



Riverston School

Marking, Feedback & Assessment



Policy 2024/25

This policy will be reviewed annually, with the next review scheduled for **July 2025**.

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1. Introduction & Aims

Assessment, marking, and feedback are integral to student learning and progress at Riverston School. Our policy ensures that assessment is meaningful, manageable, and motivating, while supporting high standards of achievement across all pathways. The purpose of this policy is to:

- Provide consistent assessment and feedback practices across the school.
- Support student progress and achievement through actionable and constructive feedback.
- Ensure assessment is used formatively and summatively to inform teaching.
- Promote student engagement, self-assessment and independence and responsibility in learning.
- Balance teacher workload while maximising impact.
- Align with statutory requirements for GCSE, BTEC, Functional Skills, Entry Level Certificates, AQA Unit Awards, and other qualifications.
- Encourage reflective practice and self-assessment among students.
- Ensure feedback is tailored and meaningful, supporting students' individual learning pathways.

2. Assessment Approach

Assessment at Riverston School is both formative and summative, ensuring students receive timely feedback and opportunities to improve. Assessments are designed to be inclusive and accessible, with reasonable adjustments made for students where required. Our assessment process is designed to be bespoke, student-centred, and evidence-informed, ensuring all students receive the necessary support and challenge to succeed.

Formative Assessment (Ongoing Assessment)

- Used daily in lessons to monitor progress and adjust teaching.
- Incorporates verbal feedback, questioning, and informal written feedback.
- Focuses on individual progress, small steps of achievement, and EHCP targets.
- Used to identify student strengths, gaps, and next steps in learning.
- Includes questioning, low-stakes quizzes, peer and self-assessment, and teacher feedback.
- Students act on feedback through Dedicated Improvement and Reflection Time (DIRT) or targeted tasks.
- Ongoing in lessons to adapt teaching to student needs.
- Includes live marking, whole-class feedback, and immediate verbal feedback.

Summative Assessment (Formal Assessment)

- Conducted half-terminly or at key points throughout the year to measure student attainment.
- Includes formal testing, coursework, and teacher assessments aligned with external qualifications.
- Data is used to inform planning, interventions, and reporting to parents and stakeholders.
- Includes end-of-topic tests, coursework, mock exams, and external assessments.
- Used for tracking progress, reporting to parents, and informing interventions.
- Aligns with the requirements of GCSE, BTEC, Functional Skills, ELC and AQA Unit Awards.
- In-class assessments must take place in week 5 of every half term, with trackers updated by week 6 (deadline before half term).
- Formal assessments must be communicated to the Examinations Officer and take place as part of mock exams or formal assessments under examination conditions, including access arrangements.
- Six internal data drops per year (every half term) for monitoring and progress tracking.
- Three external data drops per year (Christmas, Easter, Summer) for reporting progress and monitoring.

Personalised Assessment

- Uses alternative assessment methods (e.g., observation, recorded responses, digital assessments, practical demonstrations).
- Adjustments are made to ensure accessibility and fairness.

3. Marking & Feedback

Riverston School prioritises high-impact feedback over excessive marking, ensuring it is meaningful and effective while being manageable for teachers. Feedback at Riverston School is designed to be clear, specific, and motivational, supporting students' individual learning needs.

Principles of Effective Feedback

- **Timely** – Given promptly to maximise impact.
- **Actionable** – Provides specific guidance on how to improve.
- **Bespoke** – Differentiated based on student needs and learning pathways.
- **Encouraging** – Focuses on strengths while providing manageable areas for improvement.

Types of Feedback

A. Immediate Verbal Feedback

- Given during lessons to address misconceptions in real time.
- Often accompanied by visual or practical demonstrations.
- Recorded in books as 'VF' (Verbal Feedback Given) where appropriate.
- Whole-class feedback: Summarises common strengths and areas for development.

B. Written Feedback (Where Appropriate)

- Selective marking ensures students are not overwhelmed.
- Strengths and targets for improvement are clearly highlighted.
- Uses accessible language or symbols for students with SEND.
- Comments on student work via SharePoint or Microsoft Teams if they work digitally.

C. Self & Peer Assessment

- Encourages students to engage in metacognition and take ownership of their learning.
- Structured prompts (e.g., 'What Went Well' (WWW) and 'Even Better If' (EBI)) guide reflections.
- Use of success criteria for self and peer assessment.

D. Marking Codes for Consistency

A standardized marking code is used to promote consistency and accessibility:

- **Orange Highlight** = SPAG (Spelling and Punctuation) corrections
- // = New paragraph
- **VF** = Verbal Feedback Given
- **S** = Supported Work
- **I** = Independent Work
- **Purple Pen** = Self-Corrected, must be used by students for DIRT (Dedicated Improvement and Reflection Time) and student responses.
- **Green** pen must be used for teacher marking.

Book Expectations and Marking Frequency by Department

- Core subjects (**over 5 lessons** per week): Marking required **3 times per half term** (every fortnight).
- Non-core subjects (fewer lessons per week): Marking required **twice per half term**.
- Feedback must follow the WWW (What Went Well) and EBI (Even Better If) format.

- Students must complete reflection, and target logs every half term
- GCSE curriculum subjects must use target stickers in pupil books, updated at the beginning of every term (Autumn, Spring and Summer) and pupils must be aware of their grades and targets.
- Learning Objective must be clear in books for every lesson to reference.

4. Student Response & Improvement Time

- After feedback, students engage in **Dedicated Improvement and Reflection Time (DIRT)**.
- Students reflect on feedback, redraft work, or complete improvement tasks.
- Ensures feedback is acted upon and leads to progress.
- Students answer structured reflection questions such as:
 - *What strategies can I use to improve?*
 - *How do I ensure I remember this information?*
 - *What were my biggest challenges in this task?*

5. Communication & Reporting

- Trackers must be completed by all academic departments and maintained half-termly for monitoring student progress.
- Reports are issued termly (3 times per year, except Years 11 & 13, who receive 2 reports per year).
- Informal in-class assessment dates (week 5) must be recorded in student daybooks **and** emailed home via iSAMS at least a week in advance, including revision topics/materials where possible.
- Formal assessments including mock exams, exam entries, functional skills and BTEC assessments must be communicated to the Examinations Officer to ensure proper administration, including access arrangements.
- Parents and families will be informed of their child's upcoming formal assessments through communication from the Deputy Head Academic.
- Trackers must be completed and maintained for monitoring student progress.
- Reports are issued termly (3 times per year, except Years 11 & 13, who receive 2 reports per year).
- In-class assessment dates must be recorded in student daybooks and emailed home via iSAMS, including revision topics/materials where possible.

Parental Engagement

- Parents receive regular updates through formal reports and consultations.
- EHCP reviews include assessment updates tailored to individual student needs.
- Staff communicate progress effectively to parents/carers, ensuring a collaborative approach.

6. Consultation Process for Course or Set Change

Changes to student courses or sets require a structured escalation process to ensure student progress, intervention tracking, and parental involvement:

1. Concerns are logged on iSAMS or with the form tutor and KS coordinator, and parents are informed at the teacher level.
2. Teacher initiates a review of subject specific student performance and implements support strategies.
3. Consultation with the Key Stage Coordinator and SEND team (if applicable) to assess additional support needs.
4. Round-robin intervention tracking is initiated to gather feedback across subjects.
5. Student is added to the Curriculum Concerns Tracker by KS Coordinator to monitor progress and interventions.
6. Parent meeting is held to discuss feedback, interventions, and next steps. Parental agreement must be given in writing if set change is agreed.
7. Final approval for change is given after reviewing intervention outcomes and performance data.
8. Formal communication with parents is sent, and changes are documented in the Curriculum Concerns Tracker.

7. BTEC & Vocational Assessment Considerations

- BTEC work cannot be marked by teachers before submission; however, students may receive guidance on meeting assessment criteria.
- Teachers provide structured support sessions to help students understand feedback without directly correcting work.
- Assessments follow Pearson BTEC regulations to ensure integrity and compliance.

8. Monitoring & Evaluation

Assessment and feedback practices are monitored regularly to ensure consistency and impact.

Marking, Feedback & Assessment Checklist for Teachers

START OF ACADEMIC YEAR or NEW PUPIL STARTER:

- Target stickers** stuck in books (inside front or back page, or on the front of the book). ***Carousel** subjects to keep their books with Carousel target stickers for each subject of the academic year within their carousel.
- Reflection/target log stuck inside of books.** Targets written in 6x per academic year, at the end of every half-term. Students to discuss these with you and be aware of how to use it to improve.
- Determine end of key stage target** via flightpath document. Ensure student is aware.
- Use prior data and flight path to determine **end of term target grade**.
- Record actual termly grade 3x per year; Christmas, easter and summer holidays.

DAILY TASKS

- Provide ongoing formative assessment** through questioning, quizzes, peer/self-assessment, and verbal feedback.
- Use verbal feedback (VF) during lessons** and encourage students to act on it. Write 'VF' in books when this has happened.
- Ensure learning objectives and dates are clearly written in books** for every lesson.
- Live or dynamic mark during lessons** where appropriate to provide immediate guidance.

WEEKLY TASKS

- Use formative assessment strategies** (e.g., quizzes, questioning, peer/self-assessment).
- Check books for progress** and ensure students are engaging with feedback.
- Monitor student engagement with their targets** (ensure they are aware of their next steps).
- Log any significant concerns in iSAMS** (attendance, engagement, learning gaps).

FORTNIGHTLY TASKS

- Mark Core Subject Books (if you teach the class 5+ lessons per week) –** Every two weeks.
- Use WWW (What Went Well) & EBI (Even Better If) feedback format.**
- Ensure students use purple pens to respond to feedback (DIRT time).**

HALF-TERM TASKS (EVERY 6 WEEKS)

By Week 5 of Every Half Term

- Conduct in-class assessments** (end of topic/progress quizzes, tests, written assignments).
- Record** assessment dates in student daybooks.
- Email home assessment details at least one week in advance** (including revision materials) via iSAMS.

By Week 6 of Every Half Term (by the first day back after a break):

- Update assessment trackers with student data.**
- Complete in-book subject reflection logs** with progress updates.
- Mark Non-Core Subject Books (less than 5 lessons per week) –** Minimum twice per half-term.
- Ensure students are aware of their reflection logs and targets.**
- HOD's: Complete book reviews/checks for your department** (ensure feedback and assessment consistency).

TERM TASKS (AUTUMN, SPRING, SUMMER)

- Update target stickers in pupil books** at the start of each term.
- Ensure all students know their grades, targets, and areas for improvement.**
- Participate in termly data drops on iSAMS in line with reporting cycles (Christmas, Easter, Summer)** for student progress monitoring and feedback to families.
- Issue formal reports to parents (3 times a year, except Years 11 & 13, which receive 2 reports).**

ANNUAL TASKS

- Ensure all assessments align with GCSE, BTEC, and Functional Skills requirements.**
- Support students with mock exams and formal assessments** (following official exam procedures).
- Attend CPD training on marking and assessment best practices.**
- HOD's: Participate in learning walks, book reviews, and moderation sessions** for quality assurance.

Additional Responsibilities

✦ **BTEC & Vocational Courses**

- Follow **target sticker** and **reflection log** protocol for BTEC courses. Target stickers required for Personal Development lessons.
- Provide **structured guidance** but do not mark work before submission.

✦ **Student Progress & Tracking**

- Be aware of **curriculum/progress concerns** within your class or department and if needed, **raise with KS Coordinator** who will log in **Curriculum Concerns Tracker** before recommending set changes.
- **Log concerns** about student performance on iSAMS or through email.
- Action **interventions are in place for students at risk of underachievement.**

✦ **Communication**

- **Email home informal assessment dates** and revision topics.
- Ensure all your relevant information gets to the Exams Officer, BTEC Coordinator and DHA in relation to mocks and formal assessments.
- Keep parents informed about **assessment results and progress.**
- **Participate in Annual Review/EHCP review process** and parent consultations.