



Marking, Feedback and Assessment Policy

Ermysted's Grammar School

Rationale

All feedback, whether written or verbal:

- informs pupil progress.
- has a positive impact on pupil outcomes.
- has greater impact the more immediately it is provided.
- is an effective use of teachers' time.

Purpose of assessment

- Teachers can find out how much pupils know and understand at given points. These points are carefully mapped into the schemes of work to assess the knowledge and skills taught.
- Pupils can be reassured about the amount they have learnt and understood.
- Teachers can identify any gaps in knowledge and understanding, adapting their focus and resources where necessary.
- An improvement culture is created where pupils are guided to reflect on their progress and tangibly respond to feedback to move their learning forward.
- Leaders can track progress within subjects, and put in place any necessary interventions both within department and at whole school level.

Timings of assessment

Summative assessments will take place at least twice per term, where pupils are taught at least 4 hours a fortnight, and once per term where taught less frequently. These will be identified on subject long term plans. In between these assessments, teachers will use a range of formative assessment strategies to gauge pupils' ongoing understanding, and respond as appropriate.

Content of summative assessment

Key Stage 4 and 5 summative assessments should be formal, substantial and linked to exam board assessment objectives. This will most often take the form of one or several exam questions. At Key Stage 3, the assessments may take a variety of forms, but must be linked explicitly to the skills, knowledge and understanding for that unit or focus of study. Staff in subject areas should use the same assessment type and mark scheme. These assessments should be taken under subject determined conditions within the learning environment. For creative arts, this may be based on the practical elements.

Grading assessment

At Key Stage 4 and 5, subjects should award GCSE and GCE marks or percentages (not grades) as informed by recent exam board mark schemes. Assessment must be appropriately challenging, and pupils must answer questions which allow them access to the full range of marks.

At Key stage 3, subjects should acknowledge pupils' acquisition of skills, knowledge and understanding. This can be either as a percentage, a numerical mark, or as a written statement. Pupils must have access to questions which are appropriately challenging.

Marking and feedback in GCSE and A Level Non-examined Assessments

Subject teachers have the responsibility to mark, assess and report within the guidelines of JCQ instructions for conducting non-examined assessments.

Data collection points:

The data that is collected at whole school tracking points is usually taken in two forms; Attitude to Learning (E: Exceptional; G: Good; I: Improvement required; U: Unsatisfactory) and forecast data. This is the most likely outcome that each pupil will achieve at the end of their GCSE or A-level course if they continue their current progress. It should be realistic and rooted in sound evidence from recent assessment.

Formative assessment

Formative assessment involves teachers using evidence about what pupils have learned in order to decide how to support them to make further progress. It will take the form of teachers checking progress against intentions. This will involve regular questioning across the classroom, designing learning activities that elicit evidence of learning, and providing feedback and remediation to guide pupils how to progress. Feedback will prompt pupils to reflect on their learning and adapt it accordingly.

The marking and feedback process

Marking will embrace the principles of best practice for giving whole class feedback, while aiming to reduce teacher workload. It will be completed at depth on substantial identified pieces of work. Teacher written comments will be in red pen and, on this work, will identify areas that pupils need to respond to, prefaced by R for review, reflect and respond. In order to reduce workload, these areas for improvement could be provided as marking codes on the work that relate to feedback comments that are shared on a class slide or stuck into the book. Written responses by pupils to the feedback will be in green pen, which will also be used for self or peer assessment. Lesson planning will include time for pupils to reflect and respond to the marking or verbal feedback which is planned into the lesson or for homework. Response may be modelled by the teacher, particularly where there are whole class misconceptions.

Monitoring pupil work between assessments:

Work in between assessments, in books, may well be maintenance marked, proofreading only for the level of presentation, spelling, punctuation and grammar as appropriate for the progress of the pupil. For example, where progress is falling below expectations for a pupil, it would be good practice that more marking and feedback takes place. In practical activities, teacher intervention will be determined by observations during the course of the lesson. All feedback should have impact on progress.

Marking for literacy

It is the responsibility of all members of staff to support literacy in school. On identified pieces of work:

- Key spelling errors should be underlined, and SP put in the margin-with the correction where considered necessary.
- P indicates where punctuation is needed to clarify understanding.
- In extended writing // and NP indicate where a new paragraph should be taken.

Teachers will be selective in what they mark. When they do correct errors, teachers will facilitate further learning, for example by indicating a correct version, a pattern or rule, or by prompting the pupil to reflect or to research further themselves.

Peer and self-assessment:

Pupils should be continually trained and supported in the processes of self and peer assessment and will be encouraged during whole class feedback sessions to make corrections and continually improve their work. This should be completed in green pen when written. This encourages students to develop independent learning skills, ensuring they remain in a constant cycle of improvement and reflection.

Monitoring

Monitoring of assessment and marking processes will be conducted through line management, school reviews, lesson observations and walk throughs, book sampling and pupil voice.

Reference material:

Eliminating unnecessary workload around planning and teaching resources: report of the independent teacher workload review group March 2016

Eliminating unnecessary workload around marking: report of the independent teacher workload review group March 2016

Practical tools: example of a feedback policy: DfE published July 2018