MARKING, FEEDBACK and ASSESSMENT POLICY

SLT author/reviewer	*Deputy Head Academic*	**Authorised by**	*SLT*
Last review	*1 September 2024*	**Next review**	*1 September 2026*

Marking, feedback and assessment policy snapshot

Marking and feedback

- Teachers mark in green ink.
- Pupils respond in pink/red ink.
- Work that is produced digitally can be either be marked and printed or returned online.
- All teachers are responsible for marking for literacy.
- Not every piece of work needs to be marked e.g. pupil notes may be unmarked; however, a large proportion of pupil classwork and homework should be marked with evidence of pupil interaction with their feedback.

Assessment

- Teachers will not place undue emphasis on 'tests' as high-stakes assessments. Pupils are assessed in every lesson, every day and while we want them to prepare appropriately and apply a certain level of importance to particular assessments, teachers are advised to use their professional judgement to ensure that no one situation causes undue stress.
- We build up exam-style formal assessment from Year 8. Our cycle of assessment windows begins in Year 8 and runs as follow: End of Year 8 exams (English, Maths and Science only), End of Year 9 exams, End of Year 10 exams, Year 11 mock exams, GCSEs, end of Year 12 exams, Year 13 mock exams, A Levels.
- A decision about setting is taken with the broadest possible view of a pupil and is informed by classwork, homework, assessed work, and pupil attitude.

Through marking of class work and assessments teachers should:

- Assess learners' work regularly according to the school assessment policy;
- Use analysis of assessments to inform their teaching and support learners' progress;
- Use data to ensure learners are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff within school of learners' progress or underachievement via the reporting system or internal line management mechanisms.

Rationale

The aim of our assessment approach is that pupils feel valued through the recognition and endorsement of their achievements. This promotes a culture where success is viewed positively and is celebrated and where all pupils are given the tools to ensure progress. Additionally, our focus on progress and 'next-steps' means that the conversations happening around assessment lay in place the tools that the pupils need to make continued progress.

We seek to nurture the abilities of each pupil by using assessment strategies that place an emphasis on praise and positive reinforcement clearly identify next steps, with practical and specific targets. Some strategies to achieve this include:

- a consistent, positive communication style
- allowing pupils to discuss work and reflect upon their progress
- discussing, setting and reviewing predicted grades
- sharing their work with other pupils, parents, teachers, industry
- personal tutors receiving all information about pupil achievement regularly
- displaying pupils' work in the classroom, online, and around the school
- reinforcing achievements in school assemblies
- awarding Headmaster's commendations
- seeking several opportunities to celebrate pupils' success
- profile school team representatives, (musicians/sports stars etc.) via the school's communication system (weekly bulletin and termly newsletter).
- using open days/celebratory events to showcase achievement to for industry and parents (Science fair etc.)

Marking and responding to pupil work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout the school; it informs and enables staff, children, and parents/carers in this process. Marking is one of the key communication channels between teacher and student. The quality of the teacher's response provides a pathway to effective learning. This policy seeks to support good practice that already exists within School.

Our aims in marking and responding to pupil work

- To use marking as a teaching tool to inform pupils of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop pupils' ability to proofread, edit and improve a piece of work before the teacher sees it.
- To expect pupils to use methods to indicate their own understanding of their learning
- To expect pupils to explain how they think work can be improved.
- To respond effectively to the work of their peers.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and pupils.

We believe that pupils learn effectively when they receive clear and regular feedback. Consistency of approach and format can only serve to enhance the clarity of the teacher's response and promote meaningful learning experiences. Our 90-minute lessons will generate opportunities to discuss marking in lessons and teachers should seeks to include

directed improvement and reflection time (DIRT) so that pupils can respond to feedback and make meaningful progress.

The following code of practice has been agreed by all Curriculum areas:

Pupils are entitled to feedback which is:

- positive
- accurate
- relevant
- simple to understand
- specific
- and provides **'enough guidance about how to improve their performance'**

New staff should **refer to department exemplary work and the relationship with the assessment standards as defined by departments.**

- Written comments should be discussed with pupils where practicable
- Pupils should be set attainable targets
- Pupils should be set a clear timeline for the work to be done

Many pupils enjoy immediate feedback from mechanically marked tests e.g. online testing/mental arithmetic and spelling tests. Teacher must be mindful of pupil wellbeing when reporting test scores. Scores and assessment data should never be called out in class or shared with any other pupils.

The development of spelling, punctuation and handwriting is the responsibility of all teachers. Basic literacy and numeracy strategies need to be employed in all subject areas and tailored to curriculum/examination requirements. See Literacy and Numeracy policy.

All marking is audited during the normal cycle of planning, preparation and teaching observations conducted by SMT. Heads of Department will be responsible for overseeing and quality assuring standards and consistency within their subject.

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of children. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning
- focuses on how children learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners ***know how*** to improve
- develops the capacity for self-assessment
- recognises ***all*** educational achievement

Our marking and feedback protocol

Teachers mark in green ink. Pupils respond, correct and edit their work in pink or red ink. It is not an expectation that every piece of work is marked, for example pupil note taking may not receive feedback; however, the significant portion of a pupil's classwork and homework should receive feedback and there should be evidence of the pupil having engaged with this feedback.

The School expects that the teacher's responses take into account the learning objectives of the activity/area of the curriculum and that there is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts; however, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum. In many cases the teacher will concentrate upon targeted misspelt words. In this instance, the teacher must make sensitive judgements in relation to the age and ability of the child as well as the purpose of the marking and it is often not appropriate to correct or point out every error on a piece of work.

All verbal and written comments made by the teacher should be constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good" time after time. It is not appropriate for written comments to be made upon every piece of work - the Head of Department will be responsible for managing and monitoring teacher marking. This may be on an individual teacher by teacher basis or via a department marking scrutiny (APPENDIX A)

Pupils are encouraged to evaluate their own work before submitting it for making, taking into consideration the shared learning objectives and any previously individually set targets. After marking, pupils are given time to reflect, correct and address any misconceptions. Time is regularly set aside to enable pupils to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher.

Common Marking Guidelines

Symbols in Margin

Sp. - Write the word in the margin and underline the misspelled word.

No more than three corrections.

// - New paragraph

P - Punctuation: add or delete as appropriate

C - Capital letters: add or delete as appropriate

A GREEN pen should be used where required to comment in exercise books.
Where guidance and targets are set staff must indicate when these targets have been responded to. Staff must work to **tell** the pupil what to do rather than ask them, then follow up to check they have responded appropriately.

A PINK pen should be used by pupils to show their response to marking and to illustrate examples of peer or self-marking.

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning and how they will be helped to make further progress is also planned.

Success criteria are elements of the learning objectives – either the steps involved or what you need to remember to do in order to achieve the learning objective. All children generate success criteria, both written and verbal, against which performance/attainment is measured in relation to learning objectives.

Marking digital work

All digital work must be set via Teams in the first instance. Homework tasks are set via the Assignments function and teachers may use the feedback box to respond before digitally returning the work to pupils. Classwork and independent study tasks are set via OneNote, the ClassNotebook and/or the class Channel. Work can be submitted via Teams or OneNote but some pupils may print work out and hand in a paper copy; either is permissible. Digital records of work must be kept and made available to observers on request.

Assessments

Kew House School regularly assesses pupils' progress, knowledge and understanding and assessment forms a core tenet of our educational provision. We actively seek to minimise the stress that assessments can pose to pupils and as such, while assessment happens in an informal way in each lesson, each day, formal assessments are never used as a single point of reference to make decisions and judgements about a pupil's ability, teaching set, or entry tier. Our assessments form part of a holistic view of pupil progress and are primarily formative in nature.

Guidelines for assessments within departments

- Teachers will not place undue emphasis on 'tests' as high-stakes assessments. Pupils are assessed in every lesson, every day and while we want them to prepare appropriately and apply a certain level of importance to particular assessments, teachers are advised to use their professional judgement to ensure that no one situation causes undue stress.

- For setting purposes, assessments must never be 'double weighted'. A decision about setting should take the broadest possible view of a pupil and must be informed by classwork, homework, assessed work, and pupil attitude.
- Laptops should be used by all who have this as their normal way of working in your subject.

- Classroom teachers must take the role of reader and/or scribes for in-school assessments, with the exception of Year 11 and Year 13 mock exams and all external exams where this will be undertaken by an invigilator.

- In **Years 10 – 13, all access arrangements should be applied as closely as is possible.**

- Extra time should be factored in to the time given for the assessment and **pupils should not be required to come back after school to use their extra time**. The exception to this is pupils with 50% extra time. A non-assessed activity needs to be provided for other pupils to complete during the window of time given to those with 25% extra. This would mean that in a 90 minute lesson, approximately 70 minutes could be used for an assessment and the remaining time given as extra time or used for other activities. Where there are exam questions/papers which run over this time, a second lesson will be used to complete the assessment.

- Because of the need to re-assess pupils' access arrangements within a certain window of their exams, **we do not offer extra time as a matter of course for lower school exams.** A number of pupils may have an EP report but when tested in Year 10, do not qualify for extra-time. If a child has an EP report and is likely to qualify for extra time (and this is a significant factor in their performance in an assessment) we are mindful of this when marking and reporting assessment scores. Professional judgement and liaising with the Learning Support department are used to ensure the needs of all students are met.

Appendix A

KEW HOUSE SCHOOL

Date of scrutiny:

Conducted by:

Department work Scrutiny monitoring proforma 2024 - 25

	Teacher 1:	Teacher 2:	Teacher 3:	Teacher 4:
Attainment *(Overall standard or work. Lesson objective / learning intentions met? Evidence of self-assessment? Targets set and acted on?*				
Differentiation *(where relevant). GCSE equivalent grades referred to and explained where relevant). Opportunities for independent learning / recording?*				
Progress / working at appropriate level. *Do students know what to do next / how to improve? Targets and grades clearly displayed in front of books? Do comments reference grades?*				
Presentation and attitude. *Do students consistently take pride in their work*				

Feedback. *Is marking linked to overall lesson objective / learning intension? Does it extend or consolidate? Does it provoke further questioning? Does it meet the policy requirements? Student response / encourage dialogue? Peer assessment? Marked for literacy / numeracy?*	
Overall strengths:	
Areas for development:	

Department: Term:

Appendix B

Ways of varying marking:

Peer-evaluation of subject paragraphs using checklist criteria
Self-evaluation of subject paragraphs using subject keyword checklist
Self-checking answers line-by-line with a ruler, correcting any mistakes from a model exemplar or unit-specific knowledge organiser
Whole-class oral feedback on strengths and improvements
Public critique as a class with a visualiser
Class scoring of pupil's work via visualiser on certain criteria
Numbered targets for redrafting
Exemplar models photographed, typed up, printed and shared with the class
Hinge questions with multiple-choice options to identify misconceptions
Mini-whiteboards to answer questions
Online multiple-choice quizzes with instant scores and feedback
Written-answer quizzes with instant scores and feedback
Exam percentages or grades reported with a rubric
Peer tutoring where older pupils coach younger pupils
One-on-one coaching feedback on writing while class redrafts
Pupils write paired, shared online documents and questions on each others'
Building up an online comment bank of questions to add to online documents

Appendix C

Marking symbols

You may see some of these symbols on your child's work. Teachers will use them in the way they think best for individuals – i.e. drawing attention to all mistakes at once may not be useful. Our pupils are encouraged to use these as they carry out peer and self assessment.

Sp = check spelling

// = missing paragraph

/\ = indicates there is a word/words missing which means the sentence doesn't make sense. E.g. They /\ the castle.

? = the meaning is unclear

C = capital letters (usually missing)

P = check punctuation