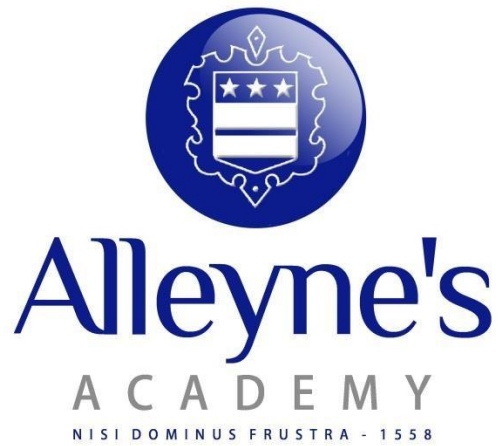




Assessment & Feedback Policy

Responsible	Assistant Headteacher
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1.Rationale:

Assessment is an integral part of the teaching and learning process, informing planning to meet the needs of all learners and used to set aspirational targets. Summative assessment informs all stakeholders of individual student progress and development needs. In everyday classroom use, both summative and formative assessment will inform planning and initiate a vital dialogue between learner and teacher (and learner and learner) so that students understand how to take the next steps to make progress.

‘Effective feedback, whether it be written or verbal, should move the learning forwards. Comments should identify what has been done well and what still needs improvement, and should give guidance on how to make that improvement...to be effective, feedback should cause thinking to take place.’

Working inside the black box, Black et al (2002)

As an Academy we understand that it is not feasible or beneficial for all feedback to be ‘evidenced’ or ‘recorded’. A guiding principle should be that feedback allows students to improve and causes thinking and learning to take place. Effective feedback could therefore take other forms, including verbal (i.e. In response to oral contributions or board work).

2.Purpose:

- To ensure classroom teachers are fully aware of students’ capabilities via appropriate assessments, to inform planning and match work to their needs.
- To ensure assessment for learning strategies are used in everyday lessons to ensure students are able to take ownership of their learning
- To report on current progress and future targets
- To analyse standards within Academy to minimise in- Academy variation, compete with national norms for good progress.
- To evaluate the performance of teachers as leaders of learning
- To identify learning challenges in order to improve groupings, create interventions and motivate students for success

3.Alleyne’s Academy will:

- Use previous KS2 attainment, data from middle Academy’s, and our own assessments (subject baseline tests/exams and NGRT Literacy tests) to enable aspirational target setting
- Assess and track student progress each half term to identify any need for support and challenge
- Promote the use of assessment as an essential tool for learning; including regular use of formative, peer and self-assessments
- Share good AFL practice and ensure students are provided with the big picture and an overview of learning each half term.

- Through line management structures, ensure all departments follow the agreed guidelines using assessment data within departments to plan, monitor and intervene to improve student progress in their subject area
- Support all departments in meeting the Academy set targets
- Regularly report to parents through the reporting cycle and student progress evenings
- Use assessment data at GCSE to identify students (as per Academy priorities) for support and intervention
- Ensure students have timely and appropriate opportunity to respond to feedback and ensure they know where they are now and what they need to do to improve

4.Evaluation

- Senior and middle leaders regularly evaluate the procedures and processes for assessment, recording and reporting, and ensure that assessment strategies are used effectively for the benefit of learners.
- All staff are involved in rigorous quality assurance procedures interrogating assessment data to inform departmental planning to raise student progress and attainment
- Senior and middle leaders consult with students and teachers to evaluate the impact of assessment

5.How we will assess and feedback work at Alleyne's Academy:

Work will be marked using the principle of 'manageable, meaningful and motivating'.

Manageable: the nature, depth and frequency of marking should not be burdensome. However, it is

part of a teacher's professional responsibility to be observant for literacy errors and subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces.

This can be done through:

- monitoring students' work during lessons
- periodic book checks

Errors should be addressed appropriately, whether through teaching intervention, written correction, verbal feedback, or whole class feedback sheet. However, it is understood that not all 'errors' can be identified or corrected in books.

Exercise books and folders should be maintained at a high standard of presentation – it is a teacher's

responsibility to ensure this through observation in the classroom, effective classroom routines and

practices, and book checks where appropriate. Teachers should follow the HP marking guidance.

Meaningful: work marked in depth should allow the teacher to identify and address any gaps in learning and understanding. Meaningful feedback should also facilitate student progress: identifying what has been done well, what still needs improvement, and provide guidance on how to make that improvement.

Motivating: marking should help students make progress and this does not always mean detailed comments. Verbal feedback, acknowledgement marking, peer and self-assessment should also be used as a way of encouraging students to review their work and ensure students take pride in their work.

6.Principles for Assessment at Alleyne's Academy

Principle 1 - Assessment improves teaching and learning

Assessment should lead to high quality feedback. Research from the Education Endowment Foundation shows that the effect size (months gain) from quality feedback and metacognitive strategies compares very favourably with other, often costlier interventions. Assessment enables us to have the highest expectations. If a child performs ahead of expectations we should:

- ✓ Stretch further
- ✓ Check setting/grouping
- ✓ Look to further enrich

Assessment enables us to address needs. If a child performs below our expectations we should

- ✓ Identify whether there are specific weaknesses
- ✓ Check the child's motivation look for wider issues
- ✓ Review teaching approach- individually and as a department

Principle 2 - Assess the right things at the right time

- assessment should cover content, skills and knowledge taught in the relevant section of the course
- assessment at KS3 and KS4 should support in preparing students for GCSE/Level 2 examinations
- assessment at KS5 should support in preparing students for A-level/Level 3 examinations
- teachers should use the information gained and lessons learnt from assessment in a timely way
- departments should deliver schemes of learning concurrently so that assessment is: common

across all teachers delivering the course; can be moderated; give an accurate and robust picture of where the whole cohort is at and thus where intervention needs to occur

Principle 3 - Assessment should enhance the cumulative accretion and reflection on knowledge

- where appropriate assessments should be closed book
- assessments should have a synoptic section or element which includes aspects from earlier in the course (at least half a term- often much more) to prepare students for the independent work and revision needed at GCSE/A-Level.
- assessment should allow for spaced repetition: students need to recap work on a constant basis through retrieval practice to help them remember. AFL techniques should be used to check on learning and previous content from knowledge organisers.
- topic tests are used at all key stages to enable spaced learning

Principle 4 - We need to model what we are looking for

- Models, assessment criteria and WAGOLL (What A Good One Looks Like) are used to ensure staff and students understand what an answer looks like at different grades
- Parents are supported in understanding the requirements of the course and therefore to support the child's learning
- STAR: a common language of assessment and feedback is used across departments

7. Testing and Assessment Cycle

Key Stage 3:

- Subjects will carry out one assessment per end point identified within the curriculum map. Where appropriate additional key pieces will be STAR marked within the end point.

A minimum of 4 per academic year.

The teacher will assess and feedback in depth on all pieces completed as part of the testing and assessment cycle. The teacher will apply the principles of STAR (Strength, Target, Action, Response) marking. Whole class STAR marking feedback sheets can be used. Students must respond to this feedback and staff must ensure there is sufficient time given to allow for this response.

Key Stage 4:

We report a 'Likely Grade' at KS4, informed by the synoptic assessment that has taken place.

- students have two opportunities to take GCSE style exams: in the autumn (all subjects) and in the spring (English Language, Literature, Maths & History).

Students receive detailed feedback from these assessments in the form of STAR marking. It is the expectation that students will respond to this feedback.

- Subjects will carry out one assessment per end point identified within the curriculum map. Where appropriate additional key pieces will STAR marked within the end point.

A minimum of 5 per academic year.

The teacher will assess and feedback in depth on all pieces completed as part of the testing and assessment cycle. The teacher will apply the principles of STAR (Strength, Target, Action, Response) marking. Whole class STAR marking feedback sheets can be used. Students must respond to this feedback and staff must ensure there is sufficient time given to allow for this response.

Key Stage 5:

We report a 'Likely Grade' at KS5, informed by the synoptic assessment that has taken place.

- Year 13 students have three opportunities to take A-level style exams: two in the autumn and one in the spring. Year 12 will take an induction assessment at the start of the course and A-level style exams at the end of the academic year.

Students receive detailed feedback from these assessments in the form of STAR marking. It is

the expectation that students will respond to this feedback.

- Subjects will carry out one assessment per end point identified within the curriculum map. Where appropriate additional key pieces will STAR marked within the end point.

A minimum of 6 per academic year.

The teacher will assess and feedback in depth on all pieces completed as part of the testing and assessment cycle. The teacher will apply the principles of STAR (Strength, Target, Action, Response) marking. Whole class STAR marking feedback sheets can be used. Students must respond to this feedback and staff must ensure there is sufficient time given to allow for this response.

8.Helping students prepare for KS4 assessments

Revision materials/resources will be posted on the Academy website 4 weeks prior to assessment/examination period. Staff will embed revision in lesson time. In addition, assemblies and form tutor time will focus on revision techniques and strategies. Parents will be invited to attend information and advice evenings where revision techniques will be shared.

9.Homework Marking

In the interest of ensuring assessment and feedback is manageable and meaningful a significant proportion of homework, for some subjects, will be set through automated assessment software (for example, Seneca, GCSE Pod, Satchel One quizzes). Teachers may also set

additional homework as appropriate for the key stage and end point in the testing and assessment cycle.

Satchel One will be used to record the setting of homework.

Teachers must always check homework has been completed and acknowledge this when circulating the room and reviewing books. The checking process may be done online as appropriate to the task.

This should take place regularly. Staff should also monitor achievement/progress and intervene as appropriate where students are under performing or plan appropriate teaching to address issues identified through homework.

10. Appendix 1

Assessment and Feedback Non-Negotiables

- Key pieces of work are completed, assessed and fed-back as per assessment cycle
- All key assessments are individually STAR marked and students are provided an opportunity

and time to respond/act upon this in a meaningful way

- Feedback of key assessments is supported by whole class STAR feedback sheets
- Feedback should identify a student's strengths and/or what they have done well
- Feedback should identify where a student needs to improve and/or what

knowledge/understanding/skills they need to develop

- Feedback should be adapted to meet the needs of different learners
- Whole class STAR feedback sheets are not 'fixed' documents - they are informed by marking of individual student's work within a group (i.e. targets may be adjusted for each group)
- Students should be supported (on an individual basis where this need cannot be met by a

whole class feedback or activity) to avoid making the same error(s) again

- It is a teacher's responsibility to be observant for subject misunderstandings or misconceptions in students' books, beyond those found in key assessed pieces. This can be done through:
 - ✓ monitoring students' work during lessons
 - ✓ periodic book checks
- These errors should be addressed appropriately, whether through teaching intervention,

written correction, verbal feedback, or whole class feedback sheet etc It is understood that not all 'errors' can be identified in books.

- Exercise books and folders should be maintained at a high standard of presentation – it is a

teacher's responsibility to ensure this through observation in the classroom, effective classroom routines and practices, and book checks where appropriate. Staff are to use the criteria for HP Expectations and Marking.

11.Appendix 2

STAR (Strength, Target, Action, Response) marking is an integral part of our approach to assessment and feedback. STAR marking can include or take the form of:

- Questions at the end or within the body of a student's work
- Sentence starters - at the end or within the body of a student's work - that students have to complete to develop and enhance their work
- Specific tasks directly arising from and related to areas of improvement from the assessed work (i.e. redraft a section using...; find 3 examples of...and replace with...; find 3 places where you could add...)

Students must be given ample time to respond to and act upon STAR.

It is the expectation that teachers will ensure students' books are well looked after and work is well presented, graffiti free and there are no loose worksheets. See HP Expectations and Marking Criteria.