

## Assessment, Feedback and Marking Policy

This policy was drawn up in consultation with staff at Open Box Education Centre and should be considered as part of the school's approach to improving learning and teaching. It has been reviewed by the School Improvement Team, taking into account feedback from teaching staff and Learning Mentors as well as discussions with OFSTED inspectors in July 2021.

### Rationale:

- To create a feedback policy that puts the relationship between students and teachers at its heart.
- To enable teachers to be professionals and to allow students to make progress.

### What is the aim of this policy?

- To provide accurate, useful feedback to our students that makes a difference to their academic, personal, emotional and social outcomes ( Ideas to support staff in this process can be found in the *Assessment Handbook* in the Staff Shared Area, along with a classroom poster to clarify marking codes for students and a template for recording informal learning opportunities (see Appendix 1 and 2)
- To allow students to access feedback that supports them in making progress.
- To allow the teachers and Learning Mentors to determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.

### What is the policy?

- All adults working with students across the school will provide feedback to students on their work and are free to determine how this looks within their individual classes.
- Adults have a responsibility to communicate the methods of feedback to their students and to ensure that all students understand how they will be provided with feedback.
- All adults working with students across the school will provide feedback to them on their personal, social and emotional needs, ensuring time is made to support this development within the classroom environment.
- The Assessment Cycle provides fixed points each half term when staff assess students, using either formative or summative assessments, to determine progress towards their termly targets.
- Termly target setting is informed by formative and summative assessments and by discussions with students.

### What are the expectations?

- Each adult is free to determine with their class how they will provide feedback
- Students should be able to explain how they get feedback from their teacher.
- There is no expectation that verbal feedback will be recorded.
- There is an expectation that feedback will have a direct impact on students' outcomes.
- Half-termly assessment points will be used to monitor progress towards individual student targets.

## How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with students and teachers.
- Students' work will form an important part of the monitoring process. This will be carried out alongside the students to allow them to provide vital input into the feedback process.

## Who is the policy for?

- Students – to ensure that the feedback they are provided with enables them to make progress.
- Staff – to enable them to use their professional judgement in how best to provide feedback to students
- Leaders – to ensure that students' outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

Approved by: ..... (Principal) .....22/3/22..... (date)

Authorised by:..... (Chair of Governors) .....22/3/22..... (date)

**To be reviewed every:** 3 Years

**Next review date:** January 2025

Version	Date of Review	Reviewed by	Date approved/ratified	Date of next review
Version 1.0	January 2019	Elinor Fahy	29/01/19	January 2022
Version 1.1	January 2022	Elinor Fahy	22-03-22	January 2025

# We Are Learning To

**WALT** tells you the focus for your learning.

**Green pen** = Your teacher's words

**Purple pen** = Your words



**V** = Verbal feedback given

**✓** = Work correct



**Sp** = Spelling error



**C** = Capital letter and full stop needed



**//** = New paragraph needed

**△** = Supported learning



**DON'T FORGET - Check your subject targets to monitor your own progress.**

## Appendix 2 – Planned and Unplanned Learning Record

Name:

Date:

### Planned / Unplanned Learning Activity Record

WALT?

Activity Description:

Student Engagement/Progress:

Teacher Feedback:

Can you include a photo?