

ASSESSMENT, MARKING AND FEEDBACK POLICY

This policy is applicable to all students, staff, and parents of The Wellington Academy

DOCUMENT CONTROL

Responsible position:	Approved by:
Assistant Headteacher	Headteacher
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RELATED POLICIES AND DOCUMENTS

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Teaching and Learning Policy	January 2019

REVISION RECORD

Date	Version	Revision Description
September 2020	2.0	Updated following outcomes from an assessment working group
September 2022	3.0	Updated literacy marking codes and frequency of marking

1 The purpose and principles of assessment

1.1 The purpose of assessment at The Wellington Academy is to facilitate outstanding pupil progress. Assessment is carefully mapped to well-planned curricula, allows for responsive teaching to fill gaps in learning, and enables each pupil to know what they are achieving and how to improve.

We will achieve this by:

- Having a clear understanding of our pupils' starting points
- Identifying a minimum expected level of attainment for each pupil but being insistent there is no ceiling on pupil attainment and progress
- Embedding formative assessment in teaching and learning as the driving factor in a culture of responsive teaching
- Ensuring summative assessment creates a consistent and reliable measure based on valid, standardised and moderated tests
- Providing timely feedback on pupil work both in writing and orally that is meaningful, manageable and motivating
- Monitoring assessment outcomes to enable school leaders and governors to make accurate judgements and inform meaningful actions
- Reporting assessment outcomes to parents to ensure they are best placed to support their child in making progress
- Sustaining a culture of high expectation that both rewards progress and holds pupils to account for their approach to learning

2 Planning for assessment

2.1 Each subject area has clearly defined assessment objectives for all key stages that are mapped to the curriculum to ensure full coverage. Assessment of these objectives takes place periodically to promote retention of knowledge, develop the application of this knowledge and allow for the mastery of key skills over time.

2.2. Each subject curriculum breaks down coverage of assessment objectives into programmes of study across the key stage, academic year and schemes of learning. These are planned to ensure sequential progression across the key stage. Within each scheme of learning, clearly defined learning episodes are identified by an over-arching learning goal. These in turn are broken down into learning outcomes based on three levels of achieving the main goal; Learning, Mastering and Extending.

3 Target setting

3.1 The philosophy behind our target setting process is to ensure all of our pupils aspire to the highest possible outcomes, whilst recognising that national expectations of progress are rooted in prior attainment of the previous key stage. Targets are presented as a range. The lower number of the range is the FFT50 target grade i.e. the grade needed for nationally average progress. The higher number is the FFT5 grade i.e. the grade made by the top performing 5% of similar pupils. ALPS targets will be used to support this process for generating Level 3 BTEC targets, which are not available through FFT. In Key Stage 3, targets are presented in the language of Learning, Mastering or Extending (further explained in 5.4).

The Target Range

There is no ceiling on attainment. Pupils should all be encouraged to achieve their best regardless of their starting point and surpassing the higher grade must be widely celebrated. The bar can be raised if attainment is consistently above the higher grade.
We do not settle for average but recognise the importance of measuring against it.

5 - 7

The lower grade of the range is a true Minimum Expected Grade (MEG). Achieving this grade represents nationally average progress.

The higher grade of the range is aspirational. It is set using FFT5 targets. Achieving this grade represents the progress made by the top 5% of similar pupils.

3.2 Targets are not fixed and can be changed. If a pupil attains above the top end of the range in both summative assessment points of an academic year, the top of the range will be raised. If there are changes to national estimates, targets will be amended and any changes signposted to pupils via their tutor.

3.3. Pupils with no prior attainment data still require target ranges. For new pupils, these will be generated through a combination of CAT4 scores, reporting at previous schools and teacher judgements made 4 weeks into their time at the Academy. These will be kept under review.

4 Formative assessment

4.1 Formative assessment should be based on deliberate practice to identify a specific gap in learning that needs filling or a misconception that needs correcting. This is an embedded part of everyday practice and expected in every lesson (as laid out in the Teaching and Learning policy). This could be in the form of questioning, instant response mechanisms or other means. It is recognised that low stakes knowledge quizzes are a good way to identify specific gaps and misconceptions. All classroom practitioners are therefore expected to use them. These can be marked by the teacher, pupil, a peer or artificial intelligence. There must however be evidence of pupil response to fill learning gaps and clear misconceptions. Such quizzes should act to consolidate previously learnt knowledge and revisit and reteach it to aid memory retention.

4.2 Alternative forms of formative assessment will also be used as appropriate for each subject area. These will be defined in the scheme of learning (e.g. exam style questions). Such assessments must have clear purpose and enable the teacher and pupil to understand how to improve. It is acceptable to use summative assessment in a formative way, but pupils must always be clear on how they can improve and use this to set meaningful targets for future progress.

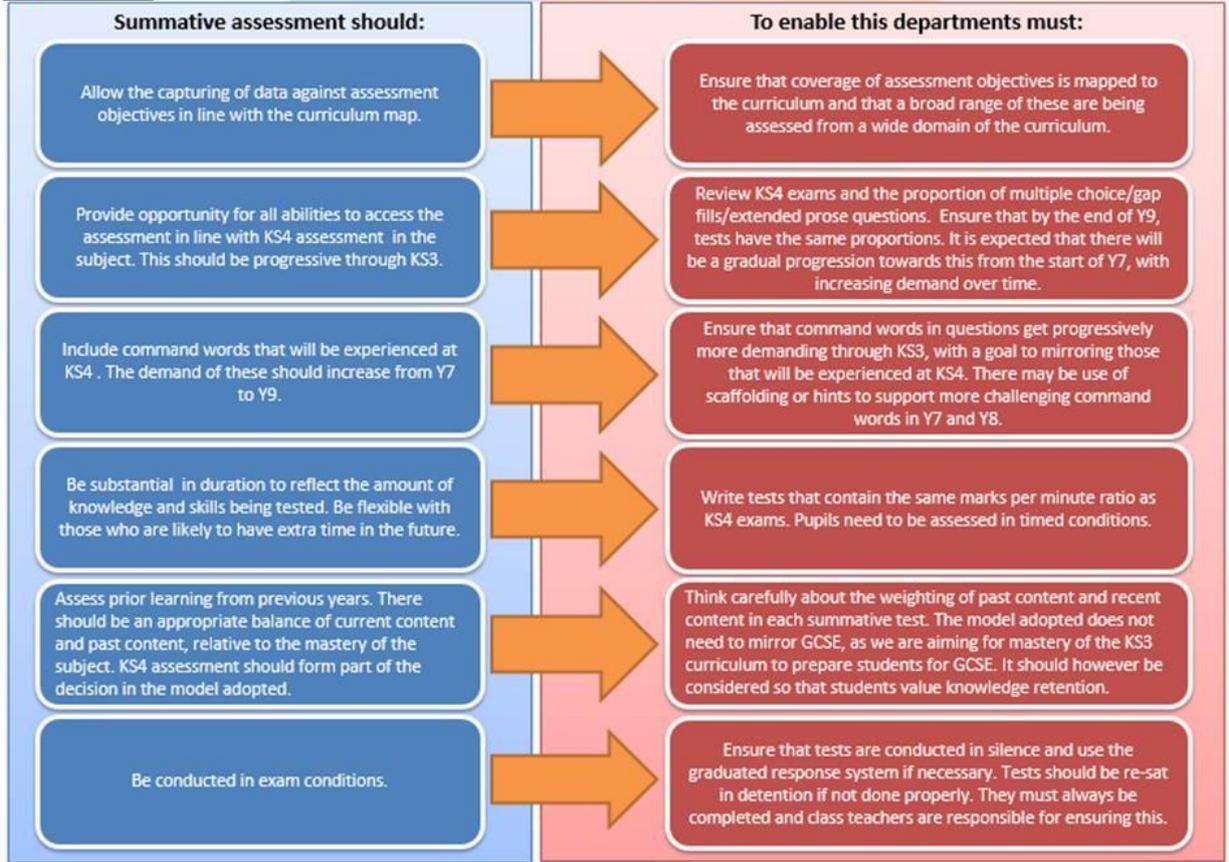
5 Summative assessment

5.1 Summative assessment, in the form of cumulative tests of the curriculum, are used to create a shared meaning so all stakeholders can be clear on the attainment of each pupil and how they are progressing relative to their targets. These are completed in exam conditions using shared assessments across cohorts within a subject and take place two times during the year. These enable teachers to check for longer term retention and mastery of knowledge and skills to identify gaps in learning and facilitate meaningful feedback that allows pupils to progress. Subject areas engage in standardisation and moderation of assessments to ensure that judgements made are consistent. Assessments should take account of those pupils with special educational needs to ensure they are able to access them and demonstrate their knowledge and understanding.

5.2 In order to instil good habits for the future, a period of preparation prior to each summative assessment is built into the curriculum for all subject areas. This time is devoted to developing techniques for committing knowledge to the long-term memory and to supporting pupils to be organised in their approach to an assessment window. By embedding this in the assessment culture of the Academy from Year 7, we aim to mitigate against potential stress and anxiety related to the sitting of public exams in the future.

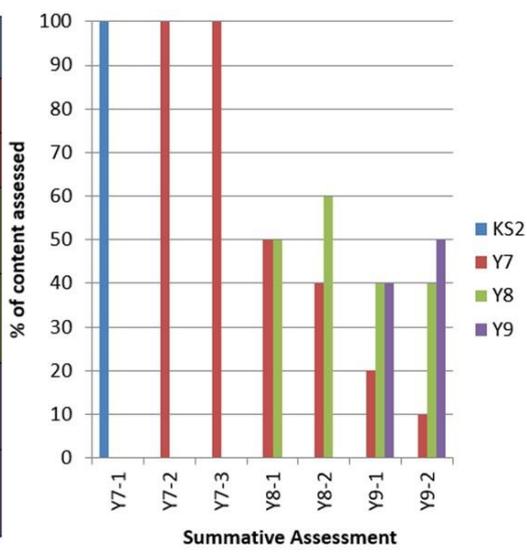
5.3 Summative assessments need to create a shared meaning, and as such, we check assessments against agreed criteria prior to our pupils undertaking them. These criteria have been carefully constructed and agreed by an assessment working group, who will jointly judge assessments and provide suggested adjustments to departmental leaders if they do not feel they have been met. The agreed criteria are as follows:

TWA - Guidelines for KS3 summative assessment



TWA - Suggested model for KS3 summative assessment – content progression

Y7	1 (Baseline)	100% KS1/2
Y7	2	100% Y7
Y7	3	100% Y7
Y8	1	50% Y7 50% Y8
Y8	2	40% Y7 60% Y8
Y9	1	20% Y7 40% Y8 40% Y9
Y9	2	10% Y7 40% Y8 50% Y9



Summative assessment will assess knowledge and skills acquired over long periods of time. The nature of this will vary by subject. The suggested model (left) is to ensure that knowledge and skills specific to the Key Stage 3 curriculum are revisited over time and that summative assessments have rigour and mirror the national method of assessment for public exams.

Summative assessment should:

Assess pupils using past GCSE/A Level papers (either whole papers as they exist or combinations of past questions that mirror what would be seen in a whole paper). Students should only be assessed on what they have had the opportunity to learn.

Assess all course elements that have been taught with the same balance of questions per unit as would be seen in actual GCSE/A Level papers. End of topic tests alone are not sufficient in producing summative data.

Use grade boundaries from the latest exam series.

Ensure time allowance mirrors actual GCSE/A Level papers for the marks available.

Allow for access arrangements as much as practically possible.

Be conducted in exam conditions.

5.4 Summative assessment at Key Stage 3 will be awarded either Learning, Mastering or Extending, along with a +/- to make clear the extent to which a pupil has achieved within that band. It is important to note that maintaining the same award in two consecutive tests is progress as the test will increase in difficulty and require a broader recall of knowledge and skills than the previous one. This principle also applies across the Key Stage. Mastering in Year 9 for example, is a higher standard than Mastering in Year 8. Mastering indicates age-related expectations at any given point. This has been pitched by subject areas to be 'heading towards' a grade 5 at GCSE (a strong pass and slightly above the national average grade for the best 8 subjects – Attainment 8).

Year 7	Year 8	Year 9
		Extending
	Extending	Mastering
Extending	Mastering	Learning
Mastering	Learning	Not Accessing
Learning	Not Accessing	
Not Accessing		

In summative tests we apply a +/- to indicate a potential GCSE outcome. This allows direct comparison with the lower end of the target range to monitor attainment against nationally average expectations. We use the following conversion table to enable these comparisons...

LME	Indicated GCSE Grade
E+	9
E	8
E-	7
M+	6
M	5
M-	4
L+	3
L	2
L-	1
Not Acc	U

Example: If a pupil has a lower range target in History of a 6, they need to achieve at least M+ in summative assessments to be on track to make nationally average progress.

5.5 At Key Stage 4 and Key Stage 5, two grades will be recorded; the 'Working at Grade' and the 'Most Likely Outcome'. The former will identify the grade that the pupil is currently achieving. The 'Most Likely Outcome' grade represents the most likely final grade for the key stage and is capped at one grade higher than the 'Working at Grade'. This is determined by the professional judgement of the teacher and based upon their detailed knowledge of the pupil (including their approach to learning). Teachers will use their professional experience of how pupils can accelerate their progress by developing their skills, by re-learning and retaining the knowledge and threshold concepts already taught and by improving their ability to apply this in relation to past and future learning. The 'Working at Grade' will be reported to parents and the 'Most Likely Outcome' grade will be kept internally to ensure interventions are accurately targeted.

5.6 In addition to the summative assessment schedule, pupils in Year 9 will complete online GL Progress Tests in English, Maths and Science at the end of the year. These will benchmark attainment against national datasets and allow us to analyse how internal assessment outcomes compare. This will allow us to review the difficulty of internal assessment and make informed decisions about future adaptations required. It will also enable Key Stage 4 teachers to have a clear gap analysis so that their planning can be adapted to fill these gaps before teaching new content. Year 7 also undertake GL Transition Tests in English, Maths and Science and departmental set baseline assessments in a range of other subjects. This ensures teachers are best placed to fill any outstanding gaps in knowledge, understanding and skills that persist from Key Stage 2 study.

6 Approach to Learning

6.1. Approach to Learning (AtL) is a vital ingredient to the success of our pupils. It is important to note that this differs from behaviour. It is a measure of how our pupils approach all aspects of their learning and is particularly associated with resilience and the willingness to act on feedback and improve their work. We report two separate ratings for AtL; Classroom Approach to Learning (CAAtL) and Home Approach to Learning (HAtL). These are rated either Gold, Silver, Bronze or Unacceptable. We have devised whole-school criteria for each rating, which departments have then customised to account for subject specific features. This ensures consistent judgements are made. The whole school criteria can be found below:

Approach to Learning	Skilful Learner	Response to Feedback	Home Learning
Gold	I arrive punctually, fully equipped to work	I actively seek feedback in lessons	I complete homework to a high standard and meet the deadline
	I maintain an exemplary exercise book or folder	I review and improve all work in my book/folder when my teacher has given me feedback	I extend my learning outside of class without being prompted
	I am always on task and actively promote learning	I act upon targets set from assessments to help make rapid progress	I improve on my homework when my teacher has given feedback
Silver	I arrive punctually, fully equipped to work	I ask questions in class to help me learn	I complete homework and meet the deadline set
	I maintain a well-presented exercise book or folder	I review and improve most of the work in my book/folder when my teacher has given me feedback	I extend my learning outside of class when prompted
	I am always on task	I usually act upon targets set from assessments to help me make progress	I revisit any past homework that, on reflection, could have been done better
Bronze	I am only occasionally late to lessons and have the minimum equipment needed to access learning	I occasionally ask questions in class to help me learn	I complete homework

	I maintain a mostly wellpresented exercise book or folder	I review and improve some of the work in my book/folder when my teacher has given me feedback	I occasionally learn outside of class
	I am usually on task	I occasionally act upon targets set from assessments to help me make progress	I occasionally improve on my homework when my teacher has given feedback
Unacceptable	I arrive late and don't have the correct equipment to learn	I rarely/never ask questions in class to help me learn	I rarely/never complete homework
	My exercise book or folder is not well-presented	I rarely/never respond to marking or feedback	I rarely/never learn outside of class
	I am often off task	I rarely/never act upon targets set from assessments to help me make progress	I rarely/never improve on my homework when my teacher has given feedback

7 Marking and feedback

7.1 Feedback to pupils is only meaningful and motivating if they understand it and respond to improve. Teacher comments, questions and targets to improve must be read by pupils and they are expected to respond by improving their work. To monitor how much pupils are responding (linked to our Approach to Learning criteria) they are to do this in **green** pen. Teachers typically mark in **purple** pen.

7.2 Teachers mark work at least every 8 taught lessons. This is expected through; marking for literacy (see appendix i), marking for presentation, marking to identify Learning, Mastering or Extending at Key Stage 3 or grades at Key Stage 4 and Key Stage 5 for planned pieces of work (as identified in the scheme of learning) and marking of summative tests that take place two times a year. All work and assessments are stored in chronological order so pupils and teachers are able to see progress over time. Marking should be manageable. The measure of its quality is the impact it has on pupil progress.

7.3 Pupils will take part in self and peer assessment/marking. This will be the main method of marking for low-stakes knowledge quizzes. Pupils are expected to write the correct answers out when they have got them wrong and record a total score for the quiz. Teachers will then be able to monitor these over time and support pupils with techniques to aid memory retention if they are finding this a challenge. Teachers will also adapt their planning to account for gaps in knowledge and understanding.

8 Reading

8.1 Reading ages are assessed three times a year so we have a clear understanding of the reading ability of each pupil in relation to their chronological age. This information allows interventions to be set for those who are behind. We recognise the value and importance of reading to wider academic achievement and in encouraging a life-long enjoyment of literature. All teachers have access to the reading ages of the pupils they teach and should take these into consideration when planning and teaching lessons.

9 Reward and celebration

9.1 Good pupil progress must always be rewarded and celebrated in order to sustain a culture of high expectation. Teachers and subject leaders are expected to make it clear to pupils when they have achieved well and are making good progress. Parents will also be informed through clear reporting and postcards home. Progress will be celebrated following each summative assessment point in assemblies and displayed on screens and in classrooms around the Academy. There will be four awards to be celebrated:

- a) Number of subjects at or above minimum target (progress from previous key stage)
- b) Increase in average attainment between summative assessment points (in-year progress)
- c) Number of subjects in which Approach to Learning has been recognised as Silver or above (approach to learning).

These three awards will each have ten nominees and a top three. This means that up to 30 pupils will be recognised per year group for each summative assessment point. Nominees and winners will be displayed in all classrooms that house lessons for the relevant year group. Award evenings will be held towards the end of the academic year to recognise the most consistent achievers and further embed a culture in which achievement is celebrated.

10 Reporting to parents

10.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

10.2 Reports are published to parents twice a year. These reports include current attainment for each subject and how this relates to expected progress. They also include a report of attendance and approach to learning (Gold, silver, bronze and unacceptable) for each subject. We also report on reading ages.

10.3 Parent evenings to discuss academic progress and next steps take place once a year for each year group. Year 7, Year 9, Year 11 and Sixth Form may also have additional ones to report on settling in or provide specific guidance related to future pathways and exam preparation. Parents are provided with many opportunities to consult with teachers throughout the year and are encouraged to book appointments with staff if needed.

11 Monitoring

11.1 The senior and middle leadership teams carefully monitor assessment, marking and feedback. This includes termly book looks and regular learning walks. Feedback is provided to teachers to support them in maintaining and raising standards.

11.2 Subject Leaders discuss pupil progress with their SLT line managers following each summative assessment period to agree next steps to progress learning for each cohort. These meetings also enable leaders to check that data is being used with clear purpose and precision so that the impact of its use on pupil progress is time-effective and manageable. Data analysis is centrally produced in a timely manner to facilitate meetings and reduce workload for teachers, middle leaders and senior leaders.

11.3 Pupil progress is a standing item for all department meetings, at which teachers are expected to discuss the progress of their pupils and strategies to raise attainment for those who are underachieving. Heads of Year/Key Stage will actively review progress across year groups in collaboration with the senior team. This will identify whether particular groups of pupils are achieving less well than their peers so wider curriculum interventions can be informed, enacted, monitored and adapted.

Appendix

i) Marking for literacy

- Sp. – Spelling error
- ^ - Missing word
- ° – Punctuation missing
- // - New paragraph needed
- Gr. – Grammatical error
- H - Homophone
- Caps. – Capital letter