

# KING EDWARD VII SCHOOL



## Marking, Assessment and Feedback Policy

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Approved: GB

Leadership Team Responsibility: MH

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## **1. Purpose and aims**

This policy provides a rationale and guidance for a consistent approach to assessment across all subject areas, whilst maintaining a strong subject-specific approach at its core. It sets out a common vision for Senior Leaders, Curriculum Leaders and subject teachers to inform the approach taken in each curriculum area. Assessment is a fundamental aspect of the curriculum and an integral part of the learning process.

**The principles outlined below are intended to inform the approach taken by Curriculum Leaders when determining assessment practices within their subject areas.**

Subject teachers also need to reference this policy and understand how it has informed the approach to assessment in their subject area.

## **2. Roles and Responsibilities**

### **Headteacher and Leadership Team**

- Oversee the implementation of the policy and ensure assessment procedures are carried out in line with it.
- Share the school vision around assessment practice with curriculum leaders, ensuring any necessary training and support is provided and accessed where needed.

### **Curriculum Leaders**

- Have responsibility for designing and implementing effective assessment practice within their teams, ensuring consistency and monitoring its implementation and impact.
- Respond to arising issues around assessment, with refinements and teacher support where needed.
- Collate and monitor data from medium-term summative assessments and analyse and respond to developing trends and address misconceptions.
- Analyse end point assessment data to identify patterns and adapt to curriculum and assessment models accordingly.

### **Subject Teachers**

- Implement the school policy in their classrooms.
- Contribute to the design and implementation of medium-term summative assessment including recording and reporting of data.
- Use this assessment data to inform subsequent phases of teaching and address misconceptions.

### 3. Research and evidence base

This Policy should be read alongside the full Teaching and Learning Policy and the Evidence and Evaluating Quality of Education Policy. It is based primarily on research by the Education **Endowment Foundation (EEF)**:

- Education Endowment Foundation (2016): A marked improvement? A review of the evidence on written marking
- Education Endowment Foundation (2018): Feedback: Evaluation report
- Education Endowment Foundation (2021) Teacher feedback to improve pupil learning

### 4. Principles of effective marking and feedback

Principles of effective marking and feedback include:

- Strengthens student motivation by helping students to be clear about what they are doing well, what they need to do to improve and the next steps to aid progression.
- Uses language to encourage students to reflect on and engage in their learning.
- Is **subject-specific** and task-specific with a clear focus on facilitating progress.
- Personalises comments that inspire students and facilitates student progress.
- Challenges students to think more widely.
- Comments on student work should help students progress over time.
- Assessments are used to inform the teacher of the learning that has taken place and **help to identify misconceptions. This, in turn, should inform subsequent phases of teaching and learning.**
- Formative use of summative assessment is a key element of enhancing student progress.
- Effective marking could include a number of different strategies which include: deep marked, lightly marked, peer marked, self-assessed or through verbal feedback (see appendix A).

### 5. Overview

Assessment at King Edward VII School falls into three broad categories:

- i) Day to day to formative assessment based on the 'KES 2.0' structured autonomy approach to pedagogy.

- ii) Medium-term summative assessment.
- iii) Final (end of course) formal summative assessment.

All Curriculum Leaders at King Edward VII School are encouraged to consider the following questions in planning their overall approach to assessment:

- What is the purpose of your subject?
- What does it mean to be successful in your subject?
- What core knowledge and skills are required for success?
- What is the purpose of assessment in your subject?
- Which assessment techniques work best in your curriculum area?
- What does progress look like in your subject and how do you assess this?
- How do you know when a student is making progress?
- How do you and your staff revisit prior learning?
- How do teachers identify and address misconceptions from prior learning?
- What Assessment for Learning strategies are used in your department? Why?
- How do you ensure **consistency** in assessment practices across all teachers in your subject area?
- How do assessment practices in your subject inform whole school data entry?

The following sections provide a broad overview of each of the three types of assessment. **However, each individual curriculum area will adapt a subject-specific approach based on the questions above.**

**i) Day to day to formative assessment based on the ‘KES 2.0’ structured autonomy approach to pedagogy.**

Assessment for Learning (AfL) techniques are fundamental to the ‘KES’ approach to pedagogy. These are specifically planned opportunities to check the learning, understanding and progress of students within a lesson. The ‘E’ of ‘KES’ involves teachers using AfL to evaluate whether to **go backwards and consolidate prior learning, or to move forwards and introduce new learning in stages**. For example, effective AfL will quickly **identify misconceptions** and the teacher will then address these before moving on to the next phase of learning. Effective AfL also informs feedback for students about how well they have understood and embedded new knowledge as well as how effectively they have retained knowledge and skills over time. **AfL strategies will vary according to the subject context and the individual teacher**. Examples of AfL strategies in a ‘KES’ lesson could include, but are not limited to:

- A range of questioning strategies: targeted questions, no hand’s up, think pair share, differentiated questions, pose pause pounce bounce etc.
- Mini-whiteboards
- Low stakes quizzes and knowledge-based retrieval games
- Modelling, live marking or sharing model work using a visualiser
- Modelling followed by self or peer assessment
- Sample marking based on checks on written work

## Medium-term summative assessment

In medium-term summative assessments, **the aim is to check student understanding, progression and retention against the curriculum intent up to that point.** There should be a good **balance of knowledge recall and disciplinary subject-specific skills.** These assessments are **synoptic**; they should not focus solely on the most recently covered content and skills, instead they should be used to embed and check understanding over a longer period of time. For example, an assessment at the end of Y8 may include content from the beginning of the year, or even core knowledge from Y7. They can be part **spaced practice** and an **interleaving** curriculum structure.

Curriculum leaders should ensure the following principles underpin the planning of medium-term summative assessments:

- The **frequency** of these assessment points should be carefully planned – **typically no more than 2 or 3 times a year in line with the three data collection points per academic year for each year group.** This is to ensure against excessive and unnecessary testing that may deprive students of teaching time and add unnecessary workload for teachers. One or two of these occasions will likely be trial exams during GCSE and A Level courses.
- However, some departments may wish to assess more frequently. For example, creative subjects on a calendar rotation or languages subjects testing a series of different skills.
- **Timing** of assessments should be carefully considered against the curriculum plan and placed to effectively assess curriculum implementation at key points.
- The form of the assessment needs to be fit for purpose for the subject, key stage and context. For example, in Maths it may take the form of a 'test', in English it may be a specific piece of extended writing.
- The assessment should be well designed, to **test key subject-specific content (substantive knowledge) and skills (disciplinary knowledge).** For example, it could include a balance of knowledge recall, application, analysis and some exam-style questions if appropriate.
- The assessment should be **accessible** to all students. SEND students and students entitled to access arrangements in exams should have similar access arrangements for these assessments, where possible.
- The marking of the assessments should be **consistent across the department.** Steps should be taken to ensure this such as **common mark schemes, moderation and standardisation** as required.
- **Feedback to students** should focus on celebrating successes and highlighting areas for improvement, as well as giving students an opportunity to reflect and act upon the feedback provided in order to make progress.
- Ultimately, feedback should help students understand the next steps required to progress; **it should aim to improve the learner rather than the work** (Dylan William, 2021).
- It is recognised that the synoptic nature of these assessments may not fit the curriculum structure for some subjects, for example BTECs. In these cases,

Curriculum Leaders should design assessments which best fit the structure of the wider curriculum.

- There is **no requirement to provide grades on individual pieces of work**, including medium-term summative assessments, although departments may award grades if they wish to do so, particularly at Key Stages 4 and 5. The focus of feedback should be on supporting student progress by clearly communicating how to improve.
- **Assessment results should not be the sole source of information that informs judgement of student progress, such as Most Likely Outcomes (MLO's)**. Many of the formative assessment activities in lessons can also feed into the bigger picture of the progress each student is making. These should be part of the information which is used to reach a judgement on progress review data.

### **Final (end of course) formal summative assessment.**

- Formal examinations occur at the end of the end of Key Stages 4 and 5 and it is our responsibility to prepare students for these examinations. Part of this preparation should involve completing practice examination questions and full exam papers.
- Where possible, this should occur more frequently towards the end of the taught specifications in preparation for external examinations.
- However, it is important to note that **preparing too superficially for final exams limits our student's broader learning and engagement with rich subject-content, which may fall outside of exam board specifications**.
- Subject teachers are specialists in their field and passionate about their subject. They should use their professional judgement to enrich student's experience of their subject, whilst also preparing them appropriately for final summative assessments.
- Therefore, Curriculum Leaders should not base curriculum content solely on the requirements of external examinations.

## **6. Workload**

- Marking should be **sustainable and not overly impact teacher workload**.
- Acknowledgement marking, which is sometimes referred to as 'tick and flick', is **unlikely to enhance pupil progress**. Teachers should mark less in terms of the number of pieces of work but mark better (EEF, Review of the evidence on written marking, 2016).
- Marking should be, **'meaningful, manageable and motivating'** (DFE, 2016).
- With this in mind, departments should consider a **variety of approaches to marking of student work** such as verbal feedback, sample-marking and peer and self-assessment. Examples of these strategies, which when used effectively can have a positive impact on student progress and at the same time reduce teacher workload, are outlined in appendix A.

## 7. Use of technology

The period of school closure during the Covid-19 pandemic has led to a range of technological innovations to support marking and feedback. These innovations may be adapted to enhance the quality of feedback where appropriate. These may include:

- **‘Generative AI’** – tools may be used to enhance teaching and learning in line with the School’s Generative AI acceptable use policy and guiding principles (see ICT policy).
- **‘Live marking.’** For example, if a student is working on a Google Doc the teacher may add formative comments ‘live’ whilst the student is working.
- A **visualiser** may be used to mark a sample of student work and provide feedback which is visible to the rest of the class. This could be used as modelling prior to peer or self-assessment.
- **‘Recorded marking.’** Verbal feedback is provided on a piece of work with the teacher recording comments verbally, using software such as Google’s ‘Mote’ or a visualiser’s recording feature, and sharing this with the student.
- All homework at KS3 and KS4 should be recorded on **Satchel**. Satchel can also be used as an effective tool for setting **low-stakes knowledge quizzes**.
- **Google Classroom** may be used to store, collate and share useful resources to support students in their independent study, particularly at KS5.
- **Seneca Learning**, as well as other subject-specific platforms, can be used to for independent study and to support students in consolidating prior learning.

### Appendix A: Effective marking and feedback strategies

In order to ensure marking and feedback is both effective and efficient, a variety of marking strategies could be used. **Marking should not be overly burdensome and unnecessarily increase teacher’s workload.** Using a combination of the different types of marking outlined below may be used to support this.

#### Deep marked work

- Usually an extended task, medium-term summative assessment or examination paper.
- Marking must be **in line with the assessment objectives for the subject and the specific task** e.g. use of grading criteria if a grade is awarded.
- A clear ‘What Went Well’ comment will be made in relation to the task **outlining the student’s strengths**.
- A **clear target** or ‘Even Better If’ comment, in line with task-specific success criteria, will be given to guide improvement.

- A **clear task linked to the target** will be set for the student to complete based on the formative comments e.g. redrafting a specific paragraph.
- **Student response** is a key component of completing the feedback loop and this should be evident in deep marking. This could be completed in a different coloured pen.
- Modelling and sharing exemplar work is a key component of facilitating student progress. Students should clearly **understand what success looks like for each task** which is deep-marked.
- Any mark or grade awarded will be clearly linked to task-specific grading criteria. Alternatively, comments-only feedback may be given with no reference to an overall mark or grade.
- Where appropriate, evidence of progress or effort will be rewarded e.g. achievement points.

### Lightly marked work

- Usually work completed in class in exercise books or on paper.
- **Identify and address misconceptions** – simple tick if understanding is accurate or ask a question that allows the student to self-correct, provide the correct response or model an alternative response.
- **Check for accuracy** – correct subject specific terms and basic spelling errors, in line with the Literacy Policy.
- **High standards of presentation** – insist students write the date and title for each piece of work. This is important to monitor/assess progression over time. Ensure the layout of work is appropriate in terms of audience and purpose.
- **Target groups of students** (e.g. PP/SEND) may be priorities for lightly marked work.
- This should not be confused with ‘Acknowledgement marking’, which is sometimes referred to as ‘tick and flick’ and is **unlikely to enhance pupil progress**. Teachers should mark less in terms of the number of pieces of work but mark better (EEF, Review of the evidence on written marking, 2016).

### Sample marking

- Sample marking may be used to **ensure that marking is both efficient and effective**, thereby not unnecessarily adding to teacher’s workload.
- For example, a representative sample of student books (including key student groups such as PP and SEND) is first lightly marked. This is then used to inform comments on a whole-class feedback sheet which is shared with all students which addresses misconceptions identified and sets tasks to support student progress (**see appendix D**).
- This approach, when implemented effectively, can be more effective and less time-consuming than Acknowledgement marking.

## Peer and self-marked work

- This may be straight-forward correct/incorrect tasks and responses e.g. spelling tests or shorter pieces of work using level or grade descriptors e.g. section of an essay.
- For longer pieces of work students should use **task-specific success criteria** and/or **comment banks** provided by the class teacher.
- To ensure a higher standard of peer or self-assessment, the teacher could first **model** the process by using a **visualiser** to mark student work, **narrating the thought process** to support students in understanding how to mark effectively (**metacognition**).
- Peer marking on longer pieces of work should follow the same 'What Went Well' / 'Even Better If' and 'Task' format or equivalent used by the teacher in deep marking.

## Verbal feedback

- Is an essential part of assessment for learning.
- Is provided extensively to students during all lessons.
- Encourages, guides, informs and motivates students in class.
- Has a direct positive impact on student learning and progress.
- Studies of verbal feedback suggests a **slightly higher impact [than written feedback] overall, when used effectively** (EEF, Feedback: evaluation report, 2018).
- Therefore, verbal feedback should form part of the **variety of feedback methods** used by teachers.

**Appendix B: 'KES' summary poster of structured autonomy approach to pedagogy**

A KES lesson makes an ambitious curriculum accessible to all students through adaptive teaching



Know

Activate prior knowledge



- K1: Knowledge retrieval is stimulating and varied
- K2: Consolidate relevant prior knowledge
- K3: Recall different types of knowledge across the sequence of learning

Evaluate

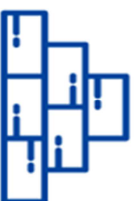
Forwards or Backwards?



- E1: Relentlessly check for understanding
- E2: Pre-empt & address misconceptions
- E3: Use Cold-Calling routinely
- E4: Give sufficient thinking time

Stages of practice

Guided to independent practice



- S1: Small steps & chunking explanations
- S2: Add or remove scaffolding to maintain a high level of challenge for all
- S3: Modelling is metacognitive
- S4: Use probing questions to deepen knowledge

A KES lesson is underpinned by explicit teaching of disciplinary literacy

**Appendix C: Work scrutiny indicators from Quality Assurance process**

Green – meet all criteria; highly consistent

Amber – meet some criteria; relatively consistent  
 Red – most of criteria not met - inconsistent

Indicators	Red	Amber	Green	Comment on response if appropriate
<b>Building on previous learning</b>				
Students' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time				
There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones				
<b>Depth and breadth of coverage</b>				
The content of the tasks and students' work show that students learn a broad range of topics within a subject				
Tasks also allow students to deepen their knowledge of the subject by requiring thought on their part, understanding of subject specific concepts and making connections to prior knowledge				
<b>Students' Progress</b>				
Students make strong progress from their starting points (discuss starting points with curriculum leader)				
They acquire knowledge and understanding appropriate to their starting points				
<b>Practice</b>				
Students are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline				
Students can recall information effectively which shows that learning is durable				






**Brief comments**

Teacher ..... Observer ..... Subject.....

Class ..... Date and time ..... Key Stage .....

**Appendix D: Sample marking example proforma**

# Whole Class Feedback Sheet

Praise worthy work...		Misconceptions and things we need to go over...	
			
Actions for this lesson...		SPaG Mishaps...	
			
		Presentation reminders...	
			

# KING EDWARD VII

\_\_\_\_\_ Department



## Departmental Marking, Assessment and Feedback Policy

## **Purpose and aims**

This policy provides a rationale and guidance for a consistent approach to assessment across the \_\_\_\_\_ department, maintaining a strong subject-specific approach at its core. It sets out a common vision for both the Curriculum Leader and subject teachers to inform the approach taken.

Assessment is a fundamental aspect of the curriculum and an integral part of the learning process.

The principles outlined below are intended to inform the approach taken by each curriculum area, determining assessment practices within their subject areas.

Subject teachers also need to reference this policy and understand how it has informed the approach to assessment in their subject area.

## **Roles and Responsibilities**

### **Curriculum Leaders**

- Have responsibility for designing and implementing effective assessment practice within their teams and monitoring its implementation and impact.
- Respond to arising issues around assessment, with refinements and teacher support where needed.
- Collate and monitor data from medium-term summative assessments and analyse and respond to developing trends and address misconceptions.
- Analyse end point assessment data to identify patterns and adapt to curriculum and assessment models accordingly.

### **Subject Teachers**

- Implement the school policy in their classrooms.
- Contribute to the design and implementation of medium-term summative assessment including recording and reporting of data.
- Use this assessment data to inform subsequent phases of teaching and address misconceptions.

### **Day to day formative assessment**

What does formative assessment look like in your subject?

(Please refer to the KES departmental document and strategies)

### **Medium-term summative assessment**

Frequency of medium-term assessments?

**What marking and feedback strategies are used in your curriculum area?**

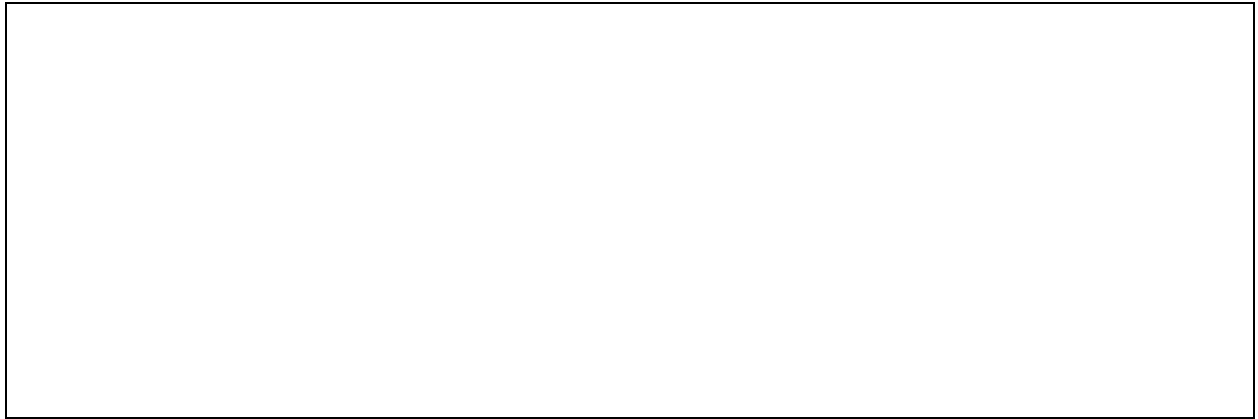
How do you use different types of marking e.g. deep marking, lightly marked, self/peer assessment, verbal feedback (refer to appendix A in the Marking Assessment and Feedback policy)

How do these practices help to reduce workload in line with the principles in the Marking Assessment and Feedback policy?

Marking frequency of class notes

### **Consistency**

How do you ensure consistency in assessment practices across all teachers in your subject area? (Please include any examples of how you standardise and moderate)



**Final (end of course) formal Summative assessment**

When do summative assessments take place? What format are the summative assessments? How do you prepare students for this? e.g. the format and challenge of medium-term assessments is as close as possible to the final assessment

