ASSESSMENT, MARKING, FEEDBACK AND HOMEWORK POLICY	
Responsible Board	King Edward VI Camp Hill School for Girls LGB
Policy Officer	Jayne Neal
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Assessment, Marking, Feedback and Homework Policy - MAY 2023

INTENT: Our Principles of Assessment

- Assessment should be used so that teachers and parents/carers have a clear understanding of what students know and what skills they have developed. Assessment also allows students to have a good understanding of their current achievement and progress
- It should be used to check students' prior and newly-acquired knowledge and skills, as well as identifying misconceptions and learning that has been forgotten
- Meaningful feedback - whether that be written, verbal or whole class - should encourage students to reflect on their learning and act upon the advice given
- Assessment should inform teachers' lesson planning to revisit and build upon prior learning, with the intention of aiding students' progress, and shaping interventions
- As well as receiving teacher feedback, students should have opportunities to assess and feedback on their own and others' work
- While this is our whole school policy, we acknowledge that departments may have their own processes within their assessment work

IMPLEMENTATION:

Assessment of student work across all key stages can be **formative** or **summative**.

Summative assessment should be regular, focused and meaningful. The data from these assessments should inform teachers, parents/carers and students of current attainment and

the progress that has been made. Throughout KS3 & 4, reported data is largely based on GCSE exam criteria so that there is a gradual progression through the numerical grades. This makes it easy for students and their parents/carers to know which grade they are working at. At Key Stage 5, data is based on A Level criteria for the same reasons. All students should know the target grade towards which they are working, and what strategies to use within each subject to work towards improvement.

Formative assessment should happen on a daily basis. It can be verbal or written. It provides valuable information about students' learning to aid teachers' lesson planning. It can take various forms such as: questioning, mini-whiteboards, live marking, book marking, online quizzes, exit passes.

Whole class feedback can be both **formative** and **summative**. Taking place before or after a main assessment, it should enable teachers to feed back more efficiently to all students without the need for onerous written comments. It should showcase excellent models and how to achieve these. Whole class feedback encourages students to be responsible for their own learning.

 Our [Feedback Toolkit](#) is shared with all students to inform them of the different ways they receive feedback on their learning, including whole class strategies.

We believe that marking and feedback should be as efficient and impactful as possible. Therefore, we will continue to keep abreast of research into the most effective ways to provide students with timely, meaningful feedback. We are committed to the wellbeing of staff, and encourage the incorporation of verbal and whole class feedback as part of assessment methods, thus supporting better management of workload.

We believe that effective **collaboration** between teachers, students and parents/carers is essential to delivering the best outcomes:
   ➔ Educational Endowment Foundation (EEF) evidence shows that '*parental engagement has a positive impact on average of 4 months' additional progress.*'
   ➔ The different ways we provide feedback to students are designed to make the process more inclusive, and develop students' skills of self-regulation and metacognition. EEF evidence states: '*The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.*'

It is expected that:

Teachers *will*	Students *will*	Parents/Carers *will*
● Regularly use formative assessment to inform teaching and support of students ● Share and explain assessment criteria with students ● Promote and teach good literacy within their subject ● Ensure feedback - including	● Engage with individual and whole class feedback to understand their strengths, and identify what they need to do to make good progress ● Focus on the assessment objectives of a task, as	● Receive communication about their child's attainment, progress and attitude to learning through reports and Progress Evenings ● Encourage and support their child by: - checking that they

written marking - contains positive statements about what has been achieved and suggest targets for improvement
● Return formally assessed work in a timely manner
● Provide students with regular feedback each half-term
● Provide opportunities for students to critically evaluate their own and others' work, thus developing reflection and metacognitive habits
● Teach good organisation and presentation of work
● Ensure consistency within departments regarding the nature of assessed tasks
● Report students' attainment and progress at scheduled intervals throughout the year through data reports and a Progress Evening
● Identify underachievement and/or gaps in knowledge or understanding, and intervene in line with department policy
	explained by the teacher, and develop a clear understanding of the standards required for appropriate levels/grades
	● Participate in self and peer assessment opportunities; recording what has been done well, and how they can bring about improvement
	● Work hard to develop effective study habits, acting on the range of feedback they receive, and take responsibility for their own progress
		have completed homework tasks
		- talking to their child about their learning
		- praise them for the progress and effort they make, and the good study habits being developed
		- reminding them to focus on the feedback (in its various forms) from their teachers
		● Communicate any concerns or questions about assessment, feedback or reporting to:
		  ➢ The class teacher
		  ➢ The Subject Leader
		  ➢ The Deputy Headteacher (Curriculum)

Homework

Homework is defined as: *'those learning activities which take place out of lessons which are primarily the responsibility of the student with guidance from the teacher. This may be working at home, at school or in the library. It may be individual work, or collaborative with other pupils, or may need the cooperation of an adult.'*

We believe that homework is an important way for students to consolidate and extend their learning, and develop essential study habits as they move up the school.
Our Homework Policy details our principles and approach. We also believe that homework should only be set when it is required, and that no homework should be set in the school holidays for Key Stage 3 students.

IMPACT:

It is our firm intention that through our combined assessment, marking, feedback and homework processes:
● All students are guided and supported to make the desired progress, and achieve excellent academic outcomes
● All students are helped to develop effective study habits and learning behaviours
● The wellbeing of our teachers is supported. Verbal and whole class feedback are less time-consuming thus promoting a better work-life balance

- Teachers and Subject Leaders have clear guidance regarding expectations, but they also have autonomy to make adaptations to suit their curriculum
- Parents and carers are regularly informed of their child's attainment and progress, and what they need to do to improve
- Parents and carers are encouraged to be involved in their child's education, and to support their child in developing impactful learning behaviours
- School leaders can effectively monitor and evaluate the work of departments, sharing good practice and helping to grow a community of reflective students and practitioners.

'*Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.*'

(Dylan William: 'Embedded Formative Assessment')