

# ASSESSMENT, FEEDBACK, MARKING, RECORDING and REPORTING POLICY



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## 1. Introduction

- 1.1 Promoting successful learning is the principle aim of our school and **assessment for learning** lies at the core of this process.
- 1.2 Assessment is an integral part of the learning process, continually providing both “feedback” on the quality of work and advice on how to improve learning. It therefore needs to be incorporated systematically into teaching strategies at all levels.
- 1.3 Assessment focuses on the progress that students make, it not only indicates the extent to which we as teachers are being effective and the next steps we need to take to improve learning, but also gives students knowledge about their own learning and what they need to do to improve, building motivation and self-esteem.

## 2. Statement of Principles

At Chace Community School we believe that effective assessment is fundamental in raising attainment. Successful learning occurs when learners have ownership of their learning; when they understand the goals they are aiming for; when they are motivated and have the skills to achieve success. Not only are these essential features of effective day to day learning in the classroom, they are the key ingredients of successful teaching and lifelong learning. The school aims to raise standards by:

- ensuring teaching is high quality, using DIMGIC to build learning, thereby laying foundations for effective feedback through regular checks for understanding
- using prior attainment data for target setting linked to planning for progression throughout the key stages
- ensuring that teachers are confident in using assessment criteria in their subjects at all key stages and promoting the use of teacher assessment as a means of evaluating learning and teaching and of matching work to students’ needs
- using assessment information and feedback from examination boards to evaluate teaching and learning and plan further curriculum interventions, and adjustments to teaching methods to improve outcomes for students using assessment information as a basis for discussing progress with students and providing advice for improvement
- encouraging teachers to use a range of assessment techniques proficiently in the classroom to target specific learning gaps
- encouraging and supporting parents to understand and engage with the assessment process and support learning
- encouraging students to reflect on how to improve
- ensuring that feedback is focussed on the task, the subject and self-regulation and not on personal characteristics (cf 2021 report ‘Teacher feedback to improve pupil learning’)

## 3. Guidelines to support the Statement of Principles

### 3.1 Assessment of Learning

Assessment of learning is also known as ‘summative’ assessment. Typically, the teacher undertakes this type of assessment periodically to make judgements about a student's performance. At Chace Community School at KS4 and 5 this is reported as a GCSE/A level grade. At KS3 subjects use a system of thresholds linked to National Expected Progress.

Assessment of learning is used to inform and improve future learning when the results of assessments, tests and exams are analysed by teachers and students.

### 3.2 **Assessment for Learning (AfL)**

In their influential report into assessment (Inside the black box: Raising standards through classroom assessment, 1998) Black and Wiliam defined assessment for learning as,

*'all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'*

Assessment for learning is the term used to describe assessment activities that provide information about learning, rather than simply measuring the learning that has taken place.

Formative assessment informs the student about their learning and influences future learning. Assessment for learning at Chace is used to refer to assessment which influences teaching *and* learning.

CLT share strategies with staff that ensure that teachers can regularly check the understanding of all students in classes.

## **Assessment fortnights**

Assessment fortnights take place at three points during the year, once each term. The purpose of assessment fortnights is to prepare students for sitting formal examinations. Each year group will participate in 2 assessment fortnights each academic year.

During these windows students are assessed in all of their subjects. These assessments will take various forms including formal written examinations which inform teachers' predicted grades.

## **4. Prior Attainment Data**

Attainment data on individual students e.g. CATs, KS2 Results, reading scores are recorded on the MIS and updated throughout the year. The information is made available to staff via the MIS and they are expected to print up to date copies for their CIFs. Contextual information on the individual needs of students is also incorporated in the student record on the MIS e.g Highly Able, EAL, Pupil Premium and SEND so teachers can take a diagnostic approach to curriculum planning, teaching and learning and for monitoring student progress.

## **5. Marking and Feedback Policy**

Feedback can take different forms: peer, self, teacher marking, or verbal. Teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

### **Aims of Feedback**

- To help students make progress;
- To provide strategies for students to improve;
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to improve standards of presentation;
- To correct mistakes and improve literacy and numeracy skills.

## **Principles**

- In line with the DFE workload review group recommendations March 2016 and the EEF 2021 guidance report we work to help teachers manage marking whilst acknowledging the importance that students receive regular feedback.
- Feedback should be timely. Teachers should judge whether more immediate or delayed feedback is required considering the task, the class and individuals.
- Feedback should respond to the needs of the individual student so that they can actively engage with the feedback.
- DIRT (Dedicated improvement and reflection time) is built into lessons or home learning to allow students time to reflect on and improve work.

## **Ensuring excellence in student work**

- Students are responsible for ensuring their work and books model excellence. Teachers support this by regularly checking the quality in and/or out of lessons. Teachers use the presentation standards and matching codes (P codes) to support this and follow up where standards fall below expectations.
- Teachers will not mark all work submitted but it is essential that home learning and other key pieces of work are acknowledged. Teachers can read through a selection of the work, online or on paper and give whole-class feedback using the Chace Quick Marking Sheet. Each subject will outline how this happens and the frequency expected.

## **Verbal feedback**

- Verbal feedback is the most frequent form of feedback. It has immediacy and relevance as it leads to direct student action.
- Verbal feedback may be directed to individuals or groups of students; it may or may not be formally planned.
- When students correct, add to or improve work after feedback, they should do this in green pen.

## **Written feedback**

- Teachers give written feedback on at least one piece of work per half-term.
- Written feedback will include a feedforward target.
- Subject leaders use long and medium term plans to identify these pieces of work to ensure consistency.
- In many cases this work would be planned midway through a unit to allow students to reflect and improve. It would therefore NOT also be a summative task.
- Students will complete DIRT following written feedback. This should be labelled and usually done in green pen.
- Teachers can mark in any colour apart from green, but it should be easy for students to identify.
- Teachers can live mark during lessons to help with assessment and feedback.

## **Learning targets**

- Subject teachers set targets throughout the year. The targets are subject-specific targets, sometimes generated by students and recorded in students' books.
- We use T codes (Target codes) to speed up the sharing of these targets in written feedback.
- Students should use green pen to note these.

## **Peer and self-assessment**

- Effective peer and self-assessment is rigorously structured and modelled by the teacher.
- Students need to be well trained over time to effectively peer assess one another's work. This process will be clearly led by the subject teacher.
- Teachers share success and/or assessment criteria where appropriate.
- Students use green pens for this.

## Literacy and numeracy feedback

To improve the literacy standards of our students, teachers give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. Students' literacy should be checked in written feedback and through live marking. There is no expectation for every mistake to be identified.

Work should be marked for literacy using the following symbols:

- sp = Spelling error
- // = Start a new paragraph here
- p = Check your punctuation
- w = Is this the best word choice?
- ^ = Missing word
- C = Capital letter missing or in wrong place
- ~~~~~ (wavy underline) = this doesn't make sense

Additional symbols are used within the MFL department.

We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be checked for accuracy across the curriculum.

## 6. Monitoring

Monitoring of teacher marking and feedback takes place as part of the KCUR cycle.

### Recording, Monitoring and Reviewing Student Progress at Key Stages 3, 4 and 5

At Chace we are committed to developing a Growth Mindset within our community where all students aim to be the best that they can be. Minimum expectation grades will be shared with students but are used more at Chace to identify progress and highlight underachievement.

#### a) Target setting and student progress tracking at Key Stage 3

All students joining Chace will be placed into four categories according to baseline tests, prior attainment and national benchmarks for each subject by the end of the Autumn term:

- Towards National Expectation – aiming for GCSE grade 3 or above
- National Expectation – aiming for GCSE grade 4/5 or above
- Above National – aiming for GCSE grade 6/7 or above
- Significantly Above National Expectation – aiming for GCSE grade 8/9 or above

Three times a year (December, April and July) teachers use assessment information to report student progress. In each case they use the following thresholds:

- Working Significantly Below National Expectation – progressing towards a GCSE grade 1/2
- Working Towards National Expectation – progressing towards GCSE grade 3
- Working at National Expectation – progressing towards GCSE grade 4/5
- Working Above National Expectation – progressing towards GCSE grade 7/6
- Working Significantly Above National Expectation – progressing towards GCSE grade 8/9

These judgements will be compared with each student's baseline category to identify underachievement, coasting or accelerated progress.

#### b) Target setting and student progress tracking at Key Stage 4 and 5

GCSE minimum expectation grades are generated in the first half term of Year 10 for all GCSE subjects using Fischer Family Trust (FFT) estimates based on KS2, compared to the 20% highest

performers nationally. Minimum end of Key Stage targets are generated in the first half term of Year 12 for all A Level subjects using FFT estimates based on KS4 average points scores. These targets are recorded on the Chace MIS, Targets are used by SLT and subject leaders to set attainment targets for subjects and individual classes. Targets for BTEC and other alternative qualifications are set by the assessment AHT in line with the students' other GCSE or A Level targets. In some cases it may be appropriate for subject leaders to request that individual targets are changed based on information about students' needs or talents.

At KS4 and KS5, teachers enter professional predicted grades at least termly for each student they teach, through the school MIS system. Predicted grades represent the grade the teacher expects the student to attain at the end of a Key Stage, GCSE or A Level based on the work and effort put in place at the time of assessment. Predicted grades are based on classwork, assessments, homework, test and exam results and teacher experience and judgement. It is essential that predicted grades are as accurate as possible and all teachers and teams work together to standardise these judgements.

For GCSE subjects, teachers must further refine predictions grades 1 to 9 using + or minus to indicate likelihood of attaining the grade above or below.

Predicted grades are used to inform teachers and leaders how to intervene to raise attainment, inform parents through termly data reports and monitor standards overall. The timeline for assessment and reporting for Key stages 3 to 5 is available on the school calendar.

All curriculum teams devote time during subject development time or briefing time to standardise assessment and moderate work across all key stages within subjects.

## **7. Reporting to Parents/Carers**

- 7.1 A report on a student's attainment is produced after all data entries. It contains information about:
- assessment
  - attendance and punctuality
  - behaviour
- 7.2 PPE results for Year 10 and 11 are sent home to parents.
- 7.3 PPE results for Year 12 and 13 are sent home to parents
- 7.4 All reports are emailed to parents and post-16 students and available on the MIS app.

## **8. Parents' Consultation Evening**

Consultation evenings are held annually as part of the assessment calendar to provide an opportunity for parents/carers to discuss their son's/daughter's progress with subject teachers and pastoral staff.

## **9. Testing**

Various testing of students' knowledge and understanding occurs throughout the Key Stages. These are as follows:

- baseline data is gathered on entry to the school. Year 7 students sit CATs (Cognitive Abilities Test) and reading tests
- year 7, 8 and 9 students take termly reading tests
- screening for dyslexia and dyscalculia is also undertaken when necessary.

## **10. Preparation for Exams**

Students are prepared for exams in lessons, and through the Lifeskills programme. Information regarding exam dates, revision strategies etc are available on the Chace website. Additional Year 10 and 11 parent information evenings are held to promote home/school partnership in supporting students through the challenges of GCSEs. Parents/carers are informed of the dates of all examinations.

## **11. Examination Procedures**

Please see Appendix 1 for details of responsibilities and procedures.

## **12. Framework for Monitoring and Evaluating the Assessment Policy**

The Assessment, Recording and Reporting policy is reviewed on a yearly cycle by the school leadership team and governors are kept informed through the Governors Teaching and Learning Committee in consultation with all staff of the school.

This policy supports and should be read in conjunction with the school's Single Equalities Policy, Homework Policy and Curriculum Principles.

## **Appendix 1 - EXAMINATION PROCEDURES - who is responsible for what?**

Reviewed: Sept 25

	<b>CATS</b>	<b>INTERNAL MOCKS &amp; PPEs</b>	<b>GCSE</b>	<b>A/AS Level</b>	<b>BTEC</b>
Providing details of exams and entries	Data Manager	Subject Leader	Subject Leader	Subject Leader	Subject Leader
Produce exam timetable / rooming and individual student timetables	Data Manager & Exams Officer	Data Manager & Exams Office	Exam Officer	Exam Officer	Exam Officer
Staffing for exams (including invigilator for Extra time students)	Data Manager	Data Manager / SLT Assessment & Exams Office	Exam Officer	Exam Officer	Exam Officer
Produce timetables for SEND & Extra time students / arrange Staffing (Readers/Scribes)	Designated MoS (Student Progress) /SENCo	Designated MoS (Student Progress) /SENCo	Designated MoS (Student Progress)/SENCo	Designated MoS (Student Progress)/SENCo	Designated MoS (Student Progress)/SENCo
Arrangements for students with sudden special consideration (eg broken bones)	Exam Officer/SENCo	Exam Officer/SENCo	Exam Officer /SENCo	Exam Officer/SENCo	Exam Officer/SENCo
Ordering / printing of papers	Data Manager	Subject Leader	Exam Officer	Exam Officer	Exam Officer
Checking deliveries / printing of papers	n/a	Subject Leader	Exam Officer	Exam Officer	Exam Officer
Correcting errors / mistakes	n/a	Subject Leader	Exam Officer	Exam Officer	Exam Officer
Deciding on seating format and producing seating plan (main exam location)	n/a	Exams Officer/ SLT Assessment	Exam Officer	Exam Officer	Exam Officer
Deciding on seating format and producing seating plan (SEND & Extra time students)	n/a	Designated MoS (Student Progress)//SENCo	Designated MoS (Student Progress)/SENCo	Designated MoS (Student Progress)//SENCo	Designated MoS (Student Progress)//SENCo
Taking papers to main exam location	n/a	Exam Officer	Exam Officer	Exam Officer	Exam Officer

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Providing dictionaries to the Exam Officer the day before exams for EAL students	n/a	Exams Officer/SENCo	Exams Officer/SENCo	Exams Officer/SENCo	Exams Officer/SENCo
Collecting papers from main exam for SEND & Extra time students	n/a	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)
Setting out exam area (main exam location)	Exam Officer	Exam Officer	Exam Officer	Exam Officer	Exam Officer
Setting out exam area (SEND & Extra time)	n/a	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)
Lining students up outside exam area, bringing them in and starting exam	Year 7 HOL/SLT / Exams Officer	SLT / Subject Leader	SLT/HoL	SLT / HoL	SLT / HoL
Bring students into the exam area and starting exam			HoC/SLT Assessment	HoC/SLT Assessment	HoC/SLT Assessment
Completing the exam register, collecting papers at end of exam and return to exam officer	n/a	Lead Invigilator	Lead Invigilator	Lead Invigilator	Lead Invigilator
Returning papers / Registers to exam officer (SEND & Extra time)	n/a	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)	Designated MoS (Student Progress)
Posting exam papers	n/a	n/a	Exam Officer	Exam Officer	Exam Officer

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