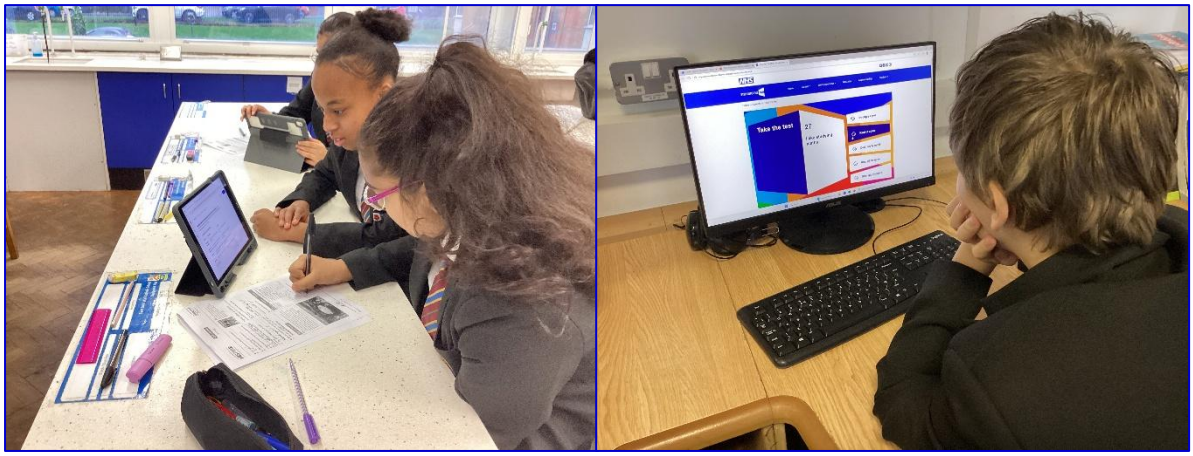
Saint John Wall Catholic School
A Catholic School For All

Mission Statement
'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Assessment and Feedback Policy 2026 - 2027

"In everything, set them an example by doing what is good."
Titus 2:7

JUNE Ofsted Good Provider 2023

February Catholic Schools Inspectorate Report 'Good' 2024

Introduction

In order to realise our Mission statement 'to educate each and every unique child in our care to hear and respond to what God calls them to be' and to offer the highest quality of feedback leading to good pupil progress; Saint John Wall Catholic School has an Assessment, Marking & Homework policy that is mindful of the Catholic nature of the school, its continued pursuit of excellence and the protection of pupils' education in all areas of school life. This policy is also mindful of the expectations placed on all teachers in the National Teacher Standards and aims to provide clear parameters so that teacher assessment and feedback is as effective as possible to support pupils to close gaps in their learning and make exceptional progress.

Key Principles

The best feedback is a dialogue between pupil and teacher that provides clear guidance for how to improve and provides pupils with the opportunity to make the next steps in their learning. All marking should, therefore, be diagnostic which links directly to our motivational teaching ethos.

An integral aspect of this process is the school's Assessment and Reporting Calendar, which forms part of our intent and implementation for the curriculum. The sequence of schemes of work should consider the cycle of interim assessments scheduled for each year group, with the expectation for all subjects to submit examination requirements (except for practical subjects in Year 7 and Year 8).

1. <u>Assessment</u>

a. **Formative Assessment**
   All lessons/series of lessons should have: (a) clear learning objectives and success criteria; (b) opportunities for peer/self-assessment; (c) actionable feedback and (d) opportunities for pupils to respond by adjusting their learning and/or actioning the next instructional steps.

b. **Assessment & Reporting Calendar: (Formative use of Summative Assessments) Formal Assessments**
   To maintain educational standards, formal assessments, including mock examinations, will take place as per the Assessment Calendar. The Assessment Calendar aligns with our Teaching & Learning policy, ensuring that lessons are appropriately sequenced, with a strong emphasis on long-term memory and retention as well as pupil confidence to succeed, developing mastery of knowledge and skills. It also provides subjects with the opportunity to revisit topics (distributed practice) to appropriately assess secure teaching and learning. Formal assessments will be marked using examination mark schemes, against national assessment standards. Assessment grades will be submitted following each Year group's assessment cycle. The assessment results will provide the benchmark for whole school data analysis on progress, as well as the QTA cycle.

c. **Assessment for learning feedback grids**
   Including pupils in the cycle of assessment feedback is a powerful means to engage and motivate pupils to improve their learning. Pupils will receive feedback using a subject assessment for learning feedback grid that outlines the assessment criteria. Assessment feedback lessons must be conducted at the earliest opportunity after marking and moderation. Pupil completion of the

learning grid must be followed by appropriate gap task(s) from the assessment (see point 2b).

d. **Moderation Integrity (QTA)**
To ensure marks are accurate and consistent, departments will regularly standardise and moderate assessed work. HoDs are required to provide a record of assessment sampling and work scrutiny as part of the QTA (quality of teaching analysis) report to ensure that work has been consistently marked standardised within the department.

e. **QLA (question level analysis)**
All teachers must keep records of assessment results for their classes. This forms part of a wide range of available evidence of pupil performance for reporting to key stakeholders and supports the QTA process.

f. **Quality of Teaching Analysis (QTA)**
Following formal assessments, a responsive teaching cycle will ensue via the QTA process. A Calendared meeting will take place to produce a department QTA report after each formal assessment. Teachers will identify where knowledge and skills are secure; barriers to learning and suggestions on how to target these areas. Teachers should use the analysis to inform lesson planning and make any necessary curriculum adjustments, including adapting teaching practice to address underachievement.

g. **Curriculum Review**
The curriculum review triangulates the impact of teaching, learning and assessment. Each year group will have a curriculum review to check whether the progress made by pupils is secure. Reviews should be carried out by the department, as per the Assessment Calendar. The curriculum review should generate further department discussions on the impact of the QTA action points and inform the next round of assessments in conjunction with any necessary adaptations to the curriculum delivery/schemes of work.

2. <u>Marking and Feedback</u>

The goal of any feedback is to nurture our pupils to be self-regulated learners. Teachers should utilise feedback to, not only guide pupils how to improve, but also develop their independence to identify their own strengths and weaknesses and choose the most appropriate method to address gaps in their knowledge and skills.
There are several types of feedback that teachers may use. The type and frequency will vary between departments and key stages. Agreed minimums should be determined by Heads of Department/SLT link in the department marking policies.

a. **Quality teacher marking for identified pieces of work**
Feedback must focus on What Went Well (WWW) and suggest how work would be even better if (EBI). The EBI comment should gear towards moving pupils forward with clear, relevant, and actionable goals to enable progress.

b. **Closing the Gap Tasks (CTG)**
Teaching should provide lesson time to allow pupils to respond to marking and to check pupils' understanding of the corrections. Pupils must complete a 'Pupil Response' in purple pen, which can take several forms depending upon the subject and nature of the assessment, i.e., pupils should make the improvements in purple on the body of work; alternatively, they could redraft or make improvements to a certain section of their work and write it under 'Pupil

Response'. It may be appropriate to set personalised 'Follow on tasks'/ 'Close the Gap' activities to enable pupils to maximise progress on the feedback they have received, this feedback should be written or verbal. Teachers should monitor how pupils have responded adequately to their feedback, to ensure errors and misconceptions have been addressed. When setting CTG tasks, teachers should consider cognitive overload in setting too many tasks for pupils, which could render the feedback ineffective to their progress.

c. **Acknowledgement marking**
Light touch/" tick and flick"/checking marking – in order to support the giving of quality feedback at key points in the learning process and schemes of work. It may consist of note taking and exercises that don't require teacher feedback. Teachers will acknowledge such work through the use of a tick or stamp.

d. **Literacy marking**
Teachers should also mark for literacy. Refer to the School's Literacy and Numeracy Policy for GOSSIP (Grammar, Organisation, Sentences, Spelling, Interesting words, and Punctuation).

e. **Whole class feedback**
In managing workload and wellbeing, teachers should utilise whole class feedback strategies. Teachers should plan a feedback task/lesson that includes scaffolding and/or living modelling of the feedback, providing opportunities for the teacher to solicit pupil participation. Teachers should require pupils to evidence this type of work in purple pen.

Monitoring the Impact of Marking.
Heads of Department are responsible for developing subject specific marking practices to be used consistently across the department that reflect the whole school policy; ensuring that the above is being undertaken in their departments through calendared work sampling during Curriculum Reviews. The outcomes of work scrutinies will be shared with subject areas and individuals and may inform part of the process of managing teachers' performance.

Linked documents
Teaching & Learning Policy
Homework Policy
Whole School Literacy & Numeracy Policy

Ratified by Governors: 12/10/2026
Due for renewal: 12/10/2027
(This policy will remain in force beyond the review date if no updates are required)