



St Ambrose College  
Assessment & Feedback  
Policy

### **Rationale**

This policy aims to ensure that assessment strategies employed in all curriculum areas at St Ambrose College are effective/purposeful and focused on having a positive impact on students learning and progress. In addition, the policy aims to provide clarity for staff, students and parents regarding expectations relating to assessment and feedback.

At St Ambrose College we use assessment procedures to support learning and teaching whilst developing motivated, independent and reflective learners. Assessment is used to celebrate success and provides guidance on how to improve, maximising the potential for raising standards. To achieve this, our assessment policy integrates both formative and summative assessment.

Formative assessment (assessment for learning) supports ongoing, day-to-day learning and planning and helps to inform teacher decisions for the tracking of students' progress.

Summative assessments (assessment of learning) are assessments at a particular point in time to support the tracking of students' progress, reporting, evaluation, planning and target setting. Whether the method of assessment is summative or formative, it is essential that feedback clearly identifies strengths, gaps and areas/skills to improve.

Research evidence on different approaches to improving learning, attainment and progress shows that effective feedback makes a greater contribution to progress than any other approach (Sutton Trust).

At St Ambrose College we believe that feedback should be:

- **Meaningful** – varies by age group, subject and what works best for that particular piece of work
- **Manageable** – it is proportionate and considers the complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to overall workload
- **Motivating** – Should motivate the pupils to progress. The aim is for pupils to take responsibility for improving their work

At St Ambrose College, students should know clearly the standards they are aiming for. The expectation is that teachers will share the success criteria before every key piece of work. The success criteria will vary from topic to topic and where relevant, will include student friendly versions of exam descriptors and higher order thinking skills in order to ensure stretch and challenge.

### **Formative Assessment - assessment for everyday learning for all key stages**

Formative assessment must take place every lesson and will allow teachers to assess the knowledge, skills and understanding of students. This can be done using the following methods which are outlined on the Assessment for Learning template:

- Questioning
- Retrieval activities
- Tasks that are pitched appropriately to challenge and engage students and to allow the teacher to gauge and assess progress as well as identifying and addressing misconceptions
- Mini whiteboards
- Peer and self-assessment
- Feedback which can include teacher checking understanding whilst students are on task
- Learning objectives and success criteria

### **Summative Assessment**

In conjunction with formative assessment every subject area conducts summative assessments of students' work against course grade descriptors and skills being assessed.

At St Ambrose, students' learning should be supported through feedback. The expectation is that teachers provide clear feedback for key pieces of work linked to success criteria, using one of the methods listed in the 'Strategies for providing feedback to assessed pieces of work' section.

Feedback will be given within two weeks of the completion deadline. Students will be allocated time within the curriculum to improve their knowledge and understanding by reflecting on and making the required improvements. The improvements can be evidenced in a variety of different ways dependent on the age, subject and content being taught.

There is an expectation that content from previous topics is included in key assessments. A diagnostic approach to this is encouraged where weaker topics are regularly revisited and retested.

### **Summative assessment feedback is effective if:**

- The students understand the comments to be for their benefit.
- Targets are clear, subject specific and help students to progress.
- The work is not over-marked, with corrections/ feedback concentrated on skills and/or referencing the success criteria.
- Students are given time to read over the comments and respond to them.
- Students are able to access exemplar/model work.
- It is given in a timely manner.
- It is in the most appropriate format for the age, subject and task being completed.

Each assessed piece of work needs to provide students with an understanding of what went well and suggest ways to improve their work. Extension work should be provided for any student who performed exceptionally or students who want to improve further. A WAGOLL and/or a mark scheme should be available to students and these can be stuck into students' books if suitable.

During Key Stage 3, students will not be given grades for their assignments. Instead, they will receive feedback from teachers, and the focus will be on effectively applying this feedback to improve their work.

At both Key Stage 4 and 5 teachers will decide if the work that is being assessed will be awarded a grade or not. Where grades are being awarded, the grade itself will not be shared with students until the required improvements have been completed to a suitable standard. By withholding grades, we aim to encourage students to focus on learning and personal development, rather than being constrained by initial evaluations, thereby not limiting their aspirations.

Feedback, regardless of the method used, will ensure that students understand both how to enhance their knowledge of the topics and recognise what aspects have been successful.

It is good practice to incorporate an attitude to learning grade, as this helps to inform teachers during data collections.

At St Ambrose, both formative and summative assessment is used to inform interim current grades and predictions at the various data collection points throughout the year. This information is made available to parents via reports. In addition, this information will be stored in SISRA and will be used at parents' evenings as well as for monitoring individual students' performance on a regular basis. It is essential that the teacher uses a combination of evidence from formative and summative assessment when arriving at these judgements and clearly communicate the reasoning to students.

### **Methods of Assessment**

#### Teacher Written Assessment

- Mock exams
- End of topic tests
- Essays
- Reviews
- Research tasks
- Portfolios

#### Practical Tasks

- Performance
- Interviews/speaking test/presentations
- Experiments
- Product creation/cooking
- Programming

#### Online Assessment

- Multiple choice quiz
- Subject specific platform
- Microsoft Forms
- AI

#### Peer Assessment

- This could come in the form of any of the methods mentioned in the categories above

### **Regularity of Marking**

There is no expectation for all student work to be marked including homework tasks provided the teacher has checked that it has been completed. Homework tasks vary in their purpose and therefore only needs to be marked if it is one of the key pieces of work identified by departments. Each department will determine which assignments will be assessed and simultaneously plan the assessment method and the type of feedback students will receive. They will also decide on the timing of these assessments to ensure that there is enough evaluated work to fulfill data collection needs.

### **Key Stage 3 – Core Subjects**

Students must receive feedback fulfilling the criteria listed below a minimum of 6 times a year. At least 3 of these - including the end of year exam - must be from the 'Teacher Written Feedback' category below.

### **Key Stage 3 – Further Subjects**

Students must receive feedback fulfilling the criteria listed below:

- A minimum of twice a year if they taught once a fortnight - at least 1 of these must be from the 'Teacher Written Feedback' category below.
- A minimum of three times a year if they are taught once a week - at least 2 of these must be from the 'Teacher Written Feedback' category below.
- A minimum of four times if taught more than this - at least 3 of these must be from the 'Teacher Written Feedback' category below.
- The end of year exam must make use of a method within the 'Teacher Written Feedback' category below.
- The only exception to this is Drama and P.E where all assessments are practical.

### **Key Stage 4**

Students must receive feedback fulfilling the criteria listed below a minimum of 6 times a year. At least 3 of these - including the end of year exam or year 11 mock - must be from the 'Teacher Written Feedback' category below.

### **Key Stage 5**

Students must receive feedback fulfilling the criteria a minimum of 12 times a year. This equates to 2 pieces of marked work every half term - at least 6 of these must be from the 'Teacher Written Feedback' category.

The assessed work can be split however a department wishes when classes are shared.

## **Strategies for providing feedback to assessed pieces of work**

### Teacher Written Feedback

- Individually marked  
The teacher marks the work of all students and identifies common trends, strengths, misconceptions and areas for improvement. Teachers may wish to write individual comments or use feedback codes and tick sheets for each student but this is not an expectation. High quality feedback resources must be provided for students. Teacher must have an individual mark/grade for each student. This feedback is then shared with the entire class, using general observations and examples to facilitate a collective learning experience. At Key Stage 4 and 5 grades are shared after feedback is given and improvements have been made. However, grades are not shared with students at Key Stage 3.

### Teacher Verbal Feedback

- Verbal feedback (practical task/skill)  
Teacher will directly communicate their comments, corrections, and suggestions to students through spoken interaction. This immediate and interactive form of feedback can enhance understanding and retention of corrections, as it allows for instant clarification and discussion. The teacher must keep a record of this feedback, which can be handwritten or electronic.
- Recorded verbal feedback  
Such as through YouTube videos, involves teachers recording or using existing explanations, and suggestions, which students can then access and review at their convenience. This method provides a durable, accessible resource for learning and allows students to revisit the feedback multiple times, enhancing their understanding and application of the advice given.

### Whole class feedback – not graded

- The teacher reviews/reads the work of a collection of students and identifies common trends, strengths, misconceptions and areas for improvement. This feedback is then shared with the entire class, using general observations and examples to facilitate a collective learning experience. Where sampling is used, the books checked should be in a manner as to ensure all students have their work marked by the class teacher at some point.

### Online Feedback

- Multiple choice quiz  
This is a digital assessment tool where students select their answers from a list of options presented on a computer or mobile device. These quizzes offer immediate feedback upon completion, providing students with instant insight into their performance and areas for improvement. Analysis of questions is also instant and will enable teachers to focus on areas that require improvement.
- Subject specific platform  
These offer tailored digital resources and tools designed to enhance learning in a subject. It provides specialised content, interactive exercises, and assessments that align closely with the curriculum, helping students deepen their understanding and improve their skills in that specific subject area
- Microsoft Forms  
This platform can be used to create customised quizzes where students receive immediate feedback on their responses. Teachers can design forms with automated feedback for each question, enabling students to understand their mistakes and learn the correct answers instantly, thus enhancing the learning process.
- AI  
AI platforms can be used for providing feedback by delivering personalised, real-time suggestions and targeted guidance based on the analysis of student responses. It enhances the learning process by identifying errors and offering specific recommendations for improvement.

### Peer Feedback

*NB: In order for this method of feedback to be one of the key assessed pieces, it must be embedded practice over a period of time and would be quality assured by vice principal for quality of education and/or assistant principal for curriculum and assessment.*

- **Verbal**  
Using students to provide spoken feedback to each other on their work. This method promotes immediate, interactive dialogue, enhancing understanding and collaborative learning. Students would need to be taught how to do this correctly through strong examples and teacher input where necessary. Strong modelling and/or sampling of this data must be completed to verify the accuracy of the grades.
- **Written**  
Using student friendly success criteria/mark schemes, students can evaluate each other's work, providing insights and constructive feedback. This method fosters collaborative learning and critical thinking by allowing students to engage with and reflect on their peers' contributions. Students would need to be taught how to do this correctly through strong teacher input and repetition. Strong modelling and/or sampling of this data must be completed to verify the accuracy of the grades.
- **Comparative**  
This would involve students evaluating multiple pieces of work by comparing them against each other, which helps in identifying relative strengths and weaknesses among the works being assessed. This adds a dimension of relative evaluation and enables students to view a number of pieces of work. Strong modelling and/or sampling of this data must be completed to verify the accuracy of the grades.

### **Reflection and responding to feedback**

This is the crucial part of feeding back, our focus is to see a continued improvement from our students. We believe students should value the feedback they have received and want to act upon it ensuring they can reach their full potential. In order to do this, we have built time into the curriculum to enable students to respond and act upon the feedback and therefore improve their work. Students need to act upon/respond to each piece of feedback in green pen (if written). This can be take the form of any of the methods discussed below. These improvements can be done in class or as a homework. There is no expectation that the teacher will mark the work then completed in green but must ensure that it is completed.

### **Methods for improvement**

#### **Redraft or Re-do**

- Return to a specific piece of work and redraft/re-do the work.

#### **Rehearse or Repeat**

- Return and practise several times in order to master the specific skill.

#### **Revisit and Respond**

- Return and practise by answering similar questions/tasks.

#### **Re-learn and Re-test**

- Return, revise and demonstrate understanding of previous learning.

#### **Research and Record**

- Return and develop an understanding by exploring challenging questions/tasks to gain a deeper insight.

## Attitude to Learning

At St Ambrose teaching staff will award an AtL grade alongside the current & projected grades at data collection points throughout the year. Teachers can also use this when grading effort for assessed pieces of work. Not all criterion need to be met – judgements will be arrived at on a 'best fit' basis.

<b>Underperforming</b> <b>Cause for concern</b> <b>5</b>	<b>Working below</b> <b>AtL Expectations</b> <b>4</b>	<b>Meeting AtL</b> <b>Expectations</b> <b>3</b>	<b>Working above</b> <b>AtL Expectations</b> <b>2</b>	<b>Exceptional</b> <b>1</b>
<p>Fails to engage and meet the learning expectations.</p> <p>Is disruptive and negatively impacts the learning of others.</p> <p>Lack of pride in work and presentation is below what is expected.</p> <p>Homework is often late, incomplete and often does not reflect their ability.</p> <p>Actively fails to follow rules, routines and responsibilities.</p> <p>Receives regular behaviour records and fails to correct and improve their choices after sanctions.</p> <p>Often forgets equipment.</p>	<p>Often engages with the learning expectations but can lose focus.</p> <p>Sometimes becomes involved in low level disruption.</p> <p>Work sometimes demonstrates a lack of pride and presentation is inconsistent.</p> <p>Homework activities are completed, but often fall short of the student's ability. They do not 'strive for excellence.'</p> <p>Fails to follow rules, routines and student responsibilities consistently.</p> <p>Sometimes receives behaviour records but takes accountability and tries to improve once sanctioned.</p> <p>Doesn't prepare / revise properly for tests.</p> <p>Sometimes forgets equipment.</p>	<p>Meeting the learning expectations.</p> <p>Pride in work is evident and presentation meets expectations.</p> <p>Homework tasks completed fully and submitted on time.</p> <p>Consistently follows rules, routines and student responsibilities with teacher direction.</p> <p>Prepares well for tests and assessments.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Rarely receives behaviour records.</p> <p>Revises for tests.</p> <p>Responds to feedback.</p> <p>Rarely forgets equipment.</p>	<p>Meets the learning expectations and goes beyond.</p> <p>Pride in work is evident and presentation is very good.</p> <p>Homework tasks completed fully and submitted on time with some evidence of wider research and reading.</p> <p>Consistently follows rules, routines and student responsibilities without teacher intervention.</p> <p>Prepares well for tests and assessments.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Very rarely, if ever, receives behaviour records.</p> <p>Very rarely, if ever, forgets equipment.</p>	<p>Always demonstrates full engagement with the learning expectations and leads by example aiming to create an outstanding culture of learning in lessons.</p> <p>Pride in work is clear with consistently outstanding presentation.</p> <p>Takes ownership and high accountability of their own learning with wider reading and independent study outside of lessons.</p> <p>Homework tasks display outstanding effort and evidence of wider reading and research.</p> <p>Consistently follows rules, routines and student responsibilities.</p> <p>Preparation for tests &amp; assessments is exemplary.</p> <p>Never receives behaviour records.</p>

**Language association 'best fit descriptors' for holistic attitude to learning grade:**

<p>Never pushes themselves.</p> <p>Avoids work.</p> <p>Disruptive and has a negative. impact on others.</p> <p>Lacks consideration for others.</p> <p>Rude and argues back.</p> <p>Poorly organised.</p> <p>Rarely completes work.</p> <p>Lack of pride in work completed.</p> <p>Disengaged.</p> <p>Fixed mind-set.</p> <p>Comes to lesson without equipment.</p> <p>Student does not prepare or revise outside of school.</p> <p>Is often late to lessons.</p>	<p>Passive compliant.</p> <p>Sometimes doesn't complete tasks.</p> <p>Happy to 'coast'.</p> <p>Keeps just under the radar.</p> <p>Happy with doing 'just enough'.</p> <p>No urgency with their work.</p> <p>Does the minimum required.</p> <p>Fixed mind-set.</p> <p>Lack of pride in work completed.</p> <p>Lack of preparation and revision is evident.</p>	<p>Works consistently well day to day.</p> <p>Meets teacher expectations.</p> <p>Follows instructions.</p> <p>Deadline are met.</p> <p>Does not have a negative impact on others.</p>	<p>Try their best.</p> <p>Want to do well.</p> <p>Fully engages in lesson.</p> <p>Responds well to feedback and acts on it to improve.</p> <p>Polite, respectful &amp; well mannered.</p> <p>Displays Christian values and the Eight Essentials.</p> <p>Prepares and revises for tests and assessments.</p> <p>Positive impact on others.</p>	<p>Proactive in their learning.</p> <p>Strives for excellence.</p> <p>Growth mind-set.</p> <p>Always aims for continuous improvement.</p> <p>Learns from failure and sees failure an opportunity to learn and improve.</p> <p>Polite, respectful &amp; well mannered.</p> <p>Displays Christian values and the Eight Essentials.</p> <p>Articulate.</p> <p>Scholarly.</p> <p>Exceptional.</p> <p>Aspirational.</p> <p>Well organised.</p> <p>Prepares well and revises diligently.</p> <p>Leader, puts themselves forward.</p> <p>Goes the 'extra-mile'.</p>
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## Literacy & Numeracy

The following codes are used when marking the key pieces of work:

Mark in Margin	Meaning
Sp	Incorrect spelling: teacher will correct in main body of text; student to write correct spelling at end of text.
P	Incorrect punctuation: teacher will circle the mistake; student to use correctly next time.
Circling of error	Incorrect word used: teacher will circle the error to be corrected by the student e.g. "He should of scored" or "We was going to the cinema".
G	Incorrect grammar used: teacher will suggest alternative; student to consider for future use.
//	Structure: teacher identifies where a new paragraph should have started.
^	Missing word: teacher to identify where a word is missing, making a suggestion for the missing word on occasion; student to act on prompt and insert missing word.
?	This is confusing for the reader: teacher to identify where some expressions don't make complete sense; student to evaluate and alter expression to clarify meaning.
N	Numeracy error

### Exercise books

Students in Key Stages 3 and 4 must have exercise books, not folders, unless a conversation has taken place and agreed upon with the Head of Department. All sheets, handouts and exam papers must be glued or stapled into exercise books. Students in Key Stage 5 can have folders or exercise books but this must be consistent across the department and is the decision of the Head of Department. If folders are used, it is essential that they still show pride in their work.

Student exercise books in all subjects in Key Stages 3, 4 and 5 must have knowledge organisers at the beginning of each topic.

### Data Collection Judgements

Data is entered for each year group at agreed points during the academic year as follows:

- Year 7, 8 and 9 – interim report and full report
- Year 11 and 13 – interim report, mock data and full report
- Year 10 and 12 – interim report and full report

As mentioned above and throughout this policy, these judgements are reached using a range of assessed work including formative and summative tasks completed since the previous data capture window. It is acceptable for extra weighting to be given to some summative assessment tasks or most recent work but the 'working at' grade should never be based on a one-off assessment/test.

Working at grade – based on the cumulative weight/outcome of **all** assessments undertaken during that half-term and/or since the previous data collection point. Weighting may be increased for more recent assessments and/or key summative assessments but prior grades and topics must also be taken in to consideration.

Projected grade - If the student was to sit their exam only on the content covered so far, what would their grade be? Based on the professional judgement of the teacher in the knowledge of the difficulty of content already covered and still to be covered, what is the student likely to achieve based on all assessments undertaken during the course.

Attitude to learning – a best fit approach using the criteria included earlier in this policy.

It is the responsibility of Heads of Department to ensure that this feedback policy is consistently followed through monitoring & quality assurance procedures. This will be supported by additional quality assurance & monitoring carried out by SLT.