Assessment Policy

Date adopted:	21/01/2022	Last reviewed:	06/02/2025
Review cycle:	2 years	Is this policy statutory?	No
Approval:	Principal	Author:	Vice Principal
Local approval*:	Principal	Local author*:	L Starr
Next Review Date of Template Policy:		06/01/2027	

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	10/03/2025	A Grimmond	n/a	1. CCG control document replaced with GST template 2. Numbering system added as per GST policy requirements.

1. Introduction

This policy relates to routine classwork and homework, rather than work being formally assessed for external examination purposes.

2. Principles

- Marking and feedback have the key purpose of actively promoting learning and progress in each subject.
- All students have the right to receive regular and timely feedback on their work and have the opportunity to make progress in every subject.
- All feedback should be personalised to the individual needs of each student.
- Formative assessment is an essential tool that teachers should use routinely, enabling all students to receive regular feedback to enable learning and progress and using any assessment information to inform planning of future teaching.
- Marking and feedback will promote innovation, collaboration, inclusion and communication.
- Marking and feedback will promote motivation, resilience and metacognition, encouraging students to be strong independent leaners who are encouraged to take ownership of their progress.

Marking and feedback is an essential part of a teacher's role, as outlined in the DfE Teachers' Standards (June 2013):

"A teacher must make accurate and productive use of assessment, know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons, give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

3. Forms of feedback.

Feedback is essential to a student's progress in each subject. Feedback can be given by teachers, associate staff and by peers (providing they have been trained in how to give feedback).

Students will also have opportunities to self mark and will be provided with a mark scheme and/or model answers by the teacher. The main advantage of self and peer-marking is that they both help students to understand marking criteria and to understand how they can improve their own work.

The main advantage of teacher feedback is that both the teacher and student can identify areas of strength and areas of improvement, which will then inform future teaching and learning.

More innovative forms of teacher feedback (e.g.: work annotated online, QR code marking linked to audio/video feedback, coded whole class feedback) will also be used where considered to be the most effective method.

3.1 Frequency of Feedback and Marking

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and student (and between students themselves) is crucial to learning.

Written feedback will be regular and timely in order to have the maximum impact on learning. All subjects will provide feedback in line with their individual assessment schedules at KS3 and KS4.

3.2 Quality of Feedback should:

- be consistently high quality and constructive
- model high standards of literacy/oracy
- be specific about strengths so that the student knows what they have done well and can build on these areas
- identify clear and specific areas for improvement so that the student knows what they have to do to improve
- be motivating for students and promote a 'growth mindset'
- challenge students to think at a deeper level
- be manageable for students to act upon.

Care should be given to the tone of feedback. Praise/house points should be used where appropriate to show that teachers value the efforts of students, but praise should not mask areas for improvement.

3.3 Impact of Feedback

Feedback is not effective unless it has had a positive impact on students' progress. Teachers ensure that students have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively. These opportunities may take different forms according to the subject area and topic being studied, for example:

- Re-drafting sections of work in light of the feedback
- Correcting misconceptions or errors
- Answering challenge questions that promote greater depth of understanding
- Acting on the targets in subsequent pieces of work
- Appropriate amounts of class or homework time can be devoted to facilitate this, but care should be taken to avoid homework being the sole vehicle for acting on feedback.

4. Spelling, punctuation and grammar

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include:

- subject-specific spelling
- explicitly teaching the genre/styles of writing that are relevant for the subject
- identifying where students are making mistakes and addressing them directly *for example by using the school's standard marking codes.*

Care should be taken to personalise marking and feedback, especially for students with Special Educational Needs, to avoid over-correcting mistakes and allow students to focus on key points.

5. Commitment to Learning

Teachers should use marking and feedback to promote excellent commitment to learning among students.

Teachers should aim to ensure that:

- students display pride in, and commitment to, their learning
- there is genuine engagement with the subject
- there are opportunities for students to display intellectual curiosity.

6. Quality Assurance

It is the responsibility of the Heads of Department to monitor the quality and impact of marking and feedback in their subject areas in line with

government guidelines. This will be done during departmental reviews and systematically at other points through the year. CLT will also undertake work scrutiny of specific students, groups of students or year groups during the academic year. Where there are concerns over the marking and feedback in a particular class, the Head of Department will consult with their CLT line manager about the appropriate course of action to be taken.