



The Grey Coat Hospital

Assessment and Feedback Policy

POLICY NAME:	Assessment and Feedback Policy
GOV COMMITTEE:	Curriculum Committee
LAST POLICY REVIEW DATE:	January 2026
POLICY REVIEW SCHEDULE:	3 Years

Assessment

Assessments have much wider implications than just being a tool to judge attainment and progress. Good assessments drive independence and learning, as well as motivating students and shaping them to be more receptive and responsive to feedback. Poorly designed assessments can negatively affect confidence and result in a loss of trust.

Assessment should be scaffolded so that students build their expertise step-by-step (this avoids overloading their working memory). Challenge should then be increased over time as students become more proficient in each process or skill.

The key aim of assessment is for teachers to be able to identify the learning needs of students. This can be achieved through well-designed formative and summative assessment. It is helpful to be clear about differences between formative and summative assessment: formative assessment occurs while the learning is taking place and is used by teachers to determine what they should do next to meet the needs of the students in their class; summative assessment takes place at the end of a unit of work and enables teachers to find out how well that unit of the curriculum has been learned.

Assessment should develop students' learning by activating their memory in order to promote long-term retention of knowledge and skills. Regular, low-stakes testing (known as retrieval practice) has been shown to significantly improve students' long-term retention. When this testing is spread out over time (distributed) and questions from different topics are mixed in together (interleaved), students remember even more.

Effective methods include:

- 'No hands up' questioning
- Classroom discourse (elaborative / open questioning)
- Low-stakes recap quizzes
- End of unit tests and mock exams
- Exam-style questions and past papers
- Peer- and self- assessment

Formative assessment - Teachers should use formative assessment strategies in every lesson (at least once per lesson, usually multiple times per lesson) in order to assess learning and adjust their teaching in response.

Planning assessment – Assessments that are done in test conditions are far more likely to provide useful information to the teacher and student about how much learning has taken place and areas for development. Teachers and departments should carefully plan the assessments and homework tasks they set so that they help to develop students' knowledge and skills over time. New skills and processes should be taught in a granular way, teaching key elements one at a time, with teachers only setting assessments which require many different skills after each skill has been taught and practiced. Knowledge retention should be promoted by setting regular, low stakes tests.

Assessment and the curriculum - Assessments should be carefully linked to the taught curriculum so that students are assessed on what we want them to know and understand. There should be a

through-line between the learning that is specified in curriculum planning documents, what is then taught in the classroom, and assessment. Students should never be assessed on something that hasn't been explicitly taught. Teachers and departments should aim to follow the approach: specify, teach, assess.

Supporting students who have fallen behind - Teachers should use assessment to identify individual students who may benefit from targeted support.

Using assessment to enable students to take responsibility for their own learning - Assessment strategies should ultimately develop students as self-regulated learners by enabling them to identify for themselves where and how they can improve.

Feedback

The EEF's research has found that giving effective feedback to students has a very high impact on student progress - an average of 6 months' additional progress - and states that: "low attaining pupils tend to benefit more from explicit feedback than high attainers".

High-quality feedback can be written or verbal; it should address misunderstandings, encourage further effort, and provide specific guidance on how to improve. The research shows that the impact of feedback is highest when it is delivered by teachers and when it is received soon after the task is complete. Teachers should plan for how pupils will receive and use feedback. For feedback to be effective, it needs to either result in students wanting to aim higher or committing to working harder.

Targets which make feedback as specific and actionable as possible are most likely to increase pupil progress - teachers should avoid giving feedback on too many things at once. Marking codes, feedback sheets, verbal feedback and peer feedback strategies can be used, along with written comments by teachers, in order to enable students to receive regular feedback.

Effective methods include:

- Written feedback on student work
- Feedback sheets with strengths and areas for development highlighted or ticked
- Whole-class verbal feedback and one-to-one conversations
- 'Live marking': in-lesson feedback on work as it is being completed
- Sharing model work or exemplars
- Student reflection on their own work
- Peer feedback (this needs to be carefully planned so that students are trained to understand the success criteria and processes to use)

Frequency of written feedback – While there is no expectation that every piece of work will be marked, teachers should read students' work regularly, annotating it to correct mistakes and to indicate where they have done well. Teachers should provide each student with specific and actionable feedback on key pieces of work regarding strengths and areas for development, with a frequency that promotes outstanding progress. Teachers should provide feedback on key pieces of work as soon as possible after the work has been completed. Every department should have a considered policy about the frequency of written feedback in their subject at each key stage.

Student response time - Students should be given time to respond to the feedback they receive, e.g. class time in the next lesson is given for the feedback to be absorbed and responded to. Feedback should be recorded in students' books or folders and they should be encouraged to engage with it again before the next time they attempt a similar task. It may be beneficial for students not to receive a mark on their work, to get them to engage more carefully with the feedback given.

Using feedback to enable students to take responsibility for their own learning - Students need to be clear about what their strengths and areas for improvement are in each subject. Feedback should support pupils to monitor and regulate their own learning.

Common abbreviations

-  A circle is used to show something is missing or inaccurate i.e. punctuation, capital letter, word.
- // Two short parallel lines show a new paragraph is needed.
- Sp Used to show where there is inaccurate spelling. Place Sp in the margin and underline the inaccurate spelling.
-  A wavy line under the part of the students' work when clarity is unclear (teacher must decide if this is due to a mistake which student can rectify alone or if it requires teacher support through written or verbal comment).