

## Marking, Feedback & Assessment Policy

### Aims

The relationship between curriculum and assessment means that our assessment is focused on:

- What students have been taught (the core knowledge identified in the Visible Curriculum)
- What students have understood
- What students have remembered.

Effective assessment allows teachers to identify misconceptions, close learning gaps and enable progress over time because students will be able to 'remember more and do more'.

Effective assessment ensures that, before the teaching of a new idea/topic begins, students have the required foundations of learning. Pre-requisite skills are assessed, gaps and misconceptions are identified and addressed through the five pillars of pedagogy:

- Retrieval
- Modelling
- Questioning
- Deliberate Practice
- Feedback & Review

### Our Values

**We are Ambitious:** effective feedback and assessment encourages students to take pride in their work because it is specific, precise and clear. Students demonstrate high expectations of themselves and others.

**We are Active:** effective feedback and assessment involves, engages and motivates students in the feedback process. The process is planned and timely to maximise impact.

**We are Kind:** effective feedback and assessment is an essential part of quality first teaching. Planned time in lessons provides students with the opportunity to respond in green pen. Students are aware that to improve they need a combination of support and challenge to improve.

### Roles & Responsibilities

Students	Take pride in presentation, complete work to the best of their ability, hand in work on time and respond to <b>live</b> feedback in green pen.
Teaching Staff	Provide timely and high quality feedback, both written and verbal, in line with the policy to maximise student outcomes.
Lead Practitioners	Model innovative practice and pedagogy linked to research. Develop teaching staff in their delivery of <b>marking</b> , feedback and assessment.
Heads of Faculty/Department	To model innovative practice and monitor, evaluate and review the quality of <b>marking</b> , feedback and assessment within their teams <b>to ensure the</b>

	policy is being actioned and that students are being supported to make progress. To celebrate best practice and challenge inconsistencies in adhering to the marking, feedback and assessment policy.
Senior Leaders	To strategically monitor, evaluate and review marking, feedback and assessment identifying best practice and areas to develop to maximise student progress. To celebrate best practice and challenge inconsistencies in adhering to the marking, feedback and assessment policy.
Parents/Carers	To look through their child's book and engage in conversation about their learning and discuss their progress as identified through their green pen responses and feedback via their assessment stickers.

### Formative Assessment

Formative assessment takes place in and across lessons to enable teachers to understand where students are in their learning journey and, where necessary and appropriate, adapt their pedagogy to meet the needs of their students. Teachers will use the following types of formative assessment:

- Live verbal feedback with green pen response
- Live written feedback with green pen response
- Whole class feedback
- Cold calling.
- End of half term 1, 3, 5 and 6 assessments
- Assessment proforma completed and marks for assessment week and reflect and re-teach week entered into Bromcom

#### ☰ Marking and Feedback 2022-23

To ensure students make progress over a time an effective teacher will:

- Know and understand the core knowledge required to be successful
- Deliver the content identified on the Visible Curriculum
- Establish where students are in their learning and respond accordingly
- Provide clear success criteria
- Regularly check students progress and make adjustments as required
- Monitor data to intervene quickly to identify patterns and trends to support curriculum planning and pedagogy development

### Summative Assessment

- Summative assessment should be diagnostic and identify students strengths and areas to develop.
- The model of diagnose therapy and test should be applied to ensure that any misconceptions and gaps in knowledge are closed.
- The Common Assessment Framework is applied to a minimum of two summative assessments across the academic year.

- Summative assessment should be cumulative with each assessment testing the students' knowledge on all that they have been taught so far.
- Year 7-10 end of term assessments in half term 2 and 4
- Calendared PPEs for Year 11 and 13
- Assessment proforma completed for Year 7-10 and marks for assessment week and reflect and re-teach week entered into Bromcom

☰ Marking and Feedback 2022-23

### Student Reports

Year 7-10: once a term, staff are required to make a judgement about student progress using the agreed notation which should be recorded on Bromcom.

☰ Student Report Template

Progress	Criteria
Exceeding Expectations	Students working beyond the standard expected for their year group, showing greater depth of understanding.
Meeting Expectations	Students who are working at the standard expected for their year group.
Approaching Expectations	Students working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group.
Below Expectations	Students who are not yet working on the objectives linked to their year group.

Key Stage 4 & 5: twice an academic year staff are required to make a judgement on student progress on Bromcom. Staff are required to record a 'working at' and 'predicted' grade, and attitude to learning.

	Homework	Behaviour	Effort
<b>Exceptional</b>	Completes all homework demonstrating wider reading and research.	A role model for other pupils due to their excellent behaviour.	Frequently completes stretch and challenge activities in lessons.
<b>Good</b>	Completes all homework.	Always meets the Welling School expectations for behaviour.	Consistently completes all work set to the expected standard.
<b>Room for Improvement</b>	Inconsistently completes homework demonstrating gaps in learning.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
<b>Cause for Concern</b>		Incidents of poor behaviour cause disruption for other pupils.	Rarely completes work or engages in activities in lessons.

### Assessment & Data Collection Expectations

Key Stage	Data Collection Window*	Frequency	What is Assessed? **
Key Stage 3	Dates identified on the school calendar in line with the TKAT assessment calendar.	Half termly assessment tracked via Brcom.  Termly data collection recorded on Bromcom.  Data shared centrally with TKAT for all EBACC subjects.	Core knowledge identified on the Visible Curriculum (Year 7-9). Common Assessment Framework linked to the Visible Curriculum.
Key Stage 4	Dates identified on the school calendar in line with the TKAT assessment calendar	Half termly assessment tracked via Bromcom.  Termly data collection recorded on Bromcom.	Core knowledge identified on the Visible Curriculum (Year 10-11). Common Assessment Framework for Year 10 and specified examination series for Year 11.
Key Stage 5	Dates identified on the school calendar in line with the TKAT assessment calendar	Half termly assessment tracked via Bromcom..  Termly data collection recorded on Bromcom.	Core knowledge identified on the Visible Curriculum (Years 12-13). Assessments, including PPEs, designed and set by the Head of Faculty.

\*all dates are on the school calendar

\*\*all assessments must be in line with the Visible Curriculum and/or the TKAT assessment dates

[+ Staff School Calendar 2022\\_2023](#)

[W TKAT Assessment Dates Secondary 2022-2023.docx](#)

### Marking

- Once a half term teachers will mark at least one piece of work identified on the Visible Curriculum
- Teachers will mark in red pen
- Complete the half termly assessment proforma providing students with feedback that allows them to understand and articulate their learning
- Teachers will circulate the classroom and provide live feedback, either written or verbal
- Teachers will check that students have responded to live feedback in green pen

Review Date: September 2022  
Next Review Date: July 2023

### Feedback

- Informs students about what they have done well and next steps/even better if
- Supports students' confidence in learning, allowing them to **remember more and do more over time**
- Supports teachers' knowledge for each student, to plan and establish effective next steps in their learning journey
- Supports moderation and standardisation to inform teachers' review of the curriculum and enable developments in **curriculum** and pedagogy
- Assessment

### Expectations

Teaching staff are expected to:

- **Have read and understood the Marking, Feedback and Assessment Policy**
- **Ask questions about the policy if unsure about any element of it**
- **Be aware of the marking, feedback and assessment deadlines so that they are consistently met**
- Provide feedback that offers clear information about why students have done well
- Provide students with opportunities to reflect on feedback, which also allows them to respond to the feedback, ask questions and improve their learning in green pen
- Ensure that feedback identifies misconceptions and addresses these swiftly
- Use formative and summative assessment to identify the next steps for students, which should be **used to inform the sequencing of the curriculum**
- Provide feedback and support to students with SEND and adapt how feedback is given, so that students with SEND can understand and respond. The teacher **must** refer to the student's IEP/EHCP to facilitate this
- Provide positive and student-friendly feedback
- Return work promptly and allow students time to review any feedback that has been given

### Feedback Frequency

Number of Weeks	Method of Feedback & Assessment	Evidence
1-2	Formative Assessment Live feedback(verbal and/or written) Whole class feedback Work marked outside of the classroom Acknowledgment of work seen/presentation in books SPAG errors highlighted in yellow	Use of stamps Teacher Comments Yellow Highlighter Self and Peer assessment Green pen responses Sustained or improved presentation and quality of work Progress over time <b>Knowledge retrieval</b>
3-4	Formative Assessment Live feedback(verbal and/or written) Whole class feedback	Use of stamps Teacher Comments Yellow Highlighter

	Work marked outside of the classroom Acknowledgment of work seen/presentation in books SPAG errors highlighted in yellow	Self and Peer assessment Green pen responses Sustained or improved presentation and quality of work Progress over time <b>Knowledge retrieval</b>
<b>5-6</b>	Summative/Formative Assessment KS3: Common Assessment Framework KS4 & 5: Assessment as outlined in the Visible Curriculum In line with the school calendar deadlines in the link above.	WWW/EBI stamp Green pen response from students Progress over time <b>Completed Assessment Proforma</b> <b>Data from assessment and re-teach week added to Bromcom</b>

The following marking codes for literacy should be used:

Sp - spelling  
P - punctuation  
Gr - grammar  
? - unclear idea  
// - new paragraph  
SS - sentence structure

### **Feedback & Assessment Evaluation: The Good Book Guide**

Heads of Faculty and Heads of Department will conduct a Book Evaluation using the 'The Good Book Guide' evaluation form that must be completed for each member of staff. The book evaluation will include class books and assessed work to standardise regularity of feedback, appropriate awarding of marks and the presence of concise diagnostic feedback to enable students to identify and address areas for improvement. There should be clear evidence of securing and building on previous knowledge showing that students are practising their work to secure learning and showing progress over time.

The Leadership Team will quality assure the Book Evaluation once a term in a professional development twilight. Staff will be informed of the year group focus in the morning of the twilight and will be expected to bring a full set of books to be reviewed. In between termly whole school book evaluations Heads of Faculty will be expected to conduct their own Book Evaluations every half term and discuss the outcomes with their SLT link.

[W Good Book Guide 2022-23.docx](#)

[W Book Evaluation 2022-23.docx](#)

