PRENTON HIGH SCHOOL FOR GIRLS

ASSESSMENT, MARKING AND FEEDBACK POLICY

Reviewed	Autumn Term 2026
Ratified	Autumn Term 2026
Next Review	Autumn Term 2027

1 PURPOSE

The purpose of this policy is to ensure that all assessment, marking and feedback practices promote student progress, support teacher workload, and maintain consistency across the curriculum while respecting professional autonomy.

At Prenton High School for Girls, we recognise that effective assessment, marking and feedback are integral to high-quality teaching and learning. Our approach is rooted in evidence-informed practice and guided by principles of clarity, consistency and professional autonomy. This policy defines our whole-school expectations while allowing departments to apply subject-specific approaches that best meet the needs of their learners.

2 ASSESSMENT, MARKING AND FEEDBACK: KEY DEFINITIONS

Assessment refers to tasks or examinations that are marked and graded, such as mock exams or end-of-year tests. These are conducted at appropriate points in the school year when sufficient curriculum content has been taught. While formal and summative assessments provide valuable information about student attainment, they primarily measure progress rather than improve it. Consequently, students should experience significantly more feedback than formal assessment.

Marking refers to pieces of work that receive written comments. Different subjects will employ written marking in ways that best support learning within their context. Written feedback will be used selectively and only when it meaningfully contributes to student progress. There is no expectation that every piece of work will include written comments.

Feedback refers to any form of comment, guidance or action that helps students improve their learning. Feedback may be written, verbal, or non-verbal and should take place frequently and purposefully throughout the learning process. This represents the most significant and impactful information students receive about their work.

3 KEY PRINCIPLES

Effective marking and feedback are vital components of the learning process. While individual departments may differ in the methods and frequency of their feedback, all practice at Prenton High School will reflect the following principles:

- **Purposeful Feedback** – The primary purpose of marking and feedback is to improve learning. Feedback should provide students with clear, actionable guidance on how to strengthen their performance.
- **Professional Judgement** – Teachers and departments exercise autonomy to determine appropriate feedback methods and timing in line with subject needs and curriculum demands. This includes consideration of contact time and assessment schedules.
- **Manageable Workload** – Marking and feedback practices must be sustainable. Policies will be reviewed regularly to ensure workload remains proportionate and that time is used effectively to maximise impact on learning.
- **Diverse Methods –** Written and verbal feedback are equally valued. Teachers are not required to provide written evidence of verbal feedback, particularly in practical subjects where this may not be feasible.
- **Evidence-Informed Practice** – This policy is grounded in research, including findings from the Education Endowment Foundation (EEF), which highlight that extensive written marking ('deep marking')

does not necessarily lead to improved student outcomes. Instead, effective feedback should be timely, specific and acted upon by students.

4 IMPLEMENTATION AND QUALITY ASSURANCE

Each subject area has produced its own assessment, marking and feedback policy that outlines the specific approaches used within their subject area. These departmental policies align with the principles in this whole-school policy.

Students are expected to engage actively with feedback, responding to guidance to demonstrate improvement and deepen understanding.

Quality assurance will be conducted through regular line management, drop ins, and book looks to ensure that feedback practices are effective, consistent and positively impacting student progress.

5 FREQUENCY OF ASSESSMENT VS. FREQUENCY OF MARKING AND FEEDBACK

Assessment and marking serve distinct purposes. Assessment measures learning, whereas marking and feedback drive improvement. Although departments determine the specific frequency of assessment, minimum expectations are set to ensure consistency across the school.

At Key Stage 3, we will report on progress at three points during the academic year

Year 7

- Progress Update 1 – Form Tutor report on progress.
- Progress Update 2 – Cumulative assessment scores thus far given as a percentage.
- Progress Update 3- End of year test summarising the year's learning given as a percentage.

Year 8 and 9

- Progress Update 1 – A summary of any emerging concerns regarding progress, attitude to learning.
- Progress Update 2 – Cumulative assessment scores for each subject thus far given as a percentage.
- Progress Update 3- End of year test for each subject summarising the year's learning given as a percentage.

At Key Stage 4, we will report on progress at three points during the academic year for Year 10 and at two points for Year 11.

Year 10

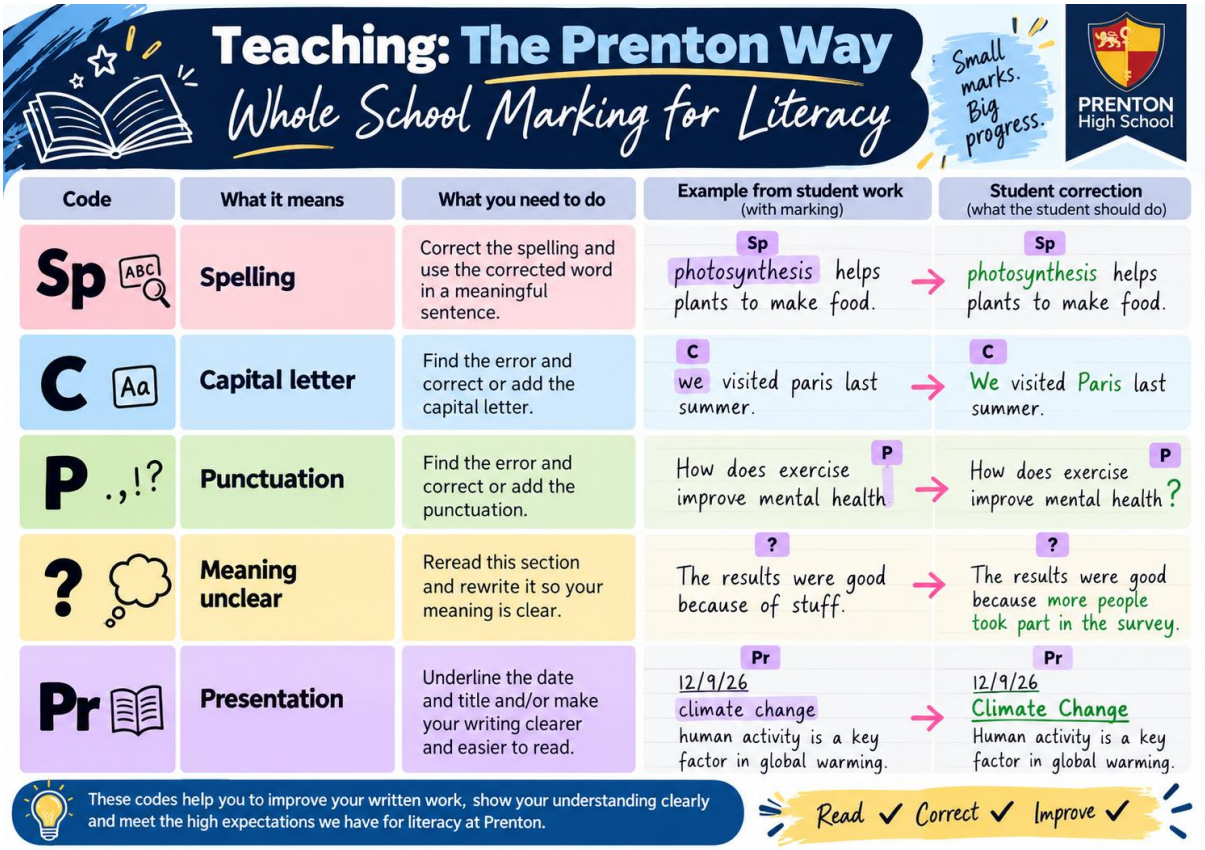
- Progress Update 1 and 2 – Current grade for each subject.
- Progress Update 3 – Predicted grade for each subject and trial exam grades.

Year 11

- Progress Update 1 – Predicted grade for each subject.
- Progress Update 2 – Predicted grade for each subject and trial exam grades.

6 LITERACY CODES

All subjects will adhere to the following codes when marking for literacy:



7 MONITORING AND REVIEW

This policy will be reviewed annually as part of the school's Quality Assurance cycle to ensure alignment with current research and workload considerations.

Findings from Quality Assurance processes will inform continuous improvement in teaching and learning.

Feedback from staff, students, and line managers will inform refinements to practice and ensure the policy continues to promote meaningful progress and professional integrity.

8 REFERENCES

- Education Endowment Foundation (EEF), A Marked Improvement? (2016)
- Christodoulou, D. (2017) Making Good Progress? Oxford University Press
- Counsell, C. & Fordham, M. – research on curriculum and assessment design