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Testwood School

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Assessment and Feedback Policy

Key Responsibility area:	NG
Last Review:	January 2026
Next Review:	January 2027

Revision History

Version	Date	Amendments	Initials
V1	10.01.24	Assessment and Feedback policy replaces the Marking and Feedback policy	NG
V1.2	08.01.25	Revision Update	NG
V1.3	07.01.26	Revision Update	NG

<u>Principles and Aims</u>

The purpose of this policy is to inform staff of the core principles of effective assessment and feedback at Testwood. The policy is underpinned by current research. It has been reviewed and endeavours to ensure consistency with:

- The EEF Guidance Report - Teacher Feedback to Improve Pupil Learning: June 2021 (updated October 2021)
- The DfE Education Staff Wellbeing Charter: May 2021 (updated 8th May 2024)
- The DfE Improve Workload and Wellbeing for School Staff: March 2024
- The Ofsted Education Inspection Framework, September 2021 (updated 14th July 2023)

The aim to ensure that all assessment and feedback:
- Supports pupil progress
- Builds learning
- Addresses misunderstandings and avoids them being reinforced
- Closes the gap between where a pupil is and where the teacher wants them to be
- Evaluates the impact of our teaching and informs planning for subsequent lessons

At Testwood we believe that feedback should be meaningful, manageable and motivational.

Forms of Assessment

Teachers at Testwood are expected to engage in a range of assessment practices to monitor the learning of their students. There are two main types of assessment:
Summative: produces feedback in the shape of marks, grades or pathways for student work. It will be used to assess students at the end of a particular topic or unit of study. It is used to track students' progress towards targets.

Formative: produces feedback which guides students to improve further in the future.

Procedures - What does feedback look like at Testwood?

- A wide range of feedback is given in every lesson in many different ways. The specific methods of assessment and feedback will be determined by teachers and the Head of Department.
- Assessment is effectively linked to planned schemes of work and sequences of lessons so that students are assessed on what we want them to know and understand, and how secure their learning is over time.
- Within each unit of work (schemes of work) subject areas should identify regular key pieces of work for assessment. These pieces of work will focus on the assessment of progress against clear objectives which are accessible to students. These key pieces of work will be identified on subjects plans and occur regularly. Students should receive feedback on at least one piece of work per unit of work. As guidance, this should be the equivalent of approximately every six lessons.
- There is no requirement to tick every page of a student's book as some work in a student's book may not require acknowledgement. Feedback should be purposeful and selective.
- Verbal feedback will be the most frequent form of feedback given and happens throughout lessons. This should lead to students immediately building on their understanding and learning.
- Students will be assessed summatively at least once a term using the pathway criteria at Key Stage 3 and GCSE (or equivalent) at Key Stage 4. Where possible, assessment should take place in the two/three week period before whole school progress checks.
- When giving written feedback, teachers should write in purple pen so it is easily identifiable to students and parents.
- Students are expected to act on feedback and move their learning forward. This can take many forms, but examples could include, redrafting, error correction, editing work, completing similar problems, or answering further questions. When acting on feedback, students should use a green pen.
- Teachers will use the Testwood 'Marking for Literacy Key' to address literacy errors in punctuation, grammar and spelling as part of regular feedback.

Marking for Literacy Key:

Code	Meaning
Sp	Spelling error
P	Incorrect punctuation
Cap	Missing or incorrect use of capital letter
//	Paragraph needed
Wwc	Wrong word choice
SPGT	Spelling and grammar target

Types of Feedback

Immediate Feedback
This is a quick, immediate feedback methodology where teachers give written or verbal feedback on aspects of the work students are completing in lessons. This enables rapid correction of misconceptions by the teacher. Where appropriate students would complete this immediate feedback in green pen.

Verbal Feedback
Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be common practice in lessons. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning. Students should use this feedback to improve their learning, where appropriate in green pen.

Self/Peer Assessment
Teachers should encourage students to assess their own work, that of others, and of experts. Opportunities need to be regularly offered to enable students to look at and learn from each other's work. Effective peer and self-assessment should be carefully modelled by the teacher and be based on a shared criteria for success. This will be used by students to move their learning forward by acting on the feedback, this will be completed in green pen.

Whole class feedback
Instead of writing individual comments in every student's book, teachers will read a set of books, make strategic notes on common areas of weakness or misunderstanding and then give feedback to the whole class at once. Students will then use the feedback to move learning forward by improving work or demonstrating further learning, and this should be completed in green pen.

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Written feedback

Written comments can be a very effective method of feedback. It offers a valuable opportunity to give individualised feedback. These comments should be formative, indicating where and how work can be improved. Students should then act on the feedback using a green pen to improve their work or learning. There is no expectation that every piece of work receives written feedback.

Marking for Literacy

Feedback should include the development of students' literacy. Teachers should focus on subject specific errors to encourage the knowledge of key vocabulary. However, if there are other regular mistakes, these should be addressed. This can be done using the literacy key in written feedback or through other methods such as whole class or live feedback. Spelling errors should be rewritten correctly by students five times. Students should correct literacy errors in green pen.

<u>Quality assurance and professional development</u>

Heads of Department and Senior Leaders will quality assure assessment and feedback, and provide appropriate support.

The focus will be to look at how the pupil is making progress. It will not focus on what the teacher writes. It will be purely on the impact this has had on pupil progress. The actual practice of a pupil improving their work is more important than the method of feedback.

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes, or all children.

We do not solely rely on book monitoring to evidence the quality and regularity of assessment and feedback. This will be evidenced through, Senior Leadership monitoring, learning walks, Head of Department monitoring, 4 weekly cycle book monitoring, department drop-ins and progress checks.