ASSESSMENT & MARKING POLICY

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Date:	September 2026
Next review due :	September 2027

Feedback and Marking

What are the books for?

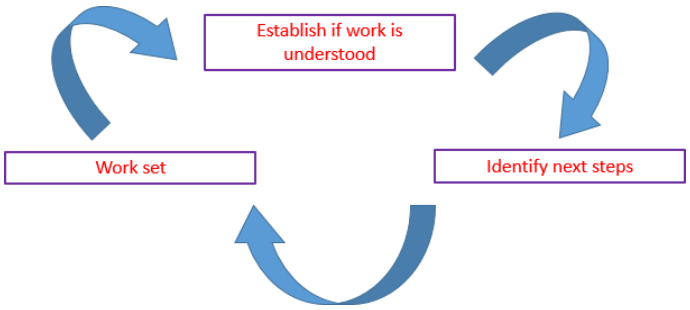
The books are designed to:

- Inform planning
- Show progress
- Demonstrate understanding
- Reflect personalised learning
- Provide evidence which supports other data

What do we need them to show?

They are a record of the progress and the learning journey that pupils are making, both in quality and depth of understanding and quantity of skills.

They are evidence of personalised learning, with both planned and responsive tasks that demonstrate that staff plan adapted lessons and respond in a timely manner to acknowledge gaps, areas of weakness and misconceptions.



As we move to more **responsive teaching** we should be more regularly moving through the flow diagram.

What should this look like?

Feedback

- Regular feedback by circulating through the lesson, question and answers with instant feedback
- All written feedback is to be completed in green pen
- Regular feedback on SPAG from circulating in the lesson, with an immediate action and practise response (e.g a new word three times)
- Students have formal feedback once or twice during a half term which is written outlining strengths and areas to improve. These are done **collaboratively** between the staff and student.

Books

- All students will know their subject grade target. This will be displayed at the front of their book/folder. This should be referred to on a regular basis.
- Students grade tracking sheets are regularly updated every half term.
- Students formally discuss their teacher assessed work and working at grade every half term.
- The majority of a student's work will be marked with a comment addressing the learning objective and a next step to support progress.
- Summative assessments will take place as calendared and will be marked using examination mark schemes and criteria. Departments will moderate assessed work for quality assurance and standardisation with their line manager.
- Positive work and effort will be rewarded in a variety of ways from positive written/verbal feedback, positive points, praise postcards home, positive text message or phone call home, certificates, gift vouchers etc.

Why?

- Work is regularly marked, in green pen, for accuracy to inform the review process.
- Students are correcting work in a timely manner to shorten the review process.
- Students books clearly show progress – they complete work and staff quickly manage misconceptions or move them on.
- Students can identify their grade targets for a half term, the topics they are covering and which topics they need to work on to improve, they have more ownership over their work.
- Staff have regular discussions with students about how to move forward, and students are engaged in the process, they take ownership of their work.
- Staff address misconceptions quickly and their responses to support pupils are evident with adapted starters or activities.
- Adaptation is clearly evident through individual targets, personalised responses and activities.
- There is a significant shift towards the designing and teaching of lessons that immediately respond to pupils learning.

We see clear progress.

We see clear adaptation.

We see students engaged in making choices about their learning.

Assessment

Definition

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Types of Assessment

SUMMATIVE is Assessment OF Learning.

It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests

FORMATIVE is Assessment FOR Learning.

It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Class work
- Homework
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project

SELF ASSESSMENT encourages students to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes;
- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self-reflective learning culture;
- Encouraging independence in learning.

Recording

Consistent record keeping by all teachers allows the effective monitoring of student progress and the regular evaluation of teaching content/styles/methods. Good practice includes:

• Assessment marks recorded in Mark Books on Arbor

• Internal Exams/Tests recorded in Mark Books on Arbor

Teacher records can then be used to inform reporting, both formal and informal, to students, parents, the Management team and the Executive Leadership Team.

Target Setting

Students are set targets based on baseline assessments set by subject teachers. Targets are regularly monitored, reviewed and where necessary adjusted to ensure the correct level of challenge.

Students are targeted to make one sub-level of progress in each subject to make one full grade of progress per academic year (three terms) e.g. where a student has a baseline of 2 at the start of the year they will be a set an end of year target of a 3. Should a student achieve their target during the first two terms they will be set a 'challenge target'.

Students who remain at Impact Independent School to progress into the next year will be set a target for the following year based on their final summer level.

Students will be tracked using GCSE grades and their progress will be monitored using methods suited to the subject including; formative assessment, unit tests, formal assessments and mocks. In subjects other than GCSE a RAG rating system is used.

There are six data drops throughout the year, at the end of each half term. Following each full term data drop teachers are required to analyse their students' progress and highlight where students are not making sufficient progress or are performing at a level beyond their initial target. Teachers then make a plan of action to support the identified students to either improve their rate of progress or ensure the student is being appropriately stretched in lessons. These interventions can include but are not limited to;

- Seating plan change
- Support frames or knowledge mats available in lessons
- Memory and recall support
- Additional support in or out of lesson from staff/SEND team
- Speech & Language support

Spelling, Punctuation and Grammar

Staff will ensure students are aware of the marking abbreviations used:

Abbreviation:	Description:
✓	*Correct answer/work*
?	*Unclear or muddled answer/work*
X	*Incorrect answer/work*
sp	*Spelling error, correct the error, correct no more than three spelling errors per piece of work*
gr	*Grammatical error, correct error*
p	*Punctuation error, correct error, add a circle in the place where the punctuation is missing*
//	*New paragraph*
^	*Something missed out, add a comment in the margin if an explanation is required*