Cyfarthfa High School

POLICIES AND PROCEDURES

Assessment Marking and Feedback Policy

POLICY DATE

September 2026

SCHEDULED REVIEW

September 2027

Policy Lead

Kerry Richards | Lead Practitioner Teaching & Learning

Approval date 08.10.26

Approval

Role	Name and signature	Date
Chair of Governors	D. Williams	08.10.26
Headteacher	B. Davies	08.10.26
Designated SLT member	K. Richards	08.10.26

Assessment Marking and Feedback Policy

Policy date September 2026 | Scheduled review September 2027

This policy sets out how we gather evidence of learning, respond to it and help learners make progress. It applies across subjects, while allowing departments to choose assessment methods that fit their curriculum and qualifications. It develops the school's existing Marking and Feedback for Impact guidance.

Principles and purpose

Assessment is part of teaching. Teachers use it to identify what learners know, understand and can do, uncover misconceptions, adapt teaching and plan next steps. Learners should understand what quality looks like, receive feedback they can use and have opportunities to act on it. Assessment should be proportionate, accessible and useful; the amount of marking is not a measure of its quality.

Assessment supports progression through Curriculum for Wales in Years 7 to 11. In qualification courses, teachers also use current awarding body specifications, assessment objectives and rules. A grade or score can summarise performance, but should be interpreted alongside work over time and professional judgement.

Assessment in lessons and across a unit

- At the start of a sequence, teachers draw on prior work, discussion, retrieval and transition information to identify starting points and plan appropriate challenge and support.
- During teaching, teachers check understanding through questioning, discussion, observation, short written responses, practical work and other subject-appropriate methods. They act on what they find: clarify, reteach, practise, extend or adjust the next lesson.
- Departments plan a manageable range of key tasks or assessments aligned with the taught curriculum. Each has appropriate success criteria or a mark scheme, shared in a form learners can understand. Results inform subsequent teaching as well as feedback to individuals.
- Teachers use assessment information to support learners with additional learning needs, including reasonable adjustments and provision in an individual development plan where applicable. They consider language, literacy and access needs without lowering the intended learning unnecessarily.

Key tasks and marking expectations

Teachers complete Marking and Feedback for Impact on specific key tasks or assessments only: once per term in non-core subjects and once per half term in core subjects, as set out in the attached school guidance. Departments identify suitable tasks in their schemes of learning and coordinate workload sensibly. Leaders should confirm which departments are included in the school's core-subject category before adoption.

Not every piece of classwork requires written teacher marking. Verbal feedback, whole-class feedback, live checking, modelling and responsive teaching are all valid where learners can use the information. Teachers do not need to tick every answer, write a comment on every page or correct every error in every task.

Marking and Feedback for Impact cycle

- Proofread: before collecting a key task, ask learners to reread their work, correct inaccuracies and improve presentation where possible, using the school proofreading guide.
- Recognise success: identify a specific strength and explain why it meets the success criteria or improves the quality of the work. Avoid praise without a reason.
- Accuracy check: on key tasks, circle all spelling, punctuation and grammar errors for learners to correct. Learners then correct the errors identified. In subject-specific work, identify correct or excellent work selectively; there is no requirement to tick work. Where a tick is used as feedback, explain why the answer is effective.
- Give a next step: set an age-appropriate question or task that enables an immediate improvement, such as redrafting a highlighted passage with key vocabulary or adding an example to support a point.
- Provide response time: once work is returned, plan designated improvement and reflection time (DIRT). Learners respond in purple pen, using the school DIRT guidance. Teachers check the response and use it to decide whether further explanation or teaching is needed.

A teacher should also consider whether the work reveals a shared misconception, whether material needs reteaching, and whether the original sequence or explanation should be adapted.

Learner involvement

Self-assessment and peer assessment are optional additional approaches and do not replace teacher feedback on a designated key task. Where used, learners work from clear success criteria, offer kind, specific and constructive feedback, and label the response clearly as self or peer assessment. Teachers model how to judge quality and monitor the accuracy and tone of feedback.

Recording and using assessment information

Departments record the outcomes needed to track progress and plan support, using the school's agreed systems. Records should be accurate, timely and proportionate. Subject leaders use patterns in work and outcomes to identify gaps, evaluate curriculum sequencing and agree support or further challenge. Staff share relevant information at transition points and follow school data protection arrangements when storing or sharing learner information.

Communication with learners and families

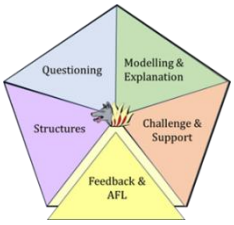
Teachers explain learning goals, success criteria and next steps in language learners can understand. Progress reports and discussions with parents and carers draw on a range of evidence and describe strengths, progress and practical priorities. The school follows current Welsh reporting requirements and communicates assessment outcomes in accessible ways. Where progress gives cause for concern, staff contact families in line with school procedures rather than waiting for the next scheduled report.

Responsibilities and review

Teachers plan and use assessment, provide feedback and response time, and act on findings. Learners complete work honestly, proofread, consider feedback and improve their work. Subject leaders identify key tasks, support moderation and review the impact and workload of department approaches. Senior leaders review consistency and impact through work scrutiny, learner voice, learning walks, assessment information and professional discussion. Governors monitor the policy through school reporting.

The school will review this policy annually, and sooner if statutory guidance or qualification requirements change. Before approval, leaders should add an approval date, review date, policy owner and the school's precise reporting and record systems.

Marking and Feedback for Impact



To be completed on specific key tasks/assessments only.

These should take place once per term for non-core subjects and once per half-term for core subjects. All key tasks/assessments must either have appropriate success criteria or mark schemes.

Proof Read

Before collecting in work, ask pupils to proofread their writing, checking for inaccuracies, and improving presentation where possible (Use proof reading guide).

Accuracy Check

Literacy – On Key Tasks Only

- Circle all spelling, punctuation, and grammatical errors for self-correction

Subject Specific – On Key Tasks Only

- ✓ for correct work/excellent work – There is no expectation to tick work, but when it is used **a reason must be written alongside it.**

Self and Peer Assessment

(Optional)– If used, this must be an additional form of feedback and **not instead of the teacher feedback.**

- Pupils assess work using clear success criteria.
- Pupils provide feedback that is kind, specific and constructive.
- Must be clearly labelled as self or peer assessment.

Recognising Success

Always comment on why the work is of good quality.

e.g. Good because you have.....



Next Steps

Give pupils tasks or questions that enable pupils to make immediate improvements to the work assessed. Comments must be age and ability appropriate.

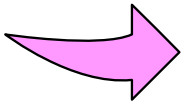
e.g. Redraft the highlighted area including key words.

What examples could you use to develop this idea?

Next Steps (Teacher)

Is there something you need to re-teach?

Was your lesson planning effective?



DIRT – Once books are returned

Designated time for pupils to respond to feedback (in purple pen).

Use DIRT guidance for pupils during this time.

