

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



FEEDBACK AND ASSESSMENT POLICY

Policy written by:

SLT Lead for Marking and Assessment
(With consultation from all staff)

Policy written/reviewed:

Reviewed July 2026

Next review due:

September 2027

Aims and Intent

The school aims are:

- **Consistency:** Apply a clear and consistent marking approach so pupils understand their progress and next steps.
- **Regularity:** Ensure all pupils receive timely feedback to support academic achievement.
- **Impactful Feedback:** Provide meaningful feedback that promotes learning and improvement.
- **Workload Balance:** Keep marking effective for students while manageable for staff.
- **Progress Focus:** Support strong student progress and outcomes through responsive teaching and accurate assessment.

Key Principles

N – Nurture and Motivation

- **Student engagement with feedback-** Students must be given time to respond to feedback in lessons or homework. Their responses should be visible and meaningful. Departments will decide how best to implement this.
- **Encouragement to think independently-** Building confidence in setting personal learning goals and think using metacognition.
- **Wider skills-** Support students in developing SMSC, literacy, and numeracy.
- **Rewards-** Recognise good work and effort using the school's reward system

G – Growth through Feedback

- **Effective feedback-** Including positive comments on strengths (e.g. What Went Well) and clear targets for improvement (e.g. Even Better If).
- **Peer and self assessment-** supported by exemplars and modelling to enable students to evaluate work more effectively and understanding expectations while reflecting on their own learning.

H – Habits for Learning

- **Homework and independent study-** Set according to the timetable. Tasks should reinforce, extend, or consolidate learning and be meaningfully assessed.
- **Marking policies-** Faculty Leaders must ensure subject-specific marking policies are in place and regularly reviewed.

S – Standards and Tracking

- **Assessment methods-** Departments will use a range of methods—formal tests, peer/self-assessment, teacher questioning, discussion, and observation—to track progress and set targets.
- **Formal assessments-** These provide data at key points to build a full picture of each student's progress and attainment.
- **Progress tracking-** Staff must keep GDPR-compliant records of student progress to inform reports and leadership.

Feedback Types

- **Written Feedback:** Comparing current work to previous work.
- **Written Feed Up:** Comparing the student's current performance to their target grade.
- **Written Feed Forward:** Giving specific next steps for improvement.
- **Verbal Feedback:** Providing immediate, in-the-moment guidance during lessons.
- **Verbal Feed Up:** Explaining where the student is in relation to their learning goal.
- **Verbal Feed Forward:** Offering advice on how to improve future work.
- **Non-Verbal Feedback:** Using gestures, visual cues, or digital platforms to provide feedback.
- **Non-Verbal Feed Up:** Indicating progress using visual tools (e.g., progress bars).
- **Non-Verbal Feed Forward:** Providing future targets through visual aids.

Marking Frequency and Feedback Guidelines

Students are expected to complete at least one focused-marked assessment per term, common to all students in the year group (excluding the End of Year assessment). Each assessment must include a constructive comment and a clearly defined improvement target.

- **Purposeful Marking-** Focus on work where feedback will most support progress.
- **Student Dialogue-** Encourage responses in a different coloured pen (e.g. green) to distinguish from teacher comments.
- **Focused Feedback-** Link marking to clear learning objectives. Departments decide which tasks are formally graded (KS3–5).
- **Ongoing Feedback-** Ensure regular feedback is evident. Students should know when work will be focused marked and receive clear targets.
- **Standard Format:**
 - Grade (per department/exam board criteria)
 - Positive comment (e.g. WWW – What Went Well)
 - Improvement target (e.g. EBI – Even Better If)

Assessment types

- **Assessment of Learning:** Tracks development as it happens, not just the final outcome. It's continuous, integrated into classroom activities, and helps teachers plan future instruction.
- **Assessment for Learning:** A deeper form of formative assessment where both teachers and students use evidence to understand current learning status, set goals, and determine strategies to achieve them. It empowers students by clarifying learning objectives and progress.
- **Assessment as Learning:** This happens when students assess their own progress, reflect on their understanding, and use that insight to guide future learning.

Monitoring and Evaluation

Heads of Faculty are responsible for ensuring appropriate assessment methods are used by all teachers in their faculty. This will be monitored through book scrutiny by Faculty Leaders or SLT. Ongoing support and monitoring will be provided as needed by the Head of Faculty.

SLT will continue to support and oversee this process.

Review / Roles and Responsibilities

Faculty meetings will allow staff to review policy implementation. Heads of Faculty meetings will provide a forum to share updates with senior and middle leaders.

Roles	Responsibilities
Teacher	• Follow whole-school and faculty marking/feedback policies • Share effective marking strategies in faculty meetings • Participate in assessment moderation • Record assessment data in line with GDPR
Middle Leaders [Heads of Faculty]	• Ensure faculty marking aligns with school policies • Monitor and improve marking quality where necessary. • Promote sharing of best practices and use of feedback tools • Conduct work scrutiny as directed by SLT • Ensure consistent assessment planning and milestones, identifying key tasks to be marked in detail. • Ensure marking is planned over an extended period of time so that a clear evaluation of the student's progress can be given • Schedule regular moderation of key assessments to ensure consistency.
Senior Leadership Team	• Oversee the School Self Review process • Support HOFs in monitoring marking and feedback • Ensure marking is effective and workload is manageable • Review and update the marking policy in consultation with staff