Quality of Education

Assessment Policy 2025-26

(Reporting, Recording, Marking & Feedback)

Contents	
1.0	Policy Intent
-	Implementation
2.1	Responsibilities of Curriculum Team
2.2	Subject Specific Marking & Feedback
2.3	Recording & Reporting
3	Impact
4	Review

1.0 Intent

Greenfields Academy recognises that effective marking and feedback has a powerful influence on pupils' learning and progression. Marking and feedback are key aspects of staff responsibilities and serve as prominent techniques for communicating with pupils. Marking forms part of the school's comprehensive review of teaching, learning, assessment, and achievement. Feedback is a continuous process, applied consistently by all teaching staff, to support and accelerate pupils' learning.

Our policy aims to reduce teacher workload while maintaining high-quality, meaningful feedback. Written with guidance from the EEF, feedback at Greenfields is task, subject, or self-regulation specific. Our marking keys clearly link to the support provided to each pupil, creating a transparent picture of classroom activity and progress.

This policy aims to ensure that marking and feedback:

- Uses marking as a teaching tool, informing pupils of their performance and next steps. Feedback is specific, focused on improvement as well as correction, and relates to the current piece of work with an expectation for pupils to edit and improve.
- Supports pupils' confidence and motivation in learning, contributing to accelerated progress.
- Informs teachers' assessment of each pupil's knowledge, enabling the planning of effective next steps for academic progression.
- Encourages pupils to indicate their own understanding of learning and articulate ways their work can be improved.
- Utilises peer and response partners to provide meaningful feedback and develop collaborative learning skills.
- Develops pupils' ability to proofread, edit, and improve work independently before teacher review.
- Uses tidal profiles to inform personalised progress targets (see Tidal Provision Policy).
- Ensures teachers can communicate achievement and progress to other stakeholders, including parents, carers, and support staff.
- Establishes a consistent, school-wide approach to marking and feedback, understood and applied by all staff and pupils.
- Embeds live assessment through Evidence for Learning and assessment books to maintain up-to-date records that inform professional judgment and intervention.
  Supports accreditation courses, which are jointly assessed weekly by the course teacher and Assistant Headteacher to ensure pupils are meeting course specifications and progressing according to pathway requirements.

This policy has been written in consultation with the Curriculum Team and Trade Unions.

2.0 Implementation	
2.1 Responsibility of Curriculum Team	

- Ensure marking is completed within an **academic week** of the work being completed.
- Use GREEN ink only to mark all work.
- Apply marking keys to all examples of pupil learning:

B	Lost-learning due to negative **b**ehaviour
W	Lost-learning due to planned **w**ave intervention or school-lead activity
N	E**n**countered the learning, was in the lesson but completed no work without being disruptive to others
A	Continuous **a**dult learning support required (could be in pairs or groups)
O	Continuous **o**ne to one learning support required
V	**V**erbal prompts - adults prompted the learning at points
D	**D**emonstration - a child was given a further demonstration from an adult
C	**C**heck understanding - an adult checked a pupil understanding after spotting a misconception
H	**H**inge question - these detailed within all medium terms plans and are to be used as an assessment tool to check if your pupils are ready to move on in their learning
E	**E**xplanation - a process or question was answered by an adult to support
I	**I**ndependent learning
P	**P**eer learning
S	**S**cribed
G	**G**rammar & Punctuation

- Provide an assessment code against all Learning Intentions (LI):
  - N = Encountered (N) – indicating 10% progress towards LI (E**n**countered)
  - T = Participated (A, 1:1) – indicating 30% progress towards LI (**T**aking Part)
  - G = Gaining Skills & Understanding (V, D, C, H, E) - indicating 60% progress towards LI
  - M = Mastered (I, P) - indicating 90- 100% progress towards LI
- Ensure written and verbal marking and feedback is appropriate to Cognitive and Reading ability.
- Focus marking on the EEF's recommendation: task, subject, or self-regulation specific.
- Ensure all verbal and written comments are constructive, concise, evidence-based, and informative. Avoid generic phrases such as "well done" or "good" repeatedly. Verbal discussions with pupils may be annotated to maintain a record.
- Teach pupils how to interpret marking symbols and respond appropriately to adult feedback.
- Recognise that not every piece of work requires written feedback. Teachers agree on targeted pieces of work, with individual colleagues providing written comments as needed.
- Encourage pupils to evaluate their own work, considering shared learning objectives and previously set individual targets.
- Assess pupils' progress and achievement via adapted learning tasks, using a range of formative and summative strategies aligned with STEPS provision.
- Support pupils to respond to marking as part of a "marking dialogue" within lessons (where time allows) or during PACE morning sessions.
- Pupils' editing, corrections, and responses to marking should be written neatly in PURPLE ink.
- Maintain high standards of presentation in pupils' books: no graffiti, no doodling, and pages must not be folded over when stuck in books.
- All workbooks should have book covers to protect them, maintain tidiness, and support organisation.

*All work undertaken by anyone other than the class teacher (e.g. cover) is marked and initialled.

2.2 Subject Specific Marking & Feedback

Within individual subject areas, particularly practical subjects, this policy allows scope for subject-specific techniques and strategies for marking and feedback to be applied. However, this does not permit subject leaders to create policies that supersede the academy-wide approach detailed here. Subject champions may implement additional strategies specific to their subject, provided these are clearly documented. When scrutiny is undertaken, these strategies can be evaluated alongside the overarching Marking & Feedback Policy.

Some examples where this may occur are;

- PSHE, British Values, Citizenship, Emotional Intelligence, RE, Music, Languages, Careers & Outdoor education: Learning in these subjects is recorded within class journals, with pupils annotating their work using their initials. This allows for both formative and summative assessment.
- Physical Education (practical): Learning is recorded in subject assessment books on Evidence for Learning, alongside progress in NGB award schemes. Video files may be used to further support evidence, particularly for GCSE groups, and can be annotated and shared with stakeholders to demonstrate progress. Theoretical learning follows the academy Marking & Feedback Policy.
- Accredited Learning Courses/Awards – Where an awarding body specifies particular assessment or feedback techniques, these may be followed in addition to this policy. Subject leaders must document such techniques in their Curriculum Leader files. Example: NCFE Level 1 Award in Food & Cookery.
- Computing – Subject books record all unplugged activities, while all digital ("plugged") activities are saved on the pupil drive to provide evidence of learning.

2.3 Recording & Reporting

Recording and reporting are essential for maintaining regular and meaningful communication about pupil progress with teachers, parents, and external stakeholders. These processes are linked to both formative and summative assessments, and it is the responsibility of each teacher to document individual pupil outcomes in line with national assessment criteria. This is carried out within the framework of both subject-specific and whole-school assessment policies.

Consistent record-keeping enables effective monitoring of pupil progress and supports ongoing evaluation of teaching practices, aligned with feedback and marking standards. Key aspects of good practice include:
- Documenting both formative and summative assessments.
- Maintaining current and live assessments against the national curriculum using the Evidence for Learning platform.
- The TIDAL framework is used to establish expected outcomes for each learner in every subject, which are then tracked and evidenced through the Evidence for Learning platform.
- Recording and sharing summative assessments with relevant stakeholders through shared platforms.

Summative assessments for subjects are gathered every 10 curriculum weeks, in accordance with the internal assessment calendar, using the Evidence for Learning system. Reading and Spelling assessments are gathered in the fifth week of every half-term.

Reports to Parents are distributed at the end of the Autumn term and the end of the Summer term. These reports include:
- Attendance
- Wellbeing
- Subject progress, achievement, and areas for development
- Intervention engagement

Parent consultation evenings are held twice a year to provide clear insight into each child's progress and attainment, along with guidance on next steps and strategies to support learning at home. Face-to-face meetings are encouraged, with virtual meetings via Microsoft Teams or telephone arranged on request. These consultations follow the issuing of reports.

Additionally, reports are shared through annual reviews of the Education, Health, and Care Plan (EHCP), which are also reviewed by the local authority. Parents and carers are encouraged to maintain open communication with class, subject, and wellbeing teachers to foster strong working relationships and ensure that information is regularly exchanged.

3.0 Impact

This method of marking encourages pupils to take responsibility for their own learning, motivating them to improve and reflect on their own work as well as the learning of others. In doing so, it helps to develop independent and reflective thinkers.

The aim of this approach is to reduce teacher workload while still providing pupils with clear, user-friendly, and accurate feedback. Teachers spend less time on routine marking but retain full oversight of academic progress, allowing more time to focus on planning and delivering high-quality learning opportunities for pupils.

4.0 Review

Date Written: July 2024
Reviewed – Curriculum Team & Trade Unions (NEU, NASUWT): September 2025
Reviewed –September 2025
Review date: July 2026

END