ASSESSMENT, MARKING AND FEEDBACK POLICY

Reviewed by:	**Standards & Achievements Committee**
Date of Issue:	**June 2023**
Date of next Review:	**June 2024**
Responsible member of SLT:	**Zoe Armitage**

This policy is set within the school's four principles of:

High Expectations   Quality Learning   Mutual Respect   Success for All

1. Purpose

Effective marking, assessment and feedback are vital elements to the progress of all students at Stanborough.

- Teachers require the information gained from feedback assessment and marking to inform their teaching of students.

- The feedback given to students provides essential information as to how to improve and make progress.

- Marking and the tracking of student performance also allows all interested parties to monitor the progress of students against their targets and to intervene where necessary.

2. Aims

- A consistent approach to marking and feedback across the school and a greater understanding by students of the feedback they receive.

- Input from staff, students and peers relating to the quality of their work and how they could improve it.

3. Procedures

The following guidelines are above and beyond the assessment and feedback that takes place in every lesson as part of the teaching and learning process. It is recognised that this assessment and feedback is the backbone of successful student learning. Methods utilised in the classroom could well lead to interim feedback as outlined later on in the policy.

Teacher Written Feedback

Acronyms used – **WWW** – What Went Well. **EBI** – Even Better If. **DIRT** – Dedicated Improvement Reflection Time.

- Students must receive Teacher Written Feedback in the form WWW/EBI comments at least once per half term (please refer to the table on page 2 for regularity).

- The EBI comment should be structured so that students have a clear instruction for action on how to improve and extend their knowledge/understanding.

- It should not include general statements such as 'improve presentation'.

- This Teacher Written Feedback should involve a student response as well. This response should be phrased in such a way that they demonstrate they have acted upon the feedback received and have made progress as a result of this.

- Teacher feedback should be given in red and student responses should be in green.

- Work suitable for Teacher Written Feedback should be clarified in Schemes of Work.

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Exams/Tests

- The school has a formal assessment period for all year groups. The dates of these are outlined in the assessment calendar.

- Students should complete an exam/test, appropriate to the subject, at least once per term. These should be written into schemes of work and should be consistently applied across each curriculum area.

- Formal assessments should involve teacher feedback through the use of WWW/EBI comments. This would replace Teacher Written Feedback for that half term.

- There should be a grade which accompanies the completion of this type of assessment.

- The results of these formal assessments will be reported in Progress Updates and should inform 'End of year grade' (KS3) and 'Projection' grades (KS4).

- Each curriculum area should have clear and consistent guidelines for staff regarding the data and information that should be used to inform each Progress Update.

Interim feedback

- Interim feedback can be given on any piece of work a student completes. This includes homework, classwork, project work or tests/exams.

- Students should receive Interim feedback in all subjects every 8-10 lessons and at least once per half term in most subjects. (Please refer to the table below for approximate regularity).

- There should be evidence of using the WWW/EBI format and should be followed up with a student reflection activity such as DIRT time.

- This feedback should be consistently applied across the curriculum area and it should be built into schemes of work.

- This feedback can be given to students in a variety of ways, these include:

  ➢ Peer Assessment and self-assessment

  ➢ Teacher comments

  ➢ Whole class feedback sessions – where the whole class in involved in an assessment activity that leads to meaningful feedback for the students concerned.

  ➢ Verbal feedback – students can write down a summary of this feedback and staff may use stamps or highlighting to show when this feedback has been given.

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Regularity of Assessment and Feedback

Number of lessons per fortnight	Teacher Written Feedback	Test / Exam (Note: this could replace Teacher Written Feedback if appropriate)	Interim Feedback
1 IT (Year 7) CSE (KS4)	Once per term	Once per term	Once per term
2 IT (Year 8) Technology (KS3) Art (KS3) Philosophy & Ethics (KS4)	Once per term	Once per term	Once per half term
4 Geography (KS3) History (KS3)	Once per half term	Once per term	Once every 4-5 weeks
5 Languages (KS3) Optional subjects at KS4	Once per half term	Once per term	Once every 4 weeks
7 Maths, English and Science (KS3)	Once per half term	Once per term	Once every 3 weeks
8/9 English/Maths/Science (KS4)	Once per half term	Once per term	Once every 2-3 weeks
Post 16 Subjects	It is expected that students at Post 16 are assessed regularly and in line with the split of lessons between staff.		

Note: With Music, Drama and PE at Key Stage 3, it is not expected that a written record of feedback is produced due to the practical nature of the subject.

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Peer and self-assessment
Expectations
- Must be carried out when assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectations of performance.

- Must be a process which is simple, engaging and non-threatening.

- Must have a measurable outcome.

Good practice
- Could allow students to work with exemplar work.

- Could allow students to note the targets made from teacher assessment in their exercise book or on a feedback sheet to chart their progression taking into consideration past and projected performance.

- Could allow for students to write targets for next piece of assessed work for each other or themselves.

- Could provide all students with the opportunity to complete a self-evaluation at the end of a unit of work.

- Could involve the use of traffic-light cards, mini whiteboards, and a range of other AfL techniques.

Homework/Prep
- Homework/Prep tasks are seen as an integral part of the learning experience for students.

- Homework/Prep must be set according to the 'Homework Timetable' provided for all students and staff. The guidelines for homework length and duration are shown below.

- Homework/Prep must be set in line with the 'Homework Timetable'. It is not expected that this will always be marked and will commonly involve tasks that students need to complete to reinforce their current learning or to prepare for future learning.

- It is acceptable for homework to be set over a longer period of time, especially if a class is carrying out a longer project. In this scenario, students should be given clear directions and targets on what should be completed on a weekly basis.

- For longer pieces of work or projects, students should be given specific deadlines within these to help them with its ultimate completion.

- Homework/Prep must <u>always</u> be set on ClassCharts.

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Homework Timetable

Year.	Time and Regularity
7	30 minutes per subject per week + 20 minutes reading per day
8 & 9	45 minutes per subject per week + 20 minutes reading per day
10 - 11	30 minutes per subject per week + 30 minutes per day independent revision
Post 16	Consortium guidelines are that students should be spending at least as long working outside the classroom as they are in the classroom.

Shared Classes

- As part of the agreement between staff about how they will split the curriculum, they should also agree about who will give different levels of feedback each term. Schemes of work should clarify what assessment and feedback opportunities exist each half term.

- Staff should divide assessment and feedback according to the number of lessons being taught by each staff member.

- Homework/Prep should also be divided equitably with shared classes.

Literacy Marking

- Literacy marking is the responsibility of all teachers across the school, and should include the use of correct spelling, punctuation and grammar. Subject teachers should take particular responsibility to ensure subject specific terminology is spelt correctly in students' work.

- For extended pieces of writing, only one paragraph should be marked in detail, identifying errors that have been made.

- As a minimum, the teacher should circle or underline these errors, so that the pupil is aware of them. For more able pupils, this may be sufficient for them to correct their mistakes. Where pupils need further guidance, the following codes can be written into the margin:

  - **sp** - spelling mistake, e.g. 'peice' instead of 'piece' (students should be expected to write this out five times)

  - **p** - punctuation error, e.g. omitting full stops or question marks

  - **gr** - grammatical error, e.g. 'they was' rather than 'they were'

- Literacy corrections should be an integral part of DIRT reflection time.

Presentation of work

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- All colleagues should regularly emphasise the importance of presentation in their subject.

- Colleagues should pay special attention to underlining of titles, sticking in worksheets and taking pride and time in the work produced.

- Poor presentation should be communicated to students with expectations about how to improve it.

- Good presentation should be rewarded by using the Bronze presentation award on ClassCharts.

Dedicated Improvement and Reflection Time (DIRT)

- Teachers should plan time in the lesson for students to engage in the feedback provided. This can happen at any time in the lesson. Opportunities for this time should be highlighted in schemes of work.

- During this time, students can be engaging in activities such as:

  ➢ Responding to questions asked by the teacher

  ➢ Improvement on a piece of work based on the feedback provided

  ➢ Reflecting on their work or the work of a peer

  ➢ A separate but related task issued by the teacher (relevant where there is no/little room for development on the marked work)

- The duration of this time can vary depending on the nature/complexity of the task.

- As the basis for DIRT sessions, colleagues should use the format shown below.

Quality Assurance

- A range of procedures exist to ensure that the feedback on work completed is of a high quality.

- Book/Work scrutinies should take place at Department level at least twice a term.

- Every department will have one SLT work scrutiny per academic year as part of school Quality Assurance Calendar.

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- It is good practice for curriculum areas to include discussions on students' work as part of their program of CPD to improve teaching and learning across the school.

- All staff should have the opportunity as part of their CPD to look at the marking, feedback and assessment of their peers.

4. Roles and responsibilities

Senior Leadership Team
The SLT is responsible for:
- Ensuring that the policy is followed;

- Evaluating the impact of feedback and assessment in terms of helping students and groups of students to make progress and meet targets;

- Ensuring that the quality of assessment is consistent across the school;

- Ensuring that support and relevant CPD opportunities exist;

- Ensuring that data is collected and used effectively and that assessment systems are manageable for staff;

- Determining and publishing the assessment calendar for the year in terms of reporting and assessment dates/deadlines;

- Identifying assessment priorities for the whole school.

Curriculum/Subject Leaders
Curriculum and Subject Leaders are responsible for:
- Ensuring consistency and clarity within their respective departments;

- Ensuring that new colleagues are familiar with the school guidelines and department-specific marking guidelines and ideally effective exemplar material should be provided;

- Ensuring that staff of split classes are clear on their roles each half term regarding marking and feedback.

- Checking regularly to ensure that there is consistency within the department.

- Reviewing key common assessments, potentially in CDT time for moderation purposes;

- Reviewing their area's data to identify areas needed for improvement and to monitor standards.

- Ensuring that schemes of work clarify clearly assessment and feedback opportunities throughout the year.

Subject Teachers
The subject teacher is responsible for:
- Providing feedback, assessment and reflection time to students in line with school policy.

- Helping the students to develop the skills of self and peer assessment.

- Using a range of assessment methods and techniques.

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- Providing feedback of the appropriate level of challenge for each individual student and for different groups.

- Recording progress and identify under-achievement and, where appropriate, report this to their CL/SL.

- Entering data as required into Arbor, so as to report to parents as outlined in the reporting guidelines.

- Ensuring information is available for the next teacher or next school.

- Ensure that all homework/Prep set is published on ClassCharts according to the homework timetable.

Year Leaders

Year Leaders are responsible for:

- Using assessment data to identify students or groups of students causing concern and put in place intervention measures where appropriate.

- Tracking student progress so as to liaise with parents, staff and students as appropriate.

Students

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. They should:

- Act upon the advice given to them by making a response where required in their work, thereby engaging a positive and ongoing learning dialogue. Time will increasingly be given to this at the start of lessons.

- Feedback constructively and honestly to staff when given their 'perceptions of the work'.

- Ensure that all work is to the best of their ability and is proofread where necessary;

- Submit work on time, adequately attending to interim draft and final deadlines without exceptions.

- Follow deadlines for large assignments to ensure adequate progress and maximise outcomes.

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Parents

Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour. To support children in making good progress in schools, parents should:

- Take an interest in the work their child is completing for school.

- Provide a quiet area where their child can work.

- Ask to look at the comments by the teacher and subsequent student responses.

- Attend parental workshops in which subject specific advice will be given to support their child.

- Ensure they read all Progress Updates and attend Parents' Evenings to discuss the progress of their child.

Governors

The assessment, marking and feedback policy plays an important part in ensuring improvements in student progress in all areas of the curriculum. A key role for Governors will be analysing the impact of this policy and practice. They should therefore:

- Analyse and question all year group progress data reported to the Standards and Achievements Committee.

- Read and question assessment policy updates.

- Consider departmental assessment procedures as part of Governor Visits.

REFERENCED POLICIES

DOCUMENT CONTROL

Document Control		
Edition	**Issued**	**Changes from previous**
1	June 2019	New Policy
2	Nov 2021	No changes
3	June 2022	Addition of acronym meanings and updated DIRT information
3	June 2023	On-going changes

End of Policy

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