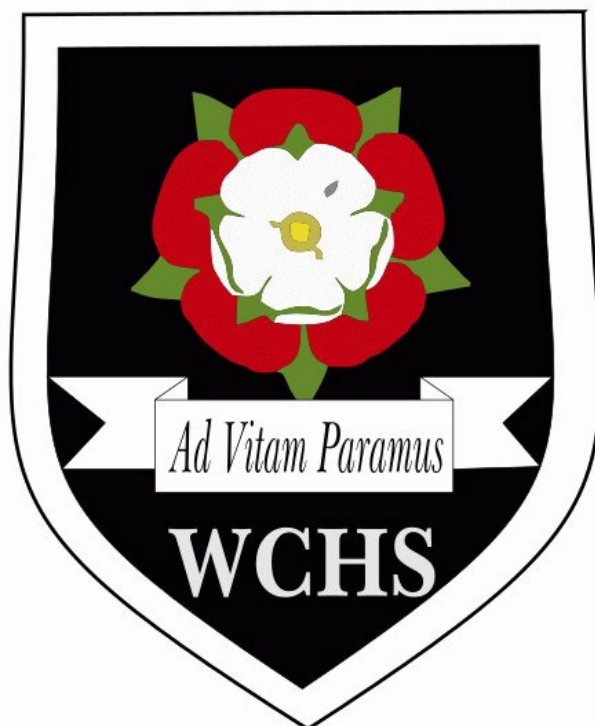


Marking, Feedback and Assessment Policy

West Craven High School



Approved by: Assistant Principal for Teaching and Curriculum

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1. Rationale and Purpose

Marking, feedback and assessment take several forms: peer, self, group, teacher marking, live marking or verbal. The best feedback, whether it is written or verbal, will give students a clear sense of how well they are doing and what they need to do to improve. Students make greater progress in their learning and improve their understanding because they reflect upon their learning and respond to feedback.

Effective feedback should help students make progress by:

- Identifying clearly where learning has been successful so they can build on that success.
- Identifying clearly where learning has been less successful so they can address those areas.
- Identifying and addressing any mistakes and misconceptions, including literacy.
- Providing opportunities for students to reflect on, and record, their learning.
- Providing strategies for students to take active steps to improve.
- Encouraging a dialogue between students and teachers about their learning.
- Providing students with a sense of achievement and encouraging them to take pride in their work.

2. Frequency of Marking, Assessment & feedback approaches

Students will receive forms of feedback over the course of a Scheme of Learning. A scheme of learning may be 6 – 8 weeks and subjects will aim to deliver 5-6 schemes of learning throughout the academic year. The feedback received by pupils ensures that they are getting feedback on a regular basis. Whereas the exact points at which each type of assessment is used will vary between subjects and topics, all students should experience:

- A summative assessment within each scheme of learning (5 - 6 times per year, including their End of Year exam in the summer term), which is likely to be in the form of a topic test or formal assessment, and
- Individual feedback on a piece of work. These tasks should be identified within a Scheme of Learning and take place approximately once in every 8-12 lessons per Scheme of Learning, based on the most suitable points in the Scheme of Learning for this to take place and will vary based on lesson frequency.

For subjects which teach one lesson per week, the frequency of the marking and feedback will be less in comparison to subjects which teach a lesson more than once per week. In the instance of lessons being delivered only once per week, the subject will combine the summative assessment and the feedback of the marked piece of work within the scheme as one piece of marking

Subjects who teach lessons more frequently over the course of a scheme of learning will conduct a summative assessment towards the end of a scheme of learning and will also mark a separate piece of work within the scheme of learning. This piece of work will be part of the scheme and will be highlighted by the head of subject.

In some instances, the head of subject, may decide to assess more than one piece of work and the summative assessment. For example, this may be where the subject has three to four lessons per week, and over the course of the scheme of learning, there may be more than one opportunity to mark and feedback on pieces of work.

2.1 Summative assessment and feedback

Summative assessments take place 5- 6 times each year, once per scheme of learning. This is most likely to be in the form of an end of topic test or a formal assessment and includes the End of Year exams in the Summer Term. Planning for these assessments should also follow the Assessment Data and Reporting policy, which also includes details of how these assessment grades should be recorded and analysed, and how grades are reported to parents.

All students, across all key stages and attainment ranges, receive detailed written feedback 5 - 6 times per year, as a minimum expectation in all subjects in response to formal assessment.

2.1.1 Marking to promote student progress

Feedback on the summative assessments takes the form of marks or grades that are reported back to students during lessons and included within their work. Following a summative assessment teachers will produce feedback which outlines how the students can improve. This feedback will be provided on a feedback sheet.

Teachers should give two comments. The first identifies success or progress. This is a 'WOW' comment and should identify something you are pleased with. Comments should be brief but demonstrate success e.g. WOW – great adjectives.

The second comment should identify the next steps a student needs to take for them to make further progress. This is a 'NOW' comment where a specific action should be set and students will be expected to respond to this. The NOW comments should be:

- Subject specific
- Written comments should be SMART partly to take account of staff workloads, but particularly to provide clarity for students.
- Subject areas could develop banks of sample comments to help share good practice.

2.1.2 Student response to marking and feedback

Students should be encouraged to recognise that marking, assessment and feedback is not something done to them but instead should be seen as a two-way process and their involvement in this process is crucial to their success. Subject areas need to ensure the students follow up on marking. Opportunities should be built in to carry out their 'NOW' comments. This should be done during specific improvement time which will be referred to in school as 'Make A Difference' (MAD). Student reflection and improvement should therefore be a routine part of the cycle of teaching, marking and planning. On occasions this may be set as part of homework. The key is that students must respond, and this should be evident in their books. Students should do this in green pen so their improvements and response to marking is clear.

Examples of MAD will be collected and good practice shared within and across subjects.

2.2 Marking work within the scheme of learning

This piece of work will be marked within subject areas where the subject has more than one lesson per week. The piece of work will be identified on the scheme of learning.

These tasks take place approximately once in every 8-12 lessons per Scheme of Learning, based on the most suitable points in the Scheme of Learning for this to take place and will vary based on lesson frequency.

The piece of work to be marked will be decided by the subject lead and best fit the scheme of learning. There are suggestions below to help identify this piece of work:

- A practical piece of work within practical subjects - for example, this may be a practical lesson within technology, or the demonstration of using a piece of equipment
- A piece of writing
- A section of a piece of writing
- Independent work – applying a certain skill or skills within a piece of work

The feedback provided for this piece of work can be written as a WOW and a NOW feedback comment

Subject areas could develop banks of sample comments to help share good practice.

Marking stickers can be created for this piece of work with statement banks already created and highlighted to indicate what has been achieved for the WOW and another statement highlighted for the NOW feedback comment

2.3 Feedback Routines

Feedback should be indicated from the teacher using red pen. Any peer or self-marking and any notes taken during verbal feedback to the whole class will be in green pen.

Students should focus on, value and utilise all forms of feedback equally. Lessons will contain a lot of verbal feedback to individuals, groups and the whole class which is not documented in written form in students' work. This will be evident in learning walks; lesson drop ins and student voice instead. Students should respond to this through their work which

is most likely to be in their normal ink colour but could also lead to specific improvements or MAD work completed in green pen.

Responses to feedback, including MAD time, should be indicated by using green pen. This allows these pieces of work to be identified easily, showing where students' have demonstrated clear progress and highlighting knowledge and skills which they found challenging initially and may still need to revisit to secure.

SECTION 2 - FORMATIVE ASSESSMENT AND FEEDBACK

Formative assessment is an ongoing, lowstakes process used by teachers to monitor student learning and provide feedback that guides both teaching and learning

Most assessment and feedback should be happening 'live' within lessons. This enables students to respond to feedback at the point of learning, so they are not trying to revisit and make improvements at a later point, and any misconceptions are addressed there and then.

Below is a list of examples of formative assessment which can be applied in lessons

The first three examples should be applied within lessons on a regular basis

Method 1 - Live Marking

Live marking should take place in most lessons with teachers circulating to support and intervene with students by providing them with specific feedback on what they are currently learning. The minimum expectation is to live mark a minimum of six books per lesson.

Method 2 - Verbal Feedback (VF)

This is the most frequent form of feedback and should take place in vast majority of lessons. This type of feedback has immediacy and relevance as it leads to direct student action in the lesson. Students should respond to verbal feedback and make improvements in green pen where appropriate.

Method 3 - Peer Assessment (PA) and Self-Assessment (SA)

Peer feedback will be planned to take place at appropriate points within the lesson/ curriculum. Effective peer feedback is structured and modelled by the teacher to equip students with clear success criteria to mark, assess and feedback on the work of their peers. Students should use their green pen and initial the marking and feedback to show that this was completed by a peer.

Self-Assessment and feedback should take place frequently and will be planned to feature often in lessons. Students will be provided with explicit and clear criteria to identify specific improvements that improve their learning. Students will take ownership of their learning by frequently identify their own targets and areas for improvement. These should be recorded in students' books in green pen.

The suggestions listed below are further examples of formative assessment and can be applied in lessons. These models may be used less frequently within teaching but should be demonstrated at points within the scheme of learning where they will have the most impact

Method 1 – Modelling

This gives feedback and guidance before writing/a task takes place. This uses the 'I do - We do - You do' model, providing scaffolding and support for students so they can then successfully complete a task. This could be in the form of:

- (1) I do: the teacher leads the class in deconstructing a model answer and narrating to students what makes it a high-quality answer,
- (2) We do: the teacher writes a live model and guides the students as a class to complete a partially completed example,
- (3) You do: the students complete the task independently.

Method 2 - Whole-class feedback

Using a visualiser (and/or tablet) to display and review a model answer or a student's work as a class, so that all students can see and follow the live feedback being given.

Whilst going through the work the teacher points out strong elements, recommends improvements and highlights any errors. The individual student (where a student's work is used) then improves their work immediately, and all students are able to apply this feedback in their own work which could either be in the form of feedback notes (green pen) highlighting what they have done well or should have done better, or by making direct improvements to their work adding on to their work or making corrections. This could be done with the whole class after a task has been completed, with students then making improvements to their work, or it can also be done while the task is being completed. This is best used when students are completing extended writing as you will have more time to sample the work of more students.

Method 3 – Check for Understanding strategies

Throughout the lesson the teacher needs to be constantly checking for understanding and addressing misconceptions using a range of common strategies: Show Me Boards, Think Pair Share and Cold Calling. The strategies also ensure that students are engaged in their learning and taking an active part in the lesson.

SECTION 3 - LITERACY

1. Marking for Literacy:

The development of literacy skills is a key aspect of our marking policy. Teachers should use the marking for literacy code as they mark. Students must act upon this marking, and this should be routinely insisted upon by teachers. For example, spelling errors should be identified using the marking for literacy code. The student should write the correct spelling three times. For some students help may be given for finding spellings, but over the long term we wish to encourage greater independence. Capitalisation or punctuation errors should be identified, and students should go back through their work and correct these. All literacy corrections should be done by students using a green pen so that teachers can easily identify this in their work.

Marking for Literacy

Marking Code	Literacy Element to be Corrected	Required Action by the Teacher	Required Action by the Student
SPX3	Incorrect spelling	Write the code above the word that is incorrect. If appropriate write the correct spelling x3 at the bottom of the work	Write the correct spelling three times, underneath your teacher's writing, or at the bottom of the page if you are finding the spelling yourself using your green pen
//	Start a new paragraph	Write the code in the margin to show that paragraphs are missing from the work	Re-write the work using the green pen, ensuring that you now use a paragraph
□	Missed something out	Write the code where the letter or punctuation has been left out	Insert the appropriate letter or punctuation
?	Sentence doesn't make sense	Write the code above or next to the sentence that does not make sense	Re-write the sentence, making sure it now makes complete sense
P ○	Incorrect or missing punctuation	Write the code above the punctuation that is missing or incorrect	Insert the correct punctuation using your green pen
C ○	Incorrect or missing capital letter	Circle the letter that has an incorrect or missing capital letter	Insert the correct use of the capital letter

