



### Marking, Assessment and Feedback Policy Sept 2018

#### The principles of marking, assessment and feedback:

- **Meaningful:** it varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. You should adjust your approach and use outcomes in subsequent planning and teaching.
- **Manageable:** it should be proportionate and take into account the frequency and complexity of written feedback.
- **Motivating:** it should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments are more effective.

Detailed written <b>feedback and assessment</b> will be given in response to the students' termly assessments in every subject and will refer directly to the predetermined success criteria.	
<b>Marking, assessment and feedback</b> of students' classwork will follow departmental policy and be frequent enough to aid progress of all students. LOs will be highlighted if they have been met in the lesson.	
Areas for development from <b>feedback and assessment</b> are personalised to the work and progress of the individual student and are aspirational for that student.	
Students will complete regular <b>self-assessment</b> and <b>peer-assessment</b> including comments on how well they feel that they are learning and progressing.*	
Student work which is in direct response to <b>written or oral feedback</b> is clearly evident using the coloured pen system as follows: <ul style="list-style-type: none"> <li>✓ Red Pen = Teacher Marking</li> <li>✓ Green Pen = Self and Peer Marking</li> <li>✓ Purple pen (or work in a purple box) shows student response through improved work</li> </ul>	
Student files, books and work are maintained to a good standard, with no damage or graffiti, and student work is neat and well-presented including dates and underlined titles.	
Marking for literacy is completed in line with the whole-school expectations.	
Marking for numeracy is completed in line with whole-school expectations.	

#### Glossary of terms:

- **Marking** is the use of ticks and brief comments to acknowledge work that a student has done
- **Assessment** is the grading of work against a predefined scale (eg: GCSE grades; levelled success criteria)
- **Feedback** contains at least one comment reinforcing something in the work that is good and at least one area for development, with an opportunity for the student to respond to that development through improving their work
- **Self-Assessment** and **Peer-Assessment** are students completing any of the above three activities
- **Success Criteria** tell the students what they should be able to do in a specified block of learning or time in order to achieve an aspirational level of performance

\* Student comments on learning and progress should relate to Learn to Achieve attributes (as detailed on Hetton School Essentials slide) or progress against specific targets, and not be generic platitudes.