

## Policies and Procedures

<b>Title</b>	Assessment, Marking and Feedback policy
<b>Associated Policies &amp; Support materials</b>	Teaching and Learning policy, Quality Assurance policy, homework policy; CAN Quality of Education handbook

REVIEWED: 18<sup>th</sup> July 2025

NEXT REVIEW: July 2026

<b>1. Policy Statement</b>	<p>1.1 High-quality assessment, marking and feedback are vital in helping all students to make excellent progress in their learning. It enables teachers to make accurate judgements about students' attainment, and to plan effective subsequent actions. Furthermore, by engaging with and responding to feedback, students will become reflective learners enabling them to know more, remember more and do more.</p>
<b>2. Who does this policy apply to?</b>	<p>2.1 Senior Leadership Team, Leaders of Department, Progress Leaders, Pastoral Leaders, Teachers and LSAs.</p>
<b>3. Who is responsible for carrying out this policy?</b>	<p>3.1 Senior Leadership Team and Leaders of Department uphold the policy and evaluate staff's adherence to the policy.</p> <p>3.2 Progress Leaders, Pastoral Leaders, Teachers and LSAs support one another to adhere to the policy by sharing good practice and working collaboratively during CPD and coaching pods.</p>
<b>4. What are the principles behind this policy?</b>	<p>4.1 Our Academy vision is 'Every Child, Same Chance' – we strive for every child to have the same chance in life. We aim to enable all students to become the very best versions of themselves by providing exceptional education and opportunity in an environment of high expectation and aspiration. We recognise that Assessment, marking, and feedback are a vital part of ensuring we achieve our vision.</p> <p>4.2 Assessment, marking, and feedback raises standards and attainment by ensuring that students receive regular, focused advice on how to move their learning forward and progress to a higher grade / standard.</p> <p>4.3 Assessment, marking, and feedback, ensures we interact with, motivate, and encourage students, helping them to become independent learners. Our processes also empower our students to become more reflective by responding to and actioning advice / targets, preparing them for life beyond the classroom.</p> <p>4.4 Assessment, marking, and feedback enables us to gain insight into students' learning to inform subsequent teaching.</p> <p>4.5 Assessment, marking, and feedback enables us to track students' progress to provide appropriate support and intervention where required.</p>
<b>5. Procedures</b>	<p>5.1 <b>Embedding Formative Assessment</b> – as well as our two shared strategies for checking understanding (CAN checking for Understanding of knowledge and CAN checking for Understanding of task), there are various ways in which we review and respond to learning. Embedded into every lesson is an opportunity for students' learning to be checked and for teachers to elicit information that will help them address misconceptions and fill gaps. Every lesson there is an opportunity for students to gain feedback through self-assessment, peer-assessment or the teacher live marking in green pen.</p> <p>5.2 <b>Formal Formative Assessment</b> – there are FOUR <u>Learning Checks</u> in each subject per academic year for years 7-10 and TWO Learning Checks for year 11. These predominantly happen in Autumn 1, Spring 1, Spring 2, Summer 1. These assessments generate qualitative data to inform Teaching and Learning.</p>

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The content of Learning Checks is determined by Departments in accordance with Department Curriculum maps / overviews and Department Improvement Plans. Some departments may position these checks in the middle or at the end of a topic according to what suits their subject. Departments ensure that the content of Learning Checks is based on the most recent topic, knowledge and skills, enabling students to successfully retrieve and apply what they have just been taught.

Students self/peer mark knowledge and the teacher reviews application of skill in Learning Checks through active observation when circulating the classroom and live sample marking; this data is then gathered on the CAN 'Whole Class Feedback' sheet, which is stuck in students' books and students' action amendments to their work in **PURPLE** pen during a DIRT lesson / activity.

- 5.3 Summative Assessment** – there are TWO summative assessments in each subject per academic year for years 7-11. Summative Assessments generate quantitative data. For KS3, the quantitative data comprises of raw marks and percentages. For KS4, the quantitative data comprises of raw marks, BTEC levels and GCSE grades. This data is used for Question Level Analysis which is then used qualitatively to inform Teaching and Learning, as well as tracking the impact of the curriculum by examining students' attainment and progress over time.

The content Summative Assessments are determined by Departments in accordance with Department Curriculum maps / overviews and Department Improvement Plans. They take place during a scheduled window of time as per the academy calendar. Departments ensure that the content of these assessments is based on current and prior knowledge, enabling students to successfully retrieve and apply what they have been recently and previously taught.

**Using the data elicited from summative assessments**, teachers complete the CAN 'Responsive T&L Sheet' to identify how the curriculum / SOL / Lessons needs to be amended to address common gaps and misconceptions. These are utilised in Department meetings to review Curriculum Intent and its Implementation, as well as sharing good practice between colleagues.

- 5.7 Standards in presentation** – students are expected to produce neat work and have high standards of presentation. This is monitored and reinforced by the teacher during lesson time through a process of circulating the room, giving verbal reminders and live marking where applicable. Students can be 'PROUD' of their work by following these expectations:

- P = pen for writing (black / blue), pencil for drawing
- R = respect your book – no graffiti or doodling
- O = organise worksheets by sticking them in
- U = underline the date and title with a ruler
- D = don't waste pages

Teachers encourage and motivate students to be PROUD of their work by giving verbal praise and house points. Teachers challenge students who are not being PROUD of their work by having a 1:1 conversation, using the behaviour policy and contacting home as required.

## 6. Code of Conduct

- 6.1** SET and CAN are keen to enable all employees to work effectively and develop their practice. Therefore, it is right and supportive to address issues when they arise.

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- 6.2 If an employee is not meeting the CAN expected standards of Assessment, Marking, and Feedback, then this will be addressed via Line Management in the first instance.
- 6.3 If issues or concerns about an employee not meeting the CAN expected standards of Assessment, Marking, and Feedback continues or is not sufficiently addressed via Line Management, then the matter may transfer to the SET Capability procedure. For further information, please refer to the CAN Quality Assurance Process and the SET Capability Procedures / Policy.

### 7. Policy Review

- 7.1 This policy will be reviewed annually through a process of collaborative evaluation of policy and procedures by the Principle, Deputy Head for Curriculum and Assistant Head for Teaching and Learning in the Summer Term.
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