



New Rush Hall School

Marking & Assessment Policy

Reviewed:

May 2026

Due for review:

May 2027

Introduction

At NRHS, assessment plays a key role in supporting pupil progress. Teachers regularly assess pupils' learning through both formative and summative assessment. Marking pupils' work is an important part of this process.

Assessment strategies and evaluation of pupil progress should be embedded within everyday teaching and learning. Assessment for Learning (AfL) and Assessment of Learning (AoL) can take many forms, including both written and verbal feedback. Both are valuable, and the most effective feedback helps pupils understand what they have achieved and how they can improve in the future.

Although verbal feedback is often the most immediate and personalised form of feedback, this policy outlines the school's expectations for both written and verbal feedback.

Effective assessment enables teachers to make informed decisions about pupil progress and to adapt teaching accordingly. Verbal and written feedback should recognise success, celebrate progress, and provide clear guidance on how pupils can improve or develop new skills.

Types of Assessment

Marking and assessment at NRHS fall into two main categories:

1. Summative Assessment
2. Formative Assessment

Summative Assessment

Summative assessment at Key Stage 4 includes GCSE and BTEC grades, while at Key Stages 1–3 it reflects pupils' progress against National Curriculum expectations. These judgements should be informed by the skills pupils demonstrate in their assessed work and aligned with the intended learning outcomes of the curriculum, as well as the relevant GCSE or equivalent assessment criteria.

Summative assessment falls into two further categories:

- Formal Data Drops (Blue Sticker)
- Informal Data Drops

Both the formal and informal data drops are summative assessments and are used to assess pupils' progress against curriculum expectations. The key difference lies in how the assessment is recorded and when it takes place within the term.

Data drops take place every half term:

- Informal data drops take place in the first half of each term (October, February, May)
- Formal data drops take place in the second half of each term (November, March, June)

Informal Data Drops

Informal data drops are recorded in pupils' books using WWW (What Went Well) and EBI/NS (Even Better If / Next Steps), completed in purple pen. These are based on the curriculum outcomes for each class and reflect pupils' understanding and progress at that point in the term.

As part of each informal data drop, teachers must complete at least one piece of 'deep marking'. This should include:

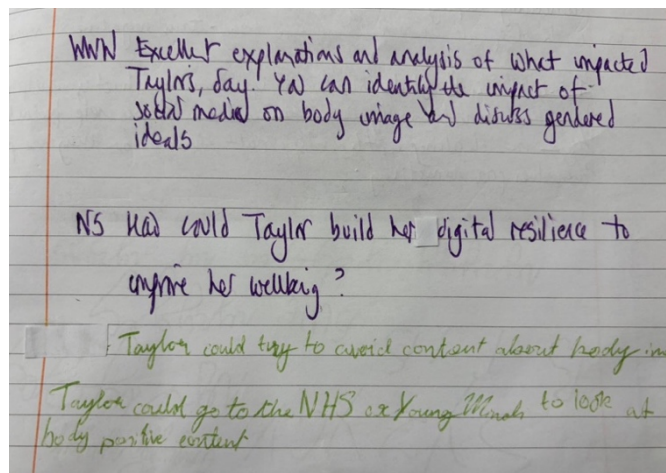
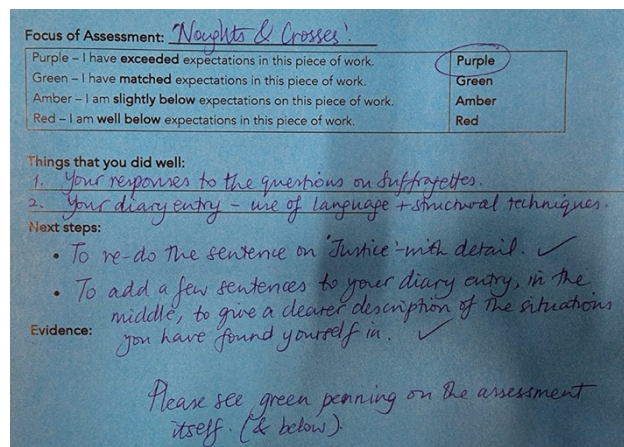
- WWW (What Went Well) – clear recognition of successful elements of the work
- NS (Next Steps) – specific guidance or questions to support improvement, linked to assessment criteria

Next Steps comments must be precise and purposeful. General comments such as "write more clearly" or "make more effort" should be avoided.

Pupils must respond to this feedback in green pen. This response should demonstrate engagement with the feedback and may include:

- answering a follow-up question
- correcting errors
- completing an extension task
- reflecting on their learning
- setting a target for improvement

This process supports a clear dialogue between teacher and pupil and ensures that feedback leads to meaningful progress.



Formal Data Drops

Formal data drops are recorded using the blue feedback sticker and completed in purple pen. Teachers must provide detailed feedback using the blue sticker, and pupils should respond to this feedback in green pen.

Attainment grades from each formal data drop must be recorded on the progress sheet at the front of each pupil's book and tracked in line with the school's Data Drop schedule.

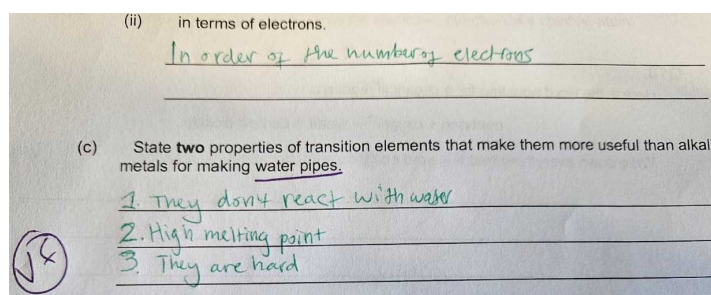
Formative Assessment

Formative assessment takes place continuously within lessons and is used to monitor pupils' understanding, inform teaching, and support immediate progress. This includes strategies such as questioning, live marking, verbal feedback, mini whiteboard work, low-stakes quizzing, and observation of pupil responses. Formative assessment allows teachers to identify misconceptions, adapt their teaching in real time, and provide targeted support or challenge. It is not formally recorded as part of the data drop cycle but is a key part of everyday teaching and learning, ensuring that pupils are supported to make ongoing progress.

Live Marking

As part of formative assessment, live marking takes place during lessons and may be delivered verbally or through brief written comments. It is used to provide immediate feedback, address misconceptions, and support pupils to improve their work in real time.

Pupils must respond to this feedback in green pen to demonstrate that they have understood and acted on the advice given. Where possible, these responses should take place within the lesson, and teachers should check that pupils have completed them before moving on.



When verbal feedback is given, teachers should record this by writing 'VF' in the margin next to the relevant work.

Written live marking may include:

- correcting spellings
- short improvement comments
- extension questions
- prompts to improve work

There is no expectation that every pupil's work will be live marked in every lesson. Teachers should review a small number of pupils' books within each lesson and rotate this across the class over time.

Secondary

The frequency of live marking below is the minimum requirement for each subject at KS3 & KS4:

Subject	KS3	KS4
PE/Sports	No live marking	Once every 3 weeks
Construction	No live marking	No live marking
Food tech	No live marking	Once every 3 weeks
Spanish	No live marking	Once a week
Art	No live marking	No live marking
Science	Once a week	Once a week
Maths	Once a week	Once a week
English	Once a week	Once a week
History	Once a fortnight	Once a week
Geography	Once every 3 weeks	Once a week
PSHE/RE	Once every 3 weeks	Once every 3 weeks
Music	No live marking	No live marking
Business Studies	N/A	Once a week

Primary

Live marking should be evident in pupils' theme books twice per week:

- Once per week within pupils' written work. This should focus on the development of writing skills, including spelling, punctuation, grammar, and sentence construction.
- Once per week in relation to the theme topic (Science, PSHE, History, Geography, RE, SPAG). This should be linked to the specific subject or skill being taught within the theme and used to support pupils' understanding and progress within that area.

Recording Assessment Data

Go For Schools (G4S) is the school's assessment management system and must be used to record all formal assessment data.

Data must be recorded as part of each data drop cycle as follows:

- Informal data drops must be recorded in the informal data drop column within each subject mark book (October, February & May)
- Formal data drops must be recorded in the formal data drop columns within each subject mark book (November, March & June)

In addition:

- Primary theme lesson data should be updated at the end of each week or at the end of each two-week theme cycle
- KS2 & KS3 subjects must complete the half-termly colour-coded learning outcome sections within each mark book on a half termly basis

Where a pupil's progress is recorded as 'red', appropriate interventions must be identified and logged within the relevant subject area on G4S.

Pupil Response to Feedback

When formally assessed work is returned, pupils must be given time to read and respond to teacher feedback. Pupils should complete the relevant section of the blue sticker to demonstrate that they have understood the feedback and acted upon it.

Pupils should have a clear understanding of what they need to do to improve their work and make further progress.

Insufficient Effort

If work demonstrates a significant lack of effort, it should be returned to the pupil. The pupil will be expected to redo the work and resubmit it, with support (if needed).

The original mark must remain recorded. A second mark may be recorded separately but must not replace the original mark.

Peer and Self-Assessment

NRHS encourages the use of peer and self-assessment where appropriate. These activities must be based on clear success criteria or assessment criteria.

Peer and self-assessment should be completed in green pen

Spelling, Punctuation and Vocabulary

Teachers should highlight an age-appropriate range of spelling and punctuation errors, including key subject-specific vocabulary.

- Spelling mistakes should be underlined and marked with 'S'.
- Punctuation errors should be underlined and marked with 'P'.

Pupils should correct the spelling by writing the correct word twice. No more than two spelling corrections should be given per lesson.

