



Marking, Feedback and Assessment Policy

Policy Title:	Marking, Feedback and Assessment Policy
Last Review:	October 2025
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Responsibility:	Director of Studies, Deputy Head, Headmaster
Other relevant policies:	Curriculum Policy Special Educational Needs Policy Teaching and Learning Policy Equal Opportunities Policy EAL Policy Talented, Able and Gifted Policy Subject Policies

At West House School, it is recognised that effective marking, feedback and assessment are essential parts of the educational process. They give indications to pupils, teachers and parents of where progress has been made and what can be improved, thus informing planning and allowing specific targets to be set.

Marking and Feedback

Marking pupils' work is a means of acknowledging what they do, valuing their efforts, and helping to foster a culture of progress and achievement. At West House School, regular feedback is used to monitor and advance learning. Feedback works in tandem with and builds on high-quality instruction.

Teachers must ensure that marking lets pupils know how well they are doing and helps them to improve their work.

Feedback at West House is provided in a multitude of ways. The method of feedback is secondary to the timing, content, and accessibility of what is provided. High-quality feedback may focus on task, subject and self-regulation strategies.

Effective marking is '**Meaningful, Manageable and Motivating**'. (Independent Teacher Workload Review Group, March 2016)

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to the piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback. Teachers select the type of feedback to be provided, dependent on the characteristics of the task set and the collective understanding of the group.
- **Motivating:** the effectiveness of feedback is furthered by the creation of a positive and safe learning environment where pupils welcome feedback. Consideration is given to *how* pupils receive feedback, pupil motivation, self-confidence, and their capacity to receive information.

Expectations

Marking should show to what extent the learning objective(s), as stated at the beginning of the piece of work, have been achieved. (See **Appendix A**)

Marking assists and enhances learning by encouraging and motivating pupils through written guidance, verbal feedback and articulating progress towards targets (see **Appendix A**). A written target is **not** required after every piece of work, but should be applied appropriately and proportionately to enable progress.

Marking will usually be formative. It should check pupils' understanding and may develop/contribute to their knowledge and offer guidance for future work. Marking will be used to inform future planning.

Marking can assess a pupil's work and provide a summative perspective – i.e., a numerical mark or appropriate grade.

At intervals, marking will include comments about the quality of writing and presentation, as well as content.

Marking work and giving praise, offering an appropriate reward and displaying work are ways we motivate and involve pupils. Appropriate rewards may include symbols and stickers (see **Appendix A**), HPs and Headmaster's Commendations (Reception to Year 6).

Written feedback must be neat, accurate, accessible, and up-to-date.

Further criteria for effective marking are:

- Consistency – within each subject/curriculum area in terms of standard and frequency.
- Clarity of comments – to inform future targets.
- Clarity of communication – between teacher, pupils and parents.

Strategies for Implementation

Feedback which demonstrates or explains how pupils can make progress, whereby a piece of work is marked in their presence, or immediate verbal feedback is shared, is important. In Pre-Prep, emphasis is placed on the accessibility of feedback; the method of feedback is selected in relation to the teacher's discretion and expertise. In Prep, work is marked in the presence of the pupils where possible. Visualisers may be employed to model effective feedback to support children with the development of self-regulation strategies.

Mechanical Errors and Overall Standard of Work

Mechanical errors should be acknowledged and shared with the child within each subject/curriculum area (refer to *Subject Policies*). Similarly, grammatical errors should be identified, and their correct use should be modelled by the teacher. Such corrections can be performed in a multitude of ways, dependent on the teacher's judgement and discretion. Where frequently used words, particularly those appropriate to the subject, are spelt incorrectly, these should be corrected. Staff may, at their discretion, expect pupils to write out the correctly spelt words a reasonable number of times. Not all incorrectly spelt words within a piece will be visibly corrected, as a teacher may wish to incorporate such mistakes into future planning or whole-class/individual verbal feedback. Consideration is also given as to whether an exhaustive list of written corrections would be demotivating or discouraging for the pupil.

The expected standard of work for individual pupils must be consistent across all subjects. Where this requirement is not met, pupils should have to improve or repeat work as necessary.

Staff Comments

Staff should always aim to give some positive feedback and provide constructive support where areas for improvement are identified. Progress should always be acknowledged. Particularly for more able pupils, an additional challenge or question may be set to demonstrate greater understanding or encourage deeper thinking.

Where staff have provided written feedback, it is important to provide children with the time and resources to implement any recommendations/guidance in their future work. Written feedback should encourage a pupil's growth and understanding of their study, and future pieces should evidence that a child has understood and acted upon the guidance that they've received.

The marking of written work and associated comments may be undertaken in either pencil or ink, ensuring that the choice of colour is appropriate and allows pupils to read comments easily. Marking should be neatly presented.

Monitoring

Monitoring should ensure that marking takes place in line with this policy and within any agreed marking criteria of a subject or curriculum area. It is the responsibility of Heads of Department and the Director of Studies to ensure that consistency in marking exists within a given subject or curriculum area during the academic year. Periodically, to aid the professional development of staff, exemplification will be provided to outline effective feedback and promote good practice across the school.

Assessment

Assessment refers to any of the situations in which some aspect of a pupil's education is, in some way, measured, whether this measurement is by a teacher, an examiner or indeed by the pupil themselves. Broadly speaking, assessment is concerned with how well the pupil has done, what has been achieved, and whether an element of study needs to be revisited or refined. Assessment occurs when judgments are made about achievement in relation to relevant criteria.

A purposeful assessment will function:

- to assist and support a pupil's learning.
- to assist the pupil and the teacher in identifying strengths and areas for development.
- to assist staff in evaluating their teaching and planning
- to provide information about the progress and achievements of individual pupils for themselves, parents, staff, and any other invested parties.

Where appropriate, assessment is based on criteria which are known to the pupils. For this reason, assessment is built into curriculum planning, with each department responsible for assessing in its specific subject area. Assessment should consider the differing needs of individual children, including SEN, bilingualism and recognised gifted and talented children.

Staff are encouraged to carry out regular constructive dialogue with pupils to review progress and identify strengths and areas for development. The development of self-assessment activities should be fostered where possible to encourage each pupil to take greater responsibility for their own learning. The modelling and scaffolding of such activities are key to ensuring their effectiveness. Teachers will aim to build upon their learners' self-regulation strategies so that they instil a sense of ownership and responsibility in relation to a child's classroom learning.

Formal Assessment

The school undertakes formal assessment of pupils in order to measure performance and determine future planning. The school has three assessment windows during each academic year. During the autumn term, children in Year 3 and above will undertake *GL progress tests* in English and maths. In the spring term, Year 2 and above will sit *INCAS* assessment to determine progress in maths, reading and developed ability. In the summer term, Year 1 and above will sit *GL progress tests* to measure attainment and progress made during the academic year. This schedule enables progress to be tracked and monitored in the form of standardised scores throughout the school. The results of exams and formal assessments are collated by the Director of Studies and shared and analysed with the teaching staff.

The school also assesses Reception pupils using *Baseline (GL Assessment)*. The school places a high priority on measurements of 'value added' and pupils who give rise to concern are identified in consultation, and appropriate strategies for intervention are applied.

A comprehensive list of the school's formal assessment is outlined in **Appendix B**.

Summative Assessments

The schedule for summative assessments, reporting and Parents' Evenings is shown in **Appendix B**.

The results from these summative assessments provide information that can be used to track and monitor pupils' progress year on year. This information is also used to inform teachers' planning and help guide setting arrangements.

Recording

Evidence of attainment is retained in order to support judgements made and to inform future planning, teaching and learning.

Reporting

Regular reporting of a pupil's achievements is both a right of individual pupils and parents, as well as a statutory obligation. Such reports are based on ongoing formative records. At present, parents are informed via interim reports, end-of-term reports and twice-yearly parents' consultation evenings.

In written reports sent to parents, staff are required to provide a clear indication of a pupil's attainment, how he has performed in relation to the expectations of his group, the degree to which he has made progress and how he might further improve. Results of formal examinations and assessments are reported at the end of the summer term.

Staff should refer to individual subject policies for specific guidance on assessment and reporting.

Evaluation

The monitoring and evaluation of the Marking, Feedback and Assessment Policy is the responsibility of the Director of Studies, who is responsible to the Headmaster for the development of assessment throughout the school. This is to be achieved in a variety of ways:

- Regular discussion with staff concerning the progress of groups and individuals.
- Ensuring that the assessment opportunities are built into planning across the school.
- Regular classroom observation and working alongside colleagues to help identify strengths and areas for development, and provide support to individual staff as appropriate.
- Reviewing assessment outcomes and data to evaluate overall standards throughout the school.

The school's Marking, Feedback and Assessment Policy will be used by the whole school and will be reviewed annually.

Appendix A

Whole School marking codes

These codes can be provided in the form of a sticker or a jotting.

Symbol	What it means
	You have exceeded expectations and produced outstanding work. 4 HP awarded
	You have achieved the learning objective and met expectations. 2 HP awarded
	Target for improvement and progress. Extra HP may be awarded when achieved.
	Verbal feedback has been given. A pupil response may be required.
 or <u>UNDERLINED</u>	Something is wrong here. Please check and correct.
Λ	A word is missing from this sentence.
	Misspelling of a common or frequently used word or an important word for the subject. Copy and write the correction x times below (dependent upon the teacher's judgement).

Foundation Stage Marking Codes

I	Independent work
T TA	Teacher / TA support given
C	Copy writing

Appendix B

Assessment Schedule

	Formal Assessments	Reporting
Autumn Term	Reception – <i>GL Baseline Assessment</i> SEN boys Years 3 to 6: <i>Neale Analysis of Reading Ability</i> Reception to 6 - <i>Pupil Attitudes to Self and School [PASS] (GL)</i> Years 3 to 5 – <i>Progress Tests</i> in English and Maths (GL) Year 6: <i>CAT4</i> reading assessment (GL) Reception to Year 6: Writing checklist	Individual Pupil Reports Nursery to Year 6 Parents' Evenings
Spring Term	Years 1 to 6 - <i>InCAS (CEM)</i> – online assessment in reading, maths and developed ability Reception to Year 6: Writing checklist	Years 3 to 6 Parents' Evenings
Summer Term	Reception end-of-term <i>Baseline Assessment</i> SEN boys Years 3 to 6: <i>Neale Analysis of Reading Ability</i> Years 1 to 6 – <i>Progress Tests</i> in English and Maths (GL) Years 3 to 6: Science <i>progress test (GL)</i> Reception to Year 6: Writing checklist	Individual Pupil Reports Nursery to Year 2 Parents' Evenings

** The school subscribes to a comprehensive synthetic phonics programme, which determines progress as follows:

Monster Phonics provides both formative assessments (after every 8 or 9 lessons) and summative yearly assessments for phonics, common exception words and high-frequency words. These are aligned with the end of Year 1 phonics screening test and the teacher assessment frameworks at the end of Year 2.