



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

## ASSESSMENT AND FEEDBACK POLICY

Agreed by the  
Subject Link Governor for Assessment  
on behalf of the Curriculum Committee  
To be reviewed  
(reviewed annually)

Summer 2025  
Summer 2026

To be monitored by the Assistant Head-Standards and Governing Body Curriculum Committee

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### 1. Introduction

The rationale behind this policy is that assessment and feedback are only to be used to advance learning and that work scrutiny or other considerations or audiences should not play a part in marking. The core principles are set out, but detailed requirements for teachers are not included. Heads of department will decide specifics regarding frequency and type of assessment and also the way in which this policy will apply in their subject. The numeracy and literacy policies should still continue to be followed.

### 2. Principles of Assessment and Feedback

Assessment and feedback at DAOS are used to move student learning forward and are therefore reliant on students first receiving effective teaching. This teaching will have as its foundation a sequenced curriculum and lesson planning that will typically involve frequent in class assessment of learning as well as approaches such as building on prior knowledge, retrieval learning, awareness of common misconceptions and the breaking down of large or complex content into smaller steps to avoid cognitive overload. Formative assessment will be used to ensure that teaching is responsive to student needs and provides opportunities for teachers to give feedback that will help students to move forward and that students will respond to.

### 3. Types of Assessment - Formative and Summative

Formative assessment should be a feature of the overwhelming majority of lessons. It should be based upon a teacher's knowledge of what their learning aim is. The aim should be shared with the students so that teacher feedback on students' responses will move them closer to that shared goal. Understanding the goal/success criteria could be achieved through approaches such as analysing model answers or studying flawed answers to reach a clear understanding of what success looks like. The teacher should then be able to assess learning gaps and provide feedback to target those gaps. This can be done by effective questioning and tasks designed to reveal the extent of student understanding.

Summative assessment should take place in order to evaluate the students' learning at that point and will be used to monitor progress against target for analysis at department and SLT level and to report to parents. These might include interim assessments, end of topic tests and end of year exams. Subject leaders should be confident that summative assessments are robust and reliable. Ideally summative assessment will be timed around the school's reporting cycle. Summative work should also be used as formative assessment, providing teachers with information about their future teaching, as well as including targets and student response.

#### **4. Feedback**

Feedback should target gaps in student learning so that it can have a positive effect on future work. It should be focused and specific, ideally resulting in an immediate student response. It should focus either on the task, the subject, or self-regulation, but not on the personal characteristics of the student. The timing of feedback will vary according to the task, but when feedback is to be given at the end of a task it should be as soon after completion as possible. Students should be told why they are receiving feedback and how it will help them, possibly relating it to the high expectations that we have of them as part of the OWENS way. There are a range of ways that feedback can be given effectively, including verbal and written, and teachers must decide what works best according to the task, class and individual students. In addition to moving students forward, teachers should use the feedback that they give to inform their own teaching in the future.

The detailed marking of students' books is rarely an effective use of teacher time and is an inefficient way to move learning forward. Very targeted feedback (e.g. using codes) and individual student responses to whole class feedback are far more beneficial and should be the norm. Students should not be given a mark or grade at the same time as feedback (whilst acknowledging that in many cases it will be quite obvious to a student how they have done). Marks can be shared once students have responded to their targets.

#### **5. Response to feedback**

When a student has been given feedback on a piece of work they must respond to it, ideally in class, but possibly as homework. There should be time for students to ask questions about their feedback. Targeted feedback that is not followed by time for student response is not an effective use of teacher time and is likely to be of limited effectiveness.

#### **6. Responsibilities and monitoring**

Subject teachers are responsible for day to day formative assessment in their classrooms. Heads of Department are responsible for providing direction and support for their teachers and for establishing a departmental approach to assessment and feedback that reflects the principles set out above. They must decide which summative assessments are used and when, so that they are able to report on progress at the times set out in the school reporting calendar.

Heads of Department, along with line managers and the AHT (Standards) are responsible for monitoring the feedback that students receive and their response to it. This monitoring will be carried out through a mixture of approaches, including department reviews, whole school observation weeks, spot checks, subject leader work scrutiny and through line management. This will be done most effectively through speaking to students and teachers.