



The Norwood School

Assessment and Feedback Policy (Draft)

June 2025

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1. Purpose of Assessment

At The Norwood School, , assessment is central to effective teaching and learning. It provides information about student progress, informs planning, identifies gaps, and supports students in understanding how to improve.

2. Types of Assessment

- **Formative Assessment** is ongoing assessment to inform teaching and support student progress (e.g., questioning, retrieval practice, feedback).
- **Summative Assessment** evaluates student learning at the end of a topic or unit (e.g., tests, exams, coursework).
- **Diagnostic Assessment** identifies prior knowledge, misconceptions, or specific learning needs.
- **Standardised Assessment** is used for benchmarking and tracking progress against national standards.

3. Principles of Effective Assessment

Effective assessment must be:

- Aligned with curriculum intent and learning objectives.
- Accurate, fair, and inclusive.
- Timely and manageable.
- Used to inform teaching, not just to report outcomes.
- Used to support student motivation and self-regulation.

4. Roles and Responsibilities

- **Teachers:** Use assessment to inform teaching and feedback.
- **Curriculum/Subject Leaders:** Ensure consistency and standardisation across their teams.
- **Senior Leaders:** Monitor impact of assessment and lead data analysis.
- **Students:** Engage with assessment to understand strengths and areas for development.

5. Classroom Expectations

Outlined below are our expectations regarding what should happen in every lesson regarding assessment and feedback.

<i>'The only important thing about feedback is what students do with it'. D. William, 2016</i>					
Norwood Norms (minimum for all subject areas)					
Every lesson	Retrieval Do Now <i>Circulate, notice, respond. Green penning of Do Now.</i>	Asking questions verbally; responding to answers <i>Question students when you have instructed new knowledge or want to recall knowledge you have already taught'</i>	Check for Understanding <i>During Turn + Talk (paired discussion), 'Show Me', the teacher notices patterns and responds verbally. Circulate, notice, respond.</i>	Modelling <i>Providing a targeted spoken or written example. Teachers share precise errors or strength of model. All students speak or write independently after the model.</i>	Independent Practice <i>Teacher circulates during independent practice, notices patterns and gives feedback. Students always edit in green pen (where applicable).</i>
Every half term	Whole-class feedback <i>Teachers engage with a sample of student work (this could be written work, performances, projects, or practical outcomes), identifying common strengths and areas for development. A whole-class feedback task is then delivered in the lesson, with students responding or improving their work using green pen or an equivalent reflection method.</i>				
Every term	Written feedback <i>By the end of each term, students complete a summative piece of work appropriate to the subject (e.g., extended writing, practical performance, creative piece, composition, project outcome, etc.). They receive individual feedback to inform their next steps.</i>				
Every year	Assessment <i>Students complete a more formal assessment or project at mid-year and end-of-year points, relevant to the subject's mode of assessment. Teachers provide feedback on this piece and contribute to summative data reporting, which is shared with home.</i>				

6. Marking and Feedback

By the end of each term, students complete a summative piece of work appropriate to the subject (e.g., extended writing, practical performance, creative piece, composition, project outcome, etc.). They receive individual feedback to inform their next steps. It should be specific, actionable, and lead to progress. Students must be given time to respond to feedback.

7. Tracking and Reporting

- Teachers input assessment data in line with the school calendar.
- Progress is tracked against targets based on FFT/KS2 data.
- Reports are shared with parents/carers regularly.
- Underperformance is identified early and addressed through intervention.

8. Quality Assurance and Standardisation

- Moderation and standardisation activities take place regularly.
- Middle leaders ensure marking is consistent and aligns with criteria.
- Work sampling, data reviews, and student voice contribute to QA.

9. Use of Data

- Data is used to support teaching, curriculum development, and student support.
- Assessment data informs seating plans, intervention, and CPD planning.
- Data is not used punitively but to support improvement.

10. Review and Evaluation

- The impact and effectiveness of assessment will be reviewed annually.
- Feedback from staff, students, and parents will inform future updates.
- The policy aligns with current educational research and national expectations.