



**HAGLEY CATHOLIC  
HIGH SCHOOL**  
SEMPER FIDELIS

# **Assessment, Marking and Feedback Policy**

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Post holder responsible:	Vice Principal

**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Assessment, Marking and Feedback Policy has been approved and adopted by Hagley Catholic High School Governing Body on the 1<sup>st</sup> July 2025 and will be reviewed in July 2026.**

**Signed by LGB representative for Hagley Catholic High School:**

*G Taylor-Smith*

**Signed by Principal:**

*J Hodgson*

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## **Summary of Changes**

No changes made to this version of the policy

## Teacher Standards and Guidance

**Teaching Standard 6 which is 'Makes accurate and productive use of assessment' states that all teachers are expected to:**

1. 'Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements'
2. 'Make use of formative and summative assessment to secure pupils' progress'
3. 'Use relevant data to monitor progress, set targets, and plan subsequent lessons'
4. 'Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'

## Aims

- The policy outlines the key principles of the whole school assessment, marking and feedback policy at Hagley Catholic High School.
- Ensure a consistency of approach within each department and across all key stages to the assessment, marking and feedback strategies that are used.
- Clarify the different forms of assessment and feedback that a teacher may use to enable all students to make progress

## Policy Review

- An initial policy review was undertaken in Autumn 1 2022/2023 by the Vice Principal and Assistant Principal for Quality of Education.
- The review included extensive pedagogical research, particularly the use of the Educational Endowment Foundation (EEF) resources, staff and student voice, the findings from the DFE's Teacher workload: Policy Review Group (2015) as well as exemplified practice that takes place in other establishments.

## What is Assessment and Feedback?

- Assessment is used by teachers to gain information on the progress that students are making. A wide variety of strategies can be deployed by a teacher including the use of both summative and formative assessment. Examples of summative and formative strategies are given within this document. Assessment can be used to:
  - 1) Give students/parents/carers/teachers information on progress towards end of year target grades build confidence
  - 2) Reassure all students and build confidence in a subject area
  - 3) Report on the overall progress of students
  - 4) Provide teachers with vital information on learning that leads to future adaptations to planning and the sequencing of learning.
- Feedback has been defined by the EEF as *'information given by a teacher to pupil(s) about their performance that aims to improve their learning.'* Feedback can be verbal or written, directed towards the individual learner or part of whole class feedback sessions.

## Research into Effective Marking and Feedback

The Education Endowment Foundation (EEF) published a report in 2021 entitled 'Teacher Feedback to Improve Pupil Learning.' The report gave six recommendations that schools should follow when giving high quality feedback.

1) **Lay the foundations for effective feedback.** Teachers should give high quality instruction and establish clear success criteria before setting a task.

2) **Give appropriately timed feedback** which focuses on the **task** itself, the **subject** or the student's **self-regulation/meta-cognition**.

- **Task** centred feedback is focused on improving a specific piece of work. Comment might be made whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning. Examples of **task-based** feedback might include correcting sums that were incorrect or comparing paragraphs in English to a model and making changes to their own work.
- **Subject based** feedback targets the underlying processes in a task. The feedback can then be applied to other subject tasks. For example, incorrect historical terminology is being used, not ordering operations correctly in Maths, in Psychology, well-substantiated conclusions are not being reached so students are asked to re-draft this section.
- **Self-regulation** feedback is based on learner self-reflection. The aim is to improve the learners own ability to plan, monitor and evaluate their learning. For example, the use displays of strategies that are used in Maths to solve difficult problems. In PE, students are asked to review why the last attempt to throw a javelin was less successful and what they could do differently next time. At A level, students are asked to reflect on their preparation with reference to assessment objectives. At GCSE students reflect on what areas are weaker and are asked to change their revision plan to focus on these areas.

3) Plan for how the **students will receive and use their feedback**. Teachers should make their feedback specific, focus on key areas and take into account and plan how the feedback will be acted upon.

4) Plan for the use of **purposeful, time efficient written feedback**. Teacher may adopt strategies such as coded marking which may reduce the time spent in adding comments to written work.

5) Consider the use of **purposeful, verbal feedback**. Teachers may direct verbal feedback at the individual student or the whole class. In both instances, verbal feedback should focus on the success criteria established when the task was set.

6) Design a **school feedback policy that priorities and exemplifies the principles of whole school feedback** given above.

The EEF report also found that praise can have an impact on student engagement and attainment. However, if praise is to be given, it is more effective to praise the student for an aspect of their work e.g use of correct terminology, introduction to essays, support given to points or knowledge of a particular area.

The DFE Teacher workload: Policy Review Group (2015) found that:

- *"Providing written feedback on pupils' work – has become disproportionately valued by schools and has become unnecessarily burdensome for teachers. There are a number of reasons for this, including the impact of Government policy, what has been promoted by Ofsted, and decisions taken*

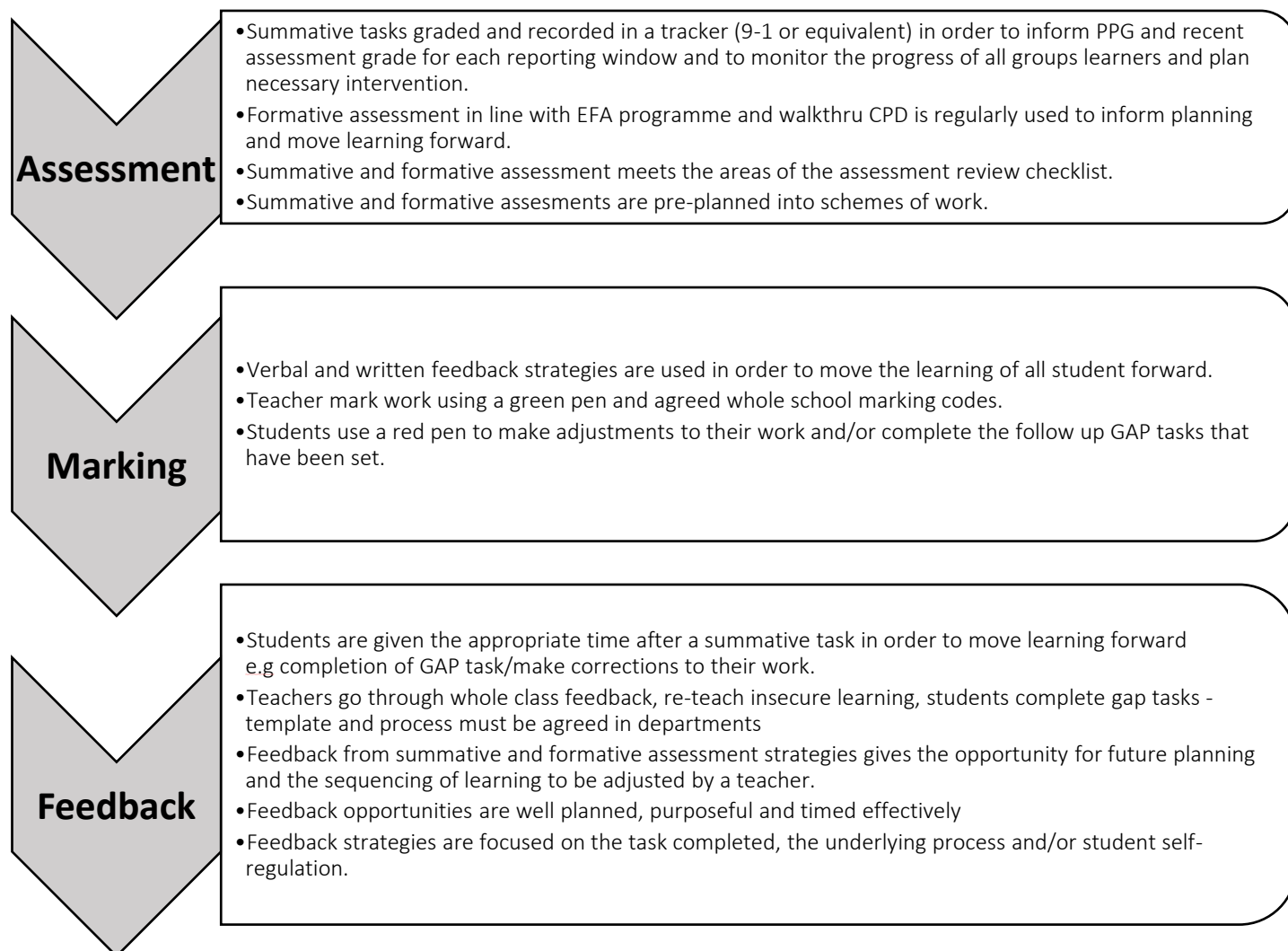
*by school leaders and teachers. This is not to say that all marking should be eliminated, but that it must be proportionate.”*

The report also highlighted that:

*“The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.”*

**The findings from both pieces of research above, as well as the other elements of the review process, have significantly contributed to the revision of the policies given below.**

### **Principles of Assessment, Marking and Feedback at Hagley Catholic High School**



## **Assessment checklist**

### **SUMMATIVE ASSESSMENT**

#### **Summative Assessment Design**

- Does the assessment review the knowledge and/or skills that have been developed in the unit?
- Is the knowledge and/or skills assessed mapped in the department knowledge and skills tracker?
- Is the homework that is set in the unit of work sequenced so that they build towards the summative assessment?
- Have students had practice completing similar types of questions during the scheme of work?
- Have answers been 'modelled' during the unit of work?
- Does the assessment contribute towards learning that'll support success at GCSE?
- How frequently are summative assessments set and marked in each key stage?

#### **Student Performance**

- Does the assessment contribute to a teacher being able to make accurate PPG and recent assessment grades in reporting windows?
- Does the assessment produce a good spread of grades?
- Are the grades produced by the assessment in line with the whole school FFT5 flight path?
- Is the assessment added to the departmental tracker?
- Does the assessment lead to any moderation of marking across the department?
- Are the grades added to a tracker in each student's exercise book/folder?

#### **Future Learning**

- Does the assessment enable targeted feedback to be given?
- Does the assessment enable students to make corrections/improvements to their work?
- Does the assessment provide opportunities for whole class feedback?
- Is there room with the sequence of lessons for planning adaptations as a result of feedback from the assessment?
- Do assessments enable students to reflect of their work and improve their self-regulation?

### **FORMATIVE ASSESSMENT**

- Are opportunities for formative assessment built into each scheme of work?
- Does the formative assessment used effectively check for understanding?
- Does the formative assessment used provide immediate feedback to the students?
- Does the formative assessment identify strengths and gaps in learning?
- Does the formative assessment used lead to short term adjustments in lesson planning?

## The Use of Assessment

### Assessment should be used by teaching staff to:

- Give students, parents/carers and teachers a guide as to how learners are progressing
- Build confidence of students
- Praise the work of students
- Identify strengths and weaknesses of current cohorts or classes across a department
- To identify the need to adapt the curriculum plan so that weaker areas are covered earlier
- To adjust the lesson itself in order to review identified gaps in learning.
- To inform grading on reports
- To inform intervention

The type of assessment used should be a mix of **summative** and **formative** assessment. Summative assessment is pre-planned, data driven tests that measure what and how well a student has learned a unit of work. Departments analyse this data to identify interventions and make any future adjustments to the sequencing of their subject curriculum. Summative assessments will be reported to students/parents and carers on each termly report in the 'recent assessment' column.

Formative assessment is also regularly used in all subjects. This might include lower stakes activities such as quizzes, recap questions or planned questions. These are used by teachers to check for understanding and adjust their short-term planning.

### Frequency of Assessment and Feedback

The Education Endowment Foundation Report (2021) into effective feedback concluded that when designing whole school policies, schools shouldn't over specify the frequency that students receive feedback. *"Methods and timing should be left to a teacher's professional judgement."*

Therefore, the frequency of assessment and feedback in each department area may vary. However, as specified in the 'Principles of Assessment, Marking and Feedback at Hagley Catholic High School' section above, all departments should ensure that they have used assessment to make judgements in termly reporting windows and that they are able to give a recent assessment grade.

### Subject policies

Each subject area has developed their own assessment, marking and feedback policy based on the whole school principles identified above. These subject specific policies will be available to view in the curriculum area of each subject from Easter of 2023.

### Monitoring

Effective monitoring to ensure consistency within departments and across subject areas is mapped into the school's quality assurance programmes. This monitoring involves a mixture of quality assurance from the Senior Leadership Team, subject leaders, and peer-on-peer review.



### **Marking Codes**

Capital Letter	C
Full Stop	F
Spelling mistake*	Sp
Underline	U
Unclear expression	Exp
New Paragraph	//
Correct work	✓
Incorrect work	X

\*NB key substantive and disciplinary vocabulary that is spelt incorrectly must be spelt correctly three times at the end of the work.