



Marking, Feedback and Assessment Policy

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1. Rational and Aims

Effective marking, feedback, and assessment are essential in driving pupil progress. They ensure that learning is accurately evaluated, next steps are clearly communicated, and teaching is responsive to individual needs and attainment.

- Promote progress and achievement by providing pupils with clear, actionable feedback that helps them understand how to improve.
- Inform teaching and learning by using assessment to identify strengths, gaps, and next steps, enabling teachers to plan responsively.
- Encourage pupil engagement and ownership of learning through reflective and constructive feedback practices.
- Ensure consistency and fairness in the way work is assessed, and feedback is given across the school.
- Reduce unnecessary workload by ensuring marking and feedback are purposeful, manageable, and focused on impact.
- Celebrate success by recognising effort, progress, and achievement, thereby motivating pupils to reach their full potential.

2. Types of Feedback and Assessment

Summative Assessment for all Key Stages

Formative Assessment for all Key Stages

Feedback & Summative for BTEC and Vocational Subjects

3. Marking

Effective and accurate marking is an essential part of the teaching and learning process. High-quality feedback enables pupils to understand their progress, recognise their achievements, and identify clear next steps for improvement. Marking should be purposeful, consistent, and focused on moving learning forward, rather than simply recording outcomes.

Feedback must always be age-appropriate and cognitively suitable, ensuring that pupils can engage meaningfully with it and take ownership of their learning.

Through constructive and timely feedback, teachers can foster reflection, resilience, and continuous improvement

Marking Procedure

Marking is expected to happen every 2 weeks. Teachers will apply a consistent approach to feedback using colour-coded highlighting:

Green to indicate *what went well* and pink to identify *areas for improvement*. This can be done as live marking during the lesson/task.

Teachers are not required to provide detailed written feedback for every piece of work. Instead, the use of highlighting to identify successes and areas for improvement should form the core of feedback. Brief, targeted comments may be added where they offer meaningful direction for pupil improvement.

An appropriate follow-up task must be set for the next lesson, allowing pupils to act on the feedback and demonstrate improvement and progress. Students are to title this task 'Learning Development Task' (LDT)

Process

Live Marking (every 1/2 lessons) > Informative Marking (Every 2 weeks) > Learning Development Task

Marking Codes

Sp	Incorrect Spelling
P	Punctuation
//	Start a new paragraph
V	Good Work
VV	Very Good Work
IR	Improvement Required
+	Add more detail here
I	Work Completed Independently
A	Work Completed with Adult support (Teacher/ TA)
Sc	Work scribed by an adult

4. Assessment

Summative Assessment

1. Teachers will complete one formal assessment each half term. This may include, but is not limited to, a written test, practical performance, or presentation task.
2. All formal assessments will undergo moderation within subject teams to maintain standardisation and ensure the reliability of assessment decisions.
3. All formal assessments must be accompanied by formative feedback that identifies next steps for improvement and allows pupils time to act upon the advice given.

Responding to Assessment Data

The information from summative assessments will be analysed to track pupil progress, identify patterns in achievement, and inform future planning. Teachers and subject leads will use the data to evaluate the impact of teaching, adjust mid-term plans, and provide targeted intervention or enrichment where necessary.

Summative outcomes will also be shared with pupils and parents to celebrate success, set future goals, and support informed discussions about next steps in learning.

Formative Assessment

As part of daily classroom practice, teachers will implement a variety of formative assessment strategies, making effective use of 'Do Now' tasks to check understanding and inform subsequent teaching, as well as:

- Questioning to check understanding and challenge thinking.
- Mini whiteboards or quick quizzes to assess whole-class comprehension.
- Exit tickets or reflection activities at the end of lessons.
- Observing pupil discussions, collaboration, and practical work.
- Reviewing classwork and providing verbal or written feedback.
- Peer and self-assessment opportunities using clear success criteria.

Responding to Assessment Data

Information gathered from formative assessment will be used to inform planning, adapt teaching strategies, and provide targeted support where needed. Teachers will use this insight to address misconceptions promptly, differentiate learning activities, and set appropriate next steps. This process ensures that teaching remains responsive and that all pupils are appropriately challenged and supported to make sustained progress.

5. Mock Examination

Mock examinations form an integral part of the school's marking, feedback, and assessment process for Year 10 and Year 11 pupils.

- They provide pupils with the opportunity to experience formal examination conditions, develop time management skills, and apply their learning under realistic assessment settings.
- Mocks are marked accurately and consistently, reflecting GCSE and BTEC grading criteria and standards.
- The outcomes of these assessments provide a reliable indication of current attainment and highlight areas requiring further development.
- Teachers will provide detailed and constructive feedback following mock examinations to help pupils understand their performance and identify next steps for improvement.
- Results from mock examinations are used to inform lesson planning, curriculum adaptation, and targeted intervention to support pupil progress and achievement.

Feedback from Mock Examination

- Teachers will provide pupils with clear, constructive feedback that highlights strengths, areas for development, and specific actions needed to improve.
- Dedicated lesson time will be allocated for pupils to review their performance, reflect on feedback, and complete targeted improvement tasks.
- Feedback should enable pupils to understand how to enhance their outcomes in future assessments.

- Subject areas will moderate mock examination marking to ensure consistency, fairness, and accuracy across all subjects.
- Assessment outcomes will be analysed to identify trends, inform curriculum planning, and guide targeted intervention or support.

6. **BTEC and Vocational Subjects**

- All BTEC and vocational assessments are conducted in line with the subject's Assessment Plan and Pearson's official assessment criteria.
- Due to the specific requirements of vocational qualifications, marking and feedback for BTEC units will not always follow the school's general marking policy. Instead, assessment must adhere strictly to Pearson's guidelines to ensure validity and compliance.
- The Assessment Plan outlines assignment schedules, deadlines, and internal verification points, ensuring that marking, feedback, and quality assurance processes are consistent and well-managed.
- Teachers assess work accurately and fairly, using the plan to determine when assignments are set, marked, verified, and returned with feedback.
- Feedback must be constructive and criterion-based, identifying achievements and areas for development, but must not provide direct instructions for resubmission.
- One resubmission opportunity may be granted, in accordance with Pearson's regulations and the timelines stated in the Assessment Plan.
- Internal verification and standardisation activities take place as scheduled to maintain reliability and uphold national standards.
- All assessment decisions, feedback, and verification records are securely stored for external verification and quality assurance purposes.

7. **Moderation/ Standardisation**

Moderation is carried out to ensure that assessment and marking are accurate, consistent, and fair across all subjects, classes, and teachers. It allows the school to maintain high standards of professional judgment, align marking with agreed criteria, and ensure that all pupils are assessed against the same expectations.

- Moderation/Standardisation will take place after every formal assessment and mock examinations.
- Teachers will bring a sample of marked work that represents a range of abilities and outcomes.

- Work will be reviewed collectively against the school's marking criteria or, where applicable, external standards.
- Discrepancies in marking will be discussed openly, and agreed adjustments made to ensure alignment and consistency across staff.
- Moderation records will be kept by subject leads and shared with senior leaders to support quality assurance.
- Outcomes of moderation will be used to inform training needs, and guide improvements in assessment practice.
- For BTEC and vocational qualifications, internal verification (IV) will be conducted in line with Pearson's assessment requirements and the school's Assessment Plan.
- Moderation activities may take place within departments, across trust schools, or through collaboration with partner schools.

8. Recording Grades

Accurate recording of grades is essential to maintaining the integrity of assessment and ensuring that pupil progress can be effectively monitored. Reliable data allows staff to evaluate the impact of teaching, plan targeted interventions, and provide meaningful feedback to pupils and parents. All grades must be recorded in line with school procedures to ensure consistency and accountability across departments.

Key Stage 3

Key stage 3 grading will be recorded using the following terminology:

Traffic Light	Academic	Pastoral
Exceeding	The student is exceeding the expected levels in this lesson and the work produced is of a consistently very high standard.	The student is focused, engaged and respectful of the learning environment at all times.
Secure	The student is meeting the expected levels in this lesson and the work produced is of a good standard.	At times the student is focused, engaged and respectful of the learning environment.
Developing	The student is not yet meeting the expected level in this lesson.	The student is often disengaged and finds it hard to concentrate.
Emerging	The student is below the expected level in this lesson and interventions are being put in place to support their development.	The student is not yet meeting the expectations in the classroom and is not yet accessing the provision successfully. Interventions with BLMs will be planned.

Key Stage 4

Key stage 4 grading will be in line with GCSE Grades (1-9) or BTEC Grades (P-D) or Functional Skills Grades (P-D).

Data Drops

After each assessment cycle, including marking and moderation, teachers are required to record pupil's grades and progress data during the 'Data Drop' window (dates on the school calendar).

This is recorded on the subject's centralised tracking system and Pupil progress system. This process ensures that information is consistent, up to date, and used effectively to monitor progress, identify trends, and inform future planning and intervention.

Teachers will record:

- **Assessment Grade** – the grade a pupil has achieved in a formal assessment or examination.

- **Current Attainment Grade** – the grade that reflects a pupil’s current level of performance in classwork, assignments, and ongoing tasks.
- **Predicted Grade** – for Year 11 pupils, the grade that represents the teacher’s professional judgement of the outcome a pupil is likely to achieve at the end of the course, based on current attainment and assessment performance

Reporting to Parents

Data reports will be distributed to parents and carers prior to each Parents’ Evening, allowing meaningful discussion between teachers, students, and families about progress, strategies for improvement, and the support already implemented in lessons.

At the end of the academic year, parents and carers will receive a comprehensive written report. This will include:

- The most recent assessment data,
- A narrative review outlining how the student has performed across key areas, and
- Personalised targets and focus areas to support continued progress into the next academic year.

This approach ensures that reporting is both informative and developmental, providing parents and carers with a clear understanding of current attainment, the strategies in place to support their child, and the next steps for improvement.

Reporting to Home Schools

Progress updates will be shared with home schools every three weeks to ensure clear communication and continuity of learning. These reports will include:

- The most recent assessment data from subject areas, and
- A concept report highlighting pupil’s engagement, skill development, and progress in key learning behaviours (e.g., resilience, perseverance, communication).

This regular reporting cycle allows home schools to remain fully informed of each pupil’s academic and personal development throughout their placement.

When pupils are preparing to return to their home school, a final transition report will be provided. This will summarise:

- The pupil’s overall progress during their placement,
- Effective strategies and interventions that have supported their learning and wellbeing, and
- Recommendations for continued support and next steps to ensure a smooth reintegration into their home school environment.

This process ensures that home schools receive timely, detailed information that supports ongoing progress, consistency of approach, and sustained success beyond the placement.

9. Concept Curriculum Reports

Purpose and Rationale

As part of the school's wider assessment and feedback framework, each subject area identifies and assesses key concepts that underpin success in that discipline.

These concepts reflect the values, behaviours, and skills that enable pupils to make sustained progress. The aim of concept-based marking is to:

- Recognise the development of personal learning attributes alongside academic or practical performance.
- Provide pupils with formative feedback that supports self-awareness, reflection, and goal setting.
- Ensure progress in concepts is monitored consistently across the academic year and celebrated as part of holistic achievement.

Assessment Approach

- Concept assessments will take place each major term (Autumn, Spring, Summer) or in line with the published assessment calendar.
- At the start of the academic year, teachers will introduce the concept(s) specific to their subject and discuss what strong performance looks like.
- Students will be given an Initial Score (baseline assessment) to establish their starting point and a Final Score (end-of-term or end-of-unit assessment) to measure growth.
- Teachers will provide qualitative feedback highlighting strengths and offering clear strategies for improvement.
- Concept development will be revisited regularly through lessons, discussions, and review activities to reinforce continuous growth.

Recording and Reporting

- Teachers will record both the Initial and Final Scores in the department's assessment tracker.
- A short-written comment will be included on each report, explaining current performance and next steps.
- Teachers will also identify and note successful strategies used to support the pupil's progress.
- Pupils will reflect on their progress and use teacher feedback to set personal improvement targets for the next assessment cycle. (part of the PATH process)

Grading Scale and Descriptors

Each concept will be assessed using a 1–5 scale to ensure consistency across subjects.

Score	Descriptor	Explanation
5	Exceptional	The pupil consistently demonstrates the concept to a high standard, often exceeding expectations and modelling excellence to peers
4	Secure	The pupil regularly demonstrates the concept with confidence and independence, showing clear understanding and consistency
3	Developing	The pupil shows understanding of the concept and is beginning to apply it more consistently, though occasional support or reminders are needed.
2	Emerging	The pupil demonstrates limited understanding and application of the concept; frequent teacher support and prompting are required
1	Limited	The pupil currently struggles to demonstrate the concept and requires structured, ongoing support to engage or make progress