



Carre's Grammar School
part of the Community Inclusive Trust

Assessment and Feedback Policy

"Feedback is one of the most common features of successful teaching and learning. It aims to reduce the gap between where the student is and where he or she is meant to be"
(John Hattie 2012)

AIMS OF ASSESSMENT, RECORDING AND REPORTING

- Raise the achievement of all students;
- Enable students to become confident and effective learners who understand how they can develop and who take responsibility for their own learning;
- Provide opportunities for students to retrieve their knowledge and apply it in relevant contexts;
- Ensure that students, staff, parents, governors and trustees are informed of the academic progress of all students.

Assessment is an integral part of the learning process. Teachers use assessment to:

- provide opportunities for improving specific skills through deliberate practice and retrieving knowledge so that it becomes stored in students' long-term memory;
- encourage a dialogue between teachers and students which aids learners to develop their work and ideas further;
- direct future planning and learning whilst fostering an environment where learners are motivated in class, confident in the tasks they undertake and resilient with challenging tasks.

ASSESSMENT

Types of Assessment which will be undertaken:

Formative (This is assessment **for** learning) - used frequently, either formally or informally, to determine what a student can do. This evidence will be used to adapt teaching to meet the students' needs. Formative assessment can take place as an on-going process and may, or may not, leave any written record. Formative assessment should encourage students to become reflective learners and help teachers respond to students' learning needs. Peer and Self-assessment should be encouraged alongside teacher/student dialogue which focuses on strengths and areas for development. Formative assessment places students at the centre of assessment.

Summative (This is assessment **of** learning) – used to draw conclusions at key points in time, or at the end of a unit of work. This will include formal internal and external examinations. This will be a major factor in (i) making decisions about Indicative grades and, where appropriate (ii) Target Setting. The data will be used to inform student groupings and to make judgements on attainment in relation to Learning Pathways and targets.



Methods of assessment

Assessment is an ongoing process. It will occur in day-to-day situations, as a result work done in class and at home, but also through formal tests and examinations. A variety of methods may be employed to ascertain a student's progress, including:

- Observations obtained through teacher-led discussion, questioning, mini whiteboards and other techniques;
- Practical assessments;
- Verbal responses in class;
- Homework;
- Student self-assessment and peer assessment, which is only possible when they have a sufficiently clear picture of the targets that their learning is meant to attain;
- Low stakes/ high impact 'quizzes' to identify misconceptions, understanding and knowledge and then guide future learning;
- Written tests and exams marked by the teacher.

The method to be employed, in any particular circumstance, will depend on the purpose of the assessment and the decisions to be taken in the light of the results that are obtained from it.

There is an annual formal assessment period (usually a week for KS3 and two weeks for KS4/5) for each year group and departments are expected to set an examination which determines a student's progress over time and helps students prepare for external examinations.

MARKING AND FEEDBACK

AIMS OF MARKING AND FEEDBACK

- To ensure all students are provided with, and act upon, regular feedback to help them reach their full academic potential, demonstrate their progress and move learning forward;
- To establish a consistent approach to the way we feedback on students' work so that students feel their work is valued and have a clear understanding of how well they are doing;
- Develop self-assessment of learning;
- Close the gap between current and desired performance;
- Encourage positive motivation and self-esteem;
- Maintain high standards of literacy, numeracy and oracy.

The more immediate the feedback the greater the impact and students should be given the time to respond to feedback. Each subject area has an Assessment, Marking and Feedback protocol which provides consistency in their subject area and allows for individual subject needs.

Methods of Marking and Feedback

Teachers are encouraged to make use of:

- Department templates which direct the feedback and suggest next steps for learning;
- Time-saving, clear subject specific marking proforma;

Feedback might contain a comment on what the student has done well in the piece of work, or over pieces of work (within the 6-9 lessons) and a target/area for development. Students should be given the opportunity and encouraged to review and reflect on their work. Whilst this work does not have to be graded, if grading is used it should be based on the following systems:

- o For KS3: Attainment descriptor (e.g., P+, P=, or P-)
- o For KS4: grades 1-9 (or D*, D, M, P)
- o For KS5: A*- U (or D* - P)

Where appropriate to inform learning, sometimes percentages and raw scores could be used, and errors in literacy should be highlighted.

We are all teachers of literacy, and numeracy and oracy. The quality of both students' and teachers' language use are significant determinants of progress. Spelling, punctuation and grammar errors should be highlighted in key identified sections of text. Subject teachers should take responsibility for teaching the meaning, use and spelling of key subject vocabulary and look to correct or promote its use.

Subject teachers should also be aware of student reading ages and SEND and adjust their approach to marking and assessment accordingly, particularly where this is highlighted in a student's learning profile.

The use of the literacy marking key is expected for work in English (the Modern Foreign Language departments have adapted versions of this):

Ex	There is an error of expression
H	Your handwriting is difficult to read
Sp	There is a spelling error
P	There is an error in punctuation
/	A new sentence is needed
//	A new paragraph is needed
LP	Learning Pathway
T	Target

Numeracy misconceptions should be anticipated, and errors corrected.

HOW WE MEASURE AND REPORT PROGRESS

National data sources such as Year 6 SATs results, and FFT Aspire are used to establish estimated outcomes that are used internally to measure progress of students in Key Stages 3 and 4. These are department specific and aim to ensure progress measurements are realistic but challenging. Progress is typically measured against FFT20 estimates.

At Key Stage 5, students in Year 12 and Year 13 are set targets using a Level 3 Value-Added Approach which measures progress using their GCSE average points score as their starting point.

The whole school assessment, recording and reporting schedule indicates when each Year groups' progress will be monitored against estimated and target grades. There are commonly 3 data collection points per academic year plus an examination. SISRA will be used to monitor key findings/trends. The data from SISRA will be used in student progress meetings (teacher level), QA meetings (Subject leader level) and Leadership Meetings.

Attainment grades are reported to parents in the form of indicative grade outcomes in Key Stages 4 and 5 along with effort and concern codes.

At Key Stage 3, attainment in the form of an attainment descriptor is reported (see below) along with effort and concern codes. These attainment descriptors are aligned with possible GCSE outcomes as follows:

Possible GCSE Grade outcomes		
Attainment Descriptor	Abbrev.	GCSE
Exceptional	E	9-8
Proficient	P	7-6
Core	C	5-4
Foundation	F	3-1

In practice this means...

Subject Teachers will:

- Implement the departmental protocol for Assessment, Recording and Reporting
- Monitor each student's attainment and progress against internal targets
- Amend internal target grades as appropriate to maintain challenge and aspirations;
- Conduct Formative and Summative assessment to enable learning progress and reporting;
- Keep records of all tests and assessments (in a mark book or by other appropriate means) to enable tracking, identification and reporting of progress and attainments for groups and individuals;
- Input results/levels and grades into Bromcom at tracking points throughout the year;
- Input effort grades and concern codes at the same time. Effort grades allow parents, tutors, Heads of Year and the senior team to monitor students' focus, participation and commitment to their learning;
- Use appropriate intervention when a student's progress falls below expectations;
- Recognise levels of progress in a lesson and use school systems to reward and celebrate that progress;
- Prepare for and attend departmental meetings as per the meeting calendar to discuss the progress of students against their estimated and target grades;
- Attend parents' evenings, to give parents the opportunity to discuss their child's progress;
- Provide verbal and written feedback regarding progress and attainment using whole school assessment systems (and avoiding the use of any alternative non whole-school assessment scales/codes or attainment/effort grades).
 - Key Stage 3: Attainment descriptors
 - Key Stages 4 & 5: GCSE and A level grades (and vocational grades)
 - All Key Stages: Effort grades in line with reporting values and concern codes.

Subject Leaders will:

- Review annually the department protocol for Assessment, Reporting and Recording ensuring it remains fit for purpose;
- Monitor the implementation of the department protocol for Assessment, Reporting and Recording supporting and challenging colleagues as appropriate;
- Monitor the progress of students, classes and key groups of students within their department using the MIS and SISRA and conducting departmental meetings to aid this;

- Maintain records of assessments to identify trends and patterns in department attainment and achievement;
- Meet regularly with their leadership links to discuss the attainment and progress of pupils, recent tracking data and the intervention in place within the department;
- Meet at least once a year with the Head of School and Leadership link to discuss the results of external examinations;
- Check marking of student work is completed in line with the agreed departmental protocol, by conducting department work scrutiny:
 - by looking at students' work during lesson observations
 - during other department quality assurance activities.
- Templates are available to help collect this information in each subject's QA workbook.
- Ensure that the department has a coherent and consistent approach to marking and feedback and that it is applied by all department members;
- Create planned opportunities to moderate and standardise key assessments to ensure departmental consistency;
- Ensure the whole school marking and assessment protocol and policy are fully implemented, and address any issues where necessary.

Tutors will:

- Discuss current progress and targets with each student in Progress Review meetings.

Heads of Year will:

- Organise progress reviews to enable student reflection, praise and tutor interviews
- Reward student progress in reward's assemblies, through progress letters and in progress reviews
- Conduct progress meetings with parents where needed

Senior Leadership will:

- Meet regularly with subject leaders as part of the QA process to discuss the progress of students, recent tracking and the interventions in place;
- Keep up to date with their link departments' results in external examinations;
- Take a role in the Quality Assurance/ deep dive schedule;
- Sample books and/or folders as per the school Quality Assurance programme;
- Provide support and further monitoring for those departments not meeting the required standard;
- Review tracking data as a leadership team.

The Deputy Headteacher (Curriculum) will:

- Use the KS2 results, CATS results (where used) and National Data sources as a basis for establishing the baseline in all subjects;
- Generate internal estimates for Year 7-11 using data from FFT Aspire;
- Ensure the data at each tracking point is entered into SISRA and that subject leaders have sufficient training on its use;
- Oversee the tracking system in Bromcom and SISRA reporting to the rest of the senior leadership as necessary;
- Run staff training (as necessary) on the reporting process;
- Keep the Local Governance Tier informed of outcomes of interim assessments and external examinations;
- Ensure the Assessment and Feedback Policy is up-to-date each year;
- Generate the timetable for assessments, tracking, Parents' evenings each year for the school calendar;

- Analyse in school data to ensure groups of students (disadvantaged/SEN/Service children) are making appropriate progress;
- Produce an analysis of external assessments for publication on the school website and in the school prospectus.

The Assistant Headteacher (Teaching and Learning) will:

- Ensure the marking and feedback element of the Assessment and Feedback Policy is up to date each year;
- Keep themselves apprised of evidence-based research on best practice marking and feedback;
- Plan, schedule and oversee delivery of training for staff of all levels of experience on marking and feedback best practice;
- Support departments in the construction of their marking and feedback policies and their reviews;
- Use student voice activities to ascertain the effectiveness of the school policy and departmental protocols.

The Local School Board will:

- Monitor standards within the school;
- Invite subject leaders to attend Local School Board meetings discuss standards within departments.

Agreed by SLT June 2026

Next Review date: June 2027 (annual)