



Assessment, Feedback and Reporting Policy

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	Date	Name	Signature
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I - Rationale

Assessment is an essential element of teaching and learning at Blackfen School and central to our commitment to providing a high-quality education for all students. We believe that the purpose of assessment is to *take the pulse of teaching and learning* and, based on the outcomes of assessment, to adapt teaching to promote student progress which is timely and secure. Effective use of assessment enables teachers to identify what students know, understand, and can do; supports lesson planning that is responsive to meeting learning needs and ensures that student progress is monitored and celebrated. The information provided from assessment helps parents and carers support the learning of their child at home and underpins strategic decisions about the direction of school improvement by Leaders and Governors.

2 - Aims and principles of Assessment

Aims

- To support learning by providing accurate, timely feedback
- To recognise and celebrate achievement
- To identify gaps in knowledge and skills to inform future teaching
- To ensure consistency, fairness, and high expectations across the school
- To promote student ownership of learning through self- and peer-assessment

Principles

- Assessment is integral to the teaching process
- Assessment is a tool for learning
- Assessment bonds teaching to learning
- Assessment secures the partnership between teachers and students

Assessment is integral to the teaching process

Learning is an invisible, complex process that takes place uniquely in every student. Assessment is integral to the teaching process because it enables teachers to *find out what pupils already know, what they have learned and to identify next steps*". (SSAT 'The why, what and how of assessment', 2023). Based on the outcomes of assessment, teachers are able to design the content of teaching and the conditions of learning to elicit the best learning from every student.

Assessment is a tool for learning

Assessment informs teaching, rather than driving it. Effective assessment design makes it a learning tool for both informing and reinforcing students' learning. The use of frequent low-stakes formative tests by teachers such as review games and quizzes - as well as the setting of tests that require retrieval of prior learning – help to embed knowledge and lead to improved long-term retention in the memory. Active retrieval of their prior learning improves the quality of students' critical thinking, and fosters their deep engagement with the material. Assessment is a powerful tool in enabling students to know more, do more, and remember more. We train our teachers in the design of effective summative and formative assessment as part of the school's professional development programme.

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Assessment bonds teaching to learning

On-going assessment enables teachers to identify misconceptions and errors in students' learning efficiently. It means that feedback from teachers to students from assessment tasks is the 'medical' and not the 'post-mortem': students can correct work promptly, improve the accuracy of their knowledge and understanding without delay and make good progress in the next stage of their learning.

Assessment secures the partnership between teachers and students

Assessment feedback which enables students to actively improve their learning is motivating and boosts their self-esteem. The enhanced confidence of students to take risks in learning or try out advanced and new learning strategies means placing increasing trust in their teachers' guidance and feedback. Accordingly, the shared ambition of teacher and student is a significant influence in generating students' capacity to make good progress.

3 - Types of assessment

We use the following types of Assessment in school to support our aims and principles:

- **Formative Assessment:** ongoing checking of understanding embedded in day-to-day teaching. Formative assessment includes questioning, class discussions, quizzes and peer/self-assessment. It enables teachers to take stock of recent teaching, assess the quality of student progress and provide feedback on specific points that moves students forward in their current learning. The purpose of formative assessment is to enable teaching and learning to be adapted in the short-term.
- **Summative Assessment:** extended assessment scheduled at key points throughout the year. Summative assessment includes end-of-unit tests, Pre-Public Examinations (or mock exams) and public examinations at the end of Key Stage 4 and Key Stage 5. Its purpose is to enable teachers and students to see the quality of learning at a point in time and at the end of the learning process.
- **Diagnostic Assessment:** baseline tests and diagnostic activities. We use these assessments on a case-by-case basis to identify students' starting points, strengths, and areas for development, especially when students join the school. However, every student from Year 7 to Year 13 takes a reading test to establish their reading age which is published to their parents/carers and all of their teachers.

4 - Assessment schedule: Key Stage 3 – Key Stage 5

Assessment Check-in 1	Assessment Check-in 2	Half term	Assessment Check-in 3	Assessment 4 Summative	End of term Progress Update reports
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- There are four assessment points in each term, covering three 'check-in' assessments which are formative in design and one summative assessment
- Assessments are planned in line with curriculum schemes of work and ensure full coverage of key knowledge and skills. Reasonable adjustments to assessment procedures are made in line with statutory guidance and assessments design is checked to avoid cultural bias and disadvantage.

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- Assessments are adapted for students with additional needs, in line with the SEND policy and JCQ access arrangements guidance. Differentiated assessments and additional support are provided where appropriate, ensuring all students can demonstrate their knowledge and skills.
- Subject Leaders provide an Assessment calendar to the Deputy Headteacher (Curriculum) detailing the content of 'check-in' and summative assessments in each term and the curriculum concept(s) being assessed.
- Departments moderate key assessments in scheduled meetings throughout the year to ensure the consistency and reliability of assessment outcomes.

5 - Assessment feedback

Our management of assessment operates on the principle of being “meaningful, manageable and motivating” for students and their teachers. We expect teachers to use formative assessment in every lesson via mini-whiteboards, RAG cards and hands-down questioning to adapt learning *in situ* and to follow the assessment schedule for setting 'check-in' and summative assessments. We believe that teachers should spend more of their professional time on planning and adapting teaching based on the outcomes of assessment, rather than on marking students' books in great detail. For this reason, every subject has devised subject-specific feedback codes to provide students with precise information about 'What Works Well' and 'Even Better If' following assessment of their work. The feedback codes provide a succinct 'medical' which students can act on promptly. Students are provided with opportunities to respond to feedback and to make improvements in lessons and in homework tasks.

Assessment feedback is matched intentionally to subject pedagogy and key stage, so that students in every year group and subject are able to understand their areas of academic strength, development and aspiration. Subject teams decide a consistent approach to take in terms of feedback: either using feedback codes or brief written comments or guided verbal follow-up in the next lesson. In whatever mode, feedback should always make clear to students what they have done well and what they need to do to improve. Agreed school notation for literacy correction should be used in written marking. A guideline of three literacy corrections per paragraph should be marked and corrected by students. Some coursework exceptions to feedback may apply in line with examination regulations. Used skilfully, feedback is a powerful tool to challenge positively, to initiate long-term change and to promote resilience to improve learning and progress.

6 - Use of Assessment data

Assessment data is collected at key points throughout the year and analysed at class, subject, year group, and whole-school levels. It is used to identify individual students in need of additional support and to monitor students in key groups, e.g., HPA, SEND, Pupil Premium, EAL, to ensure equity of teacher input. Whole-school trends and patterns are reported to governors and inform school improvement planning by School and Subject Leaders.

Subject teams meet in scheduled meetings every half term to review assessment and progress data. 'Subject Impact' meetings at the beginning of a half term enable the subject team to focus exclusively on the quality of student progress and decide their collaborative approach and specific follow-up to addressing academic under-performance in the subject area. The intent of these meetings is to ensure

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that 'no child is left behind' and that 'no teacher is left on their own' to deal with academic under-performance in their classes. In 'Impact Review' meetings at the end of the half term, the subject team reviews the quality of follow-up and decides remedial action where good progress is still not secure.

7 - Reporting and communication with parent and carers

- Reports are produced on a termly basis. They are known as Autumn, Spring or Summer 'Progress Updates' and are published to parents and carers via Edulink.
- Reports show students' current and prior attainment in all subjects, annual attainment targets and an attendance summary. In each report, teachers also evaluate students' development of positive attitudes to learning.
- Details of the subject curriculum for each year group are made available to parents on the school website, as well as the teaching schedule which delivers the subject curriculum.
- Parents Evenings are held annually for each year group, offering opportunities for discussion with subject teachers about curriculum content and student progress, including the outcomes of assessment.

Key roles

- Teachers: Plan, deliver, and assess learning; provide timely feedback to students in line with school policy and record assessment data by the deadlines set.
- Subject Leaders: Oversee assessment practice within their departments, including the content and design of assessment and its implementation to avoid disadvantage; lead moderation, monitor consistency of assessment, and analyse outcomes to inform curriculum planning.
- Leadership Team: Quality assure assessment procedures, monitor whole-school data, support staff in developing assessment practice, and report to governors.
- Students: Engage actively with feedback, reflect on progress and set personal targets for improvement.
- Parents/Carers: Access assessment information via reports and Parents Evenings, and support their child's learning at home.

Related documents

- Equality Act (2010)
- DfE *Assessment Principles* (2014)
- Ofsted Education Inspection Framework
- Blackfen School Curriculum Policy
- Blackfen School Teaching & Learning Charter
- Blackfen School SEND Policy
- Blackfen School Equality information and policy