



ASSESSMENT / FEEDBACK POLICY

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Accurate and timely feedback helps pupils to maximise progress in every area of their learning. Given the range of subjects, styles of teaching and pupil needs, this policy recognises that feedback will take place in many different forms. Precise guidance on feedback within each area of the curriculum is reserved for departmental feedback policies; however, the following principles underpin each of these individual policies:

- a) All teachers and pupils should assess the learning that has taken place within an activity, a lesson or a unit within a scheme of work.
- b) This allows teachers to accurately report on an individual pupil's progress and to plan future lessons and prep based on their assessment of learning and achievement at that point.
- c) In general, feedback should be given as immediately as possible. In lessons, it should often be possible to observe assessment and feedback that is instant, or near-instant. When marking written work, teachers should always aim to give feedback as soon as possible, whilst the work is still fresh in the pupil's mind.
- d) Pupils in every subject should know how they are doing and what they need to do to improve.
- e) Most feedback should be formative and constructive. Summative assessments are also used, as outlined in departmental schemes of work.

Roles and responsibilities

The Sub-Warden is responsible for creating, implementing and maintaining this policy, as well as being responsible for all of the operational matters associated with this Policy.

The Sub-Warden and Deputy Head Academic ensures that all of the teaching staff understand the policy and their responsibilities within it and that the Policy is consistently implemented in all departments, including identifying training needs.

All Teaching Staff must understand their responsibilities defined in the policy and seek to carry out the requirements, seeking support from the Sub-Warden where needed.

The Warden approves this policy.