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Marking, Feedback and Assessment Policy

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Marking, Feedback and Assessment Policy				
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Notes				

Marking, Feedback & Assessment Policy

Marking, Feedback & assessment is fundamental to pupil progress and attainment. This policy is for use across Key Stages 3-5.

Marking, Feedback and assessment should:

1. Be a dialogue that **deepens** pupils' **thinking** over time;
2. **Role model** assessment/success criteria approaches and how progress happens;
3. **Impact** on pupils' progress;
4. **Challenge** pupils to ask questions about, and reflect meaningfully on, their work;
5. **Engage** pupils in understanding the standard of their work, and how to move forward to make even more progress.

In addition, every teacher shares responsibility for the consistency of approach to **literacy** and its development.

Key principles:

- A. Feedback delivered closest to the point of action is most effective.
- B. Providing high-quality feedback can lead to an improvement of eight additional months' progress over the course of a year. (EEF)
- C. The type of feedback pupils get will vary according to the subject.
- D. Much of the best feedback in all subjects is verbal whilst the pupils are working,
- E. Written marking offers an opportunity to provide pupils with clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.
- F. The more specific the feedback, the greater its impact on performance.
- G. Pupils need dedicated time to engage with feedback in class, through a well-designed process of response.
- H. Individual departments should use the principles outlined in this feedback and assessment policy to develop their own departmental policies that meet the demands of the curriculum.

Feedback	Assessment
Formative	Summative
Assessment for learning	Assessment of learning
Moves learning forward	Measures learning
Provides detailed guidance to improve knowledge, skills, understanding	Provides an opportunity to reflect on performance

Monitoring books- regular, timely, manageable

Teachers and teaching assistants should maintain high expectations of all pupils around presentation of work. Routinely reading, checking and monitoring pupils' books connects us to their learning and helps to ensure that they care about the work they produce. It shows pupils that we value their work and provides us with crucial on-going information about how well they are learning, in class and during homework. Frequency will vary from subject to subject, but as a general rule books should be taken in and checked for effort, presentation, and literacy mistakes **at least** once every four to six weeks, or once per half-term for all pupils, **twice as often for PP and SEND pupils.**

All teachers are teachers of Literacy across the Academy, so it is important that given the increasing focus on the quality of written communication (QWC) in all examinations with a written component, when and where appropriate, teachers should provide feedback on literacy (see the HEA Literacy Policy). This will be reflected by the use of "Think Pink", which will identify (when evident) a minimum of 3 corrections (spellings, punctuation and grammatical errors) for any marked work. It is expected that pupils correct personal literacy errors and are given time and direction to do this.

Peer and self-marking - co-operative classroom culture

Peer and self-marking can be a regular part of classroom practice. Using peer or self-marking as part of a culture of critique within the classroom can benefit learning, particularly if pupils are given time to act on any errors.

Feedback

Detailed feedback is given at least once a half term (or after a unit of work, at the discretion of curriculum/subject leader) in relation to a meaningful assessment that aims to deepen students' thinking. The assessment should assess a common criteria across the year group, and should be an opportunity for extended writing or longer-form answers wherever possible. The feedback should give clear areas for development and improvement with a deadline. The next timetabled lesson if possible should be used as a dedicated time for pupils to reflect and respond in detail to the feedback they have been given. Feedback will always include a formative comment, guidance on how to improve the work and/or questions that move the pupil's work and thinking forward. Teacher markings and annotations of a formative nature must be clearly seen on the pupil's work in a colour that stands out. Marking must be legible and age/ability appropriate. Assessments and the response to feedback (see next section) should be available for lesson observations and work scrutiny.

Response to Feedback Time (RFT)

Once feedback has been given and is very clear in the pupils' book, we should offer pupils time to reflect critically on how to craft and improve their work and then to develop new techniques to put their feedback into practice.

Effective use of Response to Feedback Time (RFT) will develop more disciplined learners in the following ways:

1. **Reflect critically** – we expect pupils to spend approximately twice their time reflecting on their feedback as we have devoted to giving it. This is most effective when done individually, in silence.

2. **Developing techniques** – although RFT is about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show pupils how to improve.

3. **Crafting and improving** - As well as encouraging pupils to critically reflect on their feedback, RFT can also be effectively used for crafting and improving work. This allows pupils to immediately apply their feedback and put the techniques into practice.

No Response to Feedback Time means no gap is closed: learning has not moved forwards. This means the time we have spent marking pupils' work is wasted time. Often, 15 minutes can be sufficient, although sometimes you may dedicate a whole hour to it, for example if a significant piece of written work is being redrafted. Without giving up time for RFT we will be identifying errors/omissions/misconceptions, and commenting on them, but not allowing pupils to address them; we have flagged up a learning gap but not given pupils the opportunity to bridge it. Closing this gap in learning needs to be prioritised.

What should pupils be doing during RFT time? There are many different tasks that pupils can do during RFT. It depends on what they got wrong or missed out in their assessed work. The following list is by no means exhaustive:

- Redrafting of a whole piece of work
- Redrafting of a section of the work
- Redoing something (for example a graph)
- Answering a question / questions
- Editing

However, RFT is used, it must be clear in the pupils' books that it has happened.

Feedback should be given and followed up with RFT in accordance with this policy **at least once a half term or at the end of a unit of work.**

Tracking progress

In all curriculum areas, the consistent tracking of pupil progress is essential in supporting individuals and classes to make good progress. Whilst subjects will have their own methods and electronic systems in place, it is important to involve the pupils in this process on a regular basis so they have a clear understanding of how well they are making progress, how well they are achieving in relation to the standards expected, and how they might improve.

The following questions could be used within each curriculum or subject area periodically to allow pupils the opportunity to reflect on their progress. Typically, this should happen at least

after each summative assessment, approximately once per half term. Questions pupils can be asked to reflect on and record:

1. What have I learned?
2. How am I doing?
3. How can I improve?

Types of Marking and feedback

Commonly used forms of feedback are not limited to, but could include:

- a) Whole-class verbal feedback;
- b) Whole class feedback sheets;
- c) Code marking [research suggests that there is no difference between the effectiveness of coded or uncoded feedback, providing that pupils understand what the codes mean; however, the use of generic targets may make it harder to provide precise feedback];
- d) Limiting the amount of targets given to pupils (to e.g. one at a time) is more time efficient and avoids cognitive overload for the pupils processing them;
- e) Using explicit success criteria in setting and marking assignments can be more efficient because it makes marking more selective, particularly if highlighting is used;
- f) effective questioning;
- g) feedback using Google classroom or online tools

In addition, further work needs to be done on helping pupils to understand and appreciate the value of oral or non-written feedback, and for all stakeholders to be clear that this is a valuable method of giving student feedback which is supported by research evidence and valued by the school.

Minimum expectations

Monitor books for appropriate engagement, effort, presentation, at least once every 4-6 weeks, **twice as often for PP and SEND pupils.**

Mark an assessment at least once per half term, and provide Response to Feedback Time in the subsequent lesson.

THINK PINK: In an assessment, highlight (when evident), using a pink highlighter, a minimum of 3 corrections (spellings, punctuation and grammatical errors). It is expected that pupils correct personal literacy errors themselves and are given time and direction to do this.

Appendix A: Ofsted Inspection Handbook 2022-23. Key references to feedback and assessment:

From quality of education ‘Good’ descriptor:

Teachers check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

From the ‘How schools will be inspected’ section:

When making judgements, Ofsted will take a range of evidence into account including work in pupils’ books/folders/sketchbooks etc.

Inspectors will scrutinise pupils’ books and other work across a faculty, department, subject, key-stage or year group and aggregate insights to provide part of the evidence for an overall view of the quality of education.

The lead inspector will invite curriculum leaders and teachers to take part in joint scrutiny of pupils’ work.

Inspectors may request to take photographs themselves of pupils’ work which will be anonymised

Inspectors will connect work scrutiny to lesson visits and, where possible, conversations with pupils and staff.

Evidence gathered by inspectors will include looking at examples of pupils’ work for evidence of progress in knowledge, understanding and skills towards defined endpoints.

When inspectors evaluate the impact of the education provided by the school, their focus will primarily be on what pupils have learned.

‘Evidence of curriculum impact’ will include the following:

The progress that pupils are making in terms of knowing more, remembering more and being able to do more.

First hand evidence of how pupils are doing, drawing together evidence that includes lesson visits and work scrutinies.