

**Magdalen College School**  
**Assessment marking and feedback policy**  
**February 2020**

**Definition**

“Assessment” in this document refers to the checking of pupils’ understanding and output of their thinking, the annotation that they and teachers make as a result and any feedback given to pupils relating to their work which informs their learning.

**Purpose of assessment:**

1. As a developmental tool to develop pupils’ learning
2. To enable teachers to check pupils’ understanding to shape their teaching during a lesson and during delivery of schemes of work
3. To enable pupils, teachers, leaders and parents to take stock of pupils’ progress
4. Assessment outcomes can also inform quality assurance processes

**Principles**

- a) Assessment is an integral part of teaching and learning – it is not something that is only done afterwards to evaluate learning, but is used to inform the development of ideas, the identification of misconceptions and to inform teaching and learning.
- b) Different styles of assessment are used for different purposes
- c) Feedback is most likely to be effective if it informs the development of understanding, and so is delivered whilst learning is taking place.
- d) Teachers’ checking of pupils’ learning must be systematic and comprehensive.

**Teachers will:**

- i) Ensure that work is marked, either by the pupil, a peer or the teacher
- ii) Check pupils’ work regularly (at least every 6 lessons) and hold pupils to account for completing sufficient work that is of high enough quality.
- iii) Check pupils’ understanding, knowledge recall and skills as an integral part of their teaching and use the outcomes to give feedback to guide teaching and learning:
  - a. to individuals whilst pupils are learning, or before they have completed an activity so that feedback enables misconceptions to be addressed and informs next steps
  - b. as a whole class – planning the next sequence of learning based on outcomes of what has gone before
  - c. individually through written feedback having reviewed individuals’ work
- iv) decide on the most appropriate form of assessment in any given activity.