### NEWFIELD SCHOOL



### Assessment, Feedback and Marking

Responsible: Mr Boardman

Date of policy September 2024

Date for review September 2025

**Intent**

* The Assessment, Feedback and Marking Policy is to assist teachers in understanding student learning and if teaching has been effective
* The policy will provide opportunities for interactions between students, teachers and parents to measure how well the students are progressing
* Students at Newfield School often have gaps in learning and low self-esteem in academia; therefore, the skills and professionalism of staff in finding success within student work and building relationships to steer students towards next steps and progress is key.

**Implementation**

Assessment, marking and feedback at Newfield School can be simplified into two main categories. This can be ‘day to day’ marking assessment and feedback, and ‘periodic/transitional’ marking assessment and feedback.

Day to Day – refers to the regular, consistent marking of student work. Use of flash / live marking including verbal feedback. The live marking and verbal feedback will be evident through codes. Peer and self-assessment should be used to assist students make progress. Written and verbal feedback should be actionable and guide the students on next steps to make progress. Day to day marking is formative and ‘low stakes’ to encourage participation and engagement.

Periodic / Transitional – refers to a more formal assessment. This can take the form of end of topic test, formal assessments, DIRT activities or end of key stage assessment, for example. This assessment can reflect the learning outcomes linked to assessment criteria and is a more summative, ‘high stakes’ form of assessment.

The components of the feedback are shown and described below:

Assessment & Feedback Components

***Flash/Live Marking***

*Flash marking - Refers to marking student work based on skills rather than grades.*

*Live marking – refers to marking student work whilst they are working on it.*

*Evidence of flash / live marking is referenced using the following marking codes: -*

|  |  |
| --- | --- |
| ***LO*** | *Learning objective – to which marking is referenced and reflects* |
| ***Sp*** | *Spelling – usually a key word / error identified* |
| ***C*** | *Capital letters used incorrectly* |
| ***P*** | *Punctuation needs correcting* |
| ***VF*** | *Verbal feedback is given – very brief identification i.e. ‘VB use of tenses’* |
| ***/*** | *New sentence* |
| ***//*** | *New paragraph* |
| ***www*** | *A brief description of ‘what went well’, selecting positives from the work* |
| ***ebi*** | *A brief comment on how to improve and make progress…‘even better if’* |
| **Codes linking to Assessment** |
| ***E*** | *Emerging - The student has had this section of the curriculum delivered, but can rarely independently apply the skill, knowledge or understanding to the learning.* |
| ***D*** | *Developing - The student has started to apply the skill, knowledge or understanding to their learning; usually with support* |
| ***WA*** | *Working At - Students are consistently working at this level independently* |

***Quality Marking / DIRT (Directed Improvement and Reflection Time)***

*This refers to marking that is more in depth and focusses on how to improve. Students will typically revisit the work, or revisit the test/assessment to understand areas they need to improve upon. As ever, we need to build processes that assist our students. Therefore, subtlety, professionalism and understanding individuals is key with this type of marking. Use the following process: -*

*Green Pen – Staff use the green Pen to underline sections of the work where students have met the objectives / criteria.*

*Pink Pen – Staff should subtly underline / use the margin to highlight pink the areas that can be improved*

*Purple pen – students revisit the work and aim to make progress by acting upon the feedback given in the marking.*

***Self-Assessment***

*Self-assessment occurs when students assess their own performance, with reference to learning objectives. This can be scaffolded and modelled by staff to encourage students to evaluate their own progress, identify gaps in their understanding and know how to improve their work.*

***Peer Assessment***

*Peer assessment is students taking responsibility for assessing the work of their peers against defined assessment criteria. This has to be managed by staff to protect self-esteem and promote productivity.*

***SEMH Marking***

*With the nature of our students and the importance of building self-esteem, confidence and engagement in our students; it’s important to recognise how students approach the work.*

*Students can mark how they approached their work in the following way:*

*Lower school: One of 3 emoji faces i.e.*

*Upper School: A mark out of ten i.e. 8/10*

***Expectations:***

It is key that the use of day to day and transitional periodic assessment, marking and feedback is used to help students progress. The following are the expectations in consistency and regularity for subjects.

|  |  |  |
| --- | --- | --- |
|  | ***Evidence of Day to Day including:******Flash / Live Marking******Self-Assessment******Peer-Assessment******SEMH Marking*** | ***Periodic / Transitional:******DIRT / Quality Marking*** |
| ***Core Subjects*** |
| *English and Maths* | *Regular and consistent marking, that is actionable and actioned.* | *Every 2 weeks* |
| *Science* | *Regular and consistent marking, that is actionable and actioned.* | *Every 4 weeks* |
| ***Non-core Subjects*** |
| *History**Geography**RE**Computing**Music\***DT\***Art\***PE\** | *Regular and consistent marking, that is actionable and actioned.* | *Every half term* |
| ***GCSE / Level 2 Subjects*** |
| *Art\***PE\***Music\***IT* | *Regular and consistent marking, that is actionable and actioned.* | *Every 4 weeks* |

*\*Where subjects are primarily practical, it is expected that verbal feedback is the primary tool to mark, feedback and assess*

**Impact**

With the alignment of curriculum and assessment. Staff are required to input assessment data on a termly basis.

Students are assessed using the following denominators:

Emerging – The student has had this section of the curriculum delivered, but can rarely independently apply the skill, knowledge or understanding to the learning.

Developing – The student has started to apply the skill, knowledge or understanding to their learning; usually with support.

Working At – Students are consistently working at this level.

**Responsibilities**

**SLT**

* Ensuring that all teachers know what is expected of them in assessing pupils
* Periodically monitor assessment, marking and feedback and ensure expectations are met
* Use information to support students, inform staff CPD and report to governors

**Teaching Staff**

* Adapt planning to address gaps in students learning in light of assessment practices and procedures
* Periodically assess, mark and feedback to students
* Complete periodic assessments which will reflect whole school priorities

**Students**

* Engage in learning activities and respond to the assessment, marking and feedback of teachers

**Parents/Carers**

* Will receive reports in line with the Newfield Calendar, outlining areas to improve and strategies to support