



# Assessment and Feedback Policy

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## **1. Purpose and principles of Assessment**

**‘Effective feedback, whether it be written or verbal, should move the learning forwards. ‘Comments should identify what has been done well and what still needs improvement, and should give guidance on how to make that improvement...to be effective, feedback should cause thinking to take place.’ Working inside the black box, Black et al {2002}**

Assessment is an integral part of the teaching and learning process, informing planning to meet the needs of all learners and used to set aspirational targets. Summative assessment informs all stakeholders of individual pupil progress and development needs at key points in the curriculum. The majority of assessment carried out is formative and happens regularly throughout lessons.

Both summative and formative assessment informs planning and initiates a vital dialogue between learner and teacher (and learner and learner) so that students understand how to take the next steps to make progress.

As a school we understand that it is not feasible or beneficial for all feedback to be ‘evidenced’ or ‘recorded’. A guiding principle should be that feedback allows students to improve and causes thinking and learning to take place. Effective feedback could therefore take other forms, including verbal (ie. in response to oral contributions or whiteboard work).

### **1.1 Purpose of Assessment:**

- To ensure classroom teachers are fully aware of students’ capabilities via appropriate assessments, to inform planning and match work to their needs.
- To ensure assessment for learning strategies are used in everyday lessons to ensure pupils are able to take ownership of their learning
- To report on current progress and future targets
- To analyse standards within school, to minimise in-school variation, compete with national norms for good progress
- To evaluate the performance of teachers as leaders of learning
- To identify learning challenges in order to improve groupings, create interventions and motivate students for success

### **1.2 Assessment Principles**

#### **Principle 1 - Assessment improves teaching and learning**

Formative assessment should be used to check student understanding of key concepts and knowledge at key points, and then to inform next steps in the classroom (including adapting teaching to address error and misconceptions), and to inform medium to long term curriculum planning.

Summative assessment should lead to high quality feedback. Research from the Education Endowment Fund shows that the effect size (months gain) from quality feedback and metacognitive strategies compares very favorably with other, often more costly, interventions.

Assessment enables us to have the highest expectations. If a child performs ahead of expectations we should:

- Stretch further
- Check setting/grouping
- Look to further enrich

Assessment enables us to address needs. If a child performs below our expectations we should

- Identify whether there are specific weaknesses
- Check the child's motivation and look for wider issues
- Review teaching approach- individually and as a department

### **Principle 2 - Assess the right things at the right time**

- Assessment should cover content, skills and knowledge taught in the relevant section of the course
- Teachers should use the information gained and lessons learnt from assessment (formative and summative) in a timely way
- Departments should deliver schemes of learning concurrently so that summative assessment:
  - is common across all teachers delivering the course; can be moderated
  - gives an accurate and robust picture of where the whole cohort is at and where intervention needs to occur

### **Principle 3 - Assessment should enhance the cumulative accretion and reflection on knowledge**

- Where appropriate, assessments should be closed book
- Assessments should have a synoptic section or element which includes aspects from earlier in the course (at least half a term- often much more) to prepare students for the independent work and revision needed at GCSE
- assessment should allow for spaced repetition: pupils need to recap work on a constant basis through retrieval practice to help them remember. AFL techniques and formative assessment should be used to check on learning and previous content from knowledge organisers.
- period 6 is used in Y11 for the purpose of enhancing spiral/spaced learning, for example,
  - through the use of exam questions and 'walking, talking' activities
- topic tests are used at KS3 and KS4 to enable spaced learning
- literacy should be enhanced through building in key word and definitions test on a regular basis

### **Principle 4 - We need to model what we are looking for**

- Models, assessment criteria and WAGOLLS are used to ensure staff and students understand what an answer looks like at different grades
- Parents are supported in understanding the requirements of the course to support the child's learning
- A common language of assessment and feedback is used across department

## **2. Use of Assessment data**

The school will:

- Use previous attainment data from primary schools and our own assessments to enable aspirational target setting
- Assess and track student progress each half term to identify any need for support and challenge.
- Promote the use of assessment as an essential tool for learning; including regular use of formative, peer and self-assessments
- Share good AFL practice and ensure students are provided with the big picture and an overview of learning each half term.
- Through line management structures, ensure all departments follow the agreed guidelines using assessment data within departments to plan, monitor and intervene to improve student progress in their subject area

- Support all departments in meeting the school set targets
- Regularly report to parents through the reporting cycle, parent consultation evening and our school website
- Use assessment data at GCSE to identify students (as per school priorities) for support and intervention
- Ensure students have timely and appropriate opportunity to respond to feedback and ensure they know where they are now and what they need to do to improve

### **3. Evaluation of Assessment Processes**

- Senior and middle leaders regularly evaluate the procedures and processes for assessment, recording and reporting, and ensure that assessment strategies are used effectively for the benefit of learners.
- All staff are involved in rigorous quality assurance procedures interrogating assessment data to inform departmental planning to raise student progress and attainment
- Senior and middle leaders consult with students and teachers to evaluate the impact of assessment

### **4. Assessment and Feedback in Practice**

- Assessment and feedback is planned and completed following the principles of ‘manageable, meaningful and motivating’.

#### **4.1 The principles of ‘manageable, meaningful and motivating’**

##### **Manageable**

The nature, depth and frequency of assessment and feedback, particularly in relation to student books and summative assessments, should not be burdensome. It should take into account staff and student well-being and workload, as well as the effectiveness of A&F practices and the demands of curriculum content.

The number and frequency of summative assessments has been reduced accordingly, and less emphasis placed on the traditional ‘marking’ of books (ie acknowledgment marking, identifying and correcting day to day errors, commenting on class work). However, it remains part of a teacher’s professional responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students’ books, beyond those found in summative pieces. This can be done through:

- live marking and checking during lessons
- periodic book samples/checks

Errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet. However, it is understood that not all ‘errors’ can be identified or corrected in books.

Exercise books and folders should be maintained at a high standard of presentation – it is a teacher’s responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

##### **Meaningful**

- Work that is assessed in depth, particularly check point assessments and summative assessments,

should allow the teacher to identify and address any gaps in learning and understanding.

- Meaningful feedback should also facilitate student progress: identifying what has been done well, what still needs improvement, and provide guidance on how to make that improvement.
- Feedback should allow individual students to understand how they can improve and progress.

### **Motivating**

- Feedback should help students make progress and this does not always mean detailed comments.
- Verbal feedback, live assessment, peer and self-assessment should also be used as a way of encouraging students to review their work and ensure students take pride in their work.

## **4.2 Forms of Assessment and Feedback**

- **Summative Assessments** – Mid and End of Year exams. To be fed back in detail, as per existing non-negotiables, and with individualised targets for improvement
- **Check-point assessments** – half-termly (or by topic depending on structure of planned curriculum). These may be summative at the end of a unit/half-term or formative within a unit/half-term. Check-point assessments to be fed back in detail, as per existing non-negotiables, and with individualised targets for improvement
- **Learning Checks** – these should be planned for key learning moments in a teaching sequence and focus on misconceptions/errors. They should be a regular feature of lessons – we expect to develop teacher expertise so that these can be completed live in lesson, more regularly, with minimum extra workload, and then feedback and acted upon in the next lesson.

## **4.3 Formative Assessment**

The majority of assessment and feedback at Sale High will be *formative assessment*. As well as providing immediate and impactful support to students, formative assessment supports staff well-being and reduces workload.

Formative Assessment can take the form of low stakes quizzes and tests, live marking, whiteboards, exit tickets, cold-call questioning etc. Staff will use the information gathered from formative assessment within lessons to adapt their teaching:

- During teaching – in-lesson adaptations such as redefining tasks, re-teaching concepts, providing extra support, choosing not to move on until understanding is secure
- Post/Pre teaching – using knowledge gained from formative assessment to make short and medium term changes to schemes and lessons

Where common misconceptions are identified in lessons through formative assessment and/or live checking of work:

the teacher will make a direct intervention and adapt the lesson to address the misconception  
OR

Complete a **Learning Check** (whole class feedback) slip and address the misconception next lesson

#### 4.4 Summative Assessment

The school has a schedule for *summative assessments* at KS3 and KS4.

At KS3 this takes into account the different weighting of curriculum hours in core subjects, and medium and low frequency non-core subjects.

Feedback from summative assessments should be detailed and provide clear guidance to individual students on how they can improve. Students should be given time to act upon this guidance, supported by teachers.

#### 4.5 Minimum Assessment Requirements

There is a minimum expectation of assessment opportunities in each subject, which is proportionate to frequency of lessons. Subjects are divided into core, medium frequency and low frequency.

##### Frequency of lessons 2025-26

K S 3	English	Maths	Science		Geography	History	MFL	PE	D&T		Drama	ICT	Music	RE	Art
7	8	8	7		3	3	4	4	3		1	2	2	2	2
8	8	8	7		3	3	4	4	3		2	2	2	2	1
9	8	7	8		3	3	4	4	3		2	2	1	2	2
	Core				Medium Frequency						Low Frequency				

The following sets out minimum assessment requirements according to frequency, but the exact quantity and timing of assessments should be agreed between Middle Leaders and their SLT line managers:

All KS3	<b>Two summative exam assessment windows</b> Mid-year – early Spring 1 End of year – Summer 2
KS3 Core	<b>One check-point assessment per half-term</b>  <b>Learning Checks (WCFB) should be a regular feature in books/lessons</b>
KS3 Non-core (medium frequency)	<b>One check-point assessment per half-term</b>  <b>Learning Checks (WCFB) should be a regular feature in books/lessons</b>
KS3 Non-core (low frequency)	Form of assessment to be agreed by ML with SLT. For example:  <b>Low stakes knowledge test each half-term</b> (ie multiple choice, one word answers) <b>OR</b> <b>In creative/practical subjects, a holistic assessment over multiple lessons</b>  <b>Learning Checks (WCFB) should be a regular feature in books/lessons</b>
All KS4	<b>Two summative exam assessment windows</b> Mid-year – early Spring 1 (Spring mocks) End of year – Summer 2 (Winter mocks)

All KS4 Subjects (except non-GCSE)	<b>Two check point assessments per half-term</b>  <b>Learning Checks (WCFB) should be a regular feature in books/lessons</b>
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#### **4.6 Assessment and Feedback Non-Negotiables**

All mid and end of year assessments, and checkpoint assessments, should be assessed in detail by teachers, with carefully planned feedback that allows individuals to understand what they have done well and how they can improve.

In order to ensure the highest standards of assessment and feedback, and to maximize the impact of feedback, the following non-negotiables must be applied:

- assessments are individually dirt marked (where appropriate to subject) and students are provided an opportunity and time to respond/act upon this in a meaningful way
- individual students' assessed pieces are marked for literacy, with errors identified and/or corrections made (although over-correction can be overwhelming for students)
- feedback can be supported by whole class feedback sheets
- feedback should identify a student's strengths and/or what they have done well
- feedback should clearly identify where an individual student needs to improve and/or what knowledge/understanding/skills they need to develop
- feedback should be differentiated to meet the needs of different learners
- whole class feedback sheets are not 'fixed' documents - they are informed by marking of students' work (ie targets should be adjusted for each class)
- staff assess and feedback in purple pen; students respond and act upon staff feedback in green pen

DIRT (Directed Improvement Reflection Time) marking is an integral part of our approach to assessment and feedback. DIRT marking can include or take the form of:

- Questions at the end or within the body of a student's work
- Sentence starters - at the end or within the body of a student's work - that students have to complete to develop and enhance their work
- Specific tasks directly arising from and related to areas of improvement from the assessed work (ie. redraft a section using...; find 3 examples of...and replace with...; find 3 places where you could add...)

Students must be given ample time to respond to and act upon DIRT.



## 5. What we expect to see in books

Exercise books and folders should be maintained at a high standard of presentation – it is a teacher's responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate

We are developing a disciplinary approach to assessment and feedback, but there are minimum expectations for all subjects:

- KS4 Assessment trackers stickers on front of books
- a curriculum over view sheet with details of the year's assessments
- green pen work is frequent and prevalent
- evidence of frequent formative assessment – purple pen, peer/self-assessment, learning check slips on green
- feedback and green pen actions from summative assessments and check-point assessments

### 5.1 Green Pen work

Students should be supported to engage with their own work, and to review and improve that work in the classroom. 'Green pen work' should therefore be a regular and significant feature of students' class work, and be **prevalent** in students' books. Green pen work could include:

- student responses to DIRT marking (although extended writing does not have to be completed in green)
- self-correction and improvements, including SPAG and literacy
- self-addition and enhancement – for example, following completion of a class task, during the sharing of ideas/responses students add their peers' ideas/comments to their own work
- copying out correct spelling corrections
- writing down a teacher's verbal feedback
- annotation of WAGOLs and modelled answers
- any self or peer assessment activities

## 6. Disciplinary Approach to Assessment and Feedback

Subject leaders are best placed to judge what should be assessed, when and how. Subject leaders work in conjunction with their SLT line managers to plan a programme of assessment that assesses the right things in the right way at the right time, ensuring approaches to feedback are effective and consistent with the school's minimum expectations of frequency, and the A&F non-negotiables.

Where the preparation for, sitting of, and feedback from a mid or end of year summative assessment may impact curriculum time, middle leaders are empowered to consult with SLT line managers and agree whether an additional check-point assessment in that half-term is required or beneficial to students. In some cases it may be agreed that the next checkpoint assessment will spiral or refer back. For example, where learning in Spring 1 is impacted by the completion of summative Mid-Year exams, the ML and SLT line manager may agree that the Spring 2 checkpoint assessment will include coverage of the learning from Spring 1.

## **7. Reporting of Assessment Data**

### Key Stage 3:

Summative testing (mid and end of year exams) occurs twice a year. Results are reported as a percentage, alongside contextual information such as average class and year group %.

### Key Stage 4:

We report a 'working at' and 'predicted' grade at KS4. This is informed by checkpoint assessments and two opportunities to take GCSE style exams, in our mid and end of year examination series.

## **8. Assessment and Feedback for Literacy**

Each subject has developed their own Disciplinary Literacy Strategy. It is the responsibility of teachers to be aware of their subject's agreed approaches, and for middle leaders to quality assure the implementation of these approaches within their subjects.

Core principles:

- Promoting good literacy is a whole school priority; all subjects should promote the development of reading and writing and should be involved in its assessment.
- Students should be guided to ensure they use correct spelling, punctuation and grammar across subjects and write clearly and fluently.
- Assessment and feedback should promote better literacy

Each department has to demonstrate how these principles are met in agreement with their line manager. For example, in English, there is a weekly focus on an aspect of literacy: staff use purple pen when circulating the class identifying errors for students to address. Quality assurance by SLT ensures that this literacy marking is impactful.

Feedback on check point assessments and mid and end of year examinations must include a literacy focus, including direct feedback on scripts and/or through incorporation on whole class feedback sheets. A literacy focus could include definitions, spelling or correct usage of subject vocabulary, or common literacy errors across a class.

It is a teacher's responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in assessments. This can be done through:

- live marking - monitoring students' work during lessons
- periodic book checks

These errors should be addressed appropriately, whether through direct teaching intervention, written correction, verbal feedback, or whole class feedback. However, it is understood that not all 'errors' can be identified in books.

### **8.1 Cross Curricula Assessment Codes for Literacy**

As a minimum, all subjects should use the following literacy 'marking' symbols or annotations when assessing and feeding back on written work:

Code/Annotation	Explanation	Guidance
//	Paragraph break needed	
sp and circle/underline	spelling error	It is good practice to write out the correct spelling in the margin, and for students to copy correctly 3 times. As a guide, in one piece of work limit this to 2-3 key or recurring spelling errors
circle	incorrect or missing punctuation	Sometimes it will be more appropriate to insert the correct punctuation with purple pen, or to circle multiple examples of the same error
exp and double underline	Rephrase or improve expression	This will generally relate to a phrase or sentence within a piece of writing.

Some subjects may need to add to these feedback codes to meet the specific needs of their subject – for example MFL may have additional codes relating to tense or conjugation. Any additional codes should be specified in a subject's disciplinary literacy policy.

## **9. Helping students prepare for assessments**

Revision materials, including knowledge organisers, will be posted on Satchel 4 weeks prior to an assessment/examination period. Staff will embed revision in lesson time, modelling and exemplifying revision. In addition, assemblies and form time will focus on revision techniques and strategies. Parents will be invited to attend information and advice evenings where revision techniques will be shared, and revision materials are shared on the school website.

## **10. Assessing Homework**

In the interests of ensuring assessment and feedback is manageable and meaningful a significant proportion of homework will be set through automated assessment software (for example, SPARX, Mathswatch, Seneca, Satchel quizzes).

However it is set and assessed, teachers are responsible for checking that homework has been completed, and to a suitable standard.

Staff should also monitor achievement/progress and intervene as appropriate where students are under performing or plan appropriate teaching to address issues identified through homework.

It is the responsibility of staff to use appropriate sanctions and rewards in relation to homework, and to contact parents where there is a pattern of poor effort or performance, or failure to complete.