



King's Lynn Academy

Policy:	Marking, Assessment and Homework Policy
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Marking, Assessment and Homework Policy

Principles

KLA operates on the following principles in terms of assessment.

1. Assessment must change teaching. The purpose of assessment is to show what students have learnt and how it is applied. This informs what the teacher does next in terms of adaptive teaching.
2. Feedback must be efficient and actionable. Teachers need to be clear in their feedback, whether verbal or written, giving students a target to work on.
3. Assessment must be aligned to the curriculum. Assessments should be testing what students know and remember.
4. Assessment should be paced and timely. We believe in high quality diagnostic assessment, rather than quantity of assessment.
5. Assessment is much more than marking. It is a dialogue of learning to improve knowledge, understanding and application.

Types of Assessment

There are three essential types of assessment at KLA

1. Live Assessment. This is in class, real time assessment. This focuses on in class responsive checks. This may involve the use of white boards, hinge questions or exit tickets. The purpose of Live assessment is to inform immediate instruction.
2. Formative Assessment – Retrieval and practice. These are planned assessment activities in the lesson. These are designed to strengthen memory (knowledge)| Examples include Do Now tasks at the start of lessons, vocabulary checks, and low stakes quizzes.
3. Summative Assessment – In line with our core principles we focus on 3 assessments per year that are at the end of topics taught. These assessments will involve whole class feed forward, personalised responses, and how knowledge is applied

Effective Assessment including Marking

Marking and responding to pupils' work is an essential element in the assessment of pupils' knowledge and understanding, progress, and the attendant raising of standards throughout our school. It informs and enables staff, pupils and parents / carers to take ownership of learning and to clarify necessary next steps required to further strengthen learning. Providing high quality feedback to pupils on the work they have produced for us is recognised as the most effective way to improve their progress. Every pupil is entitled to be challenged and supported in a manner that addresses their individual needs.

Effective assessment involves precise guidance as to how to improve their work particularly in light of misconceptions that are identified. Pupils should engage readily with this by acting on the feedback they receive. The way in which we respond to pupils' work inevitably communicates signals to them. These signals are likely to affect their own judgements and feelings about their levels of achievement / attainment and the ways in which they are working. All comments and

responses therefore, in whichever form they may take, must be constructive and based upon evidence which the pupil understands and can relate to. The most effective comments will be framed positively giving an example of what has gone well and clearly framing key points for development.

Managing teacher workload is imperative in ensuring that we are prioritising the most important aspects of our role. This means marking should be meaningful and effective, tightly focused on learning objectives, and not marking for marking's sake. The audience for our feedback is our pupils - their progress is the reason we mark. If a pattern of misconception is spotted, a whole class feedback sheet is a useful mechanism to structure future learning and revisit the point or concept causing confusion.

The importance of clear communication of knowledge is paramount. This means that all work is marked for literacy alongside disciplinary content. All feedback is focused on the clarity of response and must model that fluent, accurate language use we want to see in our pupils.

Classwork in books should be reviewed consistently reviewed. This will be responded to by the class teacher with a tick to show that work has been carefully checked or, when relevant, a comment. The comment will be related to the task completed and often provide opportunity for pupils to respond to marking, creating dialogue which should be ongoing.

Notes do not need to be marked. In addition, classwork can be peer or self-marked. However, this should still be checked by the teacher for accuracy and completion. No task should be allowed to remain unfinished – where this has happened it must be challenged and followed-up to ensure all pupils have complete learning histories in their books.

Class teachers must address literacy and numeracy errors using the relevant marking codes. Pupils must correct these as necessary, for example, copying the correct spelling out three times after teachers have marked this with 'sp'. Please see Appendix 1 for the full literacy marking codes.

- Teachers will mark in purple pen.
- Peer / self-assessment will be done in red pen.
- Pupils will respond to teachers' comments in red pen.
- Teacher will mark any feed-forward task or improvement / correction in purple pen.

Pupils' work must be presented neatly with date and title / enquiry question written carefully and underlined to organise their work.

Formal Summative Assessments

KLA requires that data is entered onto the school system at four entry points per academic year. These will be organised by the Head of Faculty according to the best placement of these within the Scheme of Work. Data from these will be entered onto SIMS by the required dates in the school assessment and QA calendar.

The data points are expected to be used as follows

- Data 1 – Autumn term – Teacher assessment
- Data 2 – Mid-Year whole cohort exam results
- Data 3 - Spring term – Teacher assessment
- Data 4 – End of Year whole cohort exam results

For some pupils these will be further reinforced by further assessments where required. Some examples are given below

- Ongoing throughout Key Stage 3 targeted pupils (SEND and any pupils underachieving) complete
- NGRT and spelling tests.
- Pupils receiving catch-up or PPB intervention will have baseline tests and impact tests during their support

Key assessments in Key Stage Three and Four are recorded on Pupil Progress, our tracking system to monitor progress. This is reviewed by the leadership team, and departments are responsible for planning the required interventions either in or out of class.

Where possible, formal assessments will be part of national initiatives such as the PiXL Wave, etc to help standardise KLA attainment with that measured in other schools.

Formal assessments can include:

- GCSE exam questions (or part thereof)
- Controlled assessment pieces
- Formal, detailed responses to questions
- A piece of extended writing

All formal assessments should be clearly identified in the Subject Scheme of Learning. These will be marked in detail, using agreed, relevant mark schemes. These assessments are quality assured. Within Faculties, these assessments are moderated as select pieces are shared and the rationale for a grade discussed to ensure consistency of assessment is achieved, and that pupils' attainment is measured equally across different teaching groups.

Low-Stakes Formative Assessment

Summative data will be accompanied by rigorous low-stakes testing which is planned into the curriculum – and should be used in most lessons as a diagnostic support for identifying levels of concept knowledge and lingering misconceptions.

These can include:

- Short quizzes
- Short responses
- Questions and answers
- Short written pieces

These can be peer or self-marked.

Data is recorded and analysed by individual teachers. This data will be used to address any misconceptions before pupils complete their formal assessments. Each subject can do this in a way of their choice which works best for their curriculum.

Responsibilities

The Class Teacher has responsibility for:

- Marking pupil work as appropriate, including offering relevant feedback, which allows pupils to respond.
- Marking literacy errors and misconceptions carefully.
- Planning relevant intervention, which deals with misconceptions in a timely manner.
- Inputting relevant data onto SIMS and using this to identify pupils' needs and plan future lessons or intervention based on this.

The Head of Faculty has responsibility for:

- Planning formal assessments throughout the year according to when these will be best completed.
- Consider how these will be marked and ensure teachers understand this.
- Organising regular 'low stakes' summative assessment quizzes to ensure misconceptions are addressed before formal assessments.
- Ensuring all members of their Faculty are marking accurately and carefully. This will be through 'light touch' book monitoring, sharing of best practice during Faculty time and formal book monitoring.
- Liaising with class teachers and ALT as necessary if marking is not adhered to. Dealing with any issues from this.
- Planning effective moderation of formal assessments to ensure all teachers mark confidently and accurately.
- Oversee intervention offered by class teachers according to data. Meet with individual teachers to discuss intervention for individuals and the impact of this.
- Plan overall Faculty intervention based on formal assessment data.
- Plan standardising using marked exam pieces (use models from the exam board if possible)
- Ensuring literacy marking is evident in longer writing tasks, using Frayers and Becks vocabulary models as structures for feed forward marking.

The Senior Leadership Team has responsibility for:

- Ensuring that all data is entered on the system in a timely manner.
- Ensuring that data sheets are ready to be populated.
- Liaising with HOF to ensure marking policy is adhered to by all.
- Supporting HOF in addressing any issues regarding marking.
- Oversee and contribute to whole school book monitoring – formal and informal.
- Leading a programme of 'light touch' book monitoring during learning walks.
- Ensuring the marking policy of the school is always up to date and relevant.
- Liaising with relevant staff regarding marking and the impact of this.
- Coordinating and leading formal ALT book monitoring and the collation of data on this. Feedback from this will be given to relevant staff as necessary, including support plans and review meetings.

Our rationale for homework

Homework is independent study that supports and deepens the learning in the classroom. We recognise that independent study is essential in students achieving their potential at the end of their

time at school. Research from the Education and Endowment Foundations Teaching and Learning toolkit cites effective secondary homework as providing, on average, five months additional progress. (EE 2021). Our aims are to -

1. Consolidate learning from lessons through a range of tasks.
2. Create effective independent learners at all ages
3. Raise attainment.

It is essential that departments use homework in the most effective way according to their subject and curriculum. Each department will write a subject specific homework statement, and homework will be set according to each subject's curriculum.

We believe that students should be supported to be successful in their homework by -

- Explicitly teaching independent study skills as part of our curriculum
- Providing meaningful tasks related to the curriculum. Ensuring homework is a part of the sequenced curriculum, not a bolt on activity
- Making tasks as engaging as possible.
- Ensuring that tasks are accessible to all students.
- Setting clear, reasonable deadlines.
- Rewarding students for their independent work.
- Providing the facility at school to do their homework in homework club, with transport provided for those that need it on the late bus.

We support the completion of homework in the following ways -

If independent study has not been completed, we talk to students to find out why. If there are barriers to homework completion we help find solutions.

We communicate with parents to let them know that homework is not being done through Arbor.

We engage students in their learning to ensure that they don't fall behind. Students who are in danger of falling behind in their learning may be given opportunities at school to catch up - for example through homework club.

We organise and monitor homework -

We support teachers, students and parents by using Arbor as our way of communicating homework. This allows -

Teachers to set homework and mark it as complete.

Students to see what homework has been set and organise their time to complete it.

Parents to see what homework has been set and completed, helping them support their children's independent learning.

Appendix 1

This Literacy Code is used when marking for Literacy. The code is written in the margin for the student to correct in red pen.

KLA Literacy Code	
Sp.	Spelling
Cp.	Capital Letter
P.	Punctuation
G.	Grammar
?	Does not make sense
Np.	New Paragraph

Pupils must complete their corrections in red pen

- **Sp:** incorrect spelling

This must be re-written correctly three times and then in a sentence which places the word in correct context.. Teachers must use their professional judgement to decide which / how many words to select in the case of lower ability pupils who may have several incorrectly spelt words. For example, select high frequency words.

- **Cp:** to indicate capital letters are missing or used incorrectly
- **P:** to indicate punctuation is missing or incorrect

Pupils must add or correct the missing punctuation. If they are struggling with the specific type of information, provide some guidance or examples of these used correctly.

- **Np:** to indicate a paragraph must be used

All written work must be organised into clear paragraphs. Pupils must read through their work again and place // where they think paragraphs should be used.

- **G:** to indicate where grammar needs amending.

Because we know that marking and feedback needs to be designed to fit the needs of teachers in each discipline, we have developed individual schemes underneath the broad umbrella of the overarching school policy – these are outlined below in these appendices.