

## Marking and Assessment Policy

### Purpose

The purpose of this policy is to establish clear guidelines for marking and assessment at Next Steps Ed to:

- Support students' learning and progress.
- Provide constructive feedback that promotes motivation and self-reflection.
- Ensure consistency and fairness in the assessment process.

## Principles of Assessment

At Next Steps Ed, assessment and marking are underpinned by the following principles:

- **Fairness:** Assessments are inclusive, ensuring all students have the opportunity to succeed.
- **Clarity:** Feedback is clear, specific, and age-appropriate.
- **Supportiveness:** Marking and assessment should build confidence and focus on improvement.
- **Relevance:** Assessment is linked to individual learning goals and curriculum objectives.
- **Consistency:** Staff follow agreed procedures to ensure uniformity across subjects and classes.

### Types of Assessment

We use a range of assessments to monitor progress and guide teaching:

#### Formative Assessment (Assessment for Learning):

- Ongoing and informal.
- Includes observations, class discussions, quizzes, and questioning.
- Provides immediate feedback to students and informs lesson planning.

#### Summative Assessment (Assessment of Learning):

- Conducted at the end of a unit, term, or year.
- Includes tests, projects, and externally verified exams.
- Summarizes student achievement at a particular point.

#### Diagnostic Assessment:

- Identifies strengths, areas for improvement, and any additional needs.
- Used to develop individualized learning plans.

#### Self and Peer Assessment

- Encourages students to reflect on their own work or provide constructive feedback to peers.

## Marking Guidelines

Marking at Next Steps Ed follows the **3Cs** Framework:

1. Celebrate Success: Highlight areas where the student has excelled.
2. Clarify Errors: Identify mistakes or areas requiring improvement.
3. Challenge for Growth: Suggest strategies or next steps to enhance learning.

### **Frequency of Marking**

- Core Subjects (e.g., Maths, English): Marked weekly, with detailed feedback provided.
- Non-Core Subjects: Marked bi-weekly with an emphasis on effort and understanding.

### **Marking Codes**

To save time and ensure consistency, staff use standardized marking codes:

- **SP**: Spelling error (write correct spelling in the margin).
- **P**: Punctuation error.
- **//**: New paragraph needed.
- **VF**: Verbal feedback given (noted in the margin).
- **HW**: Handwriting needs improvement.

### **Feedback**

Feedback should:

- Be timely to ensure relevance.
- Be specific and linked to learning objectives.
- Focus on what was done well and provide clear steps for improvement.
- Encourage self-reflection and independent learning.

### **Example of Feedback Structure:**

1. **What went well (WWW)**: E.g., "Great use of descriptive language in your writing."
2. **Even better if (EBI)**: E.g., "Try to use a wider variety of sentence starters to make your writing more engaging."

### **Assessment Records**

- Teachers maintain up-to-date records of formative and summative assessments.
- Progress is tracked using [state tracking tool, e.g., an online system or manual tracker].
- Assessment data is used to inform individual education plans (IEPs) and reports to parents/carers.

### **Reporting**

- **To Students**: Regular feedback during lessons and after marked assessments.
- **To Parents/Carers**: Termly reports highlighting progress, strengths, and areas for development.
- **To Senior Leadership**: Termly updates on class and individual progress to evaluate curriculum effectiveness.

## Responsibilities

- **Teachers:** Responsible for setting clear assessment criteria, marking work consistently, and providing constructive feedback.
- **Students:** Engage with feedback and take ownership of their learning.
- **Senior Leadership Team (SLT):** Monitor the implementation of this policy and support staff through training and resources.

## Monitoring and Review

This policy will be reviewed annually by the SLT and teaching staff to ensure it remains relevant and effective. Feedback from students and parents/carers will be considered in the review process.

**Policy Review Date:** 10th December 2025

**Policy Approved By:** Mica Smith - Director