Assessment, Feedback, and Marking Policy

Policy Issue Date: September 2026
Policy Review Date: September 2027

Assessment, Feedback, and Marking Policy

Vision

Our assessment, feedback and marking practices are designed to improve students' learning. The school recognises that effective feedback is not measured by the volume of written comments but by its impact on improving learning. Assessment is an integral part of teaching and curriculum delivery and enables teachers to identify what students know, understand and can do, so that teaching can be adapted to secure excellent progress for all learners.

Our approach reflects the principles set out in:

- Department for Education Teacher Workload Reduction Toolkit
- Department for Education *Making Data Work*
- Education Endowment Foundation (EEF) *Teacher Feedback to Improve Student Learning*
- EEF *Metacognition and Self-Regulated Learning*
- EEF *Special Educational Needs in Mainstream Schools*
- Ofsted Education Inspection Framework
- The evidence base underpinning cognitive science, including retrieval practice, spaced learning, modelling and reducing cognitive load.

Aims

Assessment should:

- improve student learning;
- provide transparent, clear and accurate information about student progress through the curriculum;
- identify misconceptions quickly;
- inform adaptive teaching;
- develop independent learners who can evaluate and improve their own work;
- prepare students effectively for external qualifications;
- focus teacher time on high-impact feedback.

Principles of Effective Assessment

Assessment in our school is:

1. Curriculum-led

Assessment is designed from the curriculum rather than added afterwards. It evaluates whether students have secured the intended knowledge, understanding and disciplinary skills identified within each curriculum sequence.

Teachers assess what has been deliberately taught.

2. Formative

Formative assessment happens continuously within lessons and is the primary driver of classroom decision-making.

Teachers routinely use:

- skilled questioning;
- mini whiteboards;
- retrieval activities;
- hinge questions;
- live marking;
- visualisers;
- modelling and worked examples;
- practical observation;
- low-stakes quizzes;
- peer discussion;
- self-assessment.

These strategies allow misconceptions to be identified and addressed immediately.

3. Summative

Formal assessment provides periodic checks of curriculum security.

Departments determine assessment frequency appropriate to their curriculum whilst following whole-school expectations.

Typically this includes:

- KS3: approximately one formal assessment each half term or at the end of significant curriculum units plus end-of-year assessments.
- KS4: at least one formal assessment each half term, including examination-style assessments and mock examinations.
- KS5: formal assessments approximately every 4–8 weeks alongside mock examinations.

Assessment information is used to inform teaching rather than simply record attainment.

Adaptive Teaching

Assessment evidence is used to adapt teaching in response to students' needs.

Teachers use assessment outcomes to:

- identify misconceptions;
- modify explanations;
- adjust pacing;
- revisit prerequisite knowledge;
- provide additional modelling;
- target intervention;
- scaffold appropriately whilst maintaining ambition for all learners.

Adaptive teaching does not mean lowering expectations. All students are taught the full curriculum with appropriate support to enable success.

Retrieval Practice and Cognitive Science

The school recognises the strong evidence supporting retrieval practice as a means of strengthening long-term memory.

Departments routinely incorporate retrieval through:

- lesson starters;
- cumulative quizzes;
- low-stakes knowledge checks;
- spaced review;
- homework platforms;
- examination questions revisiting previous learning.

Retrieval activities are designed to strengthen memory rather than develop new skills.

Teaching also reflects wider cognitive science principles by:

- sequencing knowledge carefully;
- using modelling and worked examples;
- reducing unnecessary cognitive load;
- revisiting previously taught material;
- gradually increasing independence through guided practice.

Feedback

Core Principles

Feedback should:

- be timely;
- be specific;
- be actionable;
- lead directly to student improvement.

The school recognises that verbal feedback and live feedback often have greater impact than extensive written marking.

Live Feedback

Live feedback is the school's principal feedback strategy.

Teachers will routinely:

- circulate during lessons;
- identify misconceptions;
- provide immediate verbal guidance;
- use visualisers to model high-quality work;
- intervene during independent practice;
- address misconceptions before they become embedded.

This allows students to improve during the learning process rather than after it.

Written Feedback

Written feedback is used where it adds clear educational value.

This is most likely for:

- formal assessments;
- examination responses;
- extended writing;
- coursework;
- practical performances requiring detailed evaluation.

Written feedback should focus on:

- strengths;
- misconceptions;
- next steps.

Teachers are not expected to provide lengthy written commentaries where other forms of feedback are more effective.

Dedicated Improvement Time

Following significant assessments, students will be given structured opportunities to respond to feedback.

Departments may use:

- DIRT (Dedicated Improvement and Reflection Time);
- assessment feedback lessons;
- whole-class feedback;
- model answers;
- Question Level Analysis;
- correction activities;
- redrafting;
- examination reflection sheets.

Feedback is only effective when students act upon it.

Digital Assessment

The school makes effective use of digital assessment platforms to support learning.

Departments may use platforms such as:

- Seneca
- Tassomai
- MathsWatch
- Wayground
- Language Gym
- Google Forms
- Isaac Computer Science
- Google Classroom
- Exam board digital resources

Digital platforms provide:

- immediate feedback;
- retrieval practice;
- spaced learning;
- homework monitoring;
- diagnostic information.

Teachers use platform analytics to identify misconceptions and plan subsequent teaching.

Digital assessment supplements professional judgement and does not replace teacher assessment.

Self and Peer Assessment

Students are taught to evaluate learning accurately.

Teachers provide opportunities for students to:

- assess against success criteria;
- use examination mark schemes;
- compare work with model answers;
- reflect on strengths and misconceptions;
- set personal improvement targets.

These approaches develop metacognition and self-regulation, enabling students to become increasingly independent learners.

Assessment Design

Departments ensure that assessments:

- align with curriculum intent;
- sample taught knowledge;
- include retrieval from previous learning;
- reflect examination standards where appropriate;
- use valid and reliable assessment materials;
- increase in challenge over time.

Assessment materials may include:

- teacher-designed assessments;
- examination board resources;
- ExamPro;
- Exam Wizard;
- past papers;
- specimen assessment materials.

Using Assessment Information

Assessment information should directly influence teaching.

Teachers use assessment outcomes to:

- identify individual and cohort misconceptions;
- inform adaptive teaching;
- plan retrieval opportunities;
- design intervention;
- inform homework;
- monitor curriculum coverage.

Departments routinely analyse assessment through approaches such as Question Level Analysis, common misconception reviews and whole-class feedback.

Marking Expectations

Teachers are expected to use professional judgement to determine the most effective feedback approach for their subject and curriculum.

Inspectors, governors and leaders should evaluate the impact of assessment on learning through school performance metrics.

Quality Assurance

Leaders monitor assessment through:

- lesson visits;
- curriculum reviews;
- work scrutiny;
- student voice;
- moderation;
- assessment analysis;
- departmental self-evaluation.

Quality assurance focuses on whether assessment improves learning and curriculum delivery.

Monitoring and Review

This policy will be reviewed annually in light of:

- changes to national guidance;
- Ofsted inspection findings;
- Education Endowment Foundation evidence;
- Department for Education workload recommendations;
- school self-evaluation;
- curriculum development.

The success of this policy will be judged by its impact on students' learning and curriculum delivery.

Roles and Responsibilities

Teachers

- Deliver high-quality formative assessment.
- Use assessment to adapt teaching.
- Provide meaningful feedback.
- Maintain accurate assessment records.

Curriculum Leaders

- Ensure assessment aligns with curriculum intent.
- Moderate assessment.
- Monitor consistency.
- Evaluate assessment impact.

Senior Leaders

- Monitor whole-school assessment quality.
- Ensure compliance with current national guidance.
- Review workload implications.
- Report to governors on assessment effectiveness.

Governor Oversight

Governors will monitor:

- the effectiveness of assessment in improving outcomes;
- consistency across subjects;
- workload implications;
- curriculum alignment;
- progress of vulnerable groups;
- compliance with statutory expectations.

Governors will seek assurance that the approach to assessment is improving students' learning as supported by school metrics.