

## Newquay Tretherras

### Assessment and Feedback Policy

#### **Rationale:**

At Newquay Tretherras, we celebrate and are committed to our students: to their progress and potential; to their excitement and curiosity of learning; to their development as young people and citizens who contribute to society.

Through co-constructive discussion, dialogue and discourse we work *with* our students to ensure their work and contributions are the best they can be. We understand excellence in marking and feedback to be excellence in teaching and learning and this synergy forms the basis of policy and practice.

What we expect of students and staff in any marking and feedback process is based on relevant and recent research – it is vital to us that the strategies we use, the dialogue we engage in and the policy we follow, are academically proven to have an impact on the outcome and opportunities of our young people.

As such, we aim to ensure:

- Incisive feedback
- Consistency in the quality of marking and feedback
- Students using feedback effectively

Our marking aims are:

- To celebrate and recognise achievement
- To offer specific next steps that support all students to succeed
- To facilitate and empower students to reflect and improve
- To identify and support students who are not making excellent progress
- To ensure our marking and feedback informs planning and teaching

#### **Newquay Tretherras recognises that:**

- Incisive marking and feedback takes time and will need CPD to lead to improvement
- Students need to fully reflect and build on their capacity for resilient and independent improvement
- Students appreciate elements of consistency in our approaches to marking and feedback
- Not every piece of work will need feedback
- Feedback should be targeted and specific to individual students' needs
- 'Marking' covers a range of work: books; files and folders; assessments; projects; presentations
- We celebrate creativity and consistency in teaching and learning and acknowledge that every subject is different

## What is expected of us?

As well as the aims outlined above, more specifically, marking and feedback at Tretherras considers:

### 1) How often should work be marked?

- For frequency of marking guidance, see individual subject specific policy statement (see appendix 1)
- Key stage 5 folders and files are marked and discussed at least once a half term, using the 'Key stage 5 File and Folder Check' sheet (see appendix 2)

### 2) What should be marked?

- We recognise that not every piece of work needs to be marked
- Where work is not needed to have specific feedback, there will be times when it will be checked (in the case of class / revision notes for example and the frequency of this is up to departments)
- For guidance on what should be marked, see individual subject specific policy statement (see appendix 1)

### 3) What marking codes should we all use?

- All departments will use the following marking codes:

**WWW** – What Went Well

**EBI** – Even Better If (which may include a specific target; a GRIT task; a key question; etc.)

- All departments will use the following literacy codes when marking an extended piece of writing:

**SP** = Spelling - maximum of three corrections

**CL** = Capital Letter – maximum of three corrections

**FS** = Full Stop – maximum of three corrections

Whilst a marker should only mark a maximum of three, that is not to say a GRIT task cannot ask for a student to self-review / correct other literacy errors.

### 4) What colours should we all use?

- All hand-written / printed off work to be marked in green (including peer marking)
- All student GRIT or self-review in red (including whole pieces of extended writing if necessary)

5) How often, and what type of, GRIT is expected?

- GRIT is defined as 'Greater Reflection and Improvement Time' and should be expected from every student both in and out of the classroom
- For frequency of GRIT, see individual subject specific policy statement (see appendix 1)
- GRIT can, and should, include a variety of tasks and reflections (see appendix 3 for examples)
- Teachers will need to use their professional judgement as to how, or if, the GRIT tasks need to be marked

**What support is there to achieve this? (see appendix 3)**

- Dedicated CPD time throughout the year
- HOD support and guidance in subject specific policy statements
- Work Reviews and reflections
- Guides and strategies displayed around school