



LAURUS
TRUST

Assessment, Feedback and Marking Policy Secondary

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Contents

VISION..... 3

MARKING..... 4

QUALITY ASSURANCE..... 4

REFERENCES..... 5

EQUALITY IMPACT STATEMENT..... 6



Feedback, Assessment & Marking Policy

Vision

Teachers provide students with timely feedback that promotes thinking and identifies what students need to do to improve. Teachers create a structure for students to act on feedback. Teachers select the most appropriate type of feedback/ assessment technique based on the needs of the subject and student. A range of techniques are used.

Formative feedback is any information, process or activity which affords or accelerates student learning based on comments relating to either formative assessment or summative assessment activities.

Given the time investment that feedback represents, it is imperative to find ways to ensure it is effective and encourage students to learn from it.

Great feedback practice:

- helps clarify what good performance is and looks like;
- delivers high quality information to students about their learning;
- provides opportunities to close the gap between current and desired performance;
- encourages positive motivational beliefs and self-esteem;
- encourages teacher and peer dialogue around learning;
- facilitates the development of self-assessment (reflection) in learning;
- provides information to teachers that can be used to help shape further teaching

(Nicol, 2005)

Feedback to students may take the form of:

- A written comment and/ or target
- A written level or grade
- A verbal comment and/ or target
- A verbal level or grade
- Peer/ self-assessment
- An effort grade

Evidence suggests that the most effective feedback causes thinking and can direct attention to what is next (William, 2011). This feedback can be written or verbal and students should use this personal feedback to make improvements. Feedback is therefore targeted differentiation. Effective feedback will often result in more work for the learner.

Marking

Written feedback should not be unnecessarily burdensome. Marking should be driven by professional judgement and be “meaningful, manageable and motivating”.

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if students become preoccupied with grades at the expense of a consideration of teachers’ formative comments.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
- Students are unlikely to benefit from marking unless some time is set aside to enable students to consider and respond to it.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress - mark less but better.

(Elliott, 2016)

Student’s work should be marked in lines with the above principles. The regularity of marking is identified by individual subjects or within schemes of work. These provide a framework for the minimal amount of written feedback that students should be provided with.

It is expected that staff will provide quality appropriate written feedback in line with individual department policy and practice.

All feedback should show sensitivity to the needs and abilities of individual students and provide advice in language which can be understood by students.

Quality Assurance

Middle leaders will quality assure written feedback at least once every term. Findings will be shared with staff through a departmental meeting.

Students’ views are important. Student voice will involve a focused look at their work and the feedback they receive on it.

References

Elliott, V. et al. (2016) A marked improvement? A review of the evidence on written marking

Nicol, D. and Macfarlane-Dick, D. (2006) 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', *Studies in Higher Education*, 31(2), pp. 199–218.

Wiliam, D. (2011) *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	
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