

St Benedict's Catholic College



Assessment and Feedback Policy

Date reviewed	February 2025
Next review due	Spring term 2028



Introduction

Effective assessment should provide teachers with an understanding of students' knowledge and skillset linked to our curriculum, GCSE assessment objectives and the "big picture" beyond the classroom. Strategically planned assessment and focused feedback provide the means for identifying strengths and weaknesses in students' learning. Effective, regular feedback will offer formative targets that help students directly address the identified areas of weakness. As assessment and pedagogy are inextricably linked, the information harvested from each assessment should be used diagnostically to shape and sharpen teaching and learning within subjects and across the college.

Aims and objectives of assessment

- to enable all students to demonstrate what they know, understand and can do
- to help all students to understand what they have done well
- to help all students understand what they need to do next to make progress and improve their work
- to help all students reflect on what they have done well and what they need to do to improve
- to ensure teachers plan work that accurately caters for the needs of each student
- to help teachers make informed judgements when it comes to end of term data submission and predicted/expected grades at GCSE
- to provide regular information for parents/carers that enables them to support their child's learning
- to provide raising standards leaders and middle leaders with data and evidence to shape and sharpen teaching and learning across the college
- to provide senior staff, governors and external bodies with information that allows them to make judgements about the effectiveness of the college

Planning for assessment

- The overriding principle of effective assessment is that it is clearly intertwined with its intended purpose. In light of Covid and periods of extended remote learning, it is still necessary for teachers and heads of subjects to work together to identify areas of potential lost learning whilst appreciating that unexpected gaps between content coverage and scheduled assessment have likely occurred. Teachers and subject leaders must ensure key content and skills are interleaved across their schemes of work, ensuring content is both covered and re-covered where appropriate to ensure all students are thoroughly prepared for signposted assessment.
- We acknowledge that there are four main forms of assessment, each serving different purposes:
 - student-led self & peer assessment
 - in-college formative assessment
 - in-college summative assessment
 - nationally standardised summative assessment

Student led self & peer assessment

- Progress in day-to-day learning can be assessed by effectively directing students to assess their own work and the work of their peers through well-planned, tightly structured activities.
- Success criteria interlinked with our whole college curriculum and GCSE assessment objectives can help students recognise the incremental steps to success, thus allowing them to carry out an impactful *What Went Well* (WWW) and *Even Better If* (EBI) review to help give direct feedback to immediately shape and re-shape written and/or verbal responses.
- In order to be truly impactful, teachers must monitor this by spot checking the quality of feedback, the rigorousness of the review and ensure that students get peer feedback from a variety of peer markers.



In-college formative assessment

- As a college, we feel strongly that ability is never fixed and strive to ensure that all students are given a multitude of opportunities to find and feel success. In-college formative assessment is used by teachers to evaluate students' knowledge, skills and understanding on a day-to-day basis and to tailor their teaching accordingly. This may involve, for example:
 - rich question and answer sessions during class
 - marking of students' work on an individual basis and/or "live marking" via Microsoft Teams/Lenovo Winbooks/iPads
 - observational assessment with reference to their "favourite mistakes" to help address common misconceptions
 - "Do now" retrieval practice activities to cement and secure prior learning
 - scanning work for key criteria to determine student attainment and development

In-college formative assessment therefore serves the needs of students and teachers. It is used:

- to help students measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve
- to provide parents/carers with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve, reinforcing the partnership between all stakeholders in supporting the child's educational journey
- to allow teachers to understand student performance on a continuing basis, enabling them to identify when students are struggling, when they have consolidated learning and when they are ready to progress
- to support teachers in providing appropriate support or extension as necessary
- to enable teachers to evaluate their own teaching of particular topics or concepts and to plan and adapt future lessons accordingly
- to provide school leaders with a level of assurance that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

In-school summative assessment enables us to evaluate how much a student has learned at the end of a teaching period. It may involve, for example:

- end of year exams
- short end of topic or unit tests
- practice exams for GCSE students
- reviews for students with SEN and disabilities

In-school summative assessment is used:

- to provide students with information about how well they have learned and understood a topic or course of work taught over a period of time
- to provide feedback on how they can continue to improve
- to inform parents/carers about the achievement, progress and wider outcomes of their children across a 1/2 term, term or year
- to enable teachers to evaluate both student learning at the end of an instructional unit or period (based on student level outcomes) and the impact of their own teaching (based on class level outcomes)
- to help teachers to plan for subsequent teaching and learning
- to enable senior/middle school leaders and raising standards leaders to monitor the performance of student cohorts, to identify where interventions may be required and to work with teachers to ensure students are supported to achieve sufficient progress and expected attainment



The recording of assessment data

Formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.

Commission on Assessment without Levels: September 2015

In principle, we are opposed to the collection of unnecessary data, which can add to the workload of teachers and detract from the delivery of our wider curriculum. The majority of assessment data, therefore, will be shared directly with students to aid their understanding of what they need to do to progress. There is, however, an expectation that teachers will assess work and record outcomes, which may be done in a variety of ways depending on the subject. Whilst the college has a consistent expectation in terms of how work should be presented and how targets should be communicated, we encourage middle leaders to design, implement and monitor an approach that works best for their subject and their students. What is imperative is that there is a consistency within each subject to ensure that all students are afforded the same assessment opportunities and the same high-quality feedback.

Twice per academic year, teachers will record a summative judgement for each student in their class based on the college assessment system, which will be made available to parents/carers and will enable leaders to assess progress and consider potential next steps in terms of intervention.

Nationally standardised summative assessment

This is used by the Government to hold schools to account. For example:

- National curriculum tests at the end of key stage 2
- GCSE examinations at the end of key stage 4

This type of assessment is used:

- to provide information on how students are performing in comparison with their peers nationally
- to provide parents/carers with information on how we are performing in comparison with schools nationally
- to help teachers understand national expectations and assess their own performance in the broader national context
- to enable school leaders and school governors to benchmark our performance against other schools locally and nationally, and make judgements about the college's effectiveness

Nationally standardised summative assessment will provide a starting point for Ofsted's discussions with the college when making judgements about student and staff performance and form part of their wider judgements on the overall effectiveness of the college.

Good practice

We acknowledge that different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning that provides teachers and students with useful, real-time information about what needs to happen next (nationally standardised tests are not as helpful diagnostically). On the other hand, standardised tests (such as those that produce a reading/spelling age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Teachers should be aware of any potential unconscious bias in their assessment of students. Subject leaders must ensure that regular moderation and benchmarking activities form part of departmental time to guard against unconscious bias and ensure that all students are being judged fairly and consistently. The college is committed to incorporating one hour of departmental moderation per half term into your Monday meeting schedule. Teachers are responsible for knowing identified barriers or special educational



needs (SEN) within their classrooms and should adapt their assessments and feedback according to the student's learning passport.

Training in assessment practice

Our aim is to ensure good understanding of assessment and assessment practice amongst all teachers. Our professional development programme ensures that staff have regular access to high quality CPD on assessment in a variety of ways, including opportunities to learn from outstanding practice within the college and in other schools. Subject leaders should be proactive in regularly informing their departments of curriculum updates to ensure clarity and a shared understanding of assessments structures and assessment objectives within it.

Target setting

Key stage 4

- Our year 11 cohort have target grades based on their key stage 2 attainment in English and mathematics, which have been provided in conjunction with the Fischer Family Trust (FFT). This form of target setting is in line with national performance measures and students' historical data from EYFS to KS2. In addition to the above, some departments have opted to use Baseline assessment to outline starting points and key areas of focus. Target grades will be presented in the 8-1 format, in line with national expectations and our internal assessment pathways. Year 11 students will have Estimated End Grades (EEGs) reported home each term and these will encompass the full range of awardable grades (9-U)

Key stage 3

- In English and mathematics, students in key stage 3 will be placed into broad bands of attainment using key stage 2 data. Other departments may opt either to use these baselines (for example, RE bands will be the same as English) or to set their own baseline test using the key stage 2 programme of study.

Tracking

- Students at key stage 4 have been tracked from the beginning using key stage 2 data and this will continue.
- At key stage 3, in-college summative assessments will take place at least once a term in most subjects to enable teachers to judge the current band for their students, which will, as near as possible, be an assessment of their performance relative to national expectations. This will enable us to assess progress with the expectation that students will at least maintain their banding from term to term, but it is also acknowledged that learning is complex and we wish to avoid teaching that becomes focused on getting students across the next threshold instead of ensuring they are secure in the knowledge and understanding defined in the programmes of study.
- Student progress is reported in each subject twice a year at appropriate intervals to allow time for progress. This information enables every teacher to track students' progress over time while summative data sheets are produced by our assistant head responsible for data to showcase to middle and senior leaders where students are making progress less than, in line with or better than expectations and to compare relative sub-groups.
- Students are also ranked within the year group, allowing judgements on relative attainment and progress to be made: rank order is matched a) against the corresponding position in the previous term and b) against their position on entry to note significant improvement or underachievement. SLT hold fortnightly meetings with the heads of faculty that they line manage where student progress is discussed and reviewed while weekly LABS meetings between our assistant principals and our raising standards leaders are also held to discuss the progress of each year group and individuals within it. Half-termly Breaking Barriers meetings with all teaching and pastoral staff will also be utilised to highlight certain cohorts

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or individual students who are not making expected progress and discuss possible interventions to further support.

- Each Spring term, the college instructs each department to create a formal post-mock diagnosis based on Autumn GCSE mock exams that identifies borderline students and those in danger of not meeting their target before determining an appropriate supportive action. These plans are shared with SLT line managers and regularly reviewed up until the commencement of GCSE examinations.

Reporting to parents/carers

- We have a range of strategies that keep parents/carers fully informed of their child's progress in college. We encourage parents/carers to contact the college if they have concerns about any aspect of their child's work.
- Twice per academic year, parents/carers receive a grade report outlining current attainment in each subject, which also shows any changes from the previous term. In addition, the report outlines the student's attitude to learning in each subject, the child's reading age and their commitment to home learning.
- Once a year, parents/carers are offered a five-minute, on-line appointment to discuss their child's progress with their teachers. Students are encouraged to be present at these meetings, where, among other aspects of their work, their progress, measured against targets, is discussed. Year 11 appointments are set to six minutes to ensure all aspects of the GCSE student's progress is covered.
- We encourage staff to not solely rely on these parents evening appointments to share concerns about a student's progress or attitude to learning. If there are significant barriers to learning in a specific subject, the teacher should, in conjunction with the appropriate Raising Standards Leader, communicate directly with the parent/carers either by email, over the phone or invite the parent in for a face-to-face meeting to discuss the student's progress and agree on how all stakeholders can work together to address the issues and accelerate progress.

Feedback to students

At St Benedict's Catholic College, regular and effective feedback to students about their learning is integral to impactful teaching and learning. It goes beyond the 'marks on paper' which teachers make in response to student outcomes. Our students have the right to effective, high-quality feedback about their learning regardless of age, gender, race, culture or disability.

Effective, high-quality feedback within learning occurs:

- in the explicit communication to students of the intentions (lesson objectives) and expectations (success criteria) for a particular lesson
- in teacher/student and student/student interactions during the lesson
- in constructive responses to learning that have occurred through the written marking of work and verbal feedback that offers focused reflection and plenary discussions
- when teachers are aware of SEN students' specific needs via their learning passports and make appropriate adjustments to feedback

Frequency of feedback

We expect that end of term/unit assessments and mock exams are returned to students within two weeks of completion to ensure that the feedback is as meaningful as possible. Students' books/folders should be reviewed once per half term (approximately every 6-7 weeks) with particular emphasis on extended writing and plenary activities to ensure strategic benchmarks in learning are reviewed. Sufficient lesson time should be allocated to ensure that students have time to process formative feedback and directly address teacher's comments and discuss them with their teacher if required.



Aims of feedback

- to develop students who, as reflective learners, feel involved in their own learning, understand what they will learn in a lesson and are aware of their own progress and how they will learn most effectively
- to raise attainment for every student and ensure rapid progress in all areas
- to ensure effective practice in teaching and progress in learning

List of principles/objectives (expanded in appendix)

- a. To be constructive, feedback to students should be based around shared objectives and previously sign-posted success criteria
- b. Students are encouraged to constructively reflect on themselves and their peers as learners
- c. Feedback is selective, focused and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)
- d. Feedback focuses on the progress of the individual rather than comparison with others (ipsative)
- e. Feedback is seen as an essential and valued part of the learning process, encouraging and enabling students to make rapid and sustained progress
- f. Feedback is readily accessible at regular intervals and means something to the student
- g. Students are cognitively aware of the 'next steps' to help them achieve progress in their learning journey and become increasingly involved in determining what these might be

Monitoring, evaluation and review of the policy

- Subject leaders and the senior leadership team, specifically the vice-principal and the assistant principal (student support), are responsible for monitoring the implementation of this policy
- Any concerns about the quality and/or quantity of feedback raised by a parent/carer or student should be immediately addressed to the Head of Subject/Faculty and the appropriate SLT/Middle Leader line manager. If these concerns are valid and found to be more commonplace, a more thorough review of the feedback from that teacher/subject/faculty could be triggered and any need for further CPD for the teacher/subject/faculty in question will be identified, discussed and arranged
- The principal and vice-principal will utilise their regular learning walks to review the standards of assessment and feedback in class and will gather evidence of effective practice which is collated and shared regularly via staff CPD. Any immediate concerns about the standard of assessment and feedback will be directed to the head of subject via the appropriate SLT/middle leader line manager
- The vice-principal will outline expectations in terms of assessment and feedback to all new staff each year as part of the new staff induction programme
- The quality of work and presentation in each faculty will be reviewed every academic year – one faculty per half-term - by the senior leadership team. Detailed feedback will be offered from an agreed and consistently used “expected standards” document which will be fed back to the Head of Faculty via the appropriate SLT line manager. General feedback and reminders based on this book scrutiny will be offered to all staff via morning briefing if appropriate.
- There is a schedule of regular meetings between senior staff, raising standards leaders and heads of department where assessment and feedback is a regular agenda item.
- The assistant principal (student support) monitors the assessment data received each term and compares it to subject and individual targets before sharing with all members of SLT.



APPENDIX

Strategies for implementation

- a. **To be constructive, feedback to students should be based around shared objectives and success criteria**
- b. **Students are encouraged to reflect on themselves and their peers as learners**

1. Learning and assessment objectives should be shared with students at the beginning of a new unit and threaded through classroom-based discussion and written activities as the unit and term progresses. Any learning objective needs to be written in such a way that all students can understand what is expected of them.
2. Students will be made explicitly aware what *achievement* means in relation to a given task. They will understand how to measure their success at the end of the lesson; success criteria may be displayed clearly to act as a visual prompt. They will understand what will be specifically reviewed when any work is assessed and what skills or knowledge they should have learnt or gained. This may be achieved:
 - a. through discussion at the beginning of the task with whole class or peer groups, led by effective questioning and interaction with groups and/or individuals, to prompt students to think about and review available evidence
 - b. through sharing and discussing examples of marked work from a variety of possible sources which display the desired outcomes; this will provide positive models or provoke discussion about what could be done to improve less successful outcomes
3. Students will be encouraged to reflect on their learning, development and achievement in relation to the success criteria at the end of the lesson. This could be achieved in the following ways:
 - a. by participating in a reflective whole class or group plenary session where students can think about:
 - whether the success criteria have been met
 - how far the learning objectives have been achieved
 - what learning has taken place
 - how this learning has been achieved
 - b. by modelling and encouraging students to use questions which enable/require them to consider what they have learned
 - c. by modelling and encouraging students to use questions which enable/require them to consider metacognitively how they have learned, and how they learnt most effectively
 - d. by displaying in the classroom an appropriate range of generic questions to be used to guide plenary discussions
 - e. by completing reflective self-assessments at suitable points where students review what they have learnt and what improvements they have made in their learning
 - f. through the regular use of pair/group work where pairs/groups of students discuss work/ideas/answers to questions
 - g. by providing opportunities where students can be the 'first markers' of their own work and assess whether objectives have been achieved (e.g. highlighter self/peer assessment)



- c. **Feedback is selective, focused and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)**
- d. **Feedback focuses on the progress of the individual rather than comparison with others (ipsative)**
- e. **Feedback is seen as an essential and valued part of the learning process, encouraging and enabling students to make rapid and sustained progress**

- 4. Students may be made aware of where the stated objectives were successfully met through:
 - a. the selective marking of work, using the success criteria rather than marking all aspects
 - b. the use of agreed marking criteria to indicate most significant achievements
 - c. the use of comments to highlight positive aspects of the work
 - d. self-assessing against the previously sign-posted success criteria both during and after work is completed
 - e. peer editing, where pairs mark each other's' work (prior to teacher marking) against the success criteria using agreed symbols/short-hand

- 5. Students will be made aware of a manageable number of areas in which improvement/ progress could be made in their work, and the strategies for achieving this, by:
 - a. the writing of formative comments that suggest what the student could try next time
 - b. the writing of comments which refer to parts of the work where the objective was achieved
 - c. the use of models/examples of how sections/aspects could be improved or next steps taken
 - d. the providing of new targets, which will be discussed with students where relevant

f. Feedback is readily accessible and means something to the student

- 6. When marking:
 - a. teachers use a consistent and agreed system for marking and annotation
 - b. teachers must be considered and constructive with their feedback and must avoid incendiary, derogatory or overly-personalised comments
 - c. formative comments, targets or any SPX3 corrections that students need to address must be written in purple ink or emphasised with a purple high-lighter
 - d. students can read and understand comments or marks made on their work
 - e. comments may end with a question or suggestion which invites a response from the student
 - f. students must respond to comments in purple ink/highlighter and enter into a reflective dialogue, which should be evident in exercise books
 - g. students are given time to read and reflect on teacher annotations and teachers ensure they incorporate reflective/up-drafting time into their lesson planning
 - h. all teachers should mark for literacy: paying close attention to basics of punctuation and grammar and the spelling of Tier 3 words in their subject
 - i. teachers should sign and date the last page they marked so students know which work to review and teachers know where to start from next time they review a student's book.



g. Students are aware of the 'next steps' for progress in their learning and become increasingly involved in determining what these might be

7. Learning targets may be communicated to students and progress monitored in the following ways:
 - a. curricular targets (information on national curriculum levels and GCSE criteria) displayed in the classroom
 - b. individual targets reviewed regularly by the teacher in an appropriate manner e.g. individual target grids/tracking sheets stuck to front or inside cover of book
8. Students are involved in discussing and reviewing progress against their own targets in the following ways, where relevant:
 - a. discussion with the class teacher or raising standards leader.
 - b. through peer discussion
 - c. through access to any subject records of achievement which contain a personal target