



St Mary Redcliffe
and Temple School

Assessment, Feedback and Reporting Policy

Approved by:	SAS Committee	Date: September 2023
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1. Aims

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/carers
- Explain our requirements about the type and method of feedback
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This Policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#)

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

An assessment is where a teacher uses their professional judgement about whether a student has learnt the knowledge, skills and understanding that was intended.

3.1 Why is assessment important?

Assessments are important for each of the following groups as they:	
Students	<ul style="list-style-type: none">• Give an indication of their strengths and areas for improvements• Allowing them to know what to do to improve will help them progress in their learning
Teachers	<ul style="list-style-type: none">• Allows them to evaluate learning at the end of a unit or period of lessons, and the impact of their own teaching. This can be at any given point in a lesson• Checks how secure a student is in terms of knowledge, skills and understanding• Establishes if students have misconceptions over what has been taught• Identifies areas that need re-teaching• Guides the feedback that is needed to the student• Allows judgements to reward or sanction

Leaders	<ul style="list-style-type: none"> • Enables the monitoring of the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to improve attainment • Evaluate how successful our curriculum is at supporting a child to progress to positive outcomes
Parents	<ul style="list-style-type: none"> • Gives an indication about the attainment of their child so they can praise, support, or challenge them at home

3.2 The different types of assessment

There are three different types of assessment used at St Mary Redcliffe and Temple School

Day-to-day in-school formative assessment	In-school summative assessment	Nationally standardised summative assessment
Formative assessments evaluate how someone is learning material throughout a course	Summative assessments evaluate how much someone has learned throughout a course	
<ul style="list-style-type: none"> • Skilful questioning • Conversations with students • Retrieval practice • Self and peer assessment • Observational assessment 	<ul style="list-style-type: none"> • End of unit outcome, e.g. extended writing or project. • Short end of topic or unit test/essay • Reported grade or band and attitude to learning • Formal assessments / mock exams 	<ul style="list-style-type: none"> • GCSE • BTEC • A-Level

3.3 Assessing attainment not progress

- At SMRT we recognise that we can accurately assess attainment, but not progress.
- Assessing attainment is making a judgement on whether a student has acquired the specific intended learning we defined
- Our curriculum model is our progression model where subject specialists have carefully selected the knowledge, skills and understanding our students should have in each year group and key stage
- Our staff will design assessments to make judgements on the extent to which this specified curriculum has been learnt. This can be done accurately and effectively rather than making vague statements about progress

3.4 The key principles of assessment at St Mary Redcliffe and Temple School

Assessment at SMRT should be:

- Simple and time effective. It should not hinder the sequence of learning or constrain the time a teacher spends on teaching
- Designed to not add unnecessary staff workload
- Led by subject specialists to be specific and accurate
- Consistent across a specific subject and moderated where appropriate
- Designed to take into account the needs of all of our learners. Including their mental wellbeing
- Maintain high expectations of all of our learners
- Assessment will be used to establish what is known and to move knowledge and skills forward

- Assessment will be varied, purposeful, and frequent
- Workload will be considered when planning assessment and feedback
- Students and parents will be informed of what is being assessed, the purpose, and the feedback that will be provided

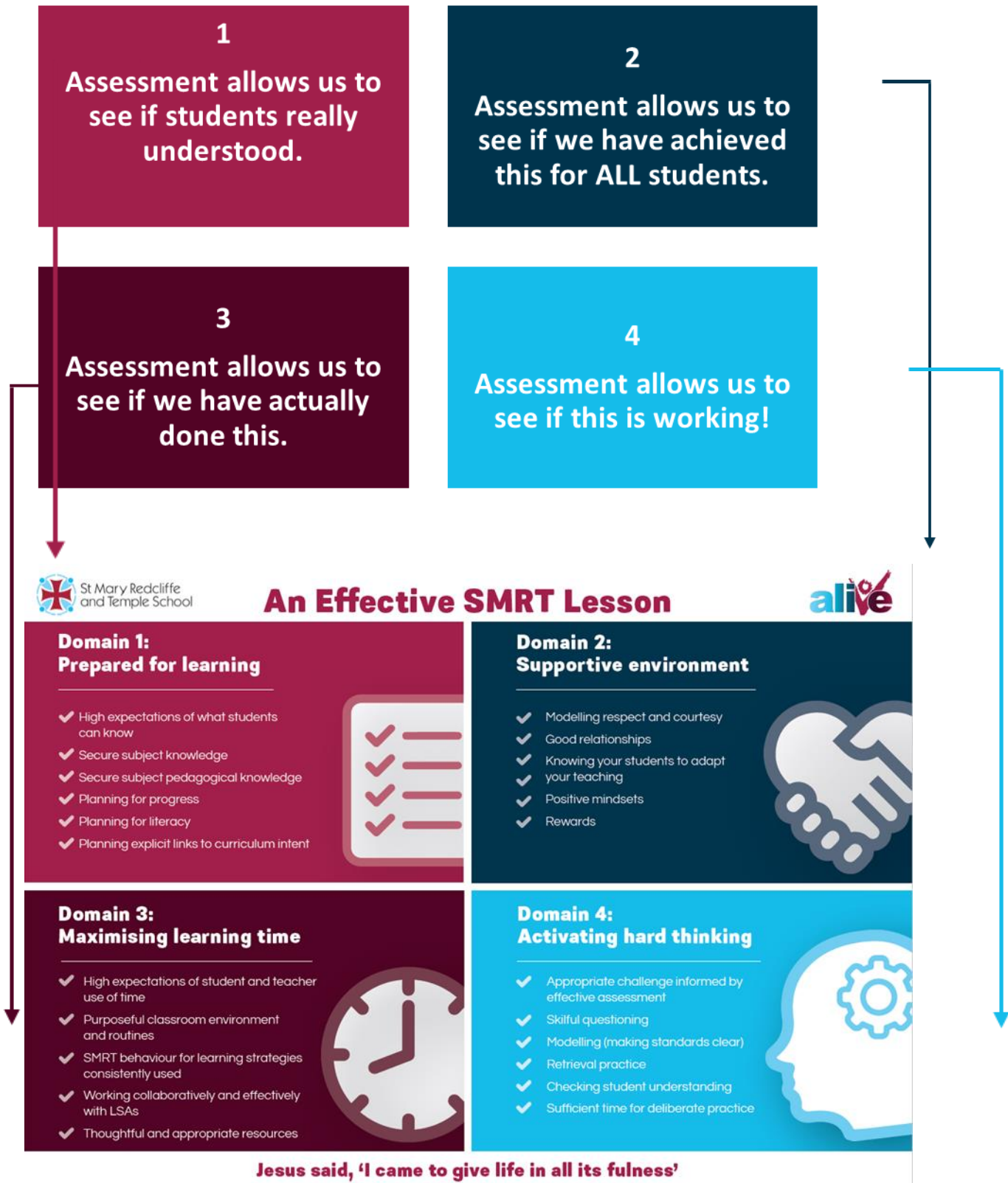
4. Assessment approaches

At SMRT we see assessment as an integral part of teaching and learning. The tangible purpose of our Alive Model of Learning and Curriculum is: *“to develop the **skills, knowledge and Alive qualities** so that all our students can make their **unique contribution** to the world.”*

In class our teachers will use two main approaches to assessment: day-to-day in-school formative assessment and in-school summative assessment.

- Teachers will use information from assessment to inform the decisions they make
- Feedback will be timely, accurate, and clear whilst providing specific guidance on how students can improve
- Literacy will be a focus of feedback in all subject areas
- Students will be given time and opportunities to act on feedback to improve and move their learning forward

Assessment is the **key** to unlock the four domains



4.1 In-school formative assessment

Formative assessments evaluate how someone **is** learning material throughout a course. This is a fundamental part of any lesson no matter the student or Key Stage being taught and should be done constantly by the teacher or LSA in the room.

Formative assessment is important because it allows the teacher to:

- Identify gaps and misconceptions
- Assess knowledge, skills and understanding
- Change their planning if re-teaching is needed
- And importantly does not require a lot of time and effort and supports swift intervention to close the knowledge gaps

At SMRT we would expect to see the following in-school formative assessment techniques are used:

- Question and feedback. This is particularly effective if selected students are used rather than volunteers
- Quick recall activities
- Summary paragraphs/exercises where students demonstrate their understanding of a short period of learning. These can be just observed rather than collected in for feedback
- Self and peer assessment techniques
- Exit tickets
- Observations of student conversations/writing

These techniques will vary subject to subject and it is important that teachers use the best technique for their subject. Formative assessment can become summative assessment as well if the feedback is acted upon.

4.2 In-school summative assessment

Summative assessments evaluate how much someone **has** learned throughout a course.

Summative assessment is important because it allows the teacher to:

- Provide useful information for future learning
- Evaluate learning over time

It is important that staff recognise that summative assessments fall into two categories:

- Component assessments just test a student's knowledge, skills and understanding on a particular topic or unit
- Composite assessments test a student's knowledge, skills and understanding over a longer period of time and might well include multiple topics or units. The most common form of a composite assessment is an exam paper that tests multiple units

Summative assessments will look different in different key stages and different subjects.

KS3 Years 7, 8 and 9	At KS3 we have removed levels and GCSE grades so the design of summative assessments is the responsibility of our subject specialists. We recommend the following techniques are considered: <ul style="list-style-type: none">• End of unit multiple choice knowledge tests. These can be self and peer marked to reduce workload• An end of unit summary essay/project• SMRT also have formal assessment weeks in KS3. In Year 9 there are more formal assessments in English, Maths and Science sat in the exam hall to give the students an experience of formal exams. These can also be composite with content from previous units/assessments covered
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KS4 / KS5 Years 10 and 11 Years 12 and 13	<p>At KS4 and KS5 summative assessments should be designed to test students' knowledge, skills and understanding required for their specific exams. Therefore, we recommend the use of:</p> <ul style="list-style-type: none"> • End of unit knowledge tests. These can be self and peer marked to reduce workload • Composite assessments of prior learning as well as current • Past exam questions/papers. These should be given a score using the exam mark schemes • SMRT also have formal mock exams for Year 10, Year 11, Year 12 and Year 13. These will be used in all subjects
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To ensure that summative assessments are accurate, middle leaders should moderate and standardise answers. This will be done within departments.

To allow staff to plan their time effectively, subject leaders should specify the programme of summative assessments in a scheme of learning which is shared to all. At KS3 there are three summative assessments per year.

5. Feedback

Once assessment of student learning has taken place, teachers should consider how to feedback this information to the students.

At SMRT we recognise that feedback comes in a variety of forms. Our principles of feedback are based on research from the EEF and effective feedback should:

- Be accurate, specific, and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes

Some of the most common types of feedback we will use are:


- Written comments either to individuals or whole class
- Verbal comments given either to individuals or whole class
- A score on quiz or test
- Agreeing success criteria that can be highlighted/ticked to show what has been done will reduce workload
- Live marking
- Peer review

Please mark in **green pen**

Peer- marking in **red pen**

Self-marking/reflection in **purple pen**

Please use the following methods of correction for consistency across the school:

Correction	Method
Spelling mistake	SP
Missing paragraphs	//
Words missing	^
The meaning is unclear	
Capital letter missing	C
Check punctuation	P circle for student to make corrections

Feedback is a central part of a teacher's role and can be integral to progress and attainment. We know that subject specialists are most effective when they design feedback for their specific teams. However, there should be either green/red/purple pen in books **every 3 weeks** and green pen at **least once a half term**. Any adaptations such as core PE should be accounted for in the department's feedback guidelines.

Feedback at SMRT should be:

Timely:

- Prompt to maximise impact
- Verbal feedback used regularly
- Low-stakes formative assessment and feedback every 6 lessons
- Written feedback when appropriate (at least once per half term)
- Detailed teacher feedback after each summative assessment

Accurate:

- Success criteria/mark schemes used where appropriate to give feedback

Clear:

- Be specific to the work and the student
- Identify what has been achieved, what improvements can be made, and how they go about making those improvements

Consistent:

- Teacher written feedback in green pen
- Self-assessment/reflection/improvements in purple pen
- Peer assessment/peer marking in red pen
- Literacy marking codes used in all subjects

Planned:

- Focus on learning objectives
- Cause thinking to take place
- Build in response time for students
- Plan to use a variety of assessment and feedback strategies
- Summative assessments planned for approximately every 14 weeks (3 per year)
- Summative assessments taken in standardised conditions and without external help
Adapted adequately where appropriate
- Summative assessments will cover enough material and assess a wide enough sample of the material covered

Monitored:

- Summative assessments moderated and standardised within departments in meeting slots on the calendar
- HOF/HODs to conduct book looks/feedback checks every term and discuss concerns with individual teachers
- Feedback should be readily available at all times upon request

Reviewed:

School leaders to conduct book looks and student voice to review whole school practice every term.

Each subject will agree the format and regularity of feedback they give, but subject leaders should always consider staff workload when designing an approach to feedback.

- At KS3 we should never give GCSE grades or scores. This adds undue pressure to our students

- At KS3, although we report home to parents if a student is working at developing/secure/extending, this language should not be used on individual pieces of work
- At KS4/5 GCSE, A Level or BTEC grades should only be given if a substantial piece of work has been completed and never on small-mark questions

6. Collecting and using data

Data is collected via SIMs marksheets assigned to each teacher for their respective classes. A calendar of data entry is published in advance of each academic year. Time to complete marksheets is factored into staff directed time. There is also time for middle leaders to quality-control data entries as well as proofread and check.

After each data collection point, attainment information is uploaded and presented on SISRA and can be accessed by all. SISRA can then be used to sort the data, identify patterns and trends, and inform future teaching.

On a subject level, staff can collect additional data but we encourage that this is only done where completely necessary to avoid adding to staff workload. The normal practice should be the collecting of **composite** data from a department- agreed portfolio of evidence.

7. Reporting to parents/carers

When we report home, it should always be a **composite** of in-school summative assessments and not just based on a single last component assessment.

- Parents/carers of children in each year group (Years 7-10 and Year 12) will receive attainment information at four (Years 11 and 13 three) points throughout the academic year. Of these there will be:
 - In Years 7-10, three gradesheets which will include behaviour, attendance and attitude to learning. In Year 11, one gradesheet
 - In Year 12, three gradesheets which will report working grades, engagement, behaviour and contribute levels. In Year 13, two gradesheets. More information on these descriptors can be found [here](#)
- In years 7-11, one written report which will include behaviour, attendance and attitude to learning
- In each year group, a parent/carer evening where a verbal report will be given by the subject teacher. This will provide the opportunity to discuss strengths and areas for development

<p>KS3</p>	<ul style="list-style-type: none"> • At KS3 we will report a student’s current working level using the following three categories: <ul style="list-style-type: none"> ◦ Current working grade • This level should be a composite of how well a student has performed in all the in-school summative component assessments up to you this point. It should be based on the whole body of evidence, not just the performance in the last component assessment: <ul style="list-style-type: none"> ◦ Target grade ◦ Attitude to learning
<p>KS4</p>	<ul style="list-style-type: none"> • At KS4 we will report a student’s current working GCSE grade / vocational qualification level • This GCSE/vocational grade should be a composite of how well a student has performed in all the in-school summative component assessments up to this point. It should be based on a whole body of evidence, not just the performance in the last component assessment

KS5	<ul style="list-style-type: none"> At KS5 we will report a student's predicted A-Level grade / vocational qualification level
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Current working grade

At KS3, for each student will be given a judgement on their knowledge and understanding of the intended curriculum. This is the teacher's judgement on their current working grade – this can also be a fine level for this such as – or +

This is a robust and consistent judgement based on:

- A holistic judgement based on multiple assessments from the year – either formal or more informal assessments like homework. This judgement will not be based on a single test.
- This should be a consistent, agreed standard in the subject area.

The grades mentioned in the bands relate to GCSE grades. We do not use GCSE grades at KS3, but this is to provide an idea of the student's trajectory.

KS3 Grade bands

Extending	Your child has excellent knowledge and understanding of the intended curriculum of a particular subject. They are working beyond the secure band and are adding depth to their knowledge and understanding so they could go on to achieve Grade 7+
Secure	Your child has secure knowledge and understanding of the intended curriculum of a particular subject. They could go on to achieve Grades 4 to 6 at GCSE in that particular subject
Developing	Your child is developing their knowledge and understanding of the intended curriculum of a particular subject. They could go on to achieve <u>at least</u> Grades 1 to 3

At KS4, as above, but current working grades at GCSE grades 1-9 or BTEC levels will be awarded.

At KS5, predicted grades as A-levels grades A*-E or BTEC levels.

Target grade

This will be calculated from previous attainment students will have a band target determined for them for KS3. At KS4, the 1-9 grade will be shared based on Fisher Family Trust 5 targets.

What does the attitude to learning mean?

The descriptions are listed below. One of the bands will be selected for your child.

Attitude to learning band	Description
Excellent	This student: <ul style="list-style-type: none"> • Arrives on time for all lessons and always strives for excellence • Demonstrates resilience in their learning, takes risks and acts upon feedback • Completes all homework to a good standard and meets all deadlines • Demonstrates exemplary behaviour in line with our 3 circles • Is an exemplary role model of our Alive learning model
Good	This student: <ul style="list-style-type: none"> • Almost always arrives on time for lessons and strives for excellence • Acts on feedback but may be wary of taking risks in their learning or demonstrating resilience • Almost always completes their homework to a good standard and meets deadlines • Demonstrates positive behaviour in line with our 3 circles • Is a good role model of our Alive learning model
Variable	This student: <ul style="list-style-type: none"> • Usually arrives on time to lessons, but there are several times when this does not happen • Can show resilience with their learning, but it is not consistent • Completes some homework, but it is often of a poor standard, incomplete or missed • Displays inconsistent behaviour where sometimes they do not act in the way we expect in line with our Alive model and/or 3 circles
Concern	This student: <ul style="list-style-type: none"> • Often arrives late to lessons • Infrequently demonstrates resilience with their learning and does not utilise the support available • Often does not complete homework or when done, it is incomplete and/or of a poor quality • Often behaves in a manner which is not in line with our Alive model and/or 3 circles

House style:

- 100-word limit. (600 characters)
 - Capitalisation for all subjects
 - Use full first name from SIMS
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- For KS3 and KS4 key information, including attendance, ALIVE points and behaviour points will be on reports.
 - At KS5, the report represents the student's current performance in their A-level subjects
 - Our **predicted grades** are based on all of the work done so far this year, not just any recent assessments or mocks, and so reflect the teacher's judgement as to the most likely final outcome based on current levels of work
 - The **engagement level** for each subject is a grade from A*-E where B represents the basic qualities of academic engagement we expect, A represents a secure A-Level mind-set and skill-set, and C or below represent degrees of concern .

- The **behaviour level** reflects the judgement of the pastoral team on attendance, punctuality, organisation, behaviours for learning and quality of personal interactions. Again, B meets our basic requirements and A shows an Adult maturity and responsibility, such as might be expected by a work-place or University
- Students have also recently self-evaluated a **contribute level** which reflects their impact on the community and wider world, awareness of important issues, support of others and the transferable skills and knowledge that would make them effective in the workplace

8. Training and professional development

Ensuring that staff have a good understanding of assessment and assessment practice is a priority for St Mary Redcliffe and Temple School. To make sure this happens the school will:

- Give staff access to and time to engage with current research and subject-specific assessment
- Share best practice and update staff with current research/developments in assessment at whole staff and middle leader meetings
- Encourage subject leaders to invite in exam board or subject specialists to lead sessions on improving assessment as part of their subject specialist CPD thread
- Engage in national developments through unions, professional bodies and exam board networks

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Using assessment information provided by the school to triangulate their knowledge and understanding of the quality of education

9.2 Headteacher/Senior Leaders

The Headteacher/Senior Leaders will ensure that:

- Subject teams and teachers are using assessment to improve the quality of education for all their students in a systematic and coherent way.
- Standards are maintained in core and foundation subjects.
- Student progress and attainment is analysed, including individual students and specific groups, to identify trends for future improvement of teaching and learning.
- Key actions are prioritised to address underachievement.
- Governors are reported to on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Middle leaders

The middle leaders will ensure that:

- Teachers are using assessment to improve the quality of education for all their students in a systematic and coherent way
- They work with their team to design appropriate assessment in all key stages, keeping staff workload at the forefront of their minds whilst doing this
- Key actions are prioritised to address underachievement in their subject/house area
- They work with their team to design a faculty feedback policy that is agreed by all and gives effective feedback without overloading staff

9.4 Teachers

Teachers will use the guidelines set out in this Policy to ensure that assessment is used to improve the quality of education for all their students in a systematic and coherent way.

10. Monitoring

This Policy will be reviewed initially after 3 months and then every three years by the Empowered Learning Team. At every review, the Policy will be shared with the Governing Body.

All teaching staff are expected to read and use this Policy.

The Empowered Learning Team will monitor the effectiveness of assessment practices across the school, through:

- Moderation and standardisation of student work
- Learning walks
- Book scrutinies
- Student voice
- Staff voice
- Parent/carer voice

11. Links with other policies

This Assessment, Feedback and Reporting Policy is linked to:

Attendance Policy

Behaviour and Good Relationships Policy

Equalities Policy

SEND Policy

Effective Lesson Poster

The link below will take you to the relevant page on the school website:

<https://www.smrt.bristol.sch.uk/key-information/policies>