



SLINDON
COLLEGE

MARKING AND ASSESSMENT POLICY

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Approved by:	Curriculum & Staffing Committee
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In order to realise our aims of encouraging pupils to achieve excellence in all aspects of school life, Slindon College has a marking and assessment policy which outlines our aims to:

- **Promote Good Progress:** Enable pupils to achieve their full academic and personal potential.
- **Offer Responsive Teaching:** Allow teaching to respond dynamically to the individual strengths and needs of all pupils.
- **Provide Productive Assessment:** Make accurate and productive use of assessment data to directly inform future curriculum planning.

Professional Expectations

It is the responsibility of every teacher to fully understand and apply the methods of assessment used within their specific department. The methods of assessment, marking, and providing feedback on work will be applied consistently across all departments throughout the College

The Role of Assessment in Learning

Assessment must provide the necessary feedback to every pupil to enable them to clearly understand their progress and achievements. It serves to inform them of their next steps in order to:

- Improve their individual learning.
- Make maximum academic progress.
- Achieve their highest possible attainment.

This framework represents an important part of the learning process, forming an essential, continuous dialogue between the teacher and pupil while directly informing the on-going planning of lessons.

Principles of Assessment

Effective assessment is recognised as a fundamental component of teaching and learning and plays a key role in supporting and securing pupil progress. Assessment for Learning (AfL) underpins classroom practice by ensuring that learning objectives are clearly communicated, lesson content is adapted to meet individual needs, and pupils receive personalised feedback that supports their development. Marking is formative in nature and is designed to be relevant, specific, and constructive, enabling pupils to understand how to improve their work. Pupils are encouraged to develop an awareness of their own strengths and areas for development and are supported in identifying the steps required to make further progress. Achievement and success are actively recognised and celebrated in order to foster confidence, motivation, and a positive attitude towards learning.

Summative assessment information is used to inform decisions regarding class sets and academic groupings, ensuring that pupils are placed in learning environments that best meet their needs. Assessment data is also used by teachers to plan individual learning pathways and to identify the most appropriate qualification routes for pupils at Key Stage 4. Accurate and up-to-date records of pupil progress are maintained and shared regularly with parents and carers through termly reports. Assessment information is further used to

support effective communication with parents and carers and to inform collaboration with external professionals and agencies, including contributions to annual reviews and other statutory processes.

Objectives of Assessment

Assessment is used to monitor, evaluate, and review pupils' current levels of progress, enabling staff to identify the next steps required for improvement. Pupils are provided with accurate and accessible feedback on their attainment so that they understand how to improve and can take an active role in their learning. Through this process, assessment supports the development of pupils' self-esteem and confidence as capable and successful learners. Pupils are also encouraged to value and take pride in the presentation and quality of their work, promoting high standards and positive learning habits.

Progress and attainment are recognised and celebrated through the consistent use of praise, encouragement, and rewards. Assessment information is used to support the setting of challenging yet achievable individual targets, agreed collaboratively between staff and pupils. The assessment process also aims to develop the skills required for pupils to become increasingly independent and reflective learners over time. Assessment outcomes inform teaching and curriculum planning, helping staff to provide the most appropriate learning experiences for each pupil. In addition, clear and reliable evidence of assessment, recording, and reporting is maintained to support communication with key stakeholders, including parents and carers, governors, Local Authorities, and the Independent Schools Inspectorate (ISI).

Responsibilities

The SLT are responsible for:

- **Quality Assurance:** Ensure a unified approach to assessment, marking, recording, and reporting across the College, in line with agreed procedures.
- **Data Reporting:** Ensure that all teachers report appropriate summative assessment data, including exam results, as required.
- **Feedback Delivery:** Ensure that all teachers provide appropriate, formative, and personalised feedback to their pupils.
- **Performance Evaluation:** Evaluate staff, subject, pupil group, and whole-school performance.

The Heads of Departments & Subject Leaders are responsible for:

- **Practice Monitoring:** Monitor assessment, marking, recording, and reporting within their subject areas to ensure consistency with Department Handbooks.
- **Specification Updates:** Ensure all teachers within their curriculum area are provided with up-to-date subject specifications and assessment criteria.
- **Regular Assessment:** Guarantee that regular assessment is actively carried out across all subjects and year groups within their curriculum area.
- **Standardisation:** Facilitate opportunities for standardising marking and sharing best practices among team members.
- **Curriculum Review:** Monitor the effectiveness of teaching groups, specifications, and schemes of work in light of assessment data and reporting information.

The subject teachers are responsible for:

- **Active Involvement:** Ensure that all pupils are actively involved in their own learning and the self-assessment of their progress.
- **Shared Expectations:** Share clear learning objectives and success criteria with pupils at the start of learning.
- **Formative Feedback:** Provide pupils with regular formative feedback on their work, strictly in line with agreed department marking procedures.
- **Data-Informed Planning:** Use assessment data to inform lesson planning and create differentiated activities that meet the identified needs of individual pupils.
- **Stakeholder Reporting:** Provide SLT and parents/carers with clear summaries of pupil performance via termly reports.

Marking and Feedback

Marking and feedback are closely linked to lesson learning objectives, success criteria, and individual pupil targets, while also recognising effort, presentation, and independent thinking. Feedback is used to identify and address misconceptions, errors, and gaps in learning, ensuring that pupils receive clear guidance on how to improve. Opportunities are provided for pupils to reflect on the feedback they receive and to discuss or seek clarification on comments made by teachers. Wherever appropriate, pupils are involved in the marking process in order to develop a shared understanding of their progress, achievements, and next steps for learning.

Regular marking and feedback are provided across all areas of classwork, creating an on-going written and verbal dialogue between pupils and teachers that demonstrates progress over time. Feedback is delivered professionally and is designed to balance positive reinforcement with clear direction and practical advice for improvement. For pupils in the Prep Department, marking and feedback follow **the specific procedures outlined in the Prep Handbook, ensuring consistency and appropriateness to their stage of development.**

The Five Main Types of Formative Marking & Feedback.

- **In-Depth Teacher Marking:** Detailed feedback utilising official marking stamps.
- **Peer & Self-Assessment:** Evaluative marking completed by the pupils themselves or their peers.
- **Verbal Feedback:** Direct spoken guidance and corrections provided during lessons.
- **Marking for Literacy:** Correction of language, spelling, and grammar using agreed whole-school codes.
- **Acknowledgement Marking:** Regular check-marking to acknowledge completion and monitor work volume.

Written Feedback (Marking Stamps)

Written feedback should be predominantly positive, encouraging, and constructive in nature, with comments personalised wherever possible by addressing pupils by their chosen name. Feedback must relate directly to lesson objectives, learning outcomes, and/or individual personal development targets, ensuring that pupils clearly understand the purpose of the comments provided. Written feedback should encourage pupils to think independently and

reflect on their learning, rather than simply providing answers. It should also recognise and celebrate achievements, helping pupils to value their successes and remain motivated in their learning.

Whenever in-depth written marking is undertaken, feedback must clearly identify the pupil's next steps for improvement and future progress. **In-depth written feedback using marking stamps should be completed at least twice per half-term.** In addition, all work should be acknowledged through appropriate marking methods, which may include the use of ticks, stamps, simple literacy corrections, and/or brief attainment-based comments, ensuring pupils receive regular recognition and guidance on their work.

Self-Assessment and Peer Feedback

Pupils will be supported by an adult, either through verbal guidance or the use of a scribe where appropriate, to enable them to complete self-assessments and provide constructive feedback to their peers. Formal opportunities for self-assessment and peer feedback will take place at least once per term, helping pupils to develop reflective skills, evaluate their own learning, and engage positively with the work of others.

Teachers are responsible for establishing a safe and supportive learning environment in which peer assessment can take place effectively. Clear expectations and boundaries must be communicated to ensure that feedback is constructive, respectful, and does not lead to misunderstanding or upset. All self-assessment and peer feedback activities must be reviewed and verified by a member of staff as part of the normal marking and acknowledgement process, ensuring accuracy, consistency, and appropriate guidance for pupils.

Examples of in-depth feedback and stamp examples provided in Appendix 2

Verbal Feedback

Verbal feedback is recognised as a valuable and effective form of formative assessment and should be used regularly throughout lessons to support pupil progress and understanding. Opportunities for verbal feedback should be maximised, particularly when Learning Support Assistants (LSAs) are available to provide additional support and guidance. Through on-going discussion, questioning, and clarification, verbal feedback enables pupils to receive immediate responses to their learning and helps teachers address misconceptions as they arise.

In practical subjects, such as Drama, Music, Cookery, Design Technology, and Physical Education, verbal feedback is often the primary and most effective method of assessment due to the practical nature of the activities being undertaken. In subjects that involve a significant amount of written work, including English, Science, Humanities, and Mathematics, instances of verbal feedback should be clearly recorded in pupils' books through the use of a dated "VF" stamp, ensuring that feedback is evidenced and can be tracked over time.

Marking for Literacy

Marking for literacy should reflect the individual needs of pupils and recognise that many pupils at the College experience difficulties with literacy, including spelling, grammar, punctuation, and written expression. Teachers should therefore adopt a differentiated approach to literacy marking that supports progress while maintaining pupil confidence and engagement. The primary focus of marking should remain on the learning objective of the task, and staff are not expected to correct every literacy error. Excessive correction should be avoided where it may overwhelm or discourage pupils from engaging positively with their learning.

Literacy feedback should be tailored to the pupil's stage of development and level of independence. For pupils in the Prep Department, or for those requiring additional support, staff may provide the correct spelling, punctuation, or grammatical form as a model of accurate usage. As pupils develop their literacy skills, confidence, and understanding, they should be increasingly encouraged and supported to identify, edit, and correct their own errors independently. This graduated approach promotes both literacy development and learner autonomy over time.

Across all key stages, all staff must use the unified whole-College literacy marking code. The whole-College marking code must be clearly displayed in all classrooms and/or stuck directly inside the pupils' books.

<u>C</u>	Capital letter
SP	Spelling
P	Punctuation
//	New paragraph
?	Unclear expression
^	Missing word

Stationery	Task Undertaken
Black Pen	Pupil's general work, peer-assessment, and self-assessment.
Coloured Pen	Teacher feedback, peer-assessment, and self-assessment.

Target Setting

Targets are set collaboratively each term through discussions between teachers and pupils, ensuring that pupils understand their goals and take an

active role in their own progress. These targets are recorded on the front cover of the pupil's exercise book or folder and are referred to regularly by teachers throughout the term. This on-going focus helps to maintain pupil engagement, monitor progress, and support the achievement of individual learning objectives.

Assessment and Tracking

CAT4 Testing (Cognitive Abilities Test)

The Cognitive Abilities Test (CAT4) is used to assess pupils' developed abilities in verbal, non-verbal, quantitative, and spatial reasoning, providing an indication of potential academic achievement and learning strengths. All pupils at Slindon College complete a CAT4 assessment in Year 7 or upon entry to the College. The assessment provides nationally benchmarked data that can be used to generate predictive indicators for future academic performance, including Key Stage 2 outcomes, GCSEs, A Levels, the International Baccalaureate, and other recognised qualifications.

CAT4 data is used to support the identification of pupils' strengths and areas for development and to inform educational planning and target setting. Whilst CAT4 provides a reliable source of cognitive and attainment-related information, staff should recognise that its multiple-choice format does not assess practical examination skills or subject-specific performance. These skills must continue to be explicitly taught, practised, and developed through the curriculum.

Renaissance Learning (STAR Reading and STAR Maths)

Pupils' literacy and numeracy skills are assessed using the STAR Reading and STAR Maths assessments four times each academic year. Testing takes place twice during the autumn term, at the beginning and end of the term, and once during both the spring and summer terms. Assessment results are accessible to all teaching staff, enabling a whole-school understanding of pupils' reading ages and mathematical attainment levels. This information is used to inform planning, monitor progress, and identify areas requiring additional support or intervention.

The STAR Reading assessment is an online reading growth measure aligned with the National Curriculum. It provides detailed information about individual reading development and identifies the specific skills pupils need to focus on in order to meet or exceed expected standards. The assessment also generates a Zone of Proximal Development (ZPD) reading range, which is used to support reading programmes such as MyON and Accelerated Reader. The STAR Maths assessment is a computer-adaptive assessment that adjusts the level of challenge according to each pupil's responses. The resulting data is integrated into Freckle, enabling pupils to access personalised practice and targeted activities that support differentiated learning. Both STAR assessments are used

across core subjects and within learning support provision to monitor attainment and inform teaching.

Standardised Spelling Test (NGST)

Slindon College uses the New Group Spelling Test (NGST) as a standardised assessment of spelling attainment. The NGST is an adaptive assessment tool that is benchmarked against national averages and provides reliable information regarding pupils' spelling development. Assessments are administered once each term, and the results are used to monitor progress, inform planning, and identify areas for targeted intervention. The data is particularly valuable for the English Department and staff delivering one-to-one literacy support.

Assessment reports generated through the NGST provide a Standardised Age Score (SAS), allowing pupil performance to be compared with that of other pupils of the same chronological age. The assessment data also provides practical guidance for teaching and learning by identifying specific areas of need and suggesting strategies that can be incorporated into classroom practice to support literacy development and improve outcomes.

Tracking Progress

Subject teachers formally assess and grade pupils once each term, resulting in three assessment points across the academic year. A range of assessment methods may be used, depending on the subject area and the needs of the class. These may include formal end-of-topic tests completed under examination conditions, project-based assessments undertaken both in lessons and at home, practical tasks, presentations, or other appropriate assessment activities. Individual termly assessments are designed to measure specific aspects of learning and may not necessarily assess every assessment objective within a subject at the same time.

Following each assessment, pupils should be able to identify their current level of progress and understand how this relates to their individual targets. Pupils are expected to maintain an ongoing record of their progress across multiple assessments, with summaries of attainment and progress recorded within their exercise books or folders. The tracking process is intended to promote pupil ownership of learning and should be supported through regular discussions between pupils and subject teachers. Through this collaborative approach, pupils are encouraged to reflect on their achievements, identify areas for development, and take an active role in planning their next steps. Details of assessment deadlines and reporting arrangements can be found in the Whole School Assessment Calendar (Appendix 4).

Progress Reports

Progress Reports are issued three times each academic year, at the end of each term, to provide pupils, parents, and carers with a clear overview of academic achievement, effort, and progress. The content and format of these reports are detailed in Appendix 3. From Year 7 onwards, CAT4 assessment data is included within reports to provide additional context regarding pupils' learning profiles and potential attainment.

For pupils in Key Stage 4, subject teachers award attainment grades using a subject-specific scale ranging from Entry Level 1 (EL1) through to GCSE Grade 9. In addition to attainment information, reports include an evaluation of pupils' effort and application using the descriptors Exceeding, On Target, Working Towards, and Below Target. These descriptors are further supported through a colour-coded RAG (Red, Amber, Green) system to provide a clear visual indication of progress and engagement.

Written comments are included in all Prep reports and in the Spring Term reports for Key Stage 3 and Key Stage 4 pupils. These personalised comments provide an overview of the progress the pupil has made during the reporting period and identify the next steps required to support continued improvement and future achievement. This ensures that pupils and parents/carers receive clear, constructive guidance on both strengths and areas for development.

APPENDIX 1 - Policy Summary and Guidelines

TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY
In-Depth Teacher	Use of stamp and comment.	Minimum twice per half-term.
Peer and Self-Assessment	Use of stamp and comment.	Once a term each: one peer and one self. .
Verbal Feedback	Use of Green dated VF stamp.	As appropriate on a lesson by lesson basis.
Literacy support..	Whole College codes to be used.	As appropriate on a lesson by lesson basis.
Acknowledgement Marking	Ticks and date.	All work.

APPENDIX 2 – Examples of Feedback



A great/very good/good piece of work.....
You did,,,
Well done



Please take care when
Please focus on
Now try this



Good work on
I liked



I think you can try to

Assessed by:

SELF PEER TEACHER

I know / understand / liked



I will try to

APPENDIX 3 – Examples of Feedback

Progress Reports Termly Plan

Year	Term	Classroom Effort	Classroom Behaviour	Attainment	CAT 4	Course Type	Teacher Comment
Prep	All	✓	✓	n/a	n/a	n/a	✓
KS3	Autumn Summer	✓	n/a	Exceeding On Target Working Towards Below Target	✓	n/a	n/a
KS3	Spring	✓	n/a	Exceeding On Target Working Towards Below Target	✓	n/a	✓
KS4	Autumn Summer	✓	n/a	Relevant to Course	✓	✓	n/a
KS4	Spring	✓	n/a	Relevant to course	✓	✓	✓

APPENDIX 4 – Tracking Progress

Assessment Calendar

When	Assessment	By whom
Autumn Term 1		
2nd week	Ren Learn STAR Literacy, STAR Maths or Early Reader	Within English and Maths timetabled lessons
3rd week	CAT4 testing of all new pupils	Assistant Head - Curriculum & Staffing
Autumn Term 2		
2nd Week	Week 1 Year 11 Mocks	Exams Officer (papers supplied by all departments)
3rd Week	Whole School Reports released to Teachers	IT & Assistant Head
4th Week	Week 2 Year 11 Mocks	Exams Officer (papers supplied by all departments)
5th Week	Reports completed by deadline	All teaching Staff
Penultimate Week	Reports Final released to Parents	ICT & Assistant Head
Penultimate Week	Ren Learn STAR Literacy, STAR Maths or Early Reader	Within English and Maths timetabled lessons
Last Week	Department Assessments	All Subjects
Spring Term 2		
3rd week	Whole School Reports released to Teachers	IT & Assistant Head
Penultimate Week	Reports completed by deadline	All teaching Staff
Penultimate Week	Ren Learn STAR Literacy, STAR	Within English and Maths timetabled lessons

	Maths or Early Reader	
Penultimate Week	BTEC Cookery Exams Y11	Cookery
Last Week	Y11 Coursework Deadline - Including AQA Unit awards	All Departments
Last Week	Department Assessment	All Subjects
Summer Term 1		
1st week of May	Summer Exam Series Starts	Exams Officer Year 11
2nd Week	GCSE Arts Exams	Y11 Arts Department
3rd Week	GCSE Arts Exams	Y11 Arts Department
Summer Term 2		
Mid to Late June	Summer Exam Series Ends	Exams Officer Year 11
2nd week	Whole School Reports released to Teachers	IT & Assistant Head
4th Week	Ren Learn STAR Literacy, STAR Maths or Early Reader	Within English and Maths timetabled lessons
4th Week	Year 10 Exam Week	Exams Officer – Subject Leads
Penultimate Week	Reports completed by deadline	All teaching Staff
Penultimate Week	Department Assessment	All Subjects