



FEEDBACK AND ASSESSMENT POLICY

In accordance with our mission statement and with particular reference to the FCJ value of ‘Excellence’ this marking and assessment policy sets out ways in which we use feedback and assessment to promote excellent learning and teaching.

The aims of this policy are to:

- Promote a consistent approach to marking, assessment and feedback throughout the school in order to improve teaching and learning
- Guide staff to ensure that pupils are receiving high quality feedback consistently from all subjects in a way which is manageable
- Ensure that through high quality marking and feedback, pupils know what they need to do in order to become more successful learners of a subject
- Promote our core values of hope, dignity, justice, gentleness, excellence and companionship.
- Guide Heads of Subject and Faculty in developing their own assessment policies.

Background

- Teacher Standards state that teachers should:
 - ❖ ‘guide pupils on the progress that they have made and their emerging needs.’
 - ❖ ‘make use of formative and summative assessment to secure pupils progress’
 - ❖ ‘give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.’

In addition, teachers on the Upper Pay Scale should:

- ❖ ‘Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.’
- According to Hattie and Timperley (2007) ‘feedback is one of the most powerful influences on learning and achievement’. Research shows that quality feedback is essential to pupil progress.
- We recognise that the most effective type of feedback is prompt, timely and relevant to the student and should be driven by professional judgement to be “meaningful, manageable and motivating”. (A marked improvement? A review of the evidence on written marking, 2016). In particular, teachers must be encouraged to ensure marking is not burdensome.

Assessment for Learning

Teachers are strongly encouraged to make use of assessment to promote strong learning in the classroom. The roles of the teacher, the learner and the peer are all crucial to high quality assessment. These roles were summarised into the five ‘key strategies’ of formative assessment (Leahy, Lyon, Thompson, & Wiliam, 2005) as shown below:

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1a Clarifying and sharing learning intentions and criteria for success	2 Engineering effective classroom discussions, activities, and tasks that elicit	3 Providing feedback that moves learning

		evidence of learning	forward
Peer	1b Understanding and sharing learning intentions and criteria for success	4 Activating learners as instructional resources from one another	
Learner	1c Understanding learning intentions and criteria for success	5 Activating learners as owners of their own learning	

In particular, teachers should consider a range of effective questioning strategies in order to ensure that all students have learned and understood the key components of the lesson taught. This is essential to allow for teachers to judge when to move to the next part of the lesson or curriculum and also allows misconceptions and errors to be corrected rapidly. These include

- Hands down questioning as a routine feature of lessons
- Regular retrieval practice as a feature of lessons
- Use of whiteboards or class votes
- Quizzing
- Think Pair Share

The knowledge gained by the teacher through these processes should be used to inform lesson planning for the next lesson. Assessment should also be seen as something which helps a student to recall information over time. It is expected that most forms of assessment will be short and sharply focused questions or tests. Students, especially at KS3, should have plenty of time to practise skills or to embed knowledge before attempting longer assessment tasks.

Feedback

- Pupils will receive regular feedback in many forms including written feedback, peer assessment, self-assessment, verbal feedback and whole class feedback. Each of these is equally valuable.
- Feedback should be meaningful and focused on helping the learner to improve. Comments, either verbal or written, should indicate what pupils have done well and what they need to do to improve in as precise a way as possible.
- Pupils should be given opportunities to act on the feedback they have been given to demonstrate they understand it – this could be by revisiting work or by completing a new task designed to help them to consolidate knowledge or skills. It is often useful if this is completed in a different colour pen or is headed 'Response to Feedback'
- Teachers should make feedback motivating. Praise is important for pupils and pupils should not be overburdened with too many areas for improvement at any one time.
- In order to ensure that feedback is manageable, the regularity with which work is marked will be proportional to the number of lessons a class is taught. This should be set out in individual departmental assessment policies which will run alongside the school assessment policy.

What will feedback look like at Upton Hall and what do I need to do to make the most of it?



What I won't see: feedback on every piece of work or ticks on every page

- It is up to individual teachers to develop a system that enables them to manage their setting of work so that all pupil/student work is up to date and marked in line with departmental policy. Teachers should be willing to use efficient ways of marking in order to ensure their workload is manageable.
- It is not necessary to mark every piece of classwork although 'checking' work regularly is important – i.e. to ensure that work is up to date and organised. It is not necessary for teachers to evidence this checking.
- Monitoring of work in books should take place regularly by subject leaders through book scrutinies, whilst observing lessons or on carrying out learning walks. Evidence of 'over-marking' should be challenged in order to help staff to balance their workload.
- Grades from all appropriate assessments should be recorded in pupil books (some departments may call them passports) or folders.
- Grades should be given only on key assessment pieces so that they can be reported to parents. There should be at least one graded key assessment piece each term. The marks for these will provide the data that is included in monitoring. These grades will be recorded on SIMS and also input into SISRA. This is the record of marks that subject leaders can access and scrutinise to get a picture of progress and attainment in their subject at any time by individual pupils or groups of pupils.
- Key assessment pieces should be common to each subject so that all of the pupils/students taking a subject will be assessed in the same way.

Feedback through Peer and Self Assessment

- The ability to peer and self assess work needs to be developed in subjects and planned in schemes of work. The teaching environment should be such that pupils feel comfortable in judging their own learning and the learning of others and can advise ways to improve it.
- Peer and self assessment should provide the opportunity for the teacher to observe and reflect on the learning that has gone on within the classroom. Peer and self assessment can take different forms, e.g. through verbal and written feedback.
- The criteria for evaluating learning outcomes must be clear to the pupils/students. If criteria are abstract/subjective then clear examples should be given, on which pupils can model their practice.
- The criteria for comments given through peer and self assessment are the same as those given through teacher marking. They must give areas of strength and areas for development. The comments must relate to criteria that are understood by all pupils/students and relate to specific areas.

This policy should be read in conjunction with the policy for Tracking Pupil Progress and Reporting Achievement (Attainment and progress) to parents. Each Faculty and subject should develop their own marking and feedback policies which will help students make best progress in their subject. Departmental Policies will set out how

- Teachers know pupils are secure in their knowledge of the curriculum
- how assessment is used in the classroom to check pupil knowledge and to help retain information
- how written assessment is used to check pupil knowledge and to help pupils retain information
- Expectations for the quality and frequency of written feedback
- How assessment is used to inform teaching and the curriculum

Subject leaders and Heads of Faculty should have regard to these principles in establishing these policies.

Marking and Assessment Policy
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