



ASSESSMENT, MARKING AND FEEDBACK POLICY

2026-2027

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Everything Education School

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1.0 PURPOSE AND AIMS

Everything Education School is committed to using assessment, marking and feedback to improve learning, recognise achievement and support pupils to understand what they know, what they can do and what they need to do next. Assessment is an integral part of teaching and is used to inform planning, intervention, curriculum adaptation and reporting.

Many pupils joining the school have experienced significant barriers to learning and may have gaps in prior attainment, disrupted education, SEND or social, emotional and mental health needs. Assessment therefore considers both academic progress and readiness to learn, while remaining ambitious for every pupil.

The aims of this policy are to:

- ensure assessment is purposeful, proportionate and closely linked to the curriculum;
- establish reliable starting points and identify strengths, gaps and barriers to learning;
- use assessment information to plan appropriate next steps and targeted support;
- provide timely, clear and constructive feedback that helps pupils improve;
- monitor academic, behavioural and personal development over time;
- communicate progress appropriately with pupils, parents/carers, commissioners and referrers; and
- promote consistent expectations across subjects while allowing professional judgement and subject-specific practice.

2.0 SCOPE

This policy applies to all teaching staff, support staff who contribute to assessment, and pupils at Everything Education School. It covers baseline and diagnostic assessment, day-to-day formative assessment, summative assessment, marking, feedback, recording, reporting and moderation.

Where a pupil remains on the roll of another school or attends through a commissioned placement, Everything Education School will share appropriate assessment information with the home school, local authority or commissioner in line with the placement arrangements and data-protection requirements.

3.0 PRINCIPLES OF ASSESSMENT

Assessment at Everything Education School will be:

- focused on improving learning rather than generating unnecessary evidence;
- linked to curriculum intent, lesson objectives, success criteria and individual targets;
- appropriate to the pupil's age, stage, SEND profile and communication needs;
- informed by a range of evidence, including observation, discussion, written work, practical work, quizzes, tests and formal assessments where appropriate;
- used to identify misconceptions and gaps early so that teaching can respond;
- fair, inclusive and free from avoidable bias;
- proportionate, so that marking and recording expectations do not create unnecessary workload; and
- sufficiently consistent and moderated to support reliable professional judgements.

4.0 ROLES AND RESPONSIBILITIES

The Headteacher is responsible for ensuring that assessment practice is coherent across the school, supports curriculum quality and meets the needs of pupils and commissioners. The Headteacher will oversee monitoring, moderation and review of this policy.

Teachers are responsible for establishing pupils' starting points, using ongoing assessment to adapt teaching, providing effective feedback, maintaining appropriate records and contributing to reports and reviews. Support staff should contribute relevant observations and evidence where this forms part of a pupil's programme.

Pupils will be supported to understand learning goals, reflect on feedback, identify progress and take increasing responsibility for improving their work.

5.0 BASELINE AND DIAGNOSTIC ASSESSMENT

On entry, the school will gather relevant information from the referrer, previous setting, Education, Health and Care Plan where applicable, parents/carers and the pupil. This information is used alongside baseline and diagnostic activities to establish an appropriate starting point.

Baseline assessment will normally include English and mathematics and may include science, reading, spelling, cognition, communication, social-emotional or curriculum-specific assessments where these are relevant to the placement. The school may also use pupil self-assessment and structured observations to understand readiness to learn and barriers to engagement.

Baseline information is not treated as a fixed label. It is reviewed against ongoing evidence so that teaching can be adjusted when a pupil demonstrates knowledge or needs that were not evident at entry.

6.0 FORMATIVE ASSESSMENT

Formative assessment takes place throughout teaching. Staff will routinely check understanding and adapt teaching in response. This may include questioning, discussion, observation, retrieval practice, low-stakes quizzes, practical tasks, short written responses, exit tasks and review of completed work.

Feedback should be given at the point where it is most useful. In many cases this will be verbal feedback during the lesson, immediate correction, live marking or guided improvement. Staff are not expected to produce lengthy written comments where another form of feedback is more effective.

7.0 SUMMATIVE ASSESSMENT AND PROGRESS TRACKING

Summative assessment is used at planned points to evaluate learning over time and to support reporting. The form and frequency of assessment will depend on the subject, curriculum stage and pupil pathway. It may include end-of-unit assessments, mock examinations, externally set assessments, teacher-assessed tasks and accredited course assessments.

Academic progress will be reviewed at least half-termly using appropriate evidence and professional judgement. Staff will consider progress from the pupil's starting point, curriculum coverage, security of knowledge and the extent to which identified gaps are closing.

For pupils working towards public examinations or other qualifications, assessment and reporting will reflect the requirements of the relevant awarding body and the pupil's agreed pathway.

8.0 MARKING AND FEEDBACK

The purpose of marking and feedback is to help pupils improve. Feedback should recognise success, address misconceptions and identify manageable next steps. It should be specific, understandable and appropriate to the pupil's needs.

Staff should use professional judgement when deciding whether feedback is best given verbally, through live marking, written annotation, whole-class feedback, modelling, conferencing or a combination of approaches. There is no expectation that every piece of work receives detailed written marking.

As a minimum, teachers should ensure that pupils receive regular feedback that enables them to act on advice and that there is at least one planned, clearly evidenced assessment or feedback point each half term in each taught subject where appropriate to the placement and curriculum model.

When written marking is used, teachers should:

- use clear, legible and age-appropriate language;
- link comments to the learning objective, success criteria or relevant curriculum knowledge;
- be specific about what has been successful;
- identify one or two high-value improvements rather than over-marking;
- prompt pupils to correct errors or explain misconceptions where appropriate;
- avoid vague comments such as "try harder" unless accompanied by a clear action;
- give pupils suitable time and support to respond to feedback; and
- adapt spelling, grammar and literacy feedback to the subject and the pupil's needs rather than correcting every error indiscriminately.

9.0 PEER AND SELF-ASSESSMENT

Peer and self-assessment may be used when it will deepen understanding of success criteria, improve reflection or strengthen independence. Pupils will be taught how to give respectful, useful feedback and how to evaluate their own work against clear expectations.

Peer or self-assessment should not replace teacher assessment where professional judgement is required, and staff remain responsible for checking the accuracy and appropriateness of any feedback recorded.

10.0 SEND, ACCESSIBILITY AND ADAPTIVE ASSESSMENT

Assessment must be accessible and should not disadvantage pupils because of SEND, disability, communication needs, literacy difficulties or previous disruption to education. Staff will make reasonable adjustments and use suitable methods of assessment so that evidence reflects the intended knowledge or skill rather than an avoidable barrier.

Where a pupil has an Education, Health and Care Plan, relevant outcomes and provision will inform assessment and review. Progress towards EHCP outcomes may be reported alongside curriculum attainment, engagement, attendance, behaviour and personal development where appropriate.

11.0 RECORDING AND REPORTING

Assessment information will be recorded in a proportionate manner using the school's agreed systems and pupil files. Records may include baseline outcomes, teacher assessments, test results, curriculum progress, behaviour and engagement information, intervention records and review notes.

Parents/carers, pupils and referring or commissioning agencies will receive feedback at appropriate intervals. Formal reporting will normally take place through half-termly or termly reviews and reports, according to the placement arrangements. Reports should identify progress, strengths, areas for development and agreed next steps.

Where a pupil is dual registered or attending on a temporary placement, the school will work with the home school or commissioner to ensure relevant assessment information is shared so that curriculum planning and transition are supported.

12.0 QUALITY ASSURANCE AND MODERATION

The school will quality assure assessment through appropriate sampling of work, discussion of pupil progress, moderation of teacher judgements, review of assessment information and learning walks or lesson visits. The purpose is to improve consistency and curriculum quality rather than to generate unnecessary evidence.

Where staff are assessing accredited courses or public examinations, internal standardisation and moderation will follow the requirements of the relevant awarding body. Any concerns about reliability or inconsistency will be addressed through professional development, moderation or curriculum support.

13.0 DATA PROTECTION AND CONFIDENTIALITY

Assessment records contain personal information and must be handled in accordance with the school's Data Management Policy and privacy arrangements. Information will only be shared with those who have a legitimate reason to receive it, and records will be stored and retained securely.

Sensitive information, including SEND, safeguarding or health-related information, will only be included in assessment records or reports where it is relevant, necessary and appropriately protected.

14.0 MONITORING AND REVIEW

The Headteacher will monitor implementation of this policy through curriculum and pupil-progress review, work scrutiny, staff discussion and quality-assurance activity. The policy will be reviewed at least annually and sooner where curriculum arrangements, statutory requirements or school systems change.

RELATED POLICIES

- Curriculum Policy
- Teaching and Learning Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Data Management Policy
- Examinations / Internal Appeals arrangements where applicable

APPENDIX 1 - FEEDBACK AND MARKING EXPECTATIONS

Area	Expectation
Purpose	Feedback should improve learning, recognise success, address misconceptions and identify next steps.
Frequency	Feedback is regular and timely. Detailed written marking is not required on every piece of work.
Written marking	Use concise, specific comments linked to learning. Prioritise one or two high-value improvements.
Verbal/live feedback	Use during learning where immediate guidance will have greater impact. Record only when useful or necessary.
Pupil response	Build in opportunities for pupils to correct, improve, redraft, practise or explain their learning.
Literacy	Address spelling, grammar and subject vocabulary selectively and proportionately, taking account of SEND and the subject focus.
Peer/self-assessment	Use only when pupils understand the criteria and the activity supports reflection or independence.
Assessment point	At least one planned, clearly evidenced assessment or feedback point per half term in each taught subject where appropriate.
Workload	Do not create marking solely to prove that feedback occurred. The quality and impact of feedback matter more than the quantity of written annotation.