

# **Assessing, Marking and Feedback Policy**

**Rewritten in June 2025**

## **Whole School Approach – Departments will have departmental policies that follow the recommendations below.**

### **Purpose of Assessment and Marking**

1. All forms of assessment allow teachers to check on student learning, and then use that to inform their immediate, or longer term planning.
2. Assessment will also be used to inform students on their next steps, be it written or verbal; individual or whole class
3. Assessments will be used to predict future grades, and PC data
4. Feedback should be framed in a positive and encouraging manner, and next steps should be appropriate and achievable for the students
5. Assessment and feedback has the potential to both motivate, and un motivate, and therefore it is important that we ensure that students feel they are in control (the next steps are relevant and achievable) , and competent (their successes are celebrated and recognition given)

### **Assessing to Inform Planning and Check on Learning**

#### **Maintenance Marking**

1. Maintenance “marking” in terms of taking exercise books or folders in to check is **not necessary nor encouraged**. Online assessments should be used to inform teachers’ planning, and these should be set with due dates that allow teachers to review the assessment and use the findings to inform their next lessons. In terms of maintaining high expectations in relation to the presentation and completion of work, this should be checked during the lesson whilst the teacher is circulating and monitoring the learning in their lessons.

#### **Homeworks and Use of Online Assessments**

1. In line with the Homework policy, **online assessments that require students to recall prior learning are strongly encouraged**. These assessments could be SENECA, Microsoft teams quizzes, or other platforms that assess appropriate and relevant content, are auto marked and not teacher marked, and give question level analysis. Teachers should use this question level analysis to inform planning and to provide verbal whole class feedback in relation to any common misconceptions.

#### **Whole Class Assessment**

1. **Whole class assessment must be incorporated into all lessons** to enable the teacher to check on learning rather than assume learning. Whole class assessment is preferable to hands down questioning, and hands up questioning as it expects all students to participate and allows the teacher to check on all learners.
2. Whole class assessments involves all students being posed a question or statement, and them all responding at the same time. Suggested methods for whole class response are:
  - True / false statements with students either writing a T or an F on a mini whiteboard that the teacher can read, or using their left arm for true, and their right arm for false

- Using multiple choice questions (ideally with known misconceptions so these can be “taught out”), and students show the correct answer (1,2,3) using their fingers
- Responses to questions using mini whiteboards

### Circling

1. Teachers **must** be circling and checking on students’ work. This involves walking around the room and checking on students work. Seating plans should be designed so that students with additional needs are sat at the start of the typical path that a teacher takes around their classroom. Some teachers **may** “live mark” as they circle. Where teachers have trialled circling and live marking where they use green and pink highlighting to identify strengths and areas to improve / amend, this has proved successful and popular with students

## **Assessment to Inform Planning and Provide Students with Advice to Improve**

### Modelling and Exit Tickets

1. Where subjects have **an examined element, exit tickets (following modelling) must be used in the department.**
2. Exit tickets should accompany a modelling activity in class, whereby “I do” involves the sharing of a WAGOLL (What a Good One Looks Like), “We do” involves the teacher and the students building an answer together, with the teacher signposting their thinking and decision making process in the construction of the answer, and the “You do” forming the exit ticket
3. Exit tickets should be marked by the teacher
4. Formative comments are NOT expected in the marking of the exit ticket as the students have already been given guidance in the forming of the answer, and they have a model answer to refer to
5. Where after marking the exit tickets there is a common error, this should be addressed as verbal whole class feedback
6. In identifying the nature of the exit ticket and the frequency of the exit tickets, Heads of Department and Key Stage Managers have been asked to be strategic. Leaders should be using their knowledge to identify the common content and type of question that students often underperform on with the topic assessments and exams, and then using the modelling and exit ticket to address this during the topic, prior to the assessment. Therefore frequency will vary from department to department, but also from topic to topic within a subject
7. The most common approach across the school that balances workload and the need for students to receive guidance and feedback is one modelling session and exit ticket per topic.

### Use of Success Criteria

1. Often used in practical based subjects, but also in project work and some longer written assessments, success criteria involves providing students with what is expected in a student friendly, often written check list. Students, peers and teachers can then use this to assess and find areas of development and strengths in the student’s work

### Deep Marking

1. Key stage managers **must** identify pieces of work which will be marked by the teacher and constructive feedback provided that links into an appropriate dirt task that enables the students to action the improvements they have been given. This “DIRT” will then be marked so the student and teacher can judge if the necessary improvements have been made. The identified piece of work should be of a nature that allows

teachers to assess knowledge, understanding, skills and application. Data associated with this marking to be discussed between HoD and NEB

2. The feedback provided can be oral or written
3. Feedback is based upon teacher marking and not self / peer assessment
4. The DIRT should be personalised and meet the needs of the student. This does not mean that each student gets a different DIRT, but that the DIRT given is relevant to that student.
5. DIRT should follow the piece of work that has been deep marked and needs to be completed in purple pen.
6. The regularity of deep marking, and the approach used, is set by departments and agreed by EMH.  
Regularity is determined by the amount of lessons per week, how often information is needed to inform planning and teaching, and teacher workload. As a result, regularity will vary across subjects and key stages, however, the most common approach is topic exams and year exams
7. The audience for deep marking is the student and therefore should focus on improving their learning
8. Different departments use different strategies for deep marking – Comments, SLT, STAR, WWW / EBI, Target and action, etc. Departments are to consistently use the strategy that best meets the needs of their subject area, the school does not advocate one system across the school.

## Monitoring

- Heads of subject and postholders are responsible for regularly monitoring the regularity of assessment and marking, and the quality of the deep marking and the DIRT. Department CPD can be used for book looks / work checks, together with regular drop ins where work can be viewed and students can be questioned about typical practice
- SLT will also randomly monitor work during lesson drop ins, detentions (where students will be asked to show their books) and other opportunities
- QoTL will also monitor the regularity quality and impact of marking and feedback.