



All Saints Catholic College



We are His body, living and learning as one.

FEEDBACK, ASSESSMENT AND MARKING POLICY

BE INSPIRED. BE EXCELLENT. SUCCEED

Document Record

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1. Purpose

The purpose of this policy is to establish a clear, consistent and effective approach to feedback, assessment and marking across the school. The policy ensures that assessment practices are manageable for staff, meaningful for students and motivating for learning, while supporting high standards of teaching and learning.

Effective feedback plays a vital role in helping students understand their progress, identify areas for improvement and take ownership of their learning. This policy outlines how assessment and feedback should support student progress, adaptive teaching and improved outcomes for all learners.

2. Scope

This policy applies to all teaching staff and covers:

- Written and verbal feedback
- Formative and summative assessment
- Marking expectations
- Student response to feedback
- Literacy in marking
- Presentation standards
- Monitoring and quality assurance

3. Rationale

Feedback and assessment are integral to effective teaching and learning. Both formative and summative assessment should be embedded within everyday classroom practice.

As a school, we recognise that the most effective feedback enables students to understand:

- What they have done well
- What they need to improve
- How they can improve
- How their learning develops over time

Feedback should support a learning culture where mistakes are viewed as opportunities for improvement rather than failure.

The most impactful feedback often occurs verbally during lessons, where misconceptions can be addressed immediately. Written feedback should complement this by providing clear guidance for improvement and supporting ongoing learning dialogue between teachers and students.

4. Policy aims

Inclusion and Adaptive Teaching

At All Saints Catholic College, feedback and assessment are fundamental components of our inclusive approach to teaching and learning. Consistent with the school's Inclusion Handbook and Teaching and Learning Playbook, assessment is used to identify barriers to learning early, inform adaptive teaching and ensure every pupil can access an ambitious curriculum. High-quality formative assessment enables staff to respond to pupils' individual needs, remove barriers and provide appropriate support while maintaining high expectations for all learners.

Feedback and assessment should contribute to:

- Early identification of need
- Removing barriers to learning
- Adaptation of teaching in response to need
- Improved curriculum access
- Increased pupil independence and confidence
- Better outcomes for disadvantaged pupils, pupils with SEND, EAL pupils and other vulnerable learners

This policy aims to:

1. Establish a consistent approach to marking and feedback
2. Enable teachers to evaluate the effectiveness of their teaching
3. Identify and close learning gaps
4. Encourage students to reflect on and improve their learning
5. Support adaptive teaching and responsive classroom practice
6. Promote high expectations for presentation and literacy

5. Embedding Formative Assessment

5.1 To strengthen formative assessment practice across the school, all teaching staff are participating in a two-year Embedding Formative Assessment (EFA) programme, developed by Dylan Wiliam and supported by the Education Endowment Foundation.

EFA is an evidence-informed professional development programme designed to help teachers improve how they assess what pupils know and understand during lessons.

Formative assessment is central to adaptive teaching, enabling teachers to:

- Regularly check pupils' understanding
- Identify misconceptions quickly
- Adjust teaching to address gaps in knowledge

- Ensure learning meets the needs of all students

Teachers use strategies such as:

- Targeted questioning
- Retrieval practice
- Exit tickets
- Low stakes quizzes
- Hinge questions
- Peer and self-assessment

These approaches enable teachers to continually assess learning and adapt teaching accordingly.

5.2 Evidence base

Embedding Formative Assessment is supported by strong research evidence. A randomised control trial involving 140 schools, conducted by the Education Endowment Foundation, found that:

- Students made the equivalent of two months' additional progress
- Students in the lowest third for prior attainment made greater progress than those in the highest third
- Teachers reported that Teacher Learning Communities (TLCs) improved their practice through collaboration and professional dialogue

The research also highlights that meaningful change in classroom practice requires sustained professional development over time. The two-year programme ensures teachers develop a deep understanding of formative assessment and embed effective strategies within their classroom practice.

5.3 Supporting Disadvantaged Pupils

Research indicates that high-quality formative assessment has a particularly positive impact on disadvantaged pupils, helping to reduce attainment gaps and improve engagement.

Key benefits include:

Early intervention

Regular checks for understanding allow teachers to identify misconceptions quickly. Addressing misunderstandings early prevents them from becoming barriers to future learning.

Personalised scaffolding

Teachers can adapt instruction based on each pupil's starting point. This targeted support is especially important for pupils who may have gaps in prior knowledge.

Increased student independence

Actionable feedback enables pupils to track their progress and develop metacognitive skills, helping them take ownership of their learning.

Psychological safety

Low-stakes assessment helps create a classroom culture where mistakes are viewed as part of the learning process, encouraging pupils to participate confidently.

5.4 Supporting Vulnerable Learners

Assessment information should be used proactively to identify and respond to the needs of vulnerable learners, including pupils with SEND, EHCPs, disadvantaged pupils, EAL pupils, pupils with attendance concerns, pupils known to social care and those with identified literacy barriers.

Teachers should use assessment evidence to:

- Identify misconceptions and barriers early
- Adjust teaching through adaptive approaches
- Provide appropriate scaffolds and support
- Maintain ambitious expectations for all pupils
- Inform referrals and intervention where required

6. Principles of Effective Feedback

Feedback should provide teachers with information that enables responsive and adaptive teaching. Evidence gathered through assessment should be used to identify misconceptions, adapt teaching sequences, provide additional scaffolding and plan future learning.

Effective feedback should:

- Be encouraging and constructive
- Relate clearly to the task and success criteria
- Provide clear guidance for improvement
- Encourage reflection and dialogue
- Involve students in their own learning
- Be concise and purposeful

Support evidence of progress over time

Feedback should not:

- Be derogatory or discouraging
- Provide criticism without guidance
- Be unnecessarily time-consuming
- Simply identify errors without explaining how to improve

7. Manageable, Meaningful and Motivating Feedback

Assessment and feedback should follow three key principles:

Manageable

Marking should not create unnecessary workload. Teachers should monitor work through:

- Live marking during lessons
- Circulating the classroom
- Periodic book checks
- Whole-class feedback
- Not every piece of work requires detailed written marking.

Meaningful

Where marking is completed in depth, it should:

- Identify gaps in understanding
- Highlight strengths
- Provide clear next steps for improvement

Motivating

Feedback should support progress and encourage pride in work. Methods may include:

- Verbal feedback
- Peer assessment
- Self-assessment
- Whole-class feedback
- MAD time

8. Feedback and Marking Frequency

Not every piece of work requires detailed written marking. Teachers should use professional judgement to ensure feedback is effective and manageable.

8.1 Live Marking

Teachers should regularly provide live feedback during lessons to:

- Address misconceptions immediately
- Check understanding
- Support progress in real time
- Identify literacy errors

8.2 Book Monitoring

Teachers should regularly monitor student work through:

- Circulating during lessons
- Spot checks
- Checking non-negotiables
- Periodic book scrutiny

This ensures:

- Work is completed
- Notes are accurate
- Presentation expectations are met

8.3 Key Assessed Pieces

Departments will identify key pieces of work within their long-term plans that require detailed feedback.

As a minimum:

- Each class should complete at least one key assessed piece per half term.
- Pupils should be given dedicated MAD Time to respond to feedback and demonstrate improvement.

These may include:

- Extended writing
- Past exam questions
- Projects
- Practical assessments

- End-of-topic assessments
- Key knowledge questions in line with the assessment calendar

These pieces should receive individual feedback and opportunities for student response.

8.4 Summative Assessments

Summative assessments should take place in line with departmental assessment cycles.

Expectations include:

Clear grades or levels
Written feedback identifying strengths and targets
Time for students to respond and improve

8.5 Whole-Class Feedback

Whole-class feedback should be used regularly following key assessed pieces, retrieval activities, homework checks or assessment activities.

As a minimum:

- Classes should receive whole-class feedback at least twice every half term in subjects
- Classes should receive whole-class feedback at least once every half term in non-core subjects
- Opportunities for pupils to respond through MAD Time should follow the feedback.

Whole-class feedback should:

- Identify common strengths
- Address misconceptions
- Highlight examples of excellent work
- Provide clear improvement actions
- Include a literacy or vocabulary focus

9. Student Response to Feedback

Students should be given opportunities to act on feedback through Make A Difference (MAD) time.

Students may be asked to:

- Correct errors

- Improve or extend work
- Respond to teacher questions
- Address literacy errors
- Develop or refine responses

Teachers should provide time within lessons for students to respond to feedback.

Staff provide feedback in green pen, and students respond in red pen to clearly demonstrate improvements.

10. Literacy in Assessment and Feedback

Reading and Curriculum Access

At All Saints Catholic College, reading is recognised as the primary barrier to learning for many pupils. Assessment and feedback should support the development of reading fluency, comprehension, disciplinary literacy and subject-specific vocabulary. Teachers should use assessment information to identify literacy barriers and adapt support accordingly, ensuring all pupils can access challenging curriculum content.

Key principles:

- Promoting good literacy is a whole school priority; all subjects should promote the development of reading and writing and should be involved in its assessment.
- Students should be guided to ensure they use correct spelling, punctuation and grammar across subjects and write clearly and fluently.
- Assessment and feedback should promote better literacy

Teachers should support students to develop:

- Accurate spelling
- Correct punctuation
- Clear grammar
- Subject-specific vocabulary

Whole class feedback sheets must incorporate an aspect of student literacy. For example: definitions and spellings of key subject vocabulary; common literacy errors across a class.

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Literacy Codes

		Literacy marking — How to understand your teacher's marking —	
 Spelling mistake	 Capital letter needed		
	 Well written section	 Excellent writing	
 Unclear phrase or sentence needs changing	 Word or phrase missing		
 New paragraph required	 Missing/incorrect punctuation		

Departments may add additional subject-specific codes.

11. Classwork expectations

Students are expected to maintain a high standard of presentation.

Classwork non-negotiables:

CLASSWORK NON-NEGOTIABLES 	
 WE TAKE PRIDE IN EVERY PIECE OF WORK - PRESENTATION IS IMPORTANT 	
Written Work: Use a black or blue pen. Drawings or diagrams to be done in pencil	
Pages: Should not be ripped out or torn. Use all of your pages	
Date & Title: To be written at the top of your page neatly	
Worksheets: Must be glued in neatly	
Mistakes: Must be crossed out with a single straight line, no scribbling	
Red pen: Will be used for MAD (make a difference) time, I DO, WE DO and self marking	
Doodling: Graffiti or doodling is not allowed on any written work or the cover of books and folders	
Purple pen: Will be used for peer marking	

Teachers should monitor presentation through classroom routines and book checks.

12. Homework Feedback

In the interest of ensuring assessment and feedback is manageable and meaningful a significant proportion of homework will be set through automated assessment software (for example, Mathswatch, Sparx Science, Sparx Reader and Arbor). Teachers will also set homework using key knowledge questions set out for each topic. However, teachers must always check homework has been completed and acknowledge. This should take place on the day the homework is due. Staff should also monitor achievement/progress and intervene as appropriate where students are under performing or plan appropriate teaching to address issues identified through homework.

13. Assessment Recording

Teachers should maintain accurate assessment records through Pupil Progress.

Assessment information should be used to:

- Inform adaptive teaching and curriculum planning
- Identify pupils requiring intervention, support or challenge
- Monitor the progress of key vulnerable groups
- Inform curriculum planning and quality assurance processes
- Support discussions regarding SEND, attendance, safeguarding and pastoral need
- Contribute to whole-school improvement and strategic decision-making

14. Monitoring and Quality Assurance

The implementation of this policy will be monitored through the school's quality assurance processes.

Monitoring may include:

- Book scrutiny
- Learning walks
- Assessment reviews
- Department reviews

The primary focus of monitoring will be the impact of feedback and assessment on student progress.

Training and support will be provided where necessary to ensure staff are confident in implementing the policy effectively.

15. Links with other Policies and Documents

- Behaviour and Relationships Policy
- SEND Policy
- SEND Information Report
- Inclusion Handbook
- Teaching and Learning Playbook
- Homework Policy
- Equality Information and Objectives