



**KING EDWARD VI COMMUNITY COLLEGE  
ASSESSMENT & FEEDBACK POLICY**

**Approved and adopted by the Governing Body: OCTOBER 2018**

**Due for Review: JULY 2020**

Policy generated in-house.

If this is a printed version of this policy it may not be the current version. Please source this policy electronically from the staff policy folder for the most up to date version.

It is important to provide constructive feedback to pupils, focusing on success and improvement against learning intentions and success criteria. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

#### **i. Aim**

To establish a consistent, constructive and coherent whole school approach within each department and across departments, to the way in which students work is marked. To ensure that all students feel that their work is both valued and recognised, to help them reach or exceed their full academic potential.

*This includes:*

- A common literacy and numeracy marking policy whereby the criteria which work is to be marked against is clearly identified (our common literacy and numeracy codes – see page 3)
- A common assessment and feedback policy that is shared with staff and adhered to across all departments and key stages
- An assessment and feedback policy that is shared with parents, carers and students

#### **ii. Principles**

‘Assessment is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations’

The National Curriculum (2010).

*Assessment and feedback **must** be:*

- Planned and focused on key assessment pieces (e.g. exam questions, unit assessments, exam papers).
- Formative giving ways to improve and develop learning.
- Regular and timely to ensure students are supported and learning is grown. Professional judgement is used to ascertain whether feedback is regular enough.

*Assessment and feedback **will**:*

- Result in students responding with purple pen to improve, develop or extend their learning.
- Inform students what they did well and what they need to do to improve.
- Use our common college literacy and numeracy codes to correct spelling/punctuation/grammar and calculations/reasoning.

#### **iii. Frequency of marking and feedback**

Our Faculty Leaders stipulate with their teams the **frequency** of assessment and feedback to students and exemplify what constitutes **best practice** (see assessment and faculty best practice appendix). As a college we recognise that the amount of work in books and folders will depend on the subject being studied and the age and ability of our students. We are also mindful of staff workload, particularly during periods controlled assessment and exams.

#### **iv. Student response to marking and feedback**

Teachers must mark students’ work using the common notation for literacy and numeracy. Each time a piece is marked the teacher should choose the most appropriate feedback in accordance with our **faculty best practice** (e.g. a comment on effort and understanding, praise, a level, exam criteria etc.) with a **focused target** on how the student can improve. Time must then be given when the work is returned for the student to respond to this feedback. This improvement and reflection time is vital for the student to make progress. Verbal feedback, peer and self-assessment should also be used in lessons to give frequent feedback. We ask students to complete their response to feedback in **purple pen**.

v. Common literacy and numeracy codes

Notation for common errors when marking work. Teachers should use a red or green pen to avoid confusion	
sp	Spelling error
p	Punctuation error
caps	Capital letter error
exp	Clumsy or inappropriate use of language
gr	Grammar error
//	Should have started a new paragraph
ic	Incorrect calculation
^	A word or words have been missed out
u/l	Something should have been underlined
ir	Incomplete reasoning/explanation
sw	Show your working out
<b>Guidance for marking for literacy.</b>	
<ul style="list-style-type: none"><li>• <b>Key words</b> that students have been given as part of the course should be correctly spelt and <b>misspellings should be highlighted</b>. You don't need to highlight the same spelling errors more than once in the same piece of work.</li><li>• For <b>weak spellers</b> it is recommended that <b>only key words or words you think they are capable of correcting with care</b> are highlighted and that <b>no more than about ten</b> errors are highlighted to avoid covering work in disheartening red pen.</li><li>• <b>Capital letters and punctuation errors should be highlighted</b>. With students who really struggle with this aspect, some teachers find a policy of only marking the first paragraph works well for them.</li></ul>	

vi. Faculty Best Practice

Our faculties have each exemplified what constitutes best assessment and feedback practice in their individual subject areas. This provides all staff with a benchmark and practical guidance to ensure a consistent approach to assessment and feedback (see appendix)