



LGB Policy Name & Reference	Marking, Feedback and Assessment Policy	
Review Frequency:	Bi- annually or in response to change in legislation or Government Policy	
LGB Approval Body:	Full Governing Body	
LGB Governor Responsible:	N/A	
Date of Last LGB Academy Review:	June 2020	
Date of Next LGB Academy Review:	July 2022	
Other Key Staff or Partners:	Brendan Isaac: Assistant Principal for Teaching and Learning Femi Olufola: Associate Assistant Principal with responsibility for quality assuring marking and feedback	
Appendices:	A: EET Learning Hierarchy and 4i's Framework B: Exemplar Markbook Pages C: Monitoring Schedule	
Related Legislation and Guidance:	Ofsted Inspection Handbook	
To be Read in Conjunction with LGB Academy Policy:	Teaching and Learning Operational Policy	
Signed on behalf of [the name of the individual academy]	Date:	No of Pages in addition to this Cover Page: 7



Norlington School and 6th Form

Marking, Feedback and Assessment Policy

1. Introduction

- 1.1 The purpose of this policy is to ensure that individual Academies within The Exceptional Education MAT have clarity in individual academy's policy on marking, feedback and assessment.

2. Aims

- 2.1 The aim of the Academy's Marking, Feedback and Assessment Policy is to ensure that students who attend the academy receive regular and useful feedback on the work that they carry out and that they know the progress they are making towards targets and outcomes.
- 2.2 The aim of this policy is to ensure that all staff who are employed by Norlington School and 6th Form understand and meet the academy's expectations of them in relation to marking students' work and feeding back to students.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have a Marking, Feedback and Assessment Policy in place and that there is consistency across the MAT Academies.
- 3.2 The Local Governing Body (LGB) of Norlington School and 6th Form is responsible for adopting a clear Marking, Feedback and Assessment Policy; this may be delegated to a sub-committee of the full LGB and is named on the cover page for this policy. If there is a named Local Governor who responsible for this policy, they are named on the cover page for this policy.
- 3.3 The Principal is responsible for ensuring that working arrangements allow for the full implementation of the Marking, Feedback and Assessment Policy, that all employees are aware of the policy and related procedures and comply with its requirements.
- 3.4 The member of staff with responsibility for the implementation of the Marking, Feedback and Assessment Policy is named on the cover sheet of this document. In particular, they are responsible for;
 - putting in place training and development to ensure sure new and existing staff understand expectations in relation to marking, feedback and assessment
 - working with individual staff members and the HoD group where there are inconsistencies and gaps in understanding
 - quality assurance of the quality of marking, feedback and assessment through regular book scrutinies and spot checks. Schedule given in Appendix C.
- 3.5 Staff are responsible for ensuring their familiarity with, and understanding of, the Marking, Feedback and Assessment Policy; and complying with it when carrying out their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy. In particular, staff are responsible for;
 - a) **Formative Feedback: All Students:** giving **all students** in each group written feedback from formative assessments **during every cycle** for **key learning tasks**. The frequency of this feedback is given in Point 8.1
 - b) **Formative Feedback: Individual Students:** giving **individual students one-to-one verbal feedback** accompanied by one or two targets for improvement written in that student's book/folder. Over the course of the cycle, all students in the group will receive such feedback. The frequency of this feedback is given in Point 8.1
 - c) **Summative Feedback:** setting formal summative assessments for **all students** at the **end of the cycle** and giving all students substantial written feedback. This is quickly followed by a structured activity whereby students engage with their progress data and feedback and carry out extension/improvement tasks. Data, informed by the summative assessments, is submitted centrally according to the data submission schedule is given in Section 6.

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4. Policy Statement

- 4.1. This policy outlines the aims and operational strategy in relation to assessment, written feedback and marking so the **learning needs** of the students are met. At Norlington School and 6th Form, teachers also constantly assess the **emotional needs** of the students so that teaching and assessment strategies enhance learning and removes potential allergies that may impede progress.
- 4.2. The purpose of marking, feedback and assessment is to **maximise the individual progress** of each student by ensuring that they internalise learning.
- 4.3. The Marking, Feedback and Assessment Policy is designed to:
 - be effective by maximising student progress
 - give students ownership of their learning and progress
 - be efficient for teachers to implement and therefore sustainable.
- 4.4. The expectation is that:
 - a) **teaching, marking and assessment** is explicitly planned and moderated across the six-week cycle
 - b) **marking and feedback** is done as soon as possible after the student completes the work since it is most effective when used by the student to progress in the next stage of their learning, and by the teacher to plan the next stage of learning. Wherever possible, written feedback should be done in the lesson with the students
 - c) **marking and feedback** is followed up by an activity in the lesson which engages students in their own progress. In the case of summative assessment, this must be a formal written response that involves improvement to or development of the assessed work.
 - d) **departments apply the Marking, Feedback and Assessment Policy** to ensure it is successful in their subject areas. Teachers within the department are expected to follow the adapted expectations in order to meet the learning needs of students
 - e) the **nature and amount of written feedback** is driven by individual student need.
- 4.5. Our approach works in conjunction with our 4i's Framework and Learning Hierarchy. In this approach, students are on a learning journey with the teachers leading and guiding them.
 - a) Teachers first **initialise** learning, take students through a teacher led **instructive** phase where they learn new content and skills, then move on to an **independent** phase where the students take greater ownership of leading their own learning to apply those skills, with the teacher on hand to intervene if needed. Finally, the learning is **internalised** and students can teach others, apply their learning at different times and in an exam context. We call this the **Learning Hierarchy**. (See Appendix A)
 - b) We constantly strive for students to be working at the top of the Learning Hierarchy, where learning is internalised. Therefore, assessment at all times gauges the extent to which learning has been internalised.
 - c) At each stage of the Learning Hierarchy, assessment takes a different form, moving from formative to summative, with its main purpose is to assess pupil readiness for the next learning stage.
 - d) Their continued exposure to quality challenge through marking, feedback and assessment strategies builds student self-efficacy, self-regulation and readiness for future application of their learning. As a result, they learn to value and utilise challenge as they know that it leads to the positive emotions that accompany success.

5. Key Vocabulary

- 5.1. **Marking** is the physical outcome of assessment. It will be a combination of:
 - A mark/score given that tells the student what they have achieved for a specific task. Where this is numbered, this will be a percentage.



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- Written feedback on a substantial piece of work that informs the student of areas of strength and how to improve. Codes might be used, where these are helpful.
- 5.2. **Performance Position:** Where the student is in terms of their likelihood of meeting their GCSE or KS5 Target Grade. These are: Expected (E), Above Expected (AE), Significantly Above Expected (SAE), Below Expected (BE), Significantly Below Expected (SBE).
- 5.3. **Key Learning Tasks:** the planned learning tasks that have been identified as the ones during the cycle that will be formatively marked and the marks recorded in the markbook.

6. Curriculum Cycles

- 6.1. At Norlington, departments plan learning and assessment in six-week blocks of time called cycles. At the end of each six-week block, students' internalised learning during that cycle is tested in the **Cycle Assessment**, referred to as the **Summative Assessment** in this policy.
- 6.2. At the beginning of each cycle, the students are introduced to the learning that will take place during the cycle in the **Six-Week Curriculum Sheet (or Cycle Sheet)**. The six-week curriculum sheets comprises:
- a) the content to be covered in the six-week cycle, including the key learning tasks that will be marked and recorded during the cycle
 - b) the assessment objectives that will be used to assess the learning
 - c) what the assessment is for the cycle
 - d) literacy expectations (key words) and recommended reading for that cycle
 - e) a section for the student to write their GCSE target grade and for the teacher to write the student's performance position at the end of the cycle
 - f) the opportunity for the student to reflect on their own progress during the cycle by generating a WWW/EBI in response to the **teacher assessment** of their Cycle Assessment.
- 6.3. Curriculum sheets for each cycle for each subject can be found in the relevant department area of the school website.
- 6.4. The Curriculum Sheet is stuck into exercise books at the beginning of the cycle and utilised throughout the teaching of that cycle. The connections between the work in the books to the knowledge and skills outlined in the Six-Week Curriculum Sheet should be easy to see when looking at pupils' books.
- 6.5. Cycle Assessments take place at the end of the cycle within normal lessons. Core subjects might have two within each cycle, one at the end and one in the middle.
- 6.6. Cycle assessments
- help to prepare students for sitting examinations, replicating exam conditions in lesson.
 - are captured by being stored in assessment folders or in the student's exercise books.
 - inform the teacher's data entry for that cycle. The data is used at all levels within the school to analyse the learning and progress of the students.
 - are useful to students as they utilise the detailed written feedback provided by the teacher on the Cycle Assessment to write their own comments on their learning during the cycle in the form of WWW/EBI. Time is allocated in the lesson for this.
- 6.7. The data from cycle assessment is captured by on a regular basis given in the schedule below.

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Year Group	Data Collection Points					
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
7	ATL only	All		All		EOY
8	All		All		All	EOY
9	All		All		All	EOY
10		All		All		EOY
11	All	All	All	All		
12	All	All	All	All	All	EOY
13	All	All	All	All		

7. Formative and Summative Assessment in the Curriculum Cycle

- 7.1. There are two forms of marking, feedback and assessment at Norlington: that which takes place during the Cycle (**formative**) and that which takes place at the end in the Cycle Assessment (**summative**).
- 7.2. At Norlington we break down formative assessments into two distinct types;
 - **Formative Feedback: All Students:** this is marking, and feedback written on students' work during the cycle for key learning tasks.
 - **Formative Feedback: Individual Students:** this is one-to-one verbal feedback given to individual students, supported by written targets for improvement in the book/folder.
- 7.3. The expected frequency of marking and feedback for Key Stages 3&4 is given in the tables below. Note that lessons who have more timetabled lessons (such as English) have a greater number than those who have fewer lesson timetabled (such as Music).

Years 7,8 & 9

Number of lessons per fortnight	Number of Formative Feedback to all students during the cycle	Number of Target Student Feedbacks (One-to-One Sessions) per lesson	Summative Marking (Cycle Assessments)
5+	At least 3	1 - 2	1 - 2
3+	At least 2	At least 1	1 - 2
2	At least 1	Wherever Possible	1

Years 10 & 11

Number of lessons per fortnight	Number of Formative Marking during the cycle	Number of Target Student Feedbacks (One-to-One Sessions) per lesson	Summative Marking (Cycle Assessments)
7+	At least 3	At least 2	1 - 2
5+	At least 2	1 - 2	1 - 2

8. Formative Assessment in the Curriculum Cycle

- 8.1. The purpose of Formative Assessment is to identify mistakes and misconceptions, and ensure that learning is going in the right direction. It therefore informs the direction of teaching and learning *during* the cycle. Some Formative Assessment takes place for all students, and some is targeted towards individual students. During lessons all staff are expected to provide verbal feedback to students through the natural course of their teaching. Formative Assessment will:
 - Inform the teacher of how well the students are internalising the planned content (knowledge and skills) for the cycle.

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- inform day to day teacher planning to ensure that the students are on track to succeed in the Cycle Assessment
- inform the student of their strengths
- provide appropriate literacy marking
- guide the student to improve on emerging areas of weakness, gaps in knowledge and address misconceptions with appropriate student response
- prepare students for the Cycle Assessment
- develop their revision skills and readiness for exams
- be selective – have a sharper focus on components and give a supported judgement on specific knowledge
- feedback to students will include their performance position (SAE, AE, E, BE, SBE) for that piece of work and their GCSE target grade (e.g. Target 7 – 9) as well as any appropriate written feedback. Students are encouraged to write their target grades at the start of work that is to be marked (both formative and summative). Where students have not written the target grades the teacher should indicate the target in brackets with the Performance Position. For example, **(AE) 7-9**

8.2. **Formative Assessment: All Student Feedback**

Formative assessment is assessment, marking and feedback that takes place during, and leading up to the end of the cycle in order to ensure:

- students know what to practically do to make progress
- key learning tasks are assessed so that mistakes are corrected and misconceptions rectified
- those students at risk of falling behind are quickly placed back on track to make expected progress by the end of the cycle, and those that are on track are challenged further
- homework is done and valued by all students.

It is not expected that every student will have written feedback for every lesson. It is expected that the teachers regularly review the work completed by student.

8.3. **Formative Assessment: Targeted Student Feedback (1:1s)**

It is expected that within each cycle, staff will create opportunities in lessons (although it is not expected to take place every lesson) to review students work with the student on a 1:1. The purpose of the 1:1 is to identify areas of weakness, gaps in knowledge and address misconceptions, to stretch them further and will involve;

- Reviewing previous targets and students' progress towards these
- Reviewing students work over time
- Discussing areas for improvement
- Setting one or two specific targets for the students to focus upon (written in students books)
- Each student in the class would be expect to have a 1:1 with each teacher once or twice (dependent on number of lessons taught over the two weeks) every cycle.
- The work reviewed does not have to be the same for every student.
- While targets are NOT expected to be captured by the teacher outside of the student exercise book, it is expected that students **actively engage** with their targets which are reviewed with the student to assess progress at the following 1:1
- The school recognises that due to the nature of some subjects it will be problematic to complete 1:1 feedback AND set a target for students during lessons. Where this is the case agreement will be needed from line managers with it replaced by appropriate formative feedback.

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9. Summative Assessments in the Curriculum Cycle

- 9.1. The purpose of Summative Assessment is to assess internalised learning at the end of a cycle, to give students useful feedback on their progress and to give students the opportunity to engage with their progress and set targets.
- 9.2. Summative assessments are planned by the department with clear assessment criteria, which is shared with the student at the start of the cycle on the Six-Week Curriculum Sheet.
- 9.3. Assessments must refer back to Cycle Sheets and be linked to the work completed in the cycle (although it may, as determined by departments, include other work covered previously).
- 9.4. A formal summative assessment takes place at the end of the Cycle in order to:
 - assess the extent to which all students have internalised the planned learning of the cycle
 - allow student to immediately improve their learning by engagement in a structured activity where students engage with the feedback and respond, resulting in them improving or extending their work. Where possible, this will be responded to by the teacher.
- 9.5. Summative assessment will:
 - provide in-depth, high quality feedback
 - give students their performance position or most likely final grade
 - assess the full range of skills and knowledge taught in that cycle
 - allow the teacher to utilise new knowledge of the internalised learning of every student in the class to inform planning for the next cycle.
 - allow the teacher to identify students at an early stage who are at risk of not meeting their end of year target, target students for intervention to 'catch-up' and to accelerate the progress of those showing potential for exceeding projected achievement'
 - inform the student of their current Performance Position and what progress they have made since the last cycle test/assessment
 - inform the student of their strengths and give areas for improvement
 - give the student detailed, appropriate feedback about their literacy strengths and areas for improvement
 - develop their revision skills and readiness for exams.
- 9.6. Summative assessments are planned by the department with clear assessment criteria, which is shared with the student at the start of the cycle on the Six-Week Curriculum Sheet.
- 9.7. Assessments must refer back to Cycle Sheets and be linked to the work completed in the cycle (although it may, as determined by departments, include other work covered previously).

9.8. **Formative and Summative Overview Table**

	All Student Feedback	Targeted to Certain Students
Formative (Teacher Managed)	Formative Marking: All Students - of the key learning tasks, including homework. <ul style="list-style-type: none"> • ensures that the key learning tasks are assessed so that mistakes are corrected, and misconceptions rectified • ensures homework is done and valued by the students 	Formative Marking: Individual Students - 1:1 in-class sessions with the teacher with target/s recorded. <ul style="list-style-type: none"> • ensures those students at risk of falling behind are quickly placed back on track to make expected progress by the end of the cycle • ensures those that are on track are challenged further understand feedback and have clarity on what to do practically in order to progress
Summative (Dept Managed)	Cycle Assessment In-depth feedback <ul style="list-style-type: none"> • assesses the extent to which all students have internalised the planned learning of the cycle • ensures pupils engage with feedback to further improve 	



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10. Marking, Feedback and Assessment in the 6th Form

- 10.1. The school recognises that the marking and assessment procedures for Year 12 & 13 courses require significant department individualisation being dependent on a variety of factors including learning objectives, assessment type and coursework content.
- 10.2. It is expected that the assessment systems used mirror the policy as a whole with;
- At least 1 summative piece of work, in most cases this being a timed exam piece of work at the end of each cycle
 - Weekly Formative assessed work with appropriate feedback
 - Lesson based 1:1 sessions used to identify areas of weakness, gaps in knowledge and address misconceptions as well as to stretch students further (see 4.6 Targeted student feedback). Each student would be expected to have a 1:1 at least twice every cycle with appropriate targets set and captured.

11. Peer & Self-Marking and Assessment

- 11.1. The use of peer and self-marking and assessment is encouraged as a tool to develop student understanding and accelerate learning.
- 11.2. Peer and self-assessment can take a variety of forms both in and outside the classroom.
- 11.3. Peer and self-assessment does not, however, replace teacher marking, assessment and feedback.

12. Oracy

- 12.1. This policy is concerned primarily with written forms of feedback.
- 12.2. However, it is recognised that oral feedback is an invaluable assessment tool utilised by teachers which advantages are:
- pupils get immediate feedback
 - pupil responses to feedback are immediate since it is an interactive strategy
 - teachers can gauge the extent to which students understand the feedback by, for example, asking questions or asking students to articulate their understanding
 - teachers can quickly change the course of learning by setting immediate targets that directly challenge and extend the student
 - students can act immediately in order to improve
 - students experience more success
- 12.3. This policy does **not** advocate time-consuming methods of recording verbal feedback which slow down or interrupt the flow of learning. Verbal feedback should only be captured if it benefits the learning of the student to do so. We do not propose that 'Verbal Feedback stamps are used, unless they capture content of feedback. There is no requirement for the use of stamps.

13. Markbook Expectations

- 13.1. Teachers are expected to keep a record of both formative and summative marking.
- 13.2. The first thing that will be recorded, will be the End of Key Stage target for each student.
- 13.3. The key planned learning tasks identified for the cycle (pieces of work that everybody is expected to complete) and individual student's completion and/or performance in these key planned learning tasks will be recorded in the teacher markbook.
- 13.4. This is followed by the Cycle Assessment Performance Position so that progress can be tracked from the start of the Cycle to the end.
- 13.5. The markbook will contain a record of Performance Positions for everything that is marked, as in the Art example below. Where a percentage is generated, as in the Maths example, the correlating Performance Position will be recorded next to it.

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APPENDIX A: The Learning Hierarchy and 4i's Framework

Formative Vs Summative Assessment	4 I's Teaching Stages	Learning Objective	Emotional Objective	Student Learning Hierarchy
	Internalisation	Embedding of student understanding and ability to apply/repeat in another context at another time.	Recognition of success through the deployment of key learning behaviours which in turn develops Self Efficacy and Self-Regulation in the future.	I can teach others and repeat/apply in another context and at another time.
	Independent	Students application of skills and understanding (and discovery/development of new ones) leading to confident understanding of concepts and ability to repeat/apply in future.	The development of student Self Efficacy and Self-Regulation through the experience of challenge and successful completion of tasks/objectives leading to the development of key learning behaviours.	I understand and can repeat/apply.
	Instructive	Students learn key concepts and skills related to the learning objectives through teacher led activity.	The development of student Self Efficacy.	I follow you & I follow you and understand.
	Initialisation	Student are able to understand content/direction of learning, success criteria and expectations.	To generate interest, engagement and ownership of learning journey.	I don't get it!



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APPENDIX B: Exemplar Markbook Pages

Example Maths										
Student Name	GCSE Target	Mini Test 1	Test 1 Performance Position	Quadratic Graphs	Quadratic Equations (H/W)	Simulations Equations	Simultaneous Equations with Quadratics	Cycle 1 Assessment	Cycle 1 Assessment	Circle Theorem
Student 1	6	65%	AE	AE	AE	E	AE	75%	AE	E
Student 2	7	62%	E	E	E	E	E	70%	E	BE
Student 3	6	51%	BE	E	E	AE	E	54%	E	AE
Student 4	4	40%	AE	E	E	E	E	35%	BE	E

Examples Art												
Student Name	GCSE Target	Research into Picasso	Study of Picasso Drawing	3 Experiments for own Work	Cycle 1 Assessment	Media Development	Evaluation of Experiments (H/W)	Research Artists Use of Media	Plan for Final Artwork (H/W)	Final Artwork	Evaluation	Cycle 2 Assessment
Student 1	6	BE	E	E	E	E	E	E	E	E	E	E
Student 2	7	E	AE	SAE	AE	AE	AE	AE	AE	AE	AE	AE
Student 3	6	BE	SBE	E	SBE	E	BE	E	E	E	BE	BE
Student 4	3	E	E	E	E	AE	E	AE	E	E	E	E
Student 5	4	SAE	AE	AE	AE	SAE	SAE	AE	E	E	SAE	SAE



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APPENDIX C: Monitoring Schedule

The quality of marking and feedback will be monitored on a regular basis. This is done through Department Meetings in collaboration with a senior leader, who visits the meeting and quality assures the judgements being made. A data collection sheet is completed for every teacher and summarised in a department sheet. This is done by the Head of Department. The Senior Leader looks at a sample for each teacher and discusses with the Head of Department or the department, any issues that are raised. The senior leader also logs his or her observations and all the data is then collated by the Assistant Principal with responsibility for quality assuring marking and feedback.

These take place five or six times a year, the findings collated and reported on in the Governor's Dashboard.

Individual year groups are the focus of each scrutiny and there will be other specific foci, that vary according to teachers' development needs and students' learning needs. For example, we might focus on literacy, or the quality of student responses.

Monitoring Schedule 2020-2021	
1	October (general book/folder standards and protocols) All Year groups
2	December
3	January
4	March
5	June