



Assessment, Marking and Feedback Policy

January 2024

Aims

This policy aims to:

Support school improvement and the raising of standards of achievement and attainment for all of our pupils.

To establish a consistent approach to the way work is marked, so that:

- Pupils are able to reach their academic potential
- Teachers are better able to plan and deliver future learning

Marking should enable pupils to be aware of:

- What they do well
- What they can improve upon
- How to make those improvements

Provide clear guidelines on our approach to formative and summative assessment in order to:

- Develop effective, efficient and consistent methods through which a pupil's progress is monitored and used to inform decisions about future curriculum developments for that child
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure reports, based on records, will give accurate and meaningful information

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations. It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Assessment Principles

Assessment is at the heart of teaching and learning

- Assessment provides the evidence to guide teaching and learning
- Assessment provides the opportunity for pupils to demonstrate and review their progress

Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest

- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning

- Assessment judgements are moderated by experienced professionals to ensure their accuracy

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development for every pupil
- Assessment objectives set high expectations for learners

Assessment is appropriate

- The purpose of any assessment process should be clearly stated
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate – to age, task and to the desired feedback information
- Assessment should draw a wide range of evidence to provide a complete picture of student achievement
- Assessment should demand no more procedures or records than are practically required to allow pupils, teachers and parents / carers to plan future learning

Assessment is consistent

- Judgements are informed according to common principles
- The results are easily understood by third parties
- Results are easily comparable with other schools, both locally and nationally

Assessment outcomes provide meaningful and understandable information for

- Pupils in developing their learning
- Teachers in planning teaching and learning
- Parents / carers in supporting children with their learning
- School leaders and governors in planning and allocating resources
- Government and agents of government

Assessment feedback should inspire greater effort and a belief that, through hard work and practice more can be achieved.

Assessment: Approaches and Methods

Assessment as an integral part of teaching and learning and is inextricably linked to our curriculum. It helps us to ensure that our teaching is appropriate.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment; in-school summative assessment; and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons to meet learner's next steps in their learning journey.

- Pupils to measure their knowledge and understanding against learning objectives and identify the next steps in their learning; and receive feedback about progress.
- Parents / carers to gain a broad picture of where their child's strengths and weaknesses lie, and what the next steps are in their learning.

Formative assessment is used to continually review learning and next steps. It involves teachers and TA's giving feedback to pupils that relates to what they have achieved and the next steps in learning.

Beginning of a new Topic

Topic /learning ladder overview of objectives to be covered stuck into books. You may need to annotate the statements.

Assess pupils on what they will be learning throughout the next unit

Pre- assessment tasks stuck or completed in books. Highlight the intentions they can already do from the pre-assessment task highlight **yellow**. Intentions they achieve as a result of teaching – post-assessment should be highlighted **green**.

You may also need to consider language and technical vocabulary which will be needed.

Learning intentions / objectives and personal targets are annotated as the unit of work progresses; showing what has been achieved.

Research shows (Education Endowment 2018) that feedback is a powerful tool and is an essential part of teaching and learning. Feedback comes in a variety of ways both written and verbal:

- Pupil to Teacher/ TA
- Teacher/ TA to Pupil
- Self-assessment
- Peer-assessment

Pupils can reflect on their achievement measured against the learning intention or question set; this may be with faces to show whether they have achieved well or need more help – smiley, straight mouth and sad, via the use of mini-white boards or direct questioning feedback. Pupils can show this physically using thumbs – up, down or sideways. This provides pupils an opportunity to reflect on their own learning and gives the adult working with them an insight into how they have felt about their learning and achievement.

Pupils can also use a checklist to see how successful they have been to help make their self-assessment. Checking work for sense and accuracy also supports the development of independent learning and improvement skills.

Marking and Feedback

The more teachers comment on improvement and how pupils can achieve this, the more marking will allow for greater progression. Quality of *lesson planning* is a key factor in this process. Well set written tasks, which allow students to develop and extend their learning, will allow for quality marking and enable students to make best progress.

Where relevant, comments should be linked to KS2 / KS3 school assessment / progress ladders or GCSE (or other) assessment criteria.

Marking and feedback should also be consistent with the principles of Assessment for Learning (AfL):

- Ensuring students are at the centre of the process – enabling them to recognise how to make improvement
- Based on shared learning objectives
- Regularly given
- Accessible by all pupils to the level at which they are learning
- Supportive of achievement in all its forms

Whole School Consistency

Frequency

Each piece of work

- to be dated
- to have the learning intention or learning question at the top of the page

Each piece of work to indicate the level of support needed to achieve the learning objective. This should be placed in the margin.

- **HS – Highly supported e.g. extensive modelling or guided work with teacher or a TA**
- **S – Supported e.g. some intervention needed to keep pupil on track or to address a misconception**
- **I – Independent e.g. pupil is able to complete work independently, but may include resources**
- **A – Assessment piece**

If the learning intended has been achieved for that lesson then highlight the objective in **yellow** even if support was needed – this would be indicated by the appropriate symbol.

If no highlighting, then that will indicate that the objective has not been achieved... *What will you do about this?*

n.b. All marking & feedback should be initialled if this is different from the class tutor/subject teacher.

Process

All staff marking should be in green pen. All pupil marking and pupil responses to teacher feedback should be in a different colour.

Written feedback relates to the learning intention of the lesson or to the ongoing curriculum target. This can be achieved throughout the lesson in real time. There is no set amount of written feedback that should be given but

Written feedback can include:

- A question to extend
- A motivational comment
- A scaffold
- A reminder prompt

If a written request is given, then the pupil needs to respond and complete the request.

Where possible, use the What Went Well (WWW) and Even Better If (EBI) system for comments at the end of a piece of work.

Spelling, Punctuation and Grammar

All teachers have a responsibility to attend to matters of Spelling, Punctuation and Grammar.

Whilst it would not be appropriate to correct every mistake, it is important to correct:

- Basic errors (capital letters, apostrophes, paragraphing etc)
- Some of the more common spelling errors (eg: ie /ei)
- Subject specific spellings

Note:

- Spelling, Punctuation and Grammar is assessed in GCSE exams
- Improving literacy improves performance across the board

Common Codes for Correcting Work

Gr = grammar

Sp = spelling

Pn = punctuation

// = paragraph

Det = further detail or explanation required

Spelling mistakes should result in pupil's writing the incorrectly spelt word 3 times in the margin or at the end of a piece of work.

Reflection Time

Whenever marked work is given back to pupils, time should be given to them to reflect on the comments made. It is often appropriate for pupils to do an immediate task linked to this. Where possible, this task should be completed in a different colour pen to the original piece of work.

Furthermore, teachers should consider in their planning, whether it would be beneficial to set a similar task (with a different focus) immediately after the marking has been returned to pupils. This would give them time to demonstrate how they have put that learning to use and made the improvements suggested in the marking. (This is sometimes more appropriate than moving immediately to a new assessment focus.)

Work must be titled, dated, with the learning intention / objective and the level of support for the work stated. Learning intentions / objectives are to be highlighted when achieved even if support was needed. If no highlighting is completed it means the intention wasn't achieved.

Written feedback relates to the learning Intention of the lesson or a pupil's ongoing curriculum target. Written feedback should be completed before the next learning intention episode otherwise its relevance and importance is decreased. At the start of the next lesson pupils are given time to reflect on the feedback.

Written feedback can include:

- A question to extend (the pupil is given time at the beginning of the next lesson to respond)
- A motivational comment

- A comment to show progress – this may just be a tick or stamp
- A scaffold
- A reminder prompt

Verbal Feedback

This is given throughout the lesson. For pupils who are unable to access written feedback, verbal feedback is the main method of feedback to pupils, although for some pupils this may still be recorded in their books.

In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Through working with other schools, we will compare our performance with that of others.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching and how we can improve.
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can further improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

We assess pupils against assessment criteria which are discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

Assessment criteria are derived from the school curriculum which is derived from the National Curriculum and organised into a thematic approach up to the end of year 9, where subjects then become much more discrete and focused on next steps in learner's education journeys utilising the secondary phase of the National Curriculum as well as including a focus on formal accreditations to ensure a meeting of pupil aspirations.

Assessment for periodic assessment are arranged into a hierarchy, setting out what children are expected to achieve at the end of each stage, which is recorded as a colour. These relate to a year group expectations and are colour coded in order to ensure progress can be seen although pupils may not be working at the age-related expectation. These criteria take account of formal accreditations to ensure learners are prepared.

The achievement of each pupil is assessed at each stage or colour as emerging, developing or secure; with a plus at each stage to reflect movement within one phase; allowing for small steps of progress to be seen.

Assessment judgements are recorded and backed by evidence created using observations, records of work and testing.

Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Assessment is an essential ingredient of effective teaching and learning. (See appendices for further clarity.)

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents / carers to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments will include:

- National Curriculum tests and teacher assessments at the end Key Stage 2 (year 6)
- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.

Collecting and using data including Review of Progress

Data is collected on a Progress Review document which holds the annual data for each pupil which clearly indicates the starting point for the pupil and the end of year targets. These are put into context with teacher comments as well as highlighting what interventions have been used or required. This is a working document that is used by teachers as a record of progress and any need for further support or intervention.

Data is collected for Reading, Writing, Speaking and listening, (English) and Math's for all pupils. When pupils are taught by a specialist teacher data is also recorded on the Progress Review document.

Data is also used to show progress towards EHCP outcomes.

Data is recorded in the school's data management system, currently ARBOR. Data is not input by teachers in order that teacher workload is kept to a minimum. Data can then be interrogated and analysed to identify trends as a whole school, classes and groups. This is in order to support pupil's next steps in their learning as well as identify areas for school improvement.

Pupils who undertake formal accreditation have their results recorded on the school system input by the exams coordinator.

Progress Review Meetings between teachers and the Senior Leaders for Progress take place termly so that progress can be discussed and any interventions or barriers are overcome. Teachers are expected to discuss pupil progress and next steps as well as different strategies to utilise to support pupil progress or highlight the need for therapies or intervention provided by other members of staff.

Reporting to parents

Reporting to parents is focused on pupil's achievements and next steps.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress

Termly data reports to parents will include:

- Overview progress data of curriculum studied by individual pupil.

Formal accreditations are acknowledged separately as they take place at different times throughout the year not only when reports are written.

Training

Our school regularly revisits assessment practices. We also hold moderation meetings to review accuracy of assessment which include teachers.

A member of the Senior Leadership team is responsible for assessment ensuring that good practice and national developments are shared and acted upon as required.

Progress Review meetings also include an element of review of assessment as teachers bring evidence of assessment to the meeting.

Roles and responsibilities

Local Governing Body

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed bi-annually by the Senior Leader responsible for Progress. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leader responsible for Progress will ensure that the policy is followed.

The Senior Leader responsible for Progress will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations, book and observation scrutinise, Progress Review Meeting, learning walks.

Links with other policies

This assessment policy is linked to the following School policies:

- Teaching and Learning policy