



400 YEARS OF EXCELLENCE

Feedback, Marking & Assessment Policy

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| Policy Lead | Louise Morris |
| Governor or SLT approval | SLT |
| Governor Committee responsible for policy | Curriculum |

This policy is supported by the Teaching and Learning Policy, the Homework and Independent Study Policy and the Reporting Calendar.

Assessment is an integral part of Teaching and Learning. It allows progress to be recognised and celebrated and it informs the next steps and priorities of both teachers and learners. It is inextricably linked to the curriculum, which provides the content and context of assessment.

Assessment

Following the government's abolition of KS3 levels for September 2014 and the introduction of new GCSE and A Level specifications, we have adopted a policy of assessment that accommodates the range of different assessment measures currently in use in schools across all three Key Stages.

- Students now receive numerical grades in their GCSEs; we use this numerical scale when assessing achievement and reporting to parents from Years 7-11.
- Year 12 and 13 Grades assessment remains unchanged.

Our policy allows the development of a five year programme of study and is based around a consistent assessment system for Years 7-11. We believe this increases clarity for students and parents. At its heart is improvement and how to make progress through the identification of 'next steps', as well as motivating students to aspire to excellence. We report on the level of progress a student is making, and their attitude to learning. Student progress is monitored against baseline data (internally and externally validated data) and target grades, so that teachers, Heads of Department and Heads of Year can plan intervention where necessary, and that accountability measures can be provided for middle and senior leaders.

Target Grades

Years 12-13: target setting uses ALIS to calculate aspirational expected grades based on nationally produced data.

Years 7-11: target grades are the grades that the student should achieve by the end of the key stage. This is calculated using a combination of a student's KS2 levels and the CATs tests. Target grades are generated externally, based on a standard formula used widely in the UK. The school chooses to use the formula which sets the greatest challenge and so these targets are designed to be aspirational.

Feedback and Marking

Assessment and feedback are essential for students to learn and make progress. At Richard Hale, teachers use a range of Assessment for Learning (AfL) techniques to accomplish this during lessons, which include questioning, peer and self-assessment, the modelling of answers and verbal feedback.

Teachers will also mark and provide meaningful, high quality written feedback on student work at least three times per term. Feedback will inform the student of what they have achieved in the piece of work, and provide advice on what their next steps should be to improve and make further progress. Time will then be given for the student to reflect on and respond to the feedback, allowing them to 'close the gap' between their current and future attainment. Grades will be assigned to assessed work at least once per half-term. This feedback will be provided in the format that the teacher considers most impactful to the student, for example using the RHS feedback stamper on work completed on paper, or written online for work submitted via the Google Classroom.







The minimum frequencies at which students will receive written feedback and assessment grades are stated in Table 1 below. Table 2 gives the literacy code teachers use when marking work.

Table 1: Frequency of Teacher Feedback and Assessment

| Subject | Written Teacher Feedback | Assessment |
|--|--|--|
| KS3 | | |
| All subjects (except those below) | At least three times per term Feedback to include: <ul style="list-style-type: none"> • What the student has achieved • Next Steps • Opportunity for the student to respond • Rewards as appropriate | Grades should be given to students on appropriate pieces of work. This should be done at timely intervals to enable students to understand their working level, and to inform teachers' projected grades. |
| Drama Computer Science RE | At least once per half-term Feedback to include: <ul style="list-style-type: none"> • What the student has achieved • Next Steps • Opportunity for the student to respond • Rewards as appropriate | |
| KS4 | | |
| All subjects | At least three times per term Feedback to include: <ul style="list-style-type: none"> • What the student has achieved • Next Steps • Opportunity for the student to respond • Rewards as appropriate | GCSE Grades should be given to students on appropriate pieces of work. This should be done at timely intervals to enable students to understand their working level, and to inform teachers' projected grades. |

| KS5 | | |
|---------------------|---|---|
| All subjects | <p>At least three times per term</p> <p>Feedback to include:</p> <ul style="list-style-type: none"> • What the student has achieved • Next Steps • Opportunity for the student to respond • Rewards as appropriate | <p>A Level or BTEC Extended Diploma Grades should be given to students on appropriate pieces of work. This should be done at timely intervals to enable students to understand their working level, and to inform teachers' projected grades.</p> |

Table 2: Literacy Marking Code

| | Code in the margin | Symbol in your work |
|--|--------------------|---|
| New paragraph needed | np |  |
| Capital letter or punctuation error | p |  |
| Spelling error | sp |  |
| Poor written expression or incomplete sentence | |  |
| Particularly good word or written expression | |  |
| Word missing | |  |