



Assessment and feedback policy

At Fitzharrys school we know just how powerful effective feedback can be, especially when done as part of the learning and feedback cycle. Our aims are to:

- Move students' knowledge, skills and understanding forward.
- Address misconceptions.
- Challenge substandard work.
- Contribute to the continual improvement of students' literacy.
- Encourage a resilient and aspirational approach to learning.

How we assess, mark and feedback:

1. Regular low stakes retrieval (student-marked)
2. Homework quizzes (self-marking)
3. Framed tasks (teacher marked)
4. Summative assessments (teacher marked)
5. Live marking and whole class feedback

Teachers should also use assessment for learning strategies, peer, and self-assessment in lessons to support learning. Some subjects vary in their methods of delivering feedback to suit their specialism, specific details of which are linked on the final page.

1. Regular low stakes retrieval (student-marked)

As part of our teaching and learning policy, and the Fitzharrys Standard, we use retrieval practice in every lesson. This may take the form of a quiz, entry or exit card, brain dump or any other suitable task.

These are unmarked with no expectation of teacher feedback. These will be self or peer marked, or addressed through whole class questioning.

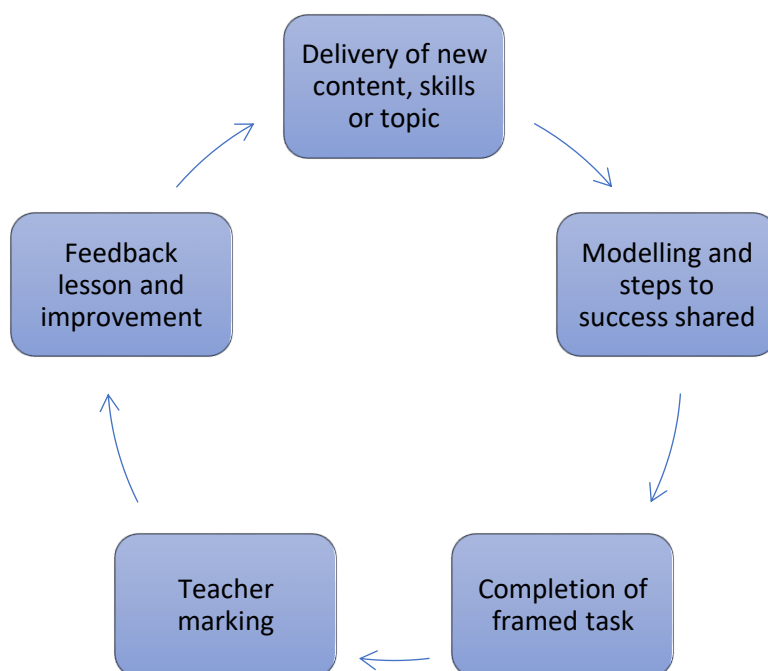
2. Homework quizzes (self-marking)

At Fitzharrys students are set homework as per the whole school homework policy <here>. Teachers should set at least one Homework Quiz per topic or half term. Quizzes should be set online using epraise and/or a Microsoft Forms Quiz or equivalent. This allows students to receive feedback and a score, while not requiring marking by the teacher.

3. Framed tasks (teacher marked)

The key marking by teachers is of framed tasks. These are completed as part of the following learning cycle:

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At KS3 English, Maths, Science, History, Geography and Languages will complete two Framed Tasks per half term/topic; all other subjects should complete one per half term.

At KS4 all subjects should complete two Framed Tasks per half term/topic, which may include NEA, practical tasks and other assessment components.

Subjects can choose to increase the frequency of framed tasks, but staff workload and wellbeing must be at the forefront of any decisions.

A key part of framed marking is the opportunity for students to respond to teacher feedback and complete 'Improvement tasks'. This will take the form of one or more Feedback lessons and with directed dedicated improvement time for all students. Improvement tasks will require students to do one of three things: Add, Amend or Extend.

- Add- where work is missing a component, requiring further elaboration or the addition of a particular skill. The teacher will set a task to be completed or a redraft of the original task.
- Amend- where work is incorrect, contains misconceptions or is sub-standard students will be given a task to redo a section or entire task with guidance.
- Extend- where work is completed, and a student now needs to look at further stretch and challenge, the teacher will set a task that allows them to continue moving forward.

Students will frame their work by placing a green highlighted frame around work or by having a task description sheet for the activity.

A central Fitzharrys feedback form is available for staff to use and adjust including What Went Well (WWW), Even Better If (EBI) and Improvement tasks. Students complete their improvement task on the sheet or as agreed by the class teacher.

Marking is to be completed in any suitable coloured pen; students will respond in green (for growth).

4. Summative assessments (teacher marked)

At the end of each topic a summative assessment should be completed. Here teachers will set and mark an assessment which covers all key assessment components from across the topic. At key stage four this may use exam board materials and past papers.

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This task can form a framed task where appropriate.

5. Live marking and whole class feedback

Teachers should use live marking and whole class feedback techniques during lesson times. This may include the use of the visualiser to mark an exemplar, model assessment and annotating work in real time.

Live marking should also be used for homework. All tasks are acknowledged by the teacher by visually checking completion, with House Points given to the highest quality pieces of work in a class. Homework tasks are not marked in depth unless they are a framed task or summative assessment.

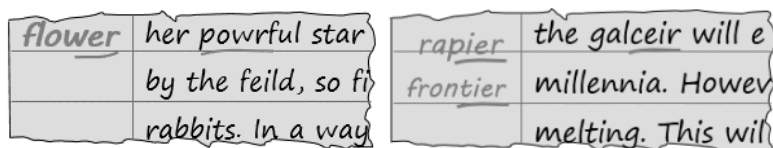
Where verbal feedback is given, this does not need to be recorded in exercise books.

Literacy marking

At Fitzharrys we take a research-based approach to the marking of literacy. We want to truly move students' literacy forward in all subjects and apply the following to our marking of framed and summative assessment tasks.

Teachers will take a balanced approach to the marking of literacy and will not overwhelm with corrections, diluting the overall feedback. Teachers should identify a maximum of 5 errors in the following order of priority:

1. Subject specific spelling corrections- these will be underlined with prompts in the margin for student's self-correction.



2. Basic grammar corrections- with a reminder of the rule and addressing of misconceptions.
3. Tier 2 vocabulary corrections- high frequency, non-subject specific words, such as coincidence, obvious and reasoned.

The following codes can be used for marking, where appropriate:

S	Spelling
P	Punctuation
G	Grammar
//	New paragraph
^	Missing word
?	Unclear meaning
C	Incorrect capitalisation

Students should be given time to correct the mistakes identified by the teacher, with whole class feedback and guidance given where errors are common. Student corrections will be completed in green pen.

Subject marking policies

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