

# Marking, feedback and assessment policy

Retford Oaks Academy

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# 1 Principles

The purpose of marking, feedback and assessment is that **students know what they need to do to improve**. No marking, assessment or feedback is required that **does not** serve this purpose.

The implementation of this policy is the responsibility of *ALL* teachers and those operating in a teaching capacity.

This policy relates to all students (key stage 3, 4 and 5), and to each curriculum area.

Marking, feedback and assessment is split into two types, formal and informal, both of which will support students to **know what they need to do to improve**.

## **Formal marking, assessment and feedback:**

- The academy assessment calendar will indicate when formal assessments, per year group, will be set.
- These assessments will be formally marked with grades/required marks inputted to relevant systems so that data can be interrogated.
- Students will receive clear written feedback on what they have done well and what specifically they need to do to improve in subsequent assessments.
- At KS3, where subjects are totally based on practical work, such as PE, inputted data will be based on verbal feedback.
- Common misconceptions may be used to inform future teaching and learning at a whole class level.

## **Informal assessment and feedback:**

- During lessons, AfL will be used to give students feedback on common misconceptions and on how to improve/make progress.
- This could also take the form of self-reflection, or self or peer assessment – students should indicate in books where this is the case, either by using a different colour, indicating by a heading etc.
- Teachers must promote high standards of presentation and give student clear reminders or pointers where this falls short of expectations.
- Teachers must promote high standards of literacy and give students clear reminders or pointers where this falls short of expectations (eg. use of capital letters, accurate punctuation). They must also promote vocabulary extension and accuracy of spelling particularly in relation to subject specific technical words.

- Whilst there is **no requirement** to formally mark day to day exercise books, teachers may choose to do this. Where this is the case, it must serve the purpose stated of enabling students to know what they need to do to improve.

Data and a clear indication of what students need to do to improve will be discussed at progress meetings with parents/carers as appropriate.

#### **Heads of Faculty will:**

- Determine what assessments will be used to inform inputted data. This will be based on the academy assessment calendar – any deviations from this **MUST** have **prior** agreement from the line manager and academy assessment lead.
- Be responsible for ensuring the accuracy of inputted data, using moderation and standardisation as appropriate.
- Be accountable for the progress made by students in their subject(s).
- Ensuring work is at a suitable level and challenges the students to progress.
- Analyse data, drawing out key messages, and making plans to address areas which need development.
- Hold class teachers to account for the accuracy of inputted data, and for progress made by students in their subject(s)
- As part of quality assurance, review the expectations of promoting appropriate presentation, offering guidance, advice and challenge where standards fall short of what is required.
- As part of quality assurance, review the expectations of promoting good standards of literacy, offering guidance, advice and challenge where standards fall short of what is required.

#### **Classroom teachers will:**

- Ensure that marking, formal and informal, meets the requirements of this policy.
- Specifically, will guide students on what they need to do in order to improve – this could be by addressing common misconceptions with a class or group within a class through adaptive teaching, but **must** also provide personal feedback at an individual level. Feedback will be written on formal assessments.
- Enter required data in accordance with set deadlines.
- Participate in, and be guided by, standardisation or moderation exercises to ensure that inputted data is accurate.
- Be accountable for the progress of students within their class(es).

- Be accountable for ensuring planned learning is at an appropriate level and challenges learners to progress
- Be able to discuss with parents/carers what the data indicates about individual progress, and what, at an individual level, a student needs to do to improve.
- Be responsible for promoting high standards of presentation.
- Be responsible for promoting high standards of literacy, including developing subject specific vocabulary.

## 2 Expectations

It is an expectation that **everyone** adheres to the following;

Expectation	Policy into Action
<p>Every teacher will <b>formally</b> assess students as per the academy assessment calendar.</p> <p><b>This is defined as formal assessment.</b></p>	<ul style="list-style-type: none"> <li>• Assessments will be marked</li> <li>• Data will be entered as required, in line with academy deadlines</li> <li>• Students will be given written feedback on what they have done well and what they need to do to improve.</li> <li>• Common misconceptions may shape future planned learning.</li> <li>• The purpose of this is that students know what they need to do to improve.</li> <li>• Teachers will use this information to feedback to parents/carers at appropriate times.</li> </ul>
<p>During lessons a range of AfL activities will be used to enable students to make progress.</p> <p>Self-reflection, self or peer assessment can be used to support progress as an AfL activity.</p> <p>Promote high standards of presentation.</p>	<ul style="list-style-type: none"> <li>• Teachers will select relevant and appropriate AfL activities to promote progress and ensure that students know what they need to do to improve. Misconceptions will be challenged at source.</li> <li>• Students should indicate where this is the case (different colour, heading etc) – any such activity should focus on enabling students to know what they need to do to improve.</li> <li>• Remind students regularly of expectations and of the importance of keeping work tidy, such as underlining with a rule, writing in pen, drawing in pencil, crossing out neatly, not “doodling etc” inappropriately etc.</li> </ul>

<p>Promote high standards of literacy.</p> <p>There is <b><i>no requirement</i></b> to mark day to day exercise books.</p> <p><b>This is defined as informal assessment.</b></p>	<ul style="list-style-type: none"><li>• Remind students about capital letters and general punctuation rules.</li><li>• Expand vocabulary, particularly in relation to subject specific technical words.</li><li>• Promote and ensure accurate spelling of key words.</li><li>• If you choose to do this, it must be to serve the purpose of enabling students to know how to improve. If it does not do this, then don't take up your time doing it.</li></ul>
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