



**Bellerive FCJ Catholic College
Assessment , Marking and Feedback Policy 2024**

This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school

Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare students for their adult life, playing a full part in a modern global society

History of Document

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
1		Sept 2017	Sept 2017		
2		Sep 2019	Sep 2019		Amendments made following consultation
3	P McMenamin	Spring 2024	Summer 2024	11 th July 2024	

Context and guiding principles

In order to realise our mission as a catholic school in the FCJ tradition, we have an Assessment, Marking and Feedback Policy. This policy is mindful of the Catholic nature of our school and its continued pursuit of excellence in all areas of school life.

The **Ignatian pedagogical paradigm** is central to our approach:

- Experience
- Reflection
- Action

In summary, we aim use **the experience and insights** from assessment opportunities to facilitate **reflection** amongst staff and students, gaining wisdom which will then feed into **specific actions** for improvement.

This policy is also mindful of the expectations placed on all teachers in the **National Teacher Standards** with regard to assessment, feedback and marking:

2 – Promote good progress and outcomes by students

5 – Adapt teaching to respond to the strengths and needs of all students

6 – Make accurate and productive use of assessment

P3 – Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications.

We are equally mindful of the need to ensure marking does not become excessive and that staff are supported in ensuring they have balance in terms of marking and other professional and personal responsibilities in terms of overall workload and well-being

In essence, we believe that assessment and marking should be:

- **Meaningful**
- **Motivating**
- **Manageable**

Our policy centres around 2 key questions for students

- **What are you doing well in this subject?**
- **What do you need to do to improve your work in this subject?**

If students can answer these questions accurately, using subject-specific detail, the school is confident that the assessment, marking and feedback policy will be fit for purpose.

A strong culture of peer and self-assessment will be fostered, starting from when students join our school. This will develop students as independent learners and helps compliment our commitment to fostering an Ignatian pedagogical approach through our school

The assessment structure

We believe that academic progress is best achieved through **quality teaching** allied with a **strong assessment process**. Each department is asked to ensure that rigorous and appropriate formal assessments take place to mirror the whole school assessment calendar.

We capture progress data on our students across KS3-5 throughout the academic year. Each time we capture this data, we will report home to parents. Form teacher comments will accompany any Y9-11 reports on one occasion each year as will subject teacher comments.

At KS3, this happens on 2 occasions each academic year, and at KS4/5 this will happen on 3 occasions to recognise the different demands of preparation towards GCSE and A level examinations.

In terms of academic progress, we will ask that each teacher enters a % score for the most recent progress test for each student and this will be accompanied by a class/year average for context. At KS4/5 the appropriate examination grade will also be captured.

We also recognise the importance of capturing progress in terms of behaviour and attitudinal data. We will ask each teacher to enter an attitude to learning grade and also identify appropriate barriers to progress for each student which will then form the basis of action planning with students.

The consistency of these assessments is key to their credibility. It is imperative that departments are engaged in a regular process of standardisation, so that we can ensure that different teachers reach similar judgments about the quality of student work.

The focus of standardisation should therefore be on teachers meeting together regularly to talk about quality in student work, not simply on making sure the scores for a particular student are 'right'. Instead, the focus should be on aligning teachers' judgements about quality, coming to a shared set ideas about quality, so the benefit is lasting (William, 2000). Ultimately, all departments generate their own systems for ensuring consistency which may involve seeding and sampling, group standardising, and comparative judgement. End of year assessment is anonymised to mitigate unconscious bias and ensure fairness.

Core expectations in marking and feedback

It is expected that students will receive regular feedback in their lessons. Students should receive written feedback on either an individual piece of work or work from a sequence of lessons at least **once per half term**. There is no expectation that all pieces of work in books should be marked outside of this.

We should base our comments on the format '**What went well/ Even better if**', we will ensure these guidelines are consistently adhered to.

- What went well: the areas of strengths in a piece of work (WWW)
- Even better if: subject specific and personalized targets (EBI)

This type of marking will:

- Be constructive and encouraging
- Be personalised to the needs of the individual student
- Be clearly linked to the skills/knowledge being assessed
- Ensure that comments include questions to move the student's thinking forward

Marking and feedback must be regular and timely enough to have impact on student learning and progress. Individual departments should clarify with colleagues what would be reasonable in terms of marking beyond the expectations set out.

It is recognized that students in examination classes will need to have a more frequent experience of in-depth marking, appropriate to the demands of the specific subject and specification. It is for individual subjects to decide on the precise nature of this marking beyond the core expectations.

Formal assessment expectations are set out in the school calendar in terms of each specific year group. At each assessment point, staff will be reminded about what is to be assessed and the deadlines for the collection of data.

There is no expectation that teachers will provide feedback on effort in books. Good effort in classwork and homework should be recorded on class charts. Concerns should be raised with the student and recorded on class charts as appropriate.

It is vital that students have the opportunity to respond to all feedback given. This should be clearly evident in books after each piece of detailed written feedback and at at least one other point per half term. Teachers may find it helpful for students to complete this work in a different coloured pen- the purple pen model has worked effectively in the past so there is no reason for this to change.

It is important to note that not all feedback will be written feedback. Indeed, a significant proportion of feedback will be verbal, whether this is at a one-to-one level between teacher and student, whole-class feedback or something in-between. There is no expectation that this feedback should be recorded in any formal sense, although teachers may choose to do so for their own records and to inform future planning

Feedback may also take the form of self or peer assessment. Again, it is not essential that every such example is recorded but as above, it is recommended that these opportunities are clearly labelled as such in exercise books and folders

Marking codes

Many subjects use a coding system to save teachers' time. If the teacher sees the same mistakes in books on a consistent basis, they will write a code/number/abbreviation beside it and then explain the codes to the class at the next available lesson to ensure students then respond to this feedback.

We recognise the need to ensure high levels of spelling, punctuation and grammar are promoted. This will be part of the marking process and is a good example of where codes can be used for effective time management.

Staff marking should be completed using a green or red pen to differentiate it from the student purple pen or student work which is completed with a blue or black pen.

Student response to marking and feedback

Given the time invested in written feedback by staff, it is crucial that students are given the responsibility for acting upon this advice.

This can be done by building in time during the lesson for the student to respond, dependent on the specific feedback provided. Students need to more than simply acknowledge the comments and this can take the form of correcting errors or misconceptions, developing a specific answer in greater detail as well as redrafting the individual piece of work. We encourage staff to devote the necessary time to ensure students are compelled to respond as such.

Whole class feedback –

- use of a generic template that addresses common misconceptions, areas for development, and excellence;
- use of DIRT lessons to respond to feedback,
- group modelling
- use of student and teacher exemplars
- Live assessment and feedback – use of retrieval activities, mini-whiteboards, peer assessment, teacher circulation to find areas of excellence and common misconceptions,
- use of visualisers and other live modelling techniques,
- frequent and targeted no hands up questioning •

Individual feedback –

- use of feedback stickers/stamps,
- feedback on work in books (this may be best delivered through one-to-one discussion in the classroom)
- individual conversations with students about their work

Student response should be through the use of a purple pen

Verbal feedback

The EEF states that all types of feedback can have a positive impact on student progress and non-written forms of feedback are included in their analysis.

Staff will from time give verbal feedback to students in a range of formats throughout the academic year. It is not for this policy to specific how and when this should be done but the college recognizes the power of verbal feedback and we would expect students and staff to be able to articulate their experiences of verbal feedback.

One such method is through whole class feedback led by teachers using tools such as visualisers. This whole class verbal feedback can be very powerful in correcting misconceptions and modelling strong practice.

Communication with parents and carers

We recognize the need for regular communication with parents and carers to ensure they are fully informed about the academic progress of their children and can thus play their part in ensuring the best outcomes.

Each time data is captured as part of the assessment calendar, we will send a copy to parents and carers. As part of these communications, we remind parents of the contact details of the appropriate curriculum leaders to ensure they are aware of the best person to contact should they have concerns about their child's academic progress. Parents/carers will also be invited to a parent teacher meeting once per academic year. We will also organize other informal opportunities for students in KS4 and KS5.

Impact assessment

This policy will be subject to regular monitoring in terms of its impact on staff workload and well-being. This monitoring will take the form of regular staff voice opportunities and discussions with staff at all levels including representatives of professional associations.

