

Assessment, Feedback and Marking Policy 2024 - 25

Updated November 2024

1. Aims of the policy

This policy aims to

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Aims/Principles of Assessment

Through our assessment and reporting practice, we aim to

- Support student achievement and give accurate information about their progress.
- Enable students to understand what they have to do to reach end of lesson, unit, year and key stage expectations;
- Allow teachers to determine what a student has mastered but also identify any gaps in knowledge and understanding which will further aid planning;
- Help set targets and involve students in their own learning;
- Give parents a clear idea of what their child can do and what they need to do to progress;
- Provide information that can be used to evaluate teaching and learning practice;
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Track student performance and in particular identify those students at risk of underachievement or those who could progress more rapidly
- Provide information which can be used to evaluate Crestwood Community School's performance against its own previous attainment over time and against national standards.
- Provide information which can be used wider by colleagues e.g. Performance Management Reviews, PIP meetings, Student reviews.
- Provide information which can be shared with governors, the local authority and Ofsted

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3. Curriculum and Assessment Planning

Assessment at Crestwood should

- Be complementary to, and supportive of, the key aims of the national curriculum, schemes of learning and exam specifications.
- Be fit for purpose
- Be manageable
- Be supported by teacher professional judgements that are consistent and reliable.
- Be appropriate for all levels of the school's accountability systems e.g. PIP, Line Management, Scrutiny Panels.
- Measure each pupil's progress against the school curriculum which is in turn based on the National Curriculum and exam board specifications
- Inform curriculum development and improvement

At a whole school level, assessment should inform Senior Leaders on;

- How the school is performing and how it compares against trends and national outcomes.
- What the whole school priorities are for improving student outcomes.
- Students' progress against their individual starting points to identify those in need of intervention.
- Information to assist in holding Achievement Leaders accountable for progress and attainment in their faculties.

At a faculty level, assessment should inform Achievement Leaders on;

- How their faculty is performing compared with recent trends.
- How their faculty is performing compared to other faculties.
- What the priorities are for improving progress and attainment in their faculty.
- Students' progress against their individual starting points to identify those in need of intervention.

At a classroom level, assessment should inform teachers on;

- What level students are currently working at
- What are their next steps for improvement
- What the best strategies are to help students reach the next steps in their learning.
- Students' progress against their individual starting points to identify those in need of intervention.

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4. Purpose and type of assessment

The purpose of assessment is to;

- To identify strengths and areas for improvement and to inform next steps
- To use assessment information to make specific improvements in learning
- To acknowledge, record and report a student's overall performance and achievement at a point in time
- To inform curriculum planning and provide information for monitoring and accountability.

At Crestwood Community School we see assessment as an integral part of teaching and learning, it is embedded with our Crestwood Learning Cycle and explicitly linked to our curriculum.

Effective in-school formative assessment enables;

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents to gain a broad understanding of where their child's strengths and weaknesses lie, and what their child needs to do to improve.

Assessment for learning strategies are employed in every lesson to enhance the learning for all students. It takes place during the learning activities. All teachers set challenging learning objectives at the beginning of every lesson which provides focus for teachers and students.

Teachers will employ a range of strategies such as;

- Use of whiteboards and flip cards to get instant feedback of understanding
- Learning checks to determine understanding at regular intervals
- Knowledge retrieval activities
- Observational assessment
- Check and scan work for student attainment and progress
- Self and peer assessment
- 1:1 or group discussions with students
- Next step marking and feedback

Marking is a crucial part of ongoing assessment. Marking should always be meaningful, informative and positive, providing an indication of a child's achievement for both student and parent.

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Effective in-school summative assessment enables

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact on their own teaching.
- Students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

Assessment Timetable and Expectations

- Whole school assessment will be incorporated into the whole school calendar
- Whole school assessment will include formal exam periods for each year group
- All subjects are expected to stage exams during the formal exam periods
- Inclusion Support will only be expected to provide access arrangements during the formal exam periods
- Summative assessment will depend on the Key Stage, but may include mock examinations, end of topic tests, end of year tests or practical examinations.
- Faculty assessment timetables and procedures will be moderated by line managers and also within Full SLT meetings

Formal exam period example (2024 - 25 timetable)

	Formal exam periods 2024 - 25	
Year 7	16th - 20th June	
Year 8	10th - 14th March	
Year 9	3rd - 7th March	
Year 10	Core Only 14th - 18th November	28th April - 2nd May
Year 11	2nd November - 15th November	3rd February - 14th February
	GCSEs commence 8th May	

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5. Marking and Feedback

- All feedback and assessment at Crestwood has the primary purpose of improving progress
- The principles and practices adopted are driven by our curriculum vision and learning cycle
- Students to receive feedback on all pieces of summative assessment
- Marking and feedback should help instil in the students a sense of pride in their books and in their work

Common expectations of feedback and marking for all subjects

- Faculties should have their own more detailed, subject-specific policies in place but these are the common expectations for all subjects
 - Teachers are encouraged to live mark during lessons
 - Teachers should mark with purple pen and students respond with green
 - Teachers should date and initial student books when marking
 - Teachers should use the **Crestwood Literacy Codes (see below)** for marking and provide time for reflection and correction.
 - Spelling errors should be acknowledged using the code, but no more than four per page. The correct spelling should be written unless time is given for students to find and copy the correct spelling.
 - Marking must be moderated on a regular basis in subjects and faculties

	Subjects	Marking frequency
KS3	English, Maths and Science	At least once per fortnight
	All other subjects	At least once per half term
KS4	All examination subjects	At least once per fortnight

Crestwood Literacy Codes

Literacy Error	Literacy Code
New paragraph	//
Punctuation; , ' ? ... () ! " "	P
Capital Letter	CL
Spelling	Sp
Homophone (their/ there/ they're)	Hp
Meaning is unclear or word missing	?

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6. Record Keeping

- Achievement Leaders should create and maintain faculty/subject Feedback and Assessment policies and schedules which complement the whole school policies and schedules
- Formal summative assessment scores and grades are to be recorded in central SIMS Marksheets
 - 'KS3 Assessment' for KS3
 - 'GCSE Assessment' for KS4
- Pupil Progress will be used by all staff to track the assessment data of KS4 students.
- Achievement Leaders are encouraged to ask for additional data columns to be added to the standard marksheet or extra marksheets to be created in SIMS to aid with the efficient collection of assessment data and to assist with moderation processes
- Subject teachers would be expected to keep records of their assessments as directed by the Achievement Leader

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7. Data collection and reporting to parents

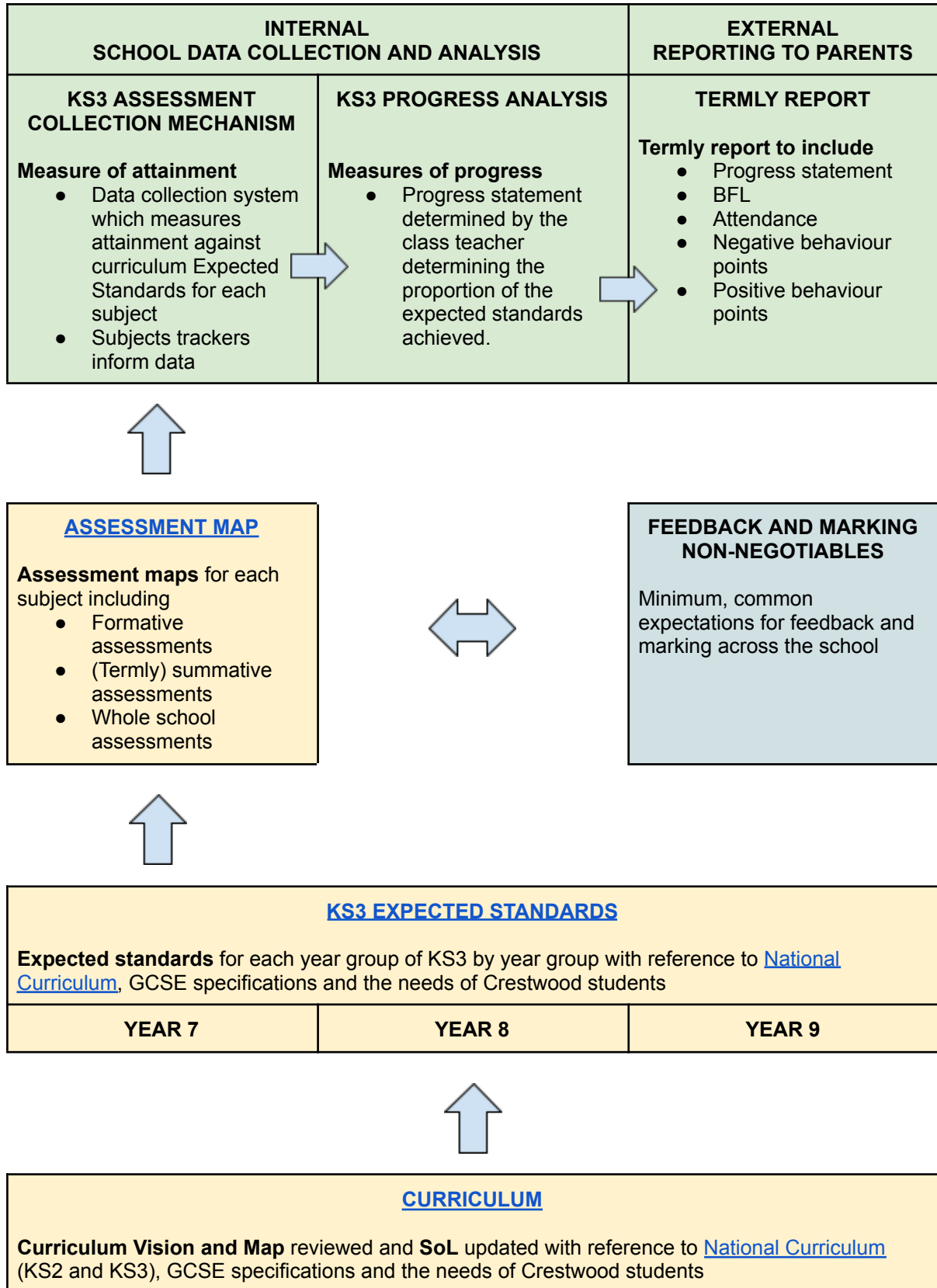
- Assessment data will be collected at least termly for all students
- Snapshots of assessment data can be taken from Pupil Progress at more frequent intervals and will be done monthly for Year 11
- Parents of Year 7-10 students will receive a report once each term
- Parents of Year 11 students will receive a report once a half-term

	Data collected	Data reported to parents
KS3 (Years 7, 8 & 9)	<ul style="list-style-type: none"> ● Working at statement ● Behaviour for Learning <p style="text-align: center;"><i>Termly</i></p>	<ul style="list-style-type: none"> ● Working at statement ● Behaviour for Learning ● Attendance ● Positive and Negative Behaviour <p style="text-align: center;"><i>Termly</i></p>
KS4 (Years 10 & 11)	<ul style="list-style-type: none"> ● QLA for all exams ● Current working at Grade ● Projected Grade ● Target Grade ● Behaviour for Learning <p style="text-align: center;"><i>Year 10 - Termly Year 11 - Monthly</i></p>	<ul style="list-style-type: none"> ● Current working at Grade ● Projected Grade ● Behaviour for Learning <p style="text-align: center;"><i>Year 10 - Termly Year 11 - Half-termly</i></p>

Grade	Behaviour for Learning (BfL)
4	Student <i>rarely</i> takes responsibility for their learning by trying to organise themselves (e.g. equipment, books, homework) and is <i>rarely</i> ready to learn (e.g. concentration, listening, self-management, resilience).
3	Student <i>sometimes</i> takes responsibility for their learning and is <i>sometimes</i> organised and ready to learn. They have started to show some initiative in new situations.
2	Student is <i>usually</i> ready to learn and <i>usually</i> shows independence and initiative inside and outside of the classroom. They <i>usually</i> show resilience when faced with learning challenges.
1	Student <i>always</i> seeks out new challenges, <i>always</i> takes responsibility for improving their own learning and <i>always</i> demonstrates resilience when faced with learning challenges. They demonstrate leadership in learning.

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8. KS3 Assessment System explanation



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KS3 SYSTEM AIMS

- The main aims of the KS3 assessment system are as follows
 - To make explicit the link between assessment and successful progression through the curriculum
 - To allow the easier identification of underperforming students in need of intervention and overperforming students deserving of celebration and praise
 - To secure higher expectations and greater consistency in assessment practices within subjects, faculties and across the school
 - To create a more efficient system for staff to use
 - To provide parents with more easily understandable information about the attainment and progress of their child

KS3 CURRICULUM

- **The curriculum is the foundation of the assessment system** and should be continually reviewed and updated
- The Curriculum Vision and Map should be updated for September 2022
- The curriculum should be informed by the [National Curriculum](#) (KS2 and KS3), GCSE specifications and the needs of Crestwood students
- It should be both accessible and challenging
- It should be coherently sequenced to aid rapid progress
- It should be stimulating and enjoyable!

KS3 EXPECTED STANDARDS

- Faculties are expected to produce a set of KS3 Expected Standards for each year group for each subject
- Expected standards should be drawn from the subject curriculum which should in turn be informed by the [National Curriculum](#) (KS2 and KS3), GCSE specifications and the needs of Crestwood students
- Expected Standards should be appropriately sequenced and divided across the three years of KS3.
- Expected Standards should be accessible, but also sufficiently challenging so that students cannot complete them before the end of the first term.
- Subjects have discretion about how Expected Standards are structured and can split them into different categories (columns on the form can be added or deleted as necessary)
- Although progression throughout the Key Stage should be built into to Expected Standards, there will need to be some overlap between each year group's standards
- **Expected Standards (in their basic form - no banding) will be shared with all staff, students and parents**

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KS3 ASSESSMENT MAPS

- The Assessment, Feedback and Marking Policy prescribes the frequency of summative assessments which each at subject is to undertake throughout the academic year
- Whole school formal exams will be staged for each year. When these occur, they will be the summative assessment for that term.
- Each termly summative assessment should reflect the **curriculum delivered so far** and give students the opportunity to show how they are meeting the Expected Standards for that subject
- Faculties are expected to complete Assessment Maps for each subject which detail the assessments staged throughout the year
- Faculties will be expected to produce **clear assessment and moderation procedures** which detail how the balance of assessments will be translated into the required data (Exam percentages and KS3 Attainment Grades)
- In addition to planned summative assessments, subjects should outline the formative assessments which will be used
- Assessment Maps will be shared with all staff, students and parents

KS3 DATA COLLECTION

- Staff will be asked to provide an attainment grade each term for each student for each subject each term using the following descriptors

Working at Status	Description
Working Above Expected Standards	The student is consistently working at a level higher than the expected outcomes of a student in that year group. The student will be achieving some of the expected standards for the next year, in addition to all of the expected standards for the current year.
Working At The Expected Standards	The student has achieved some of the expected standards for the subject and is on track to achieve all of the expected standards by the end of the year.
Working Towards The Expected Standards	The student is working towards achieving the expected standards for the subject this year. The student may have achieved some of the expected standards, however further progress needs to be made to achieve the working at expected standard.
Working Below The Expected Standards	The student is not achieving any of the expected standards for the subject this year.

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- Staff will also be asked for assessment scores and Behaviour for Learning (BfL)
- In summary, the data to be entered in SIMS for KS3 will be:
 - Behaviour for Learning Grade (1 - 4)
 - KS3 Working at Statement
 - 1 = Working Above Expected Standard
 - 2 = Working At Expected Standard
 - 3 = Working Towards Expected Standard
 - 4 = Working Below Expected Standard
- The attainment grade will be an indication of how successfully the student has met the expected standards for that subject for that year
- It is the responsibility of faculties/subjects to determine the process by which KS3 Attainment grades are generated and moderated with a subject
 - Assessments which contribute to the grade should be listed in the subject's Assessment Map (and fit into the overall school policy)
 - It is anticipated that all subjects will hold trackers to collect the assessment data which contributes to the subject's KS3 Attainment Grade (trackers would most likely be held in SIMS and can be created on request)
- Subject staff are *not* expected to make a judgement of progress against starting points.

KS3 DATA ANALYSIS

- The new KS3 Assessment System is designed so that the focus for staff is on assessing students' progress through the curriculum rather than their progress against their starting points

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9. KS4 Grades

Grade	Explanation
Current Working Grade	<ul style="list-style-type: none"> ● This is the grade that you are currently working at. This grade is calculated by only using the units that have been assessed so far. ● It should be based primarily on the Average Unit Grade in Pupil Progress. ● These grades should be shared with parents
Projected	<ul style="list-style-type: none"> ● The grade a student would most likely achieve at the end of Year 11, based on current performance ● These grades will mostly be used for internal analysis purposes ● These grades may be shared with parents on termly or half-termly reports ● These grades will be shared with students to assist with college applications
Minimum Target Grade	<ul style="list-style-type: none"> ● These targets are for internal use only. ● They have been calculated based on available KS3 data and limited CAT scores, alongside analysis of FFT data.

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10. Review of Assessment, Feedback and Marking

- The school has a Quality Assurance process in place, which includes scrutiny of Assessment, Feedback and Marking in faculties and across the school
- Assessment, Feedback and Marking is regularly reviewed at Full SLT meetings
- Changes to Assessment, Feedback and Marking will be made in response to the developing needs of the school and will be reflected in the Assessment, Feedback and Marking policy
- This policy will be reviewed and updated on an annual basis and will be scrutinised and approved by the Governors' Achievement and Learning Committee