

Marking, Feedback and Assessment Policy

St. John Henry Newman Catholic School



Last reviewed on: June 2026

Next review due by: June 2027

Contents

1. Aims	1
2. Principles of marking and feedback	2
3. Principles of assessment	2
4. Marking and Feedback approaches	3
5. Assessment approaches	6
6. Data Collection	7
7. Reporting to parents and carers	7
8. Inclusion	7
9. Roles and responsibilities	7

1. Aims

This policy aims to:

- Establish a consistent and coherent approach to marking and feedback and formative and summative assessment
- Ensure marking and feedback informs student progress and has a positive impact on student outcomes
- Ensure feedback is a good use of teachers' time, and accessible to all learners
- Ensure a consistent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how when assessment practice will be utilised, monitored and evaluated

2. Principles of marking and feedback

Marking is defined as: the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to pupils' written work.

Feedback is defined as: providing guidance to the learner in order to help them to improve their knowledge, understanding and skills.

At CNCS, teachers will:

- identify good attributes that a student must continue to use
- highlight literacy errors using the school literacy key and provide a model of accuracy
- identify areas for development/improvement
- review students' progress in a timely way

3. Principles of Assessment

Assessment is a judgment based on evidence at a specific point in time. It underpins the whole process of teaching and learning and is integral to good practice.

To ensure assessments are credible and useful, the criteria for the judgment need to be shared, understood and agreed between the teacher and the learner.

The more effective the assessment is, the clearer the next steps required for learning will be. This enables pupils to become reflective learners and helps to close the gap between what they can currently do and what we would like them to do.

4. Marking and Feedback Approaches

At CNCS, schemes of work and learning journeys will identify the learning checks that will be marked before a summative assessment is undertaken.

The learning checks, which are referred to as Pitstops, will provide students with directions to improve their understanding (knowledge and skills) and a subsequent lesson will be planned, providing students with feedback and directed, reflection and improvement time, referred to as DIRT.

DIRT activities will be completed in green pen so it can be easily identified in students' exercise books.

The frequency of marking by the class teacher will vary, depending on the frequency of lessons as well as the nature of the subject as outlined in Appendix 1.

Summative Assessments and/or mock examinations may replace Pitstops when there is an overlap.

Verbal feedback stamps may be used to support teaching and learning within lessons (primarily with SEND students). Teachers may make brief comment outlining the support given.

Expectations of marking and feedback

The expectation is that students' learning journeys will be checked with a Pitstop at intervals within the scheme of work.

In Core subjects (English, Maths and Science) after approximately 10 – 12 hours of learning, a Pitstop will be taken. There may be some flexibility linked to the scheme of work.

In Religious Education and other subjects there will be a Pitstop after approximately 8 - 10 hours of consecutive learning.

Marking at CNCS:

- Will be marked in red pen by the teacher and handwriting will be clear.
- Students will act upon the feedback (DIRT task) in green pen, to develop their understanding of key knowledge or skills.
- Wherever possible, teachers will acknowledge whether the student has made any improvement. This does not need to be a prose comment.
- Where common themes across a Pitstop have been identified, the teacher may lead the DIRT lesson at a whole class level.
- Teachers can circulate during DIRT activities and offer guidance and feedback where necessary.
- Praise stickers and ASPIRE points should be issued accordingly during marking.
- Student Voice will be collected across the year regarding marking and feedback.
- Verbal feedback stamps can be used where teachers briefly indicate the support given. All teachers must:
- Challenge incomplete or untidy work.
- Recognise outstanding effort and learning.
- Identify students who may require additional/further support.
- Teachers will consider students' individual learning plans when providing feedback to ensure all learners can make progress **All teachers must:**
- Challenge incomplete or untidy work: work in exercise books will be set out as follows: date, classwork and title underlined. Diagrams and drawing must be completed in pencil and a ruler used where necessary.
- Recognise outstanding effort and learning
- Identify students who may require additional/further support via the referral process.

Other types of marking and feedback

In addition to the marking and feedback provided by the teacher, the school will also make use of the following:

Self-marking: students are sometimes encouraged to self-assess by identifying their own successes and targets for improvement against a given criteria which may include prior work being modelled. This form of marking should be completed in green pen.

Peer- marking: Students are sometimes encouraged to peer assess to identify successes and help in providing targets for improvements against clear criteria which may include prior work being modelled. This also, should be completed in green pen.

Marking for literacy

It is the responsibility of all teachers to support students with the quality and accuracy of their written communication.

Where teachers identify errors in written communication, the following key will be used:

(indicated by the teacher in red pen/corrected by the student in green pen)

P – check/correct punctuation

C – capital letters missing or incorrect

// - start a new paragraph

Sp – spelling error

^ - missing word/s

Where spelling errors are identified, the teacher may provide the correct spelling for the student to write out 3 times.

Where patterns of errors in written communication are identified by the teacher, a model should be provided to allow the student to learn from their error.

For some students, including those with SEN, teachers will focus on a pattern of identified literacy errors in written communication and will allow students to focus on 1 – 3 errors, to ensure students are not overwhelmed.

5 Assessment approaches

At CNCS, assessment is an integral part of teaching and learning, and is inextricably linked to our curriculum and calendared throughout the academic year.

As well as the assessment for learning within our teaching and learning model we also use in-school summative assessment with end of term assessments calendared as well as form mock examinations for KS4 and KS5 students.

Summative Assessments

Summative assessments will be carried out in line with the school assessment calendar.

Summative Assessments may not always be in the students' books.

A percentage grade will be given and areas for improvement identified.

A PLC may be generated.

DIRT tasks are completed to allow students time to reflect on areas for improvement.

In-school formative assessment – Assessment FOR Learning

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continual basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning outcomes, and identify areas in which they need to improve

At St. John Henry Newman Catholic School:

- Every student will be aware of their progress and will understand what they need to do to improve and how to get there. They get the support they need to be motivated and independent learners.
- Every teacher will be equipped to make judgements about students' attainment, will understand the concepts and principles of progression, and will know how to use their judgments to plan, particularly for students who are not fulfilling their potential.
- Every parent and carer will receive a written progress report on their child's progress as well as a calendared consultation evening.
- Each department will put in place, structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, and for tracking their progress.
- We build time into lessons for students to reflect upon marking and to respond and improve their work through DIRT tasks. Students act upon feedback in green pen.

The aims of Assessment for learning will be achieved through the following practices:

- **Effective Planning** – teachers will ensure that learning experiences are sequential and linked to the scheme of work.
- **Sharing Learning Outcomes** – lesson aims will be shared with the students every lesson.
- Students regularly reflect on learning by completing low stake tests of knowledge - self assessed.
- **Effective Questioning** – teachers use a range of questions in order to ascertain students' understanding of key knowledge and skills.
- Teachers will provide written feedback in line with the marking, feedback and assessment policy. (Appendix 1)
- Teachers will provide DIRT tasks appropriate for students, in order to secure knowledge and skills.

In-school summative assessment – Assessment OF Learning

Effective in-school summative assessment enables:

- **Leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement and progress of their child via calendared progress reviews and consultation evenings.

Types of summative assessment activities include:

- End of unit/module assessments
- End of term assessments
- End of year assessments
- Mock/Trial examinations

Assessments

Students at St. John Henry Newman Catholic School in Year 7-10 & 12 will complete three end of term assessments in Autumn, Spring and Summer. In order to increase effort and preparation, revision guides are produced by departments in order to structure revision for the assessments. Outcomes from termly assessments are recorded in percentages. Percentage scores are tracked, and progress is linked to students' end of year 'Aim High' grade.

Students in Year 10 – 13 will complete calendared mock/trial examinations. Revision materials are prepared to support students' revision for each examination. Grades are tracked and used by leaders and class teachers, to provide appropriate intervention throughout the academic year.

Preparation for Assessments

To prepare students for their assessments, each student is provided with a differentiated revision guide which outlines the subject knowledge needed for the assessment as well as bespoke, directed revision tasks. Assessments are differentiated, standardised in department and then quality assured by leaders.

Together with an assessment timetable, students are given the revision guides approximately 3 weeks prior to the assessment window and homework provided by class teachers is based on the revision guide. This practice embeds strong preparation skills required for external examinations.

Assessment Moderation

As part of the school's quality assurance process, all assessment papers marked will be moderated internally within departments. This is to ensure accuracy of marking as well as consistency amongst different teachers in regard to awarding marks.

Class Percentages

Students in Years 7 to 10 & 12:

- Receive results as a percentage alongside a class average percentage score.
- Percentage scores and class averages are shared with parents and carers.
- Results are reviewed and pupils who underachieve across a range of subjects are placed into a re-sit group and required to recomplete the same assessments. Students are reissued with a revision guide and a re-sit timetable. Students are given this opportunity to improve in order to shape revision and prepare them for external examinations.
- Students that are not in the re-sit groups but are underperforming in an individual subject, are identified by the class teacher when completing the data response sheets and appropriate intervention is provided. The class teacher/head of department may require the student to re-sit the paper in addition to other intervention strategies.

Aim High

- As well as Students receiving their result as a percentage and the class average percentage score, students will also receive an end of year grade following their summer assessment.
- In each class, students will have an end of year target grade (based on FFT 5%) which will also be known as their 'Aim High' target. Each pupil will be encouraged to achieve their Aim High target throughout the year.
- Teachers will track pupils' progress against the Aim High target to provide students with clear targets in order to achieve this.
- End of year grades will be shared with parents and carers and will show to what extent students have met their Aim High target by the end of the academic year.
- Non-core subjects' assessments will allow for the following gradings (related to age):
 - Exceeding
 - Secure
 - Developing

Data Response Sheets

Once assessments are completed:

- data is entered into the system
- teaching staff will complete class data response sheets which identifies students who need further intervention when planning lessons.
- Heads of department and Heads of Year will also complete data response sheets in order to identify patterns and set targets for groups of students.

6. Data collection

A whole school calendar of data collections is provided at the beginning of the academic year to all staff.

Data is gathered three times a year. In addition, departments have their own assessment deadlines and procedures to ensure all year groups have accurate information at each data collection point.

Data entry will close at 9am on the data deadline date. Deadlines must be met by all staff. Prior to data entry, Heads of department must set internal deadlines for marking and standardisation and review the data before the deadline. Heads of department are responsible for ensuring that all data is quality assured and completed by the deadline for teachers within their department.

7. Reporting to parents and carers

Parents and carers will be regularly updated about pupil progress via Progress reviews and Consultation Evening.

Progress reviews will show progress over time and will include attendance figures and positive/negative data.

8. Inclusion

The principles of the marking, feedback and assessment policy apply to all students, including those with special educational needs or disabilities.

Marking and assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support, intervention and further referrals.

We will have the same high expectations of all students and individual learning plans will be considered by Heads of Department and class teachers when designing assessments, assessing students and providing feedback. Class teachers and Heads of department will also recognize the effort that students put in as well as the outcomes achieved.

For students working below the national expected level of attainment, our feedback arrangements will consider progress relative to student starting points and take this into account alongside the nature of students' learning difficulties.

Where Additional adults are part of the learning journey, for example Teaching Assistants, purple pen comments may be used to indicate where support has been provided. This may include models, sentence starters and references to key vocabulary, targets for improvement or recognition of improvements.

9. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of nonstatutory assessment captures the attainment and progress of all pupils
- Being familiar with the marking and feedback principles and approaches
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Leaders

The data team and leadership are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.