



THE CITY OF
LEICESTER
COLLEGE

Assessment & Feedback Procedure 2024 - 2025

Approved by: Head Teacher Date: 29/01/2024

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Next review due by: January 2025

Head Teacher Signature: *K Vernon*

Assessment at The City of Leicester College

Successful assessment helps students to embed and employ knowledge and helps teachers in producing clear next steps for improvement. Assessment is a key part of our curriculum intention and should be implemented consistently to understand what impact the teaching has had. When considering staff workload, assessment should be purposeful, focused on key knowledge and skills and used to inform teaching.

Feedback has many forms: verbal, written, formative, summative, peer assessed, self-assessed, teacher-assessed, in class work, homework, formal and informal. Effective feedback is specific, is regular and gives students the tools to improve their work.

Key assessment and feedback guidelines:

- Use WWW/EBI to give focused feedback on a specific task.
- Work that requires written feedback is identified; we are not expecting teachers to mark students' notes in exercise books.
- Students uplevel their work.
- Scores/percentages can be shared.
- Grades (i.e. GCSE predicted grades or GCSE grades on work) are not used until the second half-term of Year 9 and only when the evidence is robust.
- Use the literacy marking codes to ensure consistency of understanding and promote literacy in all subjects.
- When a student has exam concessions, these are adhered to in all assessments.
- If it is a substantial and consistent assessment, marks should be recorded on an electronic spreadsheet.
- Teacher to mark in green or purple ink.
- Student to uplevel, document whole class feedback, peer-assess and self-assess in red ink.

Literacy Codes:

Abbreviation	Meaning
P	Punctuation error
Sp	Incorrect spelling
Gr	Incorrect grammar
//	Start new paragraph
^	Omission – something missed out
Cp	Capital Letter
?	Meaning unclear
Te	Incorrect tense