



THE CEDARS
SCHOOL

Assessment, Feedback & Marking Policy

Introduction

Assessment is the range of activities through which we come to know about the abilities, strengths and weaknesses of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise students (and others) of their progress, their targets and how to close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching.

This policy has been based on consideration of statutory responsibilities, current practice and evidence from robust, widely-accepted research.

Rationale

The purpose of assessment is to:

- Help students learn;
- Inform teaching and facilitate a more personalised approach to the needs of students;
- Provide meaningful, accurate information about attainment for students, parents and teachers.

It is helpful to distinguish between **summative assessments** which take place periodically as per the Assessment and Reporting schedule; and **formative assessment** which is part of day-to-day practice in the classroom.

The importance of feedback

Feedback is one of the most effective ways of improving pupils' learning. One recent study¹ found that on average the provision of high-quality feedback led to an improvement of eight months' progress over the course of a year.

Feedback is a response to pupils' work which provides information about their performance and how it can be improved. It can be given in many different ways. For example:

- Written feedback from teachers;
- Written self-assessment using criteria given by the teacher;
- Written peer assessment using criteria given by the teacher;
- The re-teaching of a concept in class;
- Dialogue and questioning;
- Verbal guidance;
- Rewarding good work or requiring that inadequate work is re-done.

¹ Teaching and Learning toolkit, an evidence synthesis produced by the EEF, Sutton Trust and Durham University, 2012

Feedback needs to be acted on by pupils if it is to have a positive impact on learning. There is little point in a teacher crafting a lengthy written comment if the pupil receiving it does not respond to it in some way. A good way of ensuring that pupils respond to feedback in a timely way is the practice of **whole-class feedback**.

The essential components of whole-class feedback are listed below:

1. The teacher examines pupil work (usually a HW task) and identifies a few specific points for development.
2. During the next lesson, the teacher feeds back to the whole class, highlights the points for development and sets the class a specific task which requires them to put the relevant points into practice. This work, which may involve re-writing a paragraph or answering supplementary questions, should be completed there and then in green pen
3. The teacher should circulate while this work is being completed giving individual verbal feedback as appropriate.

It is for individual subject leaders to decide on the best method of giving feedback in their subject. There is no obligation to use whole-class feedback but it is the school's policy that feedback should be given regularly and, most importantly, responded to by pupils. A pupil's response to feedback should usually take the form of correcting, improving or consolidating the work and should always be completed in green pen.

The clear benefits of marking and feedback need to be balanced by the time spent on it. All marking should therefore be "meaningful, manageable and motivating"². One of the strengths of whole-class feedback is that it can have a powerful impact on learning without being excessively time-consuming for teachers. If it is not used, however, subject leaders need to determine alternative means of providing detailed feedback to pupils.

It is most important that pupils receive feedback on a regular basis. If, for example, pupils are completing written problems, the solutions should be shared with them at a suitable point. They may be read out, projected on to the board or distributed to the class, but pupils – and teachers - need to know whether the material has been correctly understood!

Monitoring pupils' work

At The Cedars, the basic requirement is that **all pupil books are seen at least once a fortnight**. 'Monitoring' refers to regularly checking a pupil's work but without necessarily marking in depth. When monitoring, the most recent piece of work seen should be ticked and initialed. In some cases, it may not be necessary to comment but it would certainly be appropriate to point out any conceptual errors noticed or to highlight praiseworthy or inadequate work.

The principal aim of monitoring is to ensure that classwork and homework is completed to a good standard and to show pupils that their work is valued. It is not a substitute for detailed feedback but it may be useful in identifying points for whole-class feedback.

Assessment & Reporting

Six **Academic Reviews** take place during the year in October, December, February, April, May and July. Key dates are published each year in the Staff handbook and term diaries.

²Report of the Independent Teacher Workload Review Group, 2016

Attainment is measured using a 9 – 1 scale Years 10 and 11, raw percentages in Years 7 – 9, and A-Level grades in the Sixth Form. Classwork, homework and conduct are graded using A – E. After each academic review, results are collated and analysed and used as the basis for intervention. See separate document *Measuring Pupil Performance* for further details.

Responsibilities

Each pupil has a responsibility to:

- Act on feedback given by teachers;
- Address the suggestions for improvement;
- Ask for clarification where necessary.

Parents have a responsibility to:

- Discuss academic reviews with their son and help him to formulate personal targets;
- Keep the school informed if there are any particular reasons why their son is finding tasks difficult.

Teachers have a responsibility to:

- Keep clear records of pupil work including baseline data or GCSE targets;
- Be aware of pupils with particular learning needs;
- Contribute to the subject area's systems for tracking student progress, including taking appropriate action to implement intervention strategies within the classroom;
- Share learning objectives for every lesson in a language that is accessible for students;
- Ensure that students are aware of the criteria for assessment and to help students to develop the necessary skills to review their performance in their subject;
- Monitor work as per this policy;
- Ensure that pupils regularly receive helpful feedback and that they act on it;
- Support the development of literacy.

The Senior Management Team has a responsibility to:

- Maintain an overview of the implementation of this policy via work scrutinies and subject reviews;
- Ensure that the assessment policy is consistent with good practice and with other policies;
- Produce an annual calendar of key assessment and reporting points for staff.

Signed: R Teague

Appendix I: Assessment Notation

All teachers will use the following symbols as shorthand for common errors when marking work:

Margin Symbol	Explanation
✓	Correct Good idea Good use of language
gd	Especially good example of the above
sp	Spelling
p	Punctuation
exp	Expression, style, poor choice of vocabulary(Underlined in text)
gr	Grammar (Underlined in text)
NP	New paragraph
ic	Incorrect calculation
^	Omission
ww	Wrong word or inappropriate word has been used
ask	See your teacher for explanation
These symbols will be accompanied by formative comments.	

This policy will be reviewed every 2 years	
Title	Assessment Policy
Version	3
Date of Review	18 June 2019
Authors	Robert Teague
Approved by SMT	Yes
Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	
Next Review Date	Summer 2021