic achievement, personal development, and metacognitive growth. It serves to:

- **Inform teaching:** ensuring learning is responsive and adaptive;
- **Identify strengths and barriers:** enabling targeted intervention;
- **Celebrate progress:** motivating and building pupil self-belief;
- **Provide accountability:** supporting accurate reporting to parents, governors, and inspectors.

Assessment is continuous and multi-layered, integrating three core strands:

1. **Formative Assessment (Assessment for Learning):** ongoing, informal, and responsive.
2. **Summative Assessment (Assessment of Learning):** periodic, evaluative, and used for termly reporting cycles.
3. **Standardised Assessment (Assessment as Benchmarking):** providing external reference points for attainment and cognitive profile.

Teachers are expected to use assessment outcomes to plan effectively, adapt instruction, and collaborate with therapists and support staff to meet pupils' individual needs.

7. Phase-Specific Assessment Models

Assessment frameworks are tailored to each phase of education while maintaining consistency in principle. At all levels, pupils are recognised and rewarded for their engagement and effort in lessons.

Effort
Very good
Good
Acceptable
Limited

7.1 Key Stages 2–3: Mastery Model

- Assessment is based on the school's mastery framework, using the thresholds: Engaging → Developing → Securing → Mastering.
- Each subject area maps these descriptors to its own curriculum content and learning outcomes.
- Progress is evidenced through **Google Classroom**. From 2025 onwards, departments are also building **Progress Folders** or **Progress Journeys**, which include assessed pieces of work, teacher feedback, and pupil reflections.
- The emphasis is on **growth over time**, encouraging pupils to articulate their learning journey and take ownership of improvement.

	Level of Learning	What it means
Mastering	Deep	Can extend and apply ideas. Extended thinking
Securing		Can link and relate ideas. Strategies for thinking and reasoning
Developing	Surface	Many ideas. Basic skills and concepts
Emerging		Single idea. Recall and reproduce.

7.2 Key Stage 4: GCSE, Foundation and Vocational Pathways

- Pupils receive working towards grades (WTG) throughout each half-term based on formal assessments and teacher judgement.
- GCSE subjects use the 9–1 **grading scale**, reflecting current performance relative to examination standards and are designed to be a predictor of likely attainment.
- BTEC/Vocational courses use the **Pass–Merit–Distinction** framework, with ongoing unit assessment and assignment feedback.
- Departments maintain assessment trackers and moderate key pieces to ensure consistency and fairness.
- Feedback supports pupils in understanding exam-style expectations, applying criteria, and developing resilience through iterative improvement.

7.3 Key Stage 5: Advanced Level and Applied Courses

- Teaching which delivers level 2 courses or GCSE resits will retain many of the features identified above.
- As learners progress to level 3 courses, assessment is less frequent but more analytical and independent.
- Students engage in extended discussions with teachers on reflection, goal-setting, and self-evaluation.
- Formal assessment points occur termly, with feedback often delivered through written summaries or annotated coursework.
- Independence is encouraged through structured mentoring, preparing students for post-18 study or employment.
- As in lower phases, all feedback remains developmental, constructive, and in line with the school's core principles.

8. Baseline Benchmarking and Standardised Assessment

Baseline and standardised assessments are central to understanding each pupil's starting point and ensuring teaching, therapy, and support are precisely tailored to individual needs. Within Burlington House School, these assessments are viewed not as static measures of attainment, but as **diagnostic and developmental** tools that inform practice and track meaningful progress across Key Stages 2 to 5.

8.1 Purpose

The purpose of baseline benchmarking is to:

- Establish an accurate understanding of each pupil's academic profile upon entry or at the start of each academic year;
- Identify individual strengths, barriers to learning, and support priorities;
- Provide a reliable foundation for **target setting**, **course planning**, and **curriculum planning**;
- Offer predictive insight into **potential attainment** at Key Stage 4 and Key Stage 5, supporting pathways and qualification choices;
- Supply comparative data for measuring **value-added progress** over time.

8.2 Standardised Assessments

All pupils complete an appropriate suite of GL and diagnostic assessments, including:

- Benchmarking and progress testing in English and Maths
- New Group Reading Test (NGRT) and New Group Spelling Test (NGST);
- Cognitive Abilities Test (CAT4) to identify underlying cognitive strengths and processing preferences.

These assessments provide externally standardised benchmarks that inform internal moderation and allow comparisons over successive years. They are also used to support **exam access arrangements** and **EHCP annual reviews**, where relevant.

8.3 Departmental Baseline Assessment

In addition to standardised testing, each subject area, including non-core and creative disciplines, conducts its own **internal baseline assessment** at the beginning of each academic year. These internal baselines are designed to:

- Evaluate subject-specific skills, prior knowledge, and conceptual understanding.
- Identify gaps in learning linked to previous educational experience or SpLD profile.
- Provide teachers with a starting point for differentiated planning and target setting.
- Establish the first entry in a pupil's **Progress Folder** or **Progress Journey**, serving as a comparison point for subsequent assessment.

Departments are encouraged to align their internal baselines with the whole-school assessment principles to ensure consistency, even where assessment styles differ.

8.4 Interpretation and Use of Data

All baseline and standardised results are reviewed collaboratively by teachers, Heads of Department, SENCO, and therapists.

- The data informs **intervention planning and personalised teaching strategies**.
- Combined data sets provide a multi-dimensional understanding of a pupil's potential, allowing for targeted challenge and support.
- Baseline results are **not definitive predictors** of final attainment; instead, they offer a reference point for measuring *value-added progress*.

8.5 Value-Added Progress and Professional Judgement

While baseline data provides a quantitative starting point, Burlington House School recognises the additional **subjectivity** and **contextual interpretation** required within a specialist SpLD setting. Progress is therefore judged using both quantitative indicators and qualitative evidence of learning.

As a general expectation, learners will typically make up to two levels of value-added progress above their initial baseline measures, though this varies by subject, need, and phase. Teachers apply professional judgement to evaluate each pupil's individual growth, taking into account therapeutic progress, engagement, and personal development alongside formal attainment.

8.6 Review and Reassessment

- Reassessment occurs at key points in the year or when there is a significant change in a pupil's learning profile.
- Baseline data is revisited annually to track progress, review targets, and refine provision.
- Findings feed into departmental and whole-school evaluation, supporting self-assessment and curriculum design.

9. Formative Assessment (Assessment for Learning)

Formative assessment is at the heart of teaching and learning at Burlington House School. It is the continuous process through which teachers identify what pupils know, understand, and can do, and then adapt instruction to close gaps and extend learning.

9.1 Core Features

- **Ongoing** and **responsive**: Formative assessment occurs daily through questioning, discussion, observation, and review of work.
- **Low-stakes** and **supportive**: Activities such as retrieval quizzes, mini-whiteboard responses, and exit tickets check understanding without anxiety.
- **Conversational in nature**: Feedback loops encourage pupils to reflect on their thinking and articulate next steps.
- **Inclusive**: Assessment tasks are differentiated and accessible to pupils
- **Integrated with therapy and support**: Teachers and therapists share observations to inform classroom strategies.

9.2 Evidence and Recording

Formative assessment evidence may include annotated work, digital rubrics, verbal feedback notes or stamps, or reflections within a Progress Folder. Teachers use this evidence to plan next lessons, groupings, and interventions.

Formative assessment informs all summative judgments; it is never an isolated process.

10. Summative Assessment (Assessment of Learning)

Summative assessment provides periodic evaluations of progress and attainment. It complements formative assessment by verifying learning outcomes and supporting accountability to pupils, parents, and inspectors. Assessment can take a variety of forms, including, but not limited to, *quizzes, end-of-unit tests, extended writing assignments, debates, and assessed creative projects.*

10.1 Frequency

- **KS2–KS4:** Half-termly assessment points.
- **KS5:** Usually termly or at key coursework milestones, reflecting a higher degree of learner independence.

10.2 Purpose

- To provide measurable information on pupil progress relative to baselines.
- To evaluate curriculum effectiveness and departmental standards.
- To support accurate reporting to parents, governors, and external agencies.
- To identify where intervention, extension, or curriculum adaptation is required.

10.3 Moderation and Standardisation

- Departments periodically moderate assessed work to ensure consistency and fairness. This is of particular importance at KS4/5, where work also needs to align with exam specification/JCQ requirements.
- Moderation evidence is retained in departmental records and referenced during internal or external review.

11. Recording, Reporting and Progress Tracking

11.1 Recording

- All assessment and feedback data are recorded electronically through **Google Classroom**, the school's **MIS**, or within **departmental progress trackers**.
- Departments are responsible for maintaining up-to-date records that reflect formative and summative progress.

11.2 Progress Tracking

- Progress is tracked against individual baselines, curriculum thresholds, or examination criteria.
- SLT and Heads of Department review data termly to monitor pupil achievement and cohort trends.
- Analysis informs both curriculum planning and whole-school improvement priorities.
- Ongoing pupil progress data is accessible to the therapeutic and SENCO teams to ensure a holistic view is taken of pupil support and intervention actions.

11.3 Reporting

Reports to parents and carers provide a balanced picture of academic progress, effort, and personal development.

- Reporting frequency varies by phase but includes:
 - **KS2–KS4:** Termly reports (3 x per year) plus parents' evenings.
 - **KS5:** Termly written reports or progress reviews.

Reports reference both quantitative data (grades, levels, or mastery thresholds) and qualitative commentary on growth, confidence, and engagement (pastoral reporting, ECHP target progression, therapeutic reporting).

Progress summaries contribute to annual **EHCP reviews**, ensuring a unified understanding of progress across education and therapy.

12. Monitoring, Evaluation and Review

12.1 Monitoring Practice

The effectiveness of feedback and assessment is monitored through:

- Learning walks and lesson observations;
- Work scrutiny and digital sampling across key stages;
- Review of Progress Folders and Google Classroom submissions;
- Pupil voice surveys;
- Departmental moderation and inter-departmental meetings.

12.2 Evaluation

Findings are collated by senior leaders and shared with staff to celebrate success and identify professional development needs. Evaluation outcomes inform:

- Staff training and CPD priorities;
- Annual Departmental development plans;
- The annual whole-school self-evaluation process.

12.3 Policy Review

This policy is reviewed annually by the SLT. Revisions are made in response to:

- Changes in statutory requirements;
- Updates to EEF or DfE guidance;
- Feedback from staff, pupils, and parents;
- Evaluation of impact through outcomes and quality assurance processes.

Linked Policies

This policy should be read alongside the following key documents:

- Teaching and Learning Policy
- Curriculum Policy
- SEN Policy
- Therapy Core Provision
- Safeguarding Policy
- Examinations Policy
- Equality, Diversity and Inclusion Policy

Contact Information

For any questions or concerns regarding this policy, please contact

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Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Burlington House School – Senior Leadership Team
	Responsible Person(s) Adam Ford – Deputy Head (Senior)
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