

Purbrook Park School

Assessment, Marking & Feedback Policy



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1. Rationale

1.1 It is important to provide constructive feedback to pupils focusing on success and improvement needs against learning intentions.

2. Aims

2.1 Assessment at Purbrook Park must provide the following:

- **2.1.1 For pupils:**
 - Clear assessment of strengths and areas for development
 - Clear feedback in areas of success and next steps
- **2.1.2 For teachers:**
 - The ability to track progress through the curriculum
 - The ability to identify areas of learning which need development and plan accordingly
 - A manageable process which is central to teaching and learning
- **2.1.3 For parents and families**
 - Clear information about progress and attainment within the curriculum

2.2 For all stakeholders, assessment must be compatible with a growth mindset, allowing pupils to learn from their mistakes and improve, whilst encouraging rapid and secure progress in learning without any cap on aspiration.

3. Definitions

- **3.1 Assessment:** a judgement of the standard achieved in a particular piece of work or by a pupil overall
- **3.2 Marking:** the process by which assessment is achieved, including written annotation of pupil work
- **3.3 Feedback:** the process of providing pupils with information about success and areas for improvement in their work
- **3.4 Progress:** the improvement of performance in work over time

4. Guidelines

4.1 Assessment

- 4.1.1 Assessment at Purbrook Park is linked to the curriculum content in each subject. Pupils will be assessed in relation to their mastery of the relevant curriculum content.
- 4.1.2 Setting the expected level of demand within each year group is the responsibility of the Lead Teacher in consultation with the Director of Achievement and the Deputy Head teacher. The threshold expectation should take account of the relevant national curriculum requirements.
- 4.1.3 Each year will include an examination or formal assessment to judge the standard of performance achieved by individuals. The examination or assessment will test the knowledge, application and understanding of the matters, skills and processes in the relevant programme of study for the year.

4.2 Marking

- 4.2.1 Marking is the process by which teachers assess pupils' performance in their work in order to make judgements about learning. It is not expected that individual pieces of work will be graded or given a numerical score, although this may be relevant in some cases. It is expected that pupil work will be carefully assessed by the teacher in order to provide feedback.
- 4.2.2 The frequency of marking will depend on the lesson allocation to each subject and the scheme of work that is being taught at that time. Each department will have an agreed expectation for its staff.
- 4.2.3 Not all pieces of work will be marked in detail, only those where learning has been applied. Departments need to decide whether work will simply be acknowledged or given detailed attention. In quality marking teachers focus on providing feedback on successes against the learning intention and improvement needs.
- 4.2.4 Peer marking and self-marking are both valid approaches to take in order to inform pupils about successes and improvement needs. These approaches are additional to, and not a replacement for, teacher marking.
- 4.2.5 All teachers have a responsibility to mark for literacy. Corrections should not be routinely provided for pupils, but technical errors identified using the following common code: WHICH – Why have I circled here?
- 4.2.6 Pupils should then be given directed time to self-correct their literacy. Marking for literacy should be appropriate to the pupil and context. It might, for example, be best to focus only on spelling in the first five lines of a piece of work.

4.3 Feedback

- 4.3.1 Feedback should give pupils clear information about the successes they have achieved in a particular piece of work, and the next steps they can take to improve. It can be provided in writing, verbally or electronically, and it can be provided by peers as well as by teachers.
- 4.3.2 Good quality feedback is kind, specific and helpful. It focuses on precise aspects of the work which were successful (and why) or which would benefit from improvement (and how). Good quality feedback will often come in the form of a specific task for pupils to do (e.g. corrections or improvements to the work) in order to develop learning.
- 4.3.3 Time should be provided for pupils to respond to the feedback and make focused improvement based on the improvement suggestion. This time may be in lessons or for homework

4.4 Monitoring

- 4.4.1 Lead Teachers are expected to sample the quality and quantity of assessment and feedback in their curriculum areas. Work samples form part of the evidence used for School and Department Self-evaluation. The views of pupils about marking and assessment will also be sought as part of a Departmental Evaluation.

4.4.2 Assessment grades are routinely collected from staff to share with colleagues and parents via short reports and full reports. These reports also track the progress of pupils.

4.5 Families' Involvement

Families have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the planner, Insight Portal and via our Year Leaders.