

**Netherhall School**

*An Ambitious, Caring Community*



# Assessment, Marking & Feedback Policy

**Adopted by Netherhall School Governing Body**

**On: 8 September 2022**

**Signed:**

**(Neil Watt, Chair of Governors)**

**Date by which the procedure was last reviewed: 1 October 2021**

**Anticipated review date: 1 September 2023**

## **Equality Act 2010**

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

# Introduction

## **The Purpose of Assessment Marking and Feedback**

The marking and feedback of both formative and summative assessment is used to support students' achievement and attainment. This is the critical point, it should make a difference to the progress and learning of the student, and it should be evidential. In other words, once the formative and summative assessment has been given and internalised, it needs to be used by the student to improve and make progress, which should be evidential in the subsequent work, behaviours and actions of the student.

**Teaching staff are not expected to mark and provide feedback for class notes.**

**Teaching staff are expected to provide high quality feedback for both summative assessment and formative assessment:**

## **Key Stage 3 - 5**

At least one piece of formative assessment should be completed by students during 10 consecutive taught lessons. There should also be at least one piece of summative assessment completed within each half term and timings must allow at least 10 working days before the termly data submission. Both formative and summative assessments will take place in lesson time and in students' classrooms for students in KS3; however, assessments for students in KS4 and 5 formative assessments may be in the form of mock examinations as per the school calendar.

It is up to the head of department / subject to specifically determine whether class notes and assessments are contained in the same exercise book, or whether each student holds two separate exercise books for the subject: one for class notes and one for assessments. The only requirement is that this is a consistently adopted policy by all colleagues who teach in the subject area.

The whole school policy documents that should be attached in students' exercise books are:

- In the class notes book, '**Standards in Exercise Books**' expectations sheet should be attached on the inside of the front cover of the exercise book.
- '**Never Heard the Word Grid**' should be attached in the students' exercise book at the start of the topic that relates to the '**Never Heard the Word Grid**'.
- '**Assessment Tracker**' in which the student records the grades / marks they have been awarded is to be attached to the inside of the back cover of the exercise book.
- For departments who choose to have separate books for class notes and assessments, the '**Standards in Exercise Books**' expectations sheet and '**Never Heard the Word Grid**' should be attached to students' exercise books as described above, while the '**Assessment Tracker**' should be attached to the inside of the back cover of their assessment books.

## **Frequency of Assessment Marking and Feedback**

High-quality assessment feedback is time sensitive. Following the assessment, the sooner feedback is given the more relevant, useful and effective it is.

## **Consistency**

Consistent correction of English across all subjects is one of the key elements to improving students' use of English.

## **Spelling, Punctuation and Grammar**

A uniform marking code will be applied to students' assessment:

- / Sentence break needed.
- **NP //** Paragraph needed.
- **Sp** Spelling error.
- **P** Punctuation.
- **CL** Capital letter needed or incorrectly used.
- **FS** Write in full sentences.
- **T** Wrong tense used.
- **??** Meaning not clear.
- **NSE** Non-standard English/ slang.
- **^** Word missing.

Staff should annotate students' assessed work in red pen where there are SPG issues and ensure that students' make the required corrections in green pen at the earliest available opportunity when providing feedback to students to boost their correct use of SPG.

## **Formative Assessment Feedback**

Formative assessment feedback can be written or verbal. The structure is the same whichever medium is used; it should be diagnostic, positive, constructive and evidential.

## **Presentation of Assessment Feedback**

Assessment feedback should be:

- Legible – students have to be able to read the assessment feedback.
- Appropriately positioned and presented to give it significance and convey its importance.
- Given in a format and language that students can understand.
- Written in red, which distinguishes it from students' existing work.
- Students' response to feedback and curricular improvements are to be completed in a green pen, so as to distinguish students' responses to teacher feedback.

## **The Content of Assessment Feedback**

The framework for giving assessment feedback needs to be consistent within subject areas. This supports students' understanding, particularly when they move between sets, groups, new timetables, etc.

## **Assessment Feedback Content Should:**

- Assess against and refer to the assessment criteria.
- Give guidance to improve literacy: spelling, punctuation, grammar and the structure of writing.
- Give feedback on the presentation and organisation of students' work (see Appendix 1).

- Highlight and praise strengths.
- Identify what is not correct and give guidance as to how to improve.
- Be used by the student to support learning and progression.

Some departments choose not to share grades with the students until they have read and used their assessment feedback, as students tend to focus solely on the grade. There is much truth in this; it is a view supported by many of the authorities on assessment feedback: Dylan Wiliam, Professor Black, et al. It is at the discretion of the teacher, as to when this approach is appropriate.

### **The Use of Assessment Feedback**

The critical point is that students use the assessment feedback; this should be a systematic part of the teacher's pedagogy. Students should have an opportunity to act upon and learn from their assessment feedback. A useful technique is to incorporate the review, evaluation and action on assessment feedback as a starter activity in the post-marking lesson(s). The teacher circulates the class during the starter activity and checks whether the students are completing corrections accurately and using assessment feedback effectively to support learning.

It is also useful for students to give a written response to assessment feedback stating what they have learned and understood from the teacher's assessment feedback and how they plan to use the assessment feedback for improvement. This allows the student to think about, construct and internalise a response. This supports the notion of marking and assessment feedback as a continual process of improvement (closing the circle). The more a student is encouraged to be an active participant and to view marking and assessment feedback as an on-going process, the more effective assessment feedback becomes.

### **Work Scrutiny**

Work scrutiny take place every two weeks through line management to monitor, evaluate and review the impact and give feedback on the effectiveness of assessment marking and feedback for each subject.

To gain further insight into the effectiveness of assessment marking and feedback across a range of subjects, whole school work scrutiny will take place three times a year and will focus on student voice; selected students will be asked to bring books from specific subjects. Feedback from this will be shared with colleagues through a teaching and learning briefing and discussion at department meetings.

### **Conclusion**

High-quality assessment marking and feedback has the potential to foster powerful relationships between teachers and students and to aid progress. Students know and appreciate when their assessments have been marked thoroughly and constructive feedback for improvement has been provided.

## Appendix 1

### Netherhall School Standards in Exercise Books

The key to high standards of presentation and organisation of students' work is firstly, for teachers to set clear and high expectations and to insist on a minimum standard; secondly, for teachers to be consistent when applying the expectation and standards and reinforcing them through their interaction with students.

1. The only information on the cover of student exercise books should be the student's name, subject, group, and their teacher's name. There should be no graffiti.
2. All loose sheets must be appended into students' books.
3. "Never Heard the Word" grids must be visible in students' exercise books.
4. No pages should be torn out of exercise books.
5. Students' work should be completed. When one looks at the students' books, there should be a sense of the work being finished and completed to a high standard.
6. Each piece of work should begin with the previous piece of work ruled off. There should be a title and date, both of which should be underlined. The lesson objectives for each lesson should also be clearly noted.
7. Any mistakes should be crossed out neatly with a single line drawn with a ruler, for example, ~~freind~~ friend.
8. If a student does not keep to these standards, the subject teacher should deal with this initially. If required, parents/carers should be contacted, and a replacement exercise book purchased.
9. If that is not the end of the matter, the Head of Department should be involved and, if necessary, the Form Tutor/ Head of Year.
10. The standard of students' work will be central to work scrutiny.