

# ASSESSMENT & FEEDBACK POLICY

Approved by T&L Committee on:	4th December 2025
Next review date:	October 2027
Signed by Chair of the Committee:	

## Assessment

### The role of assessment in the curriculum

We use assessment to infer how much students know, remember and can do of the intended curriculum in each subject.

We use assessment in two ways:

1. **Formative assessment - The purpose is to improve student performance.** It finds and fixes errors, mistakes and misconceptions with quick, course-correcting feedback. It is most effective in small curriculum areas and is best done as close to the point of performance as possible, when teachers and students can respond.
2. **Summative assessment - The purpose of summative assessment is to prove student performance.** We use it to compare students' performance to judge how far they are progressing in the curriculum.

We aim to balance our use of these two types of assessments, so that formative assessment gives students a 'daily diet' of feedback, whereas summative assessments happen only twice a year in all Key Stages (with the exception of Year 9, who have one a year). We spend the majority of the time on formative assessment and responsive teaching as this reflects its potential impact on student outcomes.

### Whole School Approach to Assessment:

#### Formative Assessment

- All work produced by students - including verbal contributions - will be used by teachers to assess the learning that has taken place in a multitude of ways; a 'daily diet' for students.
- Teachers should plan many 'teachable moments' which 'hunt' for misconceptions so that they can be caught and corrected.
- Teachers will use a range of methods (within the 6Rs) to regularly check for understanding.
- This supports student self-regulation through regular reflection on and response to their own performance.
- 'Data' from formative assessment is held by teachers in a 'messy markbook' and discussed regularly in department meetings.

#### Summative Assessment:

- For most subjects, summative assessments will take place twice a year (except Year 9, as stated above).
- They will assess the curriculum cumulatively up to that point in the Key Stage.
- They will be sat in timed, unseen exam conditions, which are standardised (the same for all students) as far as possible (especially when in classrooms).
- For carousel curricula (where students rotate around areas within a subject - e.g. PE or Design/Food Technology), this may not be possible until the end of a year/Key Stage.
- Students' access arrangements must be in place and staff liaise with the Exams/Inclusion teams. Timings must allow for extra time.

- At KS4/5 the nature of assessments should reflect the nature of final assessments in each subject and will include GCSE or A Level past paper questions.
- At KS3 the nature of assessments will be aligned with the curriculum and may include a range of assessment types, which aren't reflected in their final assessment in later Key Stages (e.g. will not include GCSE questions or marking criteria).
- Summative assessments will be given a % score, which will be reported in tracking reports.
- At various points in each Key Stage, these % will be converted into an attainment grade (at KS3 - Mastering, Working Towards Mastering or Beyond Mastery, at KS4 9-1 and at KS5 A\*-U).
- Summative assessments allow us to compare students' performance and report their progress (via a green/yellow colour) on tracking reports.
- Grades should not be provided (beyond a rough guide from teachers to students) at other assessment points.
- For subjects who have a heavy practical weighting, summative assessment %s may reflect and include marks from ongoing practical assessment.
- For BTEC subjects, the % reported may reflect completed NEA, modular exam results or a combination of both, depending on where tracking reports fall in the year.
- Where practical or NEA marks are included in a tracking report %, they must be sufficiently complete and moderated to ensure consistency in this data.

## **Feedback**

Feedback is essential to learning and a powerful pedagogical tool that can:

- double average student progress (Hattie)
- increase learning by eight months (The Sutton Trust)
- help lower achieving students most (Wiliam)

The fundamental purpose of feedback, like anything else, is that students are able to do it increasingly well, without support. Feedback builds self-regulation and self-efficacy. Repeated and revisited feedback should encourage students' metacognition; to plan, monitor and evaluate their own work, so they can close their own gaps in the future. This requires careful teacher explanation, modelling and review, which involves students becoming increasingly independent, where teacher feedback is faded over time. "It is more important that feedback improves the student, than improves the task." (Wiliam)

Feedback should largely focus on finding and fixing common errors and misconceptions from formative assessment. Summative assessments should be marked to provide a percentage. Providing detailed feedback on summative assessments is not the most efficient way to change individual student performance. Students will receive summary, whole class feedback, which will shape their future practice.

### **How we feed back:**

Feedback on formative assessment will be:

- frequent
- specific (an action - e.g. redraft, redo, repeat, respond, re-learn)
- on a narrow area
- referenced with several (not just top) model answers
- followed by prompt practice (applied in new contexts, not just correcting that work)

- free from grade references (which negate feedback)
- given and reviewed in the context of previous feedback (to feed forward)
- done with students (self is more effective than peer), engaging them in their own performance and future self-checking and regulation.

*“The only important thing about feedback is what students do with it” (William).*

Teachers should regularly provide feedback, but are not expected to respond to every piece of work. Feedback takes many forms and should balance these types (e.g. verbal, written, whole class, individual etc.). Whilst individual written feedback can be effective, often, the time it takes delays feedback being responded to, which reduces its efficacy. Therefore teachers should use a range of methods which reduce workload and increase impact; ‘mark’ less and feed back more.

*“What we know, from all the research, is that the real time moments, live in the classroom, matter so much more in terms of anticipating, avoiding and correcting misconceptions. Even if you gave written feedback after every lesson, which is just not possible, but if you did, it would still not be as good as responsive teaching.” (Harry Fletcher Wood.)*

### **Quality Assurance of Assessment and Feedback**

#### **Quality Assuring Formative Assessment**

Formative assessment will be quality assured in the following ways:

- Lesson visits during Curriculum Reviews by Subject Leaders, TLR holders and SLT Line Managers
- Student voice (including during lesson visits)
- Work scrutiny, including as part of Curriculum Reviews - where possible in discussions with students and their work
- ‘Messy markbook’ reviews and discussions in department meetings with Subject Leaders
- Subject Leaders will direct teachers on how best to record this in ‘messy markbooks,’ which can take many forms.

#### **Quality Assuring Summative Assessment**

- Assessment creation will be reviewed regularly (e.g. through RSL meeting agendas) to ensure they are fit for purpose (e.g. sufficiently cumulative).
- The marking of summative assessments must be moderated and standardised before they are reported in tracking reports. This must include any NEA (non-examined assessment - coursework) which is included.
- Moderation is scheduled routinely throughout the school calendar so that departments can spend the required time to ensure results are robust.
- The results of summative assessments will be recorded/monitored by the Subject Leader (e.g. through shared markbooks) as well as reported in tracking reports.
- Summative data will be reviewed by Subject Leaders and TLR holders with SLT line managers and through RSL with SLT for Year 11 and KS5 and the HoY at Years 7-10.

#### **Quality Assuring Feedback**

Evaluation of feedback will be framed around three key questions and monitoring will take place in the same ways as QA for formative feedback (above).

1. Do students know, remember, understand or can do more as a result of the feedback?
2. Is this sustained, so mistakes, errors and misconceptions lessen over time, rather than being repeated?

3. Is this, in part, because students are more able to self-regulate feedback; by spotting and correcting mistakes and errors independently?