

# Assessment, Marking and Feedback Policy

2021/2022

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

Date of Approval:	15/12/2021
Approved by:	Local Academy Board
Date of next Review:	December 2022



Thornhill  
Academy

*Enriching Lives, Inspiring Ambitions*

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## 1. Rationale

Assessment at Thornhill is central to student making and sustaining progress in order to fulfil their potential. Thornhill believes that constructive marking and feedback, both verbal and written, are the most effective mechanisms through which students are informed of where they are now and how they can improve in relation to what they are required to know, understand and are able to do, as defined by our curriculum.

Assessment, marking and feedback allow for the tracking of students' achievement and progress as well as setting realistic goals to drive the next cycle of planning for teaching and learning. These strategies form the most useful and powerful ongoing diagnostic record of achievement.

We believe that a coordinated assessment, marking and feedback policy will:

- Create a culture of purposeful assessment as a process rather than a task
- Create a dialogue between the students and teachers
- Ensure continuity for the student as they move through the school
- Signal areas of achievement and areas for development to adults and students to inform future planning
- Raise the achievement and self-esteem of students by providing them with timely, regular and diagnostic feedback about their work

## 2. Aims

This policy is will:

- Employ the best practice associated with assessment for learning from external research and recommendations
- Employ the best practice associated with subject specialisms
- Align academy and departmental practices to Trust wide strategies

**Documents to support this policy are:**

- Departmental Assessment for Learning Procedures
- Marking and Feedback Best practice Guide

## 3. Shared principles of effective assessment

The Academy follows the Trust Assessment strategy and our effective departmental assessment practices, outlined in the document indicated above, will:

- Provide students with the knowledge of their progression in comparison to their personal starting points and targets, whether qualitative or quantitative
- Systematically, gather and track information which informs teachers and support staff's planning, teaching, target setting and intervention.
- Ensure assessments are both valid and reliable, using departmental, school and national assessment criteria robustly
- Interleave knowledge and skills to ensure learning has taken place
- Ensure that assessment does not adversely affect teacher workload
- Support regular communication with parents and other stakeholders

#### 4. Shared principles of effective marking and feedback.

Our departments define their own marking and feedback expectations, outlined in the document indicated above, ensuring that effective practice will:

- Be meaningful, manageable and motivating
- Be clearly linked to an ambitious subject curriculum focused on learning intentions
- Be timely in accordance to the curriculum and student needs
- Gather information which evaluates and informs planning, teaching and target setting.
- Prepare students well for receiving and responding to feedback
- Provide students with the granular information they need to know about their achievement, progress and next steps
- Identify and address misconceptions and gaps in learning providing further scaffolding and support progress
- Provide opportunity and time for students to respond to teacher marking and feedback and therefore make improvements.

#### 5. Roles and responsibilities

**The Senior Leader with responsibility for assessment ensures that our shared principles are followed and that:**

- Teachers have access to relevant pupil data.
- Departments clearly define their assessment, marking and feedback expectations and procedures. (see appendix I and II)
- Procedures are effective in improving student progress.
  - Post assessment procedures allow for adequate analysis of assessment information to enable teachers and leaders to adapt planning and target intervention.
  - Identification of subjects, individuals and student groups in need of support help to prioritising key actions as a result of data analysis.
  - Best practice is shared and all staff are familiar with the Assessment, Marking and Feedback Policy and the Trust Assessment Strategy

**Subject Leaders are responsible for ensuring that our shared principles are followed and that:**

- Assessments of students are being carried out within the timescales given.
- Assessment procedures are clearly defined and communicated to ensure these are reliable, valid and support student progress
- Marking and feedback expectations are defined and communicated to support student progress
- Key endpoints are clearly defined so that formative assessment leads to and supports summative assessment points.
- Subject level data is analysed as per post assessment procedures
- Standards are communicated and monitored in their subject according to curriculum planning and expectations set.
- Assessment information is used to inform departmental planning and interventions.
- Assessment, marking and feedback does not adversely affect teacher workload

**Teachers are responsible for following our shared principles by:**

- Using assessment information to inform planning, teaching and classroom intervention
- Contributing to internal and external standardisation and moderation
- Plan for systematic formative assessment opportunities, responding to this to maximize progress
- Ensuring marking and feedback meets our shared principles by:
  - Motivating students to do their best, with no limitations, to make outstanding progress

- Celebrating and recognise achievement, progress and effort
- Preparing students well for conducting assessments or receiving feedback
- Providing students with opportunities to gain immediate feedback, through verbal peer and self-assessment
- Communicating feedback in a positive & constructive tone that is designed to maintain engagement with learning.
- Differentiating feedback to meet the needs of individuals where most appropriate
- Encouraging students to take charge of their own learning
- Linking feedback to learning intentions being specific, accurate and clear.
- Feeding forward, providing clear next steps and scaffolding so that students know what and how improve.
- Ensuring feedback is more work for the receiver
- Providing clear challenge to take students to the next level of learning
- Providing adequate POW time for students to respond to marking and feedback
- In line with departmental practice, pupil responses to the above will be acknowledged, evidencing progress in learning, or the need to complete further improvement work.

**“Every teacher is a teacher of English because every teacher is a teacher in English.”**

## **6. Literacy**

It is the responsibility of all teachers to mark and reinforce literacy skills. The school agreed marking symbols will be used at all times to ensure consistency in the approach to marking literacy

Spellings are to be highlighted by the teacher and corrected by the student three times (up to three spellings per piece of work) based upon their knowledge of the student and the curriculum.

## **7. Frequency of Marking**

Marking should vary according to task with rich marking and acknowledgement marking occurring in accordance with the frequency outlined within department expectations. Progress should not be hindered due to a lack of marking and feedback.

## **8. Quality Assurance**

The nature, quality and impact of assessment, marking and feedback will be monitored through the Academy quality assurance programme:

- All key assessments will be standardized within departments.
- Regular moderation will be undertaken internally and externally as appropriate.
- Work scrutiny and learning walks by middle and senior leaders will monitor the quality of assessment, marking and feedback.

## 9. Appendix I

### Departmental Expectations

Frequency expected – marking and in-depth feedback	Presentation expectations	Homework expectations

Assessment and feedback expectations	POW Time expectations

## 10. Appendix II

### Departmental Assessment for Progress Procedures

To supplement the Trust Assessment Strategy, below is an outline of our department specific assessment for progress procedures.

*Within each section be specific about your processes and always consider*

- *How might this differ between Key Stage 3 and Key Stage 4?*
- *How might this differ between summative and shared formative assessment?*

<b>Purpose</b> What are your assessment expectations on a daily, weekly, monthly basis in your subject? What is the purpose of these different assessments?	
<b>Curriculum links</b> How is the assessment linked to long- and medium-term planning? What is the shared understanding of expected standards? How will you know if pupils are performing above or below?	
<b>Reliability</b> How are common standards achieved in assessments? What procedures and routines are in place to support staff?	
<b>Preparation</b> How and when are the pupils informed about the purpose of each assessment? How are pupils prepared for assessments?	
<b>Post assessment</b> How is the information used to inform planning as a classroom teacher and as a DoL? How is the information provided by the assessment communicated to pupils? How is the impact of assessments and interventions monitored over time?	