Teacher Assessment and Feedback Policy

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Distribution			
Essential reading for:		Teaching staff	
Information for:		Parents, staff and students	

1. **Principles and Purpose of Assessment and Feedback**

   High quality teaching, assessment and feedback are central to our students' progress and high attainment. We aim to provide high quality feedback for students that enables rapid and sustained progress. Feedback should:

   - Ensure that students know what they are doing well and what they need to do next to improve
   - Be personalised to support each student in meeting the demands of the curriculum
   - Provide the teacher with the information on students' progress needed to inform and adapt their planning and the curriculum to suit the students' needs
   - Support students in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and self–reflection and take more responsibility for their independent learning
   - Always be meaningful, manageable and motivating
   - Not place an unnecessary workload on staff. If teachers are spending more time on written feedback than the students are on a piece of work, then the proportion is wrong and should be changed

2. **Feedback for students**

   All types of feedback aim to enhance student progress. These are used in a variety of ways by teachers and can include day to day Assessment for Learning strategies, formative assessment or summative assessment. Students may be assessed and have feedback on in-class learning activities, exercise books, on-line or remote learning, homework tasks, tests or examinations

   - Whenever students are assessed by the teacher, feedback will be verbal, written, electronic/online or a combination. Summative assessment, formative assessment, peer and self-assessment will be used as appropriate, all of which should help teachers assess what pupils can do and understand

   - Students should engage with their own assessment through reflection and improvement, 'green pen' time, self and peer assessment. To do this and to allow them to be active in and engage with their progress feedback should be personal to the needs of the student. It could be written by them as part of this time. It should be used by the student and teacher for future learning

   - Feedback should use clear criteria for assessment, which is shared with and understood by all students. Where necessary the criteria will be modelled by teachers so that students are clear what they are expected to do to be successful

   - The quality of this feedback is essential in helping students to make progress. The primary way in which the quality of feedback can be demonstrated by teachers, is how students tackle subsequent learning

3. **Written feedback**

   - Written feedback by the teacher should comment on what they have done well and what they should do next to improve
   - Comment marking could be summative or annotation throughout the response
   - When common mistakes are established these should be given to the students as verbal whole class feedback to avoid repetition of similar written comments on all students' work. Students should capture this in green pen
   - There should be evidence of the literacy and numeracy policies being followed. This should include Spelling, Punctuation and Grammar (SPaG) marking where appropriate

4. **Frequency of marking**

   - The frequency of teacher marking will be reflective of the different subjects, age ranges and quantity of lessons per week
   - The frequency and types of feedback and assessment will be agreed by the subject leader and SLT line manager, and be consistent within subject teams and in line with departmental procedure

- Teachers should not mark every piece of work and marking frequency should most likely correlate with the assessed work that is part of the assessment data collection points for each subject and year group Class teachers are expected to keep a record of their marking over time
- A consistently high standard of marking across a department is important. Each department is responsible for developing its own marking procedure in keeping with this feedback and assessment policy and this should reflect the workload demands of the subject
- The Subject Leader is responsible for having work scrutiny systems in place to ensure that assessment and feedback is undertaken by all staff in accordance with the departmental procedure. The Senior Leadership Team is responsible for having work scrutiny systems in place to ensure consistency across the school

5. Implementation

Teachers should:

- Ensure that the learning objective and intended learning outcomes provide the focus of feedback given
- Share learning objectives and success criteria (E.G bands or mark schemes) with students
- Provide written feedback to students in line with the frequency of marking expected
- Provide feedback on SPaG literacy and numeracy where appropriate
- Use the full range of appropriate assessment methods and feedback strategies to support their teaching and student progress
- Follow the Assessment, Recording and Reporting Policy and refer to the assessment calendar

Students should:

- Ensure they know over time, what they need to learn and practice
- Engage fully with regular opportunities to improve and reflect on their learning and progress
- Use their green pen to identify what they have done well and ways they can improve as well as to make improvements to their work
- Engage fully with self and peer assessment
- Take responsibility for their own learning, particularly in editing and drafting skills. They should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard

Subject Leaders should:

- Ensure consistency of assessment and feedback across the department through their quality assurance process
- Analyse progress and provide strategies for in class intervention where appropriate
- Have curriculum outlines in place for all year groups
- Adapt schemes of learning and assessment to optimise feedback
- Organise standardisation and moderation within departments as appropriate
- Follow the Assessment, Data and Reporting policy and process for each year group and refer to the assessment calendar

Heads of Years should:

- Support student in understanding their role in feedback
- Support parents/carers in understanding their role in feedback
- Liaise with teachers and subject leaders as necessary to support student progress

6. Marking for Literacy

The school recognises the importance and relevance of literacy in all subjects. Where appropriate the following points should be adhered to:

- Evidence of marking literacy should be present in written work. Errors highlighted should include spelling errors, capital letters, punctuation or a missing word. These could be identified by codes in the

margin to feedback to students. The codes shown below will be used across the school. Departments may choose to add to these codes
- Formal English (where appropriate), appropriate grammar and subject specific vocabulary must be used in all written work and marked as such

Symbol	Meaning
Sp	Means that there is a spelling error in the line. Use a dictionary to check the correct spelling and then practise it three times at the back of your 'best' book.
P	Means that there is a punctuation error in the line. Notice where and what the teacher has indicated is missing
Gr	Shows that there is a grammatical error in the line. Think about what it is and re-write the sentence correctly
Exp	Indicates that there is an error of expression in the line. Again, re-write the sentence correctly.
Para or //	Shows that you should have started a new paragraph
^	Is an omission mark and it indicates that there is a letter or word missing.
ww	Means that you have used the wrong word. Replace the word correctly.

7. Marking for Numeracy

- The school is committed to maintaining high standards of numeracy. Marking will support students in developing their numeracy skills in all areas of the curriculum
- Where numeracy is used departments should liaise with mathematics staff to ensure that consistency is achieved in terms of language, notation and approach.
- Teachers should act as role models for numeracy standards. They should ensure that students are supported in being able to independently meet the numerical demands of a variety of situations, in appreciating the power of numeracy in communication and also in adopting a logical approach to problem solving

8. Presentation Principles

- Students should use blue or black ink to write, and a green pen when improving work
- Headings should be underlined neatly with a ruler
- The date is to be written in the top right hand corner of the piece of work and underlined
- Tippex or other ink erasers are not allowed. Mistakes should be crossed out neatly with one line
- Work that is word-processed should be presented neatly with adequate margin space. Paragraphs should be indicated by missing a line between one paragraph and the next
- Paragraphs in handwritten work should be shown by indenting the first line of each new paragraph
- All work must be produced to a high standard. Students may be asked to repeat work if necessary

9. Related Policies

This policy should be read in conjunction with:

Teaching and Learning Policy
Assessment, Data and Reporting Policy
Rewards, Behaviour and Consequences Policy
Homework Policy
Literacy Policy
Numeracy Policy