



St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

FEEDBACK AND ASSESSMENT POLICY

**This policy should be used in conjunction with
the school's Teaching and Learning Policy**

The Mission Statement:

**'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally,
forming them through Faith so they can achieve their aspirations and contribute to their
community.'**

<i>Date of Review:</i>	April 2025
<i>Date of Ratification:</i>	14 th July 2025
<i>Date of Next Review:</i>	July 2027
<i>Chair of Governors:</i>	Mr. O. McColgan
<i>Policy Approving Body:</i>	Quality of Education Committee
<i>Policy Owner:</i>	Ms. V. Walker and Mr. D. Sogbetun
<i>Statutorily Published on Website:</i>	No

Feedback and Assessment Policy

Feedback and Assessment Mission Statement

St John Fisher aims to ensure that feedback to students is frequent, effective and impactful and can be completed by a teacher in a reasonable time frame.

Aims:

1. Assessment advises and assists the student in the process of learning.
2. Students' errors, misconceptions and areas for development are identified promptly and addressed.
3. The Assessment process identifies learning needs, enabling the teacher to plan and evaluate the learning.
4. Teachers allocate more time to planning to ensure progress and less to marking and making individual written comments.
5. To ensure a consistent approach across the school in terms of how internal assessments are developed and interact with the curriculum.
6. To set out how the assessment and data entry strategy works at SJF so that staff at all levels can understand its operation
7. To drive pupils' attainment and progress through the quality of teaching.

Types of Assessment:

- Summative Assessment (Key Stage 3, Key Stage 4, Key Stage 5)
- Feedback for A Level Subjects
- Formative Assessment for Years 7-11
- Feedback for BTEC and other Vocational subjects (L2 and L3)

Summative Assessment

- 1) Teachers mark one piece of work formally per half term e.g. test paper, essay, performance piece etc. and this should be specified in the relevant Scheme of learning (SoL).
- 2) After marking, a sample of this work will be moderated within subject areas to ensure consistency of marking and grading.
- 3) This piece of work should receive formative feedback and a portion of time should be devoted to engaging with and acting on that feedback. This will be done through the use of a Personalised Learning Checklist (PLC) or Question Level Analysis (QLA).
- 4) At KS3 this piece of summative assessment will contribute to the rank order system of assessment (see Assessment Policy – Rank Order)
- 5) At KS4 and KS5 this piece of summative assessment will contribute to the generation of Current Performance Grades using the respective grading systems for GCSE and A level.
- 6) SEND students with exam access arrangements should receive equivalent arrangements for in-class assessments.

Key stage 3 assessments

All subjects should state how marks will be awarded in summative assessment at targeted points of the academic year and recorded on SIMS.

All internal assessments will be created ***approximately*** using the following criteria:

- Choose appropriate assessment formats based on the learning objectives and subject area. Common summative assessment formats for KS3 should include:
Written exams: Assessing knowledge recall, understanding, and application through multiple-choice questions, short-answer questions, or essay questions.
- Practical assessments: Evaluating students' skills in conducting experiments, performing tasks, or creating projects in subjects like science, design technology, or art.
- Performance assessments: Assessing skills such as speaking, listening, or performing in subjects like English, modern languages, or music.
- Ensure that the summative assessment adequately covers the content taught during the designated period. Assessments should include a balanced representation of key topics, concepts, and skills addressed in the curriculum (see Assessment plan for Key Stage on Appendix 1).

Key stage 4 (Years 10–11) assessments

- Use the exam board specifications for the specific GCSE subject. Identify key assessment objectives, topics, knowledge and skills outlined by the exam board.
- Create a well-rounded set of assessments, including GCSE-style exam questions, past papers, and mock exams.
- Diversify the assessment types to cover different skills and knowledge areas, ensuring a comprehensive evaluation.
- Ensure that assessments align with the progression of the curriculum, covering content and skills introduced throughout the GCSE course. This alignment allows for a systematic evaluation of students' understanding and readiness for the final examinations.
- Length of the paper will be subject dependent

Key stage 5 (Year 12 –13) assessments

- Review the specifications provided by the exam board for the specific Level 2/Level 3 subjects. Understand the assessment objectives, key topics, and skills outlined in these specifications to guide the planning process.
- Develop a set of rigorous assessment tasks, which may include full Level 3 exam papers, coursework, and other evaluation methods. Ensure that assessments cover a broad range of content and assess higher order thinking skills to reflect the advanced nature of Level studies.
- Consider subject-specific factors such as practical components, oral examinations, or project work, depending on the nature of the Level 3 subject. Tailor the assessment plan to align with the unique requirements and objectives of each subject.
- Length of the paper will be subject dependent

Standardisation / Moderation

In standardisation, teachers establish and maintain consistent assessment practices to ensure fairness and reliability in evaluating student performance. This involves defining clear criteria and expectations, providing training to ensure a shared understanding, and engaging in collaborative efforts such as standardisation meetings to align assessments across teachers or departments. The aim of standardisation is to promote uniformity, transparency, and equitable evaluation across the department.

In moderation, teachers collectively review and adjust assessments to ensure consistency in grading standards. This collaborative process helps align interpretations of assessment criteria among teachers, minimising variations in grading practices. The aim of moderation is to enhance the reliability and fairness of evaluations across the department.

Teachers involved in the moderation process should ensure agreement on criteria for grading in the following ways:

- Engaging in discussions with colleagues from other schools, either locally or online, to establish a shared understanding of assessment standards.
- Attending group sessions to align judgments with those of other schools.
- Utilising exemplification materials for enhanced clarity and uniformity in the grading process.

Assessment Tracking after moderation– For all Key Stages

- Record the % score for each student for each assessment/assignment over time into a central departmental SIMs tracker for Key stage 3.
- Enter grades data on Sims for Key stage 4 and 5.
- PPE Grade: The grades students achieve on the paper.
- CPG (Current Performance Grade): The grade at which students are performing in class tests, assignments, homework, etc. CPG should not be lower than PPE.
- Predicted Grade (for KS 4/5): This grade indicate what students will achieve by the end of Year 11 and 13, based on their performance in mock exams, in-class assessments, as well as the teacher's professional judgement.
- Effort Grade: Ranging from 1 to 4, with 1 representing the highest level of effort.
- Curriculum leaders conduct quality assurance checks on all data entries to identify anomalies and initiate discussions on student progress.

What subjects do after assessments

- If evidence from assessments show that all students have learned the specified endpoints, students should be taught the next knowledge in the sequence.
- If a small number of students have not learned the curriculum, curriculum leaders should share a plan to improve student knowledge with their SLT line manager.
- If most students have not learned the curriculum, curriculum leaders should share a plan of how the endpoints will be retaught and assessed with their SLT line manager.
- Each student must have a Personalised Learning Checklist (PLC) or Question Level Analysis (QLA) after each assessment with a clear understanding of areas of weakness and what to do to make progress.

Feedback for A level subjects

- 1) Assessment in A level subjects may follow the formative feedback policy (years 7-11) OR should involve regular, detailed, diagnostic feedback relating to substantive pieces of work.
- 2) At the beginning of the following lesson, time will be made available for students to respond to and improve their work – this will be completed in purple pen.
- 3) It is expected that this process would take place every four to six lessons; however, for project based A levels, it may be less frequent.

Formative Feedback for Years 7-11

Teachers are expected to use assessment for learning strategies in every lesson to check that students understand the material delivered. Strategies for this include (but are not limited to) the use of mini whiteboards, pose-pause-pounce-bounce, traffic light cards, peer and self-assessment, and hands up/down. Work reviewed in this way will not receive further scrutiny from the teacher.

In addition, students will be expected to complete a piece of independent work (labelled as a 'You Do' Task) periodically. This will then be reviewed by teachers. The expectations for this work are as follows:

- The teacher will have modelled the expected standard of work through the 'I Do/You Do' modelling process.
- Students will then complete the 'You Do' section of the task independently.
- Students will label the 'You Do' task in their books
- The task will be a substantial piece of independent work. At Key Stage 3, it should take at least fifteen minutes to complete. At Key Stage 4, it should take at least twenty minutes.
- The task should offer students an opportunity to demonstrate some of the skills and / or knowledge they will be expected to show in their end-of-term assessment.
- The tasks should be fairly evenly spaced out across the term, taking into account the final assessment at the end of term. For example: if a subject has to complete one 'You Do' and one end of term assessment in a six week term, the 'You Do' should ideally be completed at the end of week 3.
- SEND students with exam access arrangements should receive equivalent arrangements for You Do tasks.

You Do tasks should be completed as below:

In Key Stage 3	Subjects with 1-2 lessons per week	Subjects with 3 lessons per week
Number of tasks to complete:	One independently completed 'You Do' task per term	Two 'You Do' tasks per term

In Key Stage 4	Subjects with 1-2 lessons per week	Subjects with 3-4 lessons per week
Number of tasks to complete:	One independently completed 'You Do' task per term	Two 'You Do' tasks per term

Teachers will review the 'You Do' task as follows:

1. No written comments are expected in the books (teachers may use discretion), however, a 'You Do Review Sheet' will be completed and kept centrally within subject areas. This sheet will identify areas where the majority of students have secured knowledge, as well as significant gaps that will need to be addressed.
2. Feedback will take place the following lesson to the class and could constitute visual feedback (PowerPoint slide show etc.) oral feedback, tasks to address weaknesses etc. During the feedback lesson students must engage with the feedback – this could involve correcting errors, misconceptions and areas for development, answering questions, drawing

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diagrams etc. This response to the feedback will take place in purple pen or be completed on a review sheet printed on purple paper.

3. Issues around presentation/quality and quantity of work (both positive and negative) are recorded and acted upon in the following lesson.
4. Teachers will be expected to modify their planning based on the book review sheet.
5. The next 'You Do' task (or end of unit assessment) should offer students the opportunity to practise any skills or knowledge gaps from the previous assessment, so that teachers can be sure that these gaps have been addressed.

Feedback for BTEC and other Vocational subjects (L2 and L3)

- 1) It is recognised that assessment and feedback in BTEC subjects must also adhere to the assessment and verification requirements of the exam board.
- 2) Regular assessment and feedback is a requirement of all BTEC courses.
- 3) As such, BTEC subjects in KS4 and KS5 will not follow the same assessment policy as the rest of the school.
- 4) Assessment and Feedback for BTEC subjects will be based upon and follow the guidance in the 'BTEC Centre Guide to Internal Assessment 2018/19'
https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Roles and Responsibilities

Responsibilities of:

Teacher

- Follow the school policy on feedback and assessment
- Use appropriate validated tasks to formally assess progress (in consultation with their curriculum lead)
- Encourage and ensure that students engage with assessment including student response
- Ensure assessment builds motivation and confidence
- Review 'You Do' Tasks as per the policy schedule and keep a record of this process.
- The review process must inform the planning of subsequent lessons.
- The review process must inform feedback that will be provided to the whole class. Teachers must ensure that students record this feedback in their books.
- Teachers must mark one piece of work formally per half term e.g. test paper, essay, performance piece etc.
- The PLC or QLA feedback associated with this piece of work must provide students with a clear understanding of what they need to do to improve and make further progress.
- All teaching staff to ensure students know the grade/level they are working at. This should be recorded on their books or folders.

PSHRE Tutor

PSHRE is a timetabled lesson and therefore, as with all other timetabled lessons, it is considered just as important. Feedback and assessment will fall in line with a) the PSHRE Policy - Role of the PSHRE Tutor and Assessment, Reporting and Recording, b) the Whole School Feedback and Assessment Policy- Role of the teacher

Curriculum / Subject Leader

- Ensure that teachers in their team understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress.
- Lead in developing the summative assessments and ensuring the validation/moderation of these.
- Regularly monitor the review and feedback process within their departments, explicitly comparing the teacher's own, review sheets, the You Do work in pupils' exercise books, and the purple pen activity or purple review sheet that comes after.
- Model good practice themselves and identify and share good practice within their team.
- Curriculum leaders to keep records of all monitoring, learning walks, action plans to be developed and put in place if necessary.
- Ensure that the curriculum plan and schemes of learning allow for summative assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- Ensure their teams have completed assessments and entered % score into SIMS trackers.
- Conduct quality assurance for assessments and data entries to identify anomalies as well as instigate conversations on student progress.
- Ensure that the exam papers and grade boundaries used are the same year and the an additional 5% added to each grade boundary score to KS4 and KS5 assessments.
- Ensure that Personalised Learning Checklist (PLC) or Question Level Analysis (QLA) are completed for each student in their faculty areas after each assessment cycle.
- Ensure they are prepared for the raising standard meetings with RS team and ensure they meet with their team, hold them accountable for the progress of the students in their class and go through completed raising standard document with their SLT LM before the meeting.

Role of the Leadership Team:

- Feedback will be monitored during learning walks and every half term through feedback audits incorporating review sheets and exercise books, as well as ensuring that Curriculum and Subject leads are effectively monitoring the feedback process.
- Conducting short notice book reviews which may be called at any time.
- Monitoring that assessment for learning is used effectively to inform planning to ensure progress.
- Monitoring the role of Subject / Curriculum Leaders in ensuring good practice in assessment is consistent across all lessons.
- Meet with curriculum Leaders before raising standard meeting and use data from assessments to praise departments who have achieved well as well as understand the issues,

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holding staff to account, analyse underperformance within subjects across other year groups in order to triangulate areas of improvement and plan actions to address these.

Role of the student

- Participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Support other students constructively when asked to be involved in peer assessment.

Role of the Parent:

- Discuss with their child the assessment report sent to them following each data window. This will include a summary of current grades for each subject.
- Liaise with the subject teacher or HoY about any concerns regarding their child's progress as identified through assessment.

How this Policy Contributes to Raising Standards

Key points for success:

- Student progress is evidenced (data, pupil work, questioning) following feedback and assessment.
- The curriculum is appropriate to meet the needs and interests of students and assessment information is used to plan appropriate teaching and learning
- Teachers and other staff have a better understanding of what the students can and cannot do and pick up any misconceptions swiftly and address them.
- Outcomes of formative and summative assessment is communicated effectively to students as part of lessons and to parents through reports following the data windows.
- Staff report improved workload but also improved impact of YD and summative assessment marking.

Monitoring and Evaluation

- Monitoring and evaluation of the implementation of this policy will be conducted by the Leadership Team and reported through committee to Governors to inform review.
- Key evaluation processes will include:
 - Structured surveys of staff
 - Structured surveys of students
 - Scrutinies of both 'You Do Review Sheets' AND student exercise books - Observations of lessons.
 - Completion of raising standard documents and raising standard meetings
 - Departmental/ Faculty meetings
 - Effective use of Personalised Learning Checklist (PLC) or Question Level Analysis (QLA) to improve progress further by students.

Definitions

- **Errors:** Mistakes not caused by carelessness but by a lack of understanding or skill.
- **Misconceptions:** a view or opinion that is incorrect because based on faulty thinking or understanding.
- **Feedback:** Information provided to students in any form that allows them to address errors and misconceptions and improve their work.
- **Validation:** The process by which a formal assessment is judged to be fit for purpose in that it tests the knowledge skills and understanding of the topic effectively and will produce a realistic Current Performance Grade (CPG)
- **Moderation:** The process by which the marking and grading of a formal assessment is checked (and if necessary modified) to ensure consistency and accuracy.
- **Monitoring:** A process to ensure that a policy or procedure is being followed to a good standard **Evaluation:** A process to assess the effectiveness and feasibility of a policy or procedure.

Appendix 1

Assessment Plan for KS3

Assessment / Assignments		Term	Curriculum strands covered				Feedback
			(insert)	(insert)	(insert)	(insert)	
1	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
2	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
3	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
4	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
5	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
6	(insert)	(insert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	%
.....	Insert / delete rows as appropriate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Assessments used to calculate rank percentile					
Data Window 1		1- 2etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment percentile
PPE		1-3etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment percentile
Data Window 2		1-6 etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment percentile