

Date of Issue	Marking, Assessment and Feedback Policy	Policy Number
10/13		
Review Date		Policy Owner
09/14		PDO

As a school, we recognise that assessing the work of pupils and providing them with feedback which they **can act upon** is essential to securing excellent progress. Staff should instil this belief in students and identify, in advance, key pieces of work which will be targeted for detailed marking and which they will expect students to respond to in order to improve their work immediately, and to reinforce key messages for future work. Dedicated time should be given in lessons for students to do this and departments may choose to follow specific procedures in this time e.g. responses in green pen.

It is essential that individual subjects and departments develop systems that work best for them, and for students in their areas, therefore, the finer details of what marking, assessment and feedback look like are not prescribed. However, to ensure that marking, assessment and feedback are of similar quality across BFS, and to allow for the development of a common language for learning, the following guidelines must be followed:

- All subject books and folders should be marked at least every three weeks in all subject areas
- Work should also be marked for literacy development using the literacy codes and guidance provided
- At the end of each piece of meaningful work staff should provide a **What Went Well comment (WWW)** and an **Even Better If comment (EBI)**. The EBI comment should always be in the form of a question or a direction so that the students can respond, for example: *Which piece of evidence that we studied could provide you with a quote to best support your answer and where would you put it in your answer?* Instead of *Support your answer with evidence in future*. Staff should use the codes WWW and EBI prior to making comments
- As a general rule, WWW comments should praise effort as well as achievement in order to motivate students to give their best. EBI comments should provide students with means by which to improve their work and should be related to the original objectives of the lesson/task
- Staff should provide opportunities for students to respond to their feedback in class or as homework. This could include re-drafting, making alterations, answering questions staff have asked in feedback etc

Individual members of staff may manage their marking load, including setting deadlines as they see fit, but Subject leaders are responsible for monitoring the quality, accuracy and regularity of marking in their areas, and for ensuring that dedicated response time is created in lessons, and that there is evidence of this.

Formal assessments should be marked as above, and results, with feedback should be recorded in a tracker in books/folders for the reference of students to monitor their progress over time.

Subject Leaders should ensure that Golden time and other appropriate opportunities are taken to moderate assessment marking in each year group.