



Marking, Feedback and Assessment Policy

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How starting points are determined

The average KS2 score of Maths and English will determine whether a student is classed as a 'higher prior attainer (HPA), middle prior attainer (MPA) or low prior attainer (LPA). The specific position of a student within each of these categories, will have an impact on their targets at GCSE. The targets set as a result of prior attainment will broadly be in line with national progress expectations and measures.

Additional assessment will take place in year 7. At the beginning of September, Year 7 students will undertake a number of baseline tests to support the published Key Stage 2 scores. These may include:

- CATS (these take place prior to students' September start)
- Reading age tests (using the Bedrock online platform)
- MIDYIS (for students who are late entries to the school)

These baseline tests will help us to establish a clear picture of each student's ability in a number of areas. This information should be used to help inform decisions made by subjects when grouping students and setting, when appropriate. Teachers should also use this information when planning, delivering and feeding back on lessons.

When students come to the school with no Key Stage 2 grades, the above tests will be used to calculate a starting point and prior attainment category. These students will be identified by having a '*' next to their prior attainment grade. Targets set for these students will be reviewed regularly, to ensure that they are appropriate and challenging. At the end of Year 11, any student that has not got a Key Stage 2 result (for instance, if they were not in the country) will count towards the school's Attainment 8, but not Progress 8.

Formative Assessment and hinge assignments for Key Stage 3 and 4

Progress should be driven by regular formative assessment. Each department should identify at least two hinge assignments each half term which allow students to apply their knowledge, skills and understanding following a sequence of lessons. These assignments should be common across classes but differentiated as appropriate. The aim of these hinge assignments is to help students understand what they did well and what they need to do to improve. Teachers should set tasks following these hinge assignments which allow students to improve on the work. In addition, students should be awarded an effort grade for the piece of work. If a student has completed the assignment to a high standard, a task should be set which asks them to extend their thinking, rather than doing 'more of the same'. There should also be evidence of literacy marking in hinge assignments and when live marking takes place.

In order to address teacher's workload and to increase rapid response and feedback, feedback sheets should have been created for each hinge assignment. Departments create their own bespoke hinge assessment feedback sheets which should be printed on green paper. **See English example.** At KS3, these should list success criteria and measure student responses against it. There should also be clear student actions for students following hinge assignments. Students are expected to respond to these actions in green pen, or directly onto green sheets. Bespoke green feedback sheets must be quality assured by Heads of Department.

Formative feedback may exist in different formats depending on the subject. For example, in some practical lessons, verbal feedback might be the primary way of feeding back, or in subjects such as Visual Arts, a more 'long term' feedback sheet might be used, which students will revisit.

Assignments should build on substantive, procedural and disciplinary knowledge and allow students to build on previous work and targets. They should make clear to students what they need to do to improve and be used as a basis for data drops (irrespective of staff turnover, students changing classes) and allow non-specialists to quickly identify current working levels.

Hinge assignments can be assessed in a number of ways: using whole class feedback, self and peer assessment, for example, but regular teacher marking must be seen in the book. At least one piece of teacher marked work should be in books, folders or portfolios per half term. If using self/peer assessment, teachers must quality assure the marking and ensure the correct/most relevant EBI task has been identified.

To have maximum impact, hinge pieces should ideally have a week turnaround time and where possible by the next lesson. Self, peer or whole class feedback options should support teachers to meet this deadline. Final assignments should be marked by the teacher.

Peer and Self-Assessment

Between hinge assignments, there should be evidence of peer and self-assessment in the books. Peer and self-assessment should also be completed in green pen.

Summative Assessment at Key Stage 3

Three categories of attainment will be awarded. We will continue to use language recognisable to parents from primary school. The three levels of attainment awarded will be:

- Working towards age expected standard (WTS)

- Working at age expected standard (EXS)
- Working in greater depth (GDS)

How will these categories be awarded?

In addition to regular 'hinge assignments', students will also undertake a number of summative assessments throughout the year. These could take the form of:

- A timed-style assessment that captures students' knowledge skills and understanding across a range of topics;
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- Particular hinge assignments being identified as summative pieces which capture a range of knowledge skills and understanding over time.

Clear, standardized thresholds should be set for awarding age related grades for summative assessment. In some cases, for instance in Maths and Science, this might be based on a percentage being attributed to a particular grade. In subjects where marking is more subjective, clear descriptors should be used to measure age related grades. These thresholds should be shared with all teachers in a department. Moderation of books should happen frequently.

Assignments should be created to capture students' grasp of substantive, procedural and disciplinary knowledge. From Year 9. GCSE style questions should be regularly given to students. To support mixed ability teaching/classes it could be that there are additional bullet points/prompts to support some learners where the assignment is one extended/essay question. Where there are a series of questions, these should increase in challenge and marks awarded.

Assessment at KS3 should allow for ample practice of the skills needed at KS4 but this does not mean assessments need to be always be presented as a GCSE-style exams. Assessment should take into account foundational knowledge that should have been already learnt in previous years and allow students to show understanding of both prior and current learning.

Grades awarded at Key Stage 3 and 4 should always be evidence based: this evidence being derived from formal assessment, exams and other book work. As each summative assessment is completed, the data drop will capture the previous assessment and a more accurate grade should emerge as more knowledge is covered. At Key stage 4, weightings should also be taken into consideration, and assessments should match the weightings of assessment in the specification. For example, in a subject where there is a practical and written element, grade should not purely be based on practical work. By the end of the year, a full range of assessments in each area of a subject's curriculum should have been measured.

At various points throughout the year, all students in core subjects will have the opportunity to sit one assignment in in the hall to give them an 'exam experience'. These assignments should be designed to allow students to retrieve information and skills from previous units and not be solely focused on one topic or skill.

Departmental self-evaluation and moderation

Each department will have timetabled moderation sessions, during which they will be expected to complete an online book-look form for a particular year group. Lead Practitioners and other relevant members of staff e.g. Head of Year. SLT, etc. will also conduct quality assurance book-looks. Lead practitioners will support individuals and teams where relevant aiming to QA each year group at least twice in the academic year (more so where additional monitoring is required).

External Verification

As we are making a judgement on a child's performance compared to the rest of the students in the year group, it is important we also verify the quality of work externally to ensure it compares to work elsewhere. Some ways of doing this are:

- National testing strategies (where appropriate)
- Using the National Curriculum

Measurement of Progress

Students will still be given a 'progress colour' which relates to their starting point in some subjects. This will measure their current working grade against their starting point at Key Stage 2. For example, a student who came into the school as an HPA, would be expected to fall into the 'working in greater depth category in order be achieving 'green' progress. A HPA student who is 'working at age-expected standard (EXS) ' will show as working significantly or just under their target grade.

Summative assessment at Key Stage 4

In Years 10 and 11, *some* hinge assignments should be chosen that replicate or are versions of real GCSE questions (e.g., past exam questions). They should be marked by awarding a 1-9 grade. These should be common pieces of work decided by the Head of Department. These hinge assignments might be, for example, an assessment at the end of a unit of work on a particular unit or topic. The grade awarded for each assessment should use a GSCE mark scheme, and all grades (1-9) should be accessible. If a child sits a Higher paper and they get a 'U', whilst this can be shown as the exam grade on a report, the current grade should represent the level of work achieved outside of that exam.

The grades across the department should be overseen by the Head of Department, and moderation of the work should take place in department time. The grades for these chosen assignments should be entered into SIMS. The collection of this data will build up a bank of evidence that teachers can later use to make professional judgments. This information can also usefully be used by students, parents and teachers to identify strengths and areas of improvement.

Formative assessment should continue alongside summative assessment at Key Stage 4.

PPEs

In addition to the above, PPEs will be scheduled during the year for years 10 and 11. The focus of these PPEs should be to assess the full range of content covered by the student. This will give students the opportunity to use revision and recall content from earlier in the year. We will make these PPEs high profile and publish content to revise and the timetable in advance. Over the course of Year 10 and 11, students should have had the opportunity to sit all components of the exam.

Key Stage 3 Exams

In Years, 7,8 and 9, all students will have the opportunity to experience formal exams in the hall. Exam regulations will be enforced to ensure all students understand the exam process and are prepared for KS4 PPEs and final exams. These exam weeks are scheduled into the whole school calendar.