



Kings Langley School

Unlocking Potential for Life

Assessment and Feedback Policy

"We all need people who will give us feedback. That's how we improve." – Bill Gates

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CONTENTS

1. Rationale	Page 3
2. Intent	Page 3
3. Implementation	Page 4
4. Examinations	Page 5
5. Department and class based tests	Page 5
6. Low/No stakes testing	Page 6
7. Questioning	Page 6
8. Live feedback	Page 6
9. Detailed and maintenance marking	Page 6
10. Book sampling	Page 7
11. Frequency of marking and feedback	Page 7
12. Types of feedback	Page 8
13. Marking codes	Page 9
14. Appendix	Page 10
I Format for written marking	Page 10
II Workload	Page 10
III Glossary of questioning terms	Page 10



Rational

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character"

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Intent

Assessments and feedback is planned and implemented to support the knowledge-engaged curriculum and allow:

- Teachers to gain a clear understanding of students’ progress so that future teaching can be adapted and interventions put into place to fill gaps in knowledge.
- Students and parents to understand in which areas the students have made progress, and where and how they need to improve.



- Students to demonstrate their ability to retrieve and apply knowledge effectively in a range of contexts that model national tests at GCSE and A level.
- Staff workload to be considered whilst balancing the best needs of the students.

Implementation

There are a variety of methods in which students are assessed at Kings Langley School. These processes generally happen in the classroom and lead to direct action which enable students to fill in gaps of knowledge or improve skills which rely on the application of knowledge.

The nine forms of assessment and feedback are:

- Examinations – up to two per year for all year groups in all subjects.
- Department tests – end of unit of topic tests that all students in a year group or cohort complete.
- Class based tests – topic tests that are set by a teacher specifically for their class.
- Low/No stakes testing – such as quick start activities, vocabulary tests
- Questioning – the most easily available form of assessment on student progress
- Live feedback – verbal feedback and written marking within the classroom whilst students are working
- Detailed marking – the timely marking of a key piece of work to provide detailed feedback to students.
- Maintenance marking – a check on work completion, presentation, literacy (spelling, punctuation and grammar (SPaG)) and numeracy.
- Book Sample – Choose 6-8 student's books for who you have not been able to review through live feedback. Look through the latest work to identify any common areas of misconception to give guidance on what aspects of learning needs re-teaching. Consider the activities you may now use to help address these issues and move children forward in their learning. Give these activities titles of 'Review of'" and ensure that this is completed in green pen.

* Book may be exercise book, folder, portfolios etc.

Central Department Record Keeping

- Maintaining a system for recording marks from exams and department is a key part of the assessment process. Class teachers and subject & school leaders can then analyse and track student's and groups of students' strengths and weaknesses. Future teaching and curriculum decisions can then be made on the basis of these records.
- An electronic folder to retain soft copies of exams and tests should also be maintained for each subject.
- The SLT member in charge of data is responsible for implementing a school-wide system of recording marks from exams and departmental tests.
- Learning area and subject leaders are responsible for maintaining these systems in their subject. This can be delegated to other staff within a learning area or department if needed.
- It is the responsibility of each learning area or department to maintain records for new students or for students who have left.
- It is the responsibility of class teachers to accurately record the exam and test marks for students in their classes in the department's or learning area system.
- Each July, a year group's records should roll-over to the next academic year so that records can be retained for new teachers of each class to access.



Examinations

- Examinations are robust, accurate, fit for purpose and meet assessment criteria.
- Examinations are crucial to tracking student process, informing students, teachers and parents of current achievement and identifying areas for improvement. They also encourage students to practise their revision strategies and skills of recall, evaluation and analysis.
- The exam content will be cumulative and therefore will include knowledge based on previous work, particularly the work covered since the last examination regardless of which year it was sat.
- Where the examinations are school based examinations (not GCSE or A levels), they will be marked against standardised mark schemes by a teacher.
- Subject leaders will save electronic copies of the exam paper and mark scheme so that it can be accessed and referenced if required.
- Senior and subject leaders will ensure that all teachers of their subject recognise that it is unacceptable and unfair to allow students in some classes to gain an advantage by viewing or practising questions that teachers know will be used in an upcoming school exam.
- All results of school based examinations will be moderated within subject areas.
- Students will be given percentages and grades for each subjects' examination. Feedback and follow-up lessons deal with any misconceptions and close any knowledge gaps. These knowledge gaps are then retested through class-based, low stakes tests and effective questioning.
- Teachers will record marks and/or percentages from examinations in a central department tracking system.
- Teachers will record grades from examinations on the school's SIMS database and parents will receive these as part of the reporting process, in line with the school assessment calendar.
- Class teachers should help students retain marked and reviewed exam papers carefully so that they can be easily referenced if required. This should be done in folders that remain in school and then passed to a new teacher at the end of the school year.

Department and class-based tests

- The rationale behind these tests is to promote regular revision with students, to allow the retention of knowledge and skills to be assessed and to check that gaps in knowledge have been filled.
- The tests are usually based on a single topic.
- The length of the test can vary; they do not need to last for a whole lesson.
- The frequency of these tests will vary depending on the subject, though students should receive notice of upcoming tests so that they can be given the opportunity to receive guidance on revision strategies.
- These tests will not be graded, but students may receive a score e.g. 8 out of 10.
- Teachers will record marks and/or percentages from department tests in the central department tracking system.
- Class teachers should help students retain any marked and reviewed departmental test papers carefully so that they can be easily referenced if required. This should be done in folders that remain in school and then passed to a new teacher at the end of the school year.



- Teachers will record marks and/or percentages from class-based tests in their own mark book. It is not required to retain copies of class based tests in student folders, although they can be if agreed within a department.
- Based on test feedback, remaining gaps in knowledge that are identified will lead to students receiving intervention tasks or activities.

Low/No stakes testing

- Low/No stakes tests are short, sharp, knowledge-based questions, which can be used to develop recall skills, identify gaps in knowledge, or check for understanding.
- They are not designed with the intention of requiring revision and are completed in students' books, or on mini-whiteboards.
- Low stakes testing includes the "Quick Start" activities, vocabulary tests, definitions or formulae tests, short answer tests and quizzes set on Show my Homework.
- Teachers gather verbal feedback so that further intervention activities or tasks can be delivered.

Questioning

- Effective questioning forms the initial basis of how teachers assess how well knowledge and skills have been acquired by students.
- Relevant techniques include:
 - No hands-up
 - No opt out
 - Call and response
 - Wait time
 - Right is right
 - Stretch it
 - Use of mini whiteboards

See the Appendix for a glossary of terms on these techniques.

Live feedback

- Live marking and live feedback is encouraged every lesson. The definition of live marking is where the teacher-marking takes place in the classroom, whilst the students are working. Therefore, live feedback is feedback that the teacher gives in the classroom whilst students are working and respond to immediately.
- Live feedback ensures that high expectations and standards are maintained and gives students more concise immediate feedback on any misconceptions. Research shows the faster feedback is given the more effective it is.
- Whether live or otherwise, marking means marking for action, so when work is marked by the teacher, students receive an intervention activity based on the feedback.
- Live feedback should, where necessary, include: spelling, punctuation and grammar (SPAG); numeracy; presentation; and correct terminology.
- The more feedback that the students receive from examinations, class tests, low stakes testing or live marking, the less frequently the books need to be formally marked, if at all.



Detailed and maintenance marking

Detailed marking:

- Within each subject curriculum, there are always key topics or concepts that students find harder. Staff should also be aware of common mistakes and misconceptions that students make or have. Subject programmes of study should have identified these and have key pieces of work or questions that teachers will need to mark in more detail as this will allow staff to assess students' understanding of these areas.
- Detailed marking is unlikely to happen within the classroom situation and therefore marking should include actions for the students to do when the work is returned which will enable them to improve their work. Time should be planned for these actions to take place and should ideally be the following lesson.

Maintenance marking:

- Maintenance marking should check consistency in a classes work if has not been possible in live feedback. Marking and feedback in red pen should identify and correct issues with work completion, presentation, SPAG, subject-specific key words, and numeracy

Book sample

- Book sampling should be recognised as an efficient method for teachers to gain a knowledge of students' understanding if live feedback has not been possible in a lesson, or if live feedback has not been possible for all students in a class in a series of lessons.
- Teachers should ensure that the books of different students should be used each time a book sample so that evidence of understanding is taken from a range of students.

Frequency of marking and feedback

- Live feedback and marking is the primary method for providing students with timely feedback to improve their understanding and work.
- It should be recognised that viewing students' work and giving feedback regularly ensures student's feel their work is valued. However, when this is not possible, teachers should aim to view each students' book, folder or work to assess their understanding and check their written work at least every eight lessons through one of the following methods that are detailed above: Examinations, class-based tests, detailed marking, book sampling or live marking.



Types of feedback

- | | |
|----------------|---|
| Verbal | <ul style="list-style-type: none">• This is the most frequent form of feedback.• It has immediacy and relevance as it leads to direct action.• It will usually be supported by teachers directing students to annotate, correct or improve their work in green pen• Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned. |
| Written | <ul style="list-style-type: none">• There are two types of written feedback, detailed and maintenance.• The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area.• Some subjects that are more practical may well not have as much written feedback. |
| Self | <ul style="list-style-type: none">• Successful self-feedback is rigorously modelled and structured by the teacher.• Teachers should share success/assessment criteria with students that match their learning needs. |
| Group | <ul style="list-style-type: none">• When delivered with clear guidelines and led by the teacher, students can work in groups to improve their work. |
| Peer | <ul style="list-style-type: none">• Peer feedback should be used with caution as it isn't recognised to be as effective as self and group feedback. |



Marking codes

The agreed symbols that teachers will use to identify common features when providing written are:

Mark in margin/ in text	Meaning/Action
✓	Good work, correct or good point
x	Mistake of “fact” or answer. Once a mistake has been identified, corrections are made to rectify the mistake by pupils in green pen
Sp	Spelling mistake. The word is re-written correctly three times in green pen.
P	Error in punctuation. Corrected in green pen.
G	Grammar mistake. Corrected in green pen.
T	Subject specific terminology used incorrectly or missing. Rewrite the word and definition in green pen.
UL	Underline (usually a heading or date)
//	Start a new paragraph
^	Missing words



Appendix

I **Format of written marking**

- Students complete work in **black pen**
- Teachers mark students' work in red pen
- Students mark, correct and improve their own work in green pen
- Teaching Assistants mark students' work in purple pen

The purpose of having consistency in the colours used for work and marking in students' books ensures that students, teachers and parents can see the contributions that all stakeholders have in helping students progress in their learning. In particular, the use of green pens by students ensures that they take an active role in assessing and improving their own work and understand the importance of recognising their responsibility in the progression of their learning.

II **Workload**

Marking and providing written feedback is a central part of teacher's role. However, a number of important studies in recent years have recognised the frequency and extent of marking as a key part of teachers' large workload. Ofsted and the DfE expect a balanced approach that helps students progress while also removing unnecessarily burdensome and ineffective marking. Key points from recent studies that we have adopted are:

- Careless mistakes should be marked differently to errors in understanding. Mistakes should be indicated as wrong while errors in understanding should be addressed in more detail.
- There is no expectation that every piece of work or page requires written teacher feedback. 'Tick-and-flick' and the repeated use of stock phrases is not supported as evidence shows that acknowledgment marking is unlikely to enhance student progress.
- Time should be given to students to review and consider written feedback if marking is to be effective.
- With the majority of feedback to students being verbal, this will often be subsequently recognised by the use of green to pen to annotate and improve work. While recognising that immediate verbal feedback is a highly effective, it also has positive implications in reducing staff workload as repetition of marking and feedback is not required.

Links: [EEF Study on Evidence of Written Marking](#) and [Independent Teacher Workload Review Group](#)

III **Glossary of questioning terms**

Format Matters

- Help your students to format responses to your questions grammatically, in complete sentences and audibly

No opt out

- Make students accountable for trying to get the answer right



Wait Time

- Teachers ask their students questions during class discussions, wait time typically lasts for less than one second. However, it is **best to increase both wait time 1 and wait time 2 to a minimum of three to five seconds**. This ensures better responses from students.

Right is Right

- When you respond to answers in class, hold out for answers that are all the way right

Stretch it

- Reward right answers with follow up questions that test for reliability, challenge students, and extend knowledge. Oh, and they also show you they were listening!