

<b>Policy last reviewed:</b>	July 2025
<b>Next review due:</b>	July 2026
<b>Member of staff responsible</b>	Assistant Headteacher Teaching & Learning
<b>Governor's Committee:</b>	N/A SLT

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<b>Vision Statement:</b>	Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
<b>Mission Statement:</b>	Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.
<b>Values Statement:</b>	The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

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<b>Dignity</b>	Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.
<b>Community</b>	Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.
<b>Wisdom</b>	As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.
<b>Hope</b>	As we prepare our students for the future we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

## **Assessment, Feedback and Recording**

Assessment procedures must always act as a tool for learning. Feedback is considered as a consequence of performance (Hattie). Feedback is considered to be the most important part of the assessment process and should take part in the form of a constant dialogue between teacher and student. In order to develop students' metacognitive abilities, feedback plays a central role in their understanding of how they can improve and so self-regulate their learning.

'Effective Feedback must answer three major questions asked by a teacher and/or student:

Where am I going? (What are the goals?)

How am I going? (What progress is being made towards the goal?)

Where to next? (What activities need to be undertaken to make better progress?).

These questions correspond to notions of feed up, feedback, and feed forward.' (Hattie and Timperley, The Power of Feedback 2007)

All departments show opportunities in schemes of work for the following types of assessment and feedback:

- Formative/diagnostic - what do students need to do to improve
- Summative - recording of overall achievement/attainment at critical points, e.g., end of year. exams, Teacher Assessments at end of KS3, KS4 & KS5. This should be moderated
- Evaluative - adjusting lesson plans and schemes of work in light of assessments

The aim of feeding back on students' work is to:

- let students know what they need to do to improve in order to set realistic goals and targets
- monitor students' progress and give them an indication of their level of achievement
- provide information for parents about students' progress
- acknowledge achievement

The aim of recording assessments is to:

- monitor progress over time
- provide accurate historic information for students/parents/other teachers
- provide evidence to support reporting and target setting

In order to support these aims:

- All teaching staff will record assessment data on Pupil Progress and this will feed into school data collection points throughout the academic year.

## Expectations of assessment practices:

- Hattie recognises that there are clear progression steps for feedback (task level, process level, self -regulation, self-level). Students should be encouraged to develop the skills necessary to both self-regulate and self-level.
- Information guiding students on how to understand marking systems, both the criteria for marking and the comments, grades or marks should be shared by teachers with students.
- Marked work gives students, and their parents, clear guidance on what is needed for improvement.
- Students' work in preparation for external examinations should be marked using the marking criteria of the examinations. However, it is also recognised that research clearly shows that giving marks/grades/levels can lead to students ignoring the underlying comments. Students should therefore be encouraged to always enter a dialogue of feedback after an assessment is returned.
- Marking should include comments, not just ticks (unless comments are not appropriate e.g. preparation for controlled assessments). The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that they tell students what they have done well and what needs to be done to improve their work.
- Errors should be corrected. There may be a case for not correcting every error, where for example to do so may discourage a student, but important and significant errors should not be left uncorrected.
- With some students, the decision may be taken to indicate only errors of relevance to the specific student or task set
- All subjects should assess the students' use of English, particularly spelling, punctuation and grammar.
- Feedback may include instructions to students, asking them to re-do work, correct mistakes or asking them questions. When students are asked to do this, it is important to check that they do so and to mark their corrections or repeated work
- Especially within lessons, assessment opportunities should be given for self and peer-assessment by students.
- This policy is monitored through the typicality process. The typicality process is the main framework for delivery of quality assurance through the monitoring of professional standards of all teaching staff. Furthermore, where this process identifies any concerns in the pedagogy of a teacher then this will trigger supportive intervention. This process is consistent, robust and well informed. Furthermore, it is transparent in that teachers receive a full copy of all data that has been gathered following a drop-in to their classroom and this information is provided within a very short timeframe from the visit to the classroom taking place.
- Learning walks, book looks and student voice are the three main ways in which typicality is recorded. All typicality is recorded through SISRA OBSERVE, a web based online tool.

## **Key Responsibilities**

### **The responsibilities of Students**

- There should be a student response to the teacher comments - something should be done in response - it could be to do a task set by the teacher; redo a piece of work, to complete or improve the work they have already handed in; to check and learn some spellings; to do some more research; to complete a new task; to set a new target to ensure future goals are understood (this is known as the A for 'Action' in PIA).
- Student feedback should be completed in green either on IPADs or on assessment.

### **The responsibilities of Teachers**

Students will receive regular and timely written feedback from teachers. The exact frequency will be determined by individual subjects. However, all departments will ensure students have the opportunity to close the feedback loop at more than just set assessment points. Subject specific assessment criteria will be shared with students. Teachers will also use a range of assessment and feedback practices during lessons in order to check for understanding, assess students and adapt teaching accordingly. This practice will be carried out both in books or IPADs as necessary and be consistent.

- Teachers will use the PIA criteria (Appendix 1). Subjects may also use subject specific techniques within their own feedback as long as the principles of good feedback are followed: positive praise accompanied by formative comments and followed up by students' actions.
- Teachers should feedback in purple.
- The school marking codes should be used for literacy feedback within written work (see Appendix 2).
- Assessment data should be accessible to line managers at all times in a planner or mark book which may be electronic. Assessment data will be recorded on Pupil Progress for summative assessments as directed by line managers.
- Both teachers and students may, where appropriate, record verbal feedback and verbal responses including ideas for improvement using IPADs and associated technology.
- At the beginning of each Key Stage a target level or target grade will be decided for each student for each subject. Feedback will show the student how to make progress in order to achieve their target. the progress they are making against their target.
- At the beginning of KS3, target GCSE grades are calculated using external baseline data from the Fischer Family Trust. These will be reviewed as students move into KS4. At Key Stage 5 target grades are generated using ALPS.
- Through the use of formative and summative assessments teachers will provide subject leaders with a GCSE or A-Level grade for KS4 and 5 students.

### **The responsibilities of Leaders of Learning and Subject Leaders**

- Define the regularity of both summative and formative assessment and feedback.
- Ensure students' work is thoroughly assessed and recorded grades/marks are accessible at all times.

- Ensure that assessments will be moderated internally to ensure consistency of delivery by the subject team. This moderation will be a sharing of top/middle/bottom assessments within the team to ensure standardisation but as always, exact format is determined by the subject area.
- Ensuring all students receive PIA based feedback and have received discussions and advice about next steps.
- Analyse departmental data to identify trends to inform future planning using SISRA, Pupil Progress and ALS data.
- Devise and implement subject strategies to support any underachieving groups.
- This will be outlined in a subject assessment policy rationale which is found within the subject curriculum guide.

### **The Responsibilities of Year Leaders**

- Monitor the progress of year groups.
- Identify underachievers and ensure intervention is planned in communication with area and subject leaders.
- Play a leadership role in ensuring Pupil Premium budget is spent appropriately and impact is assessed accordingly.
- Ensure all key groups within the year group are tracked and every effort is made to narrow gaps.

### **The Responsibilities of the Senior Leadership Team**

- Support leaders of learning, Year Leaders and Subject Leaders in all that they do above
- Being involved in assessing typicality.
- Meeting regularly with middle leaders in a line management meeting to monitor work done and offer support where appropriate.

### **Reporting**

The reporting cycle is different for each year group; In Years 7&8 there are 2, 3 in Years 9,10&13, 4 in Years 11&12. Teachers will provide a Current Grade and in KS4 & KS5 a Predicted end of course Grade, consider work produced at school and at home and offer an 'Action' comment. This assessment should be supported by evidence and moderated within departments. These results will be analysed in order to identify any underachievement where intervention may be necessary. (This detail is repeated in the Reports section on page 6.)

Communication with parents is an important part of our home college partnership. Student progress is continually monitored and communicated to parents. This may take the form of written reports, parents' evenings and Year Group Evenings. Other forms of communication that can be arranged at the request of staff or parents are letters home, phone calls and interviews.

## **Reports**

For all assessments we collect classwork and homework grades (compulsory) and allow the entry of up to 3 Positives and 3 Improvement (optional). In addition, for each subject there will be an Action statement (compulsory), detailing how a student can improve their work.

At KS3 we also report on Current Grade and internally monitor progress towards students' GCSE targets. The report will show a Current grade against an end of year target.

At KS4 and KS5 we collect current grade and the projected **end of course grade**. So for example for Year 10 we collect the projected grade we expect the student to achieve at the end of Year 11 when they take their GCSEs. In year 12 we collect the projected end year 13 A level grades, but also in Year 12, for Level 3 BTECs or GCSE resits we collected projected grades for the end of the year (i.e. BTEC Certificate/GCSE result).

For Years 10, 11, 12 & 13 we will also collect Pre-public exam grades in the next data sweep after main Pre-public exams. For Pre-public exam results we will collect grades of the actual papers taken and an overall grade (not always) which should include Pre-public exams taken and any coursework/controlled assessments which have been assessed.

A data collection schedule is provided and all staff are expected to adhere to the deadlines set.

They are a progress check and serve to highlight any problems to ensure action is taken and also to highlight achievement. These reports are also available electronically through the SIMS Parent App. (alternatively - Reports are sent home electronically via SIMS InTouch. Parents can subsequently access them via the SIMS Parent App).

## **Year Group Evenings**

At the beginning of the new academic year the school will host a number of Year Group evenings where parents and students have access to a carousel of wide-ranging topics, from access to the SIMS Parent App, effective safeguarding for staff of a secondary. Throughout the year there will be a range of opportunities provide to parents and carers, in a range of formats as required, to provide information relevant to their child.

## **Parents' Evenings**

Each year group will have one parents evening during the academic year. Parents will have the opportunity to meet with subject teachers to discuss the progress of their daughters/sons.

At this meeting parents are also supplied with current level/grades and target level/grades for each subject.

An Equality Impact Assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

### **Appendix 1:**

Departments will use a common language to help students understand their feedback. The preferred acronym is called PIA.

PIA

#### **● P – Positive**

What is really good about this work? Which skills have been demonstrated really well here?

#### **● I – Improvement**

What mistakes have been made? Which areas have not been done correctly?

#### **● A – Action**

This is the closing of the feedback loop and represents a part of the ongoing dialogue. The student should be acting upon the advice given. In other words an improvement should be made to the work already completed.

### **Appendix2:**

#### **Holy Trinity Church of England School**

##### **Whole School Marking Codes**

The following correction symbols are to be used across the school to identify specific features of students' work. Other subject specific symbols, deemed appropriate by the teacher, may also be used. The codes work alongside meaningful teacher comments which are positive, formative and inform students of how their work can be improved.

Where appropriate, staff should insist on correction; misspelt tier 2 words are considered a priority and corrections should be recorded by students on their work in green pen.

Over correction is best avoided as this can be discouraging; instead teachers should use the codes to identify specific learning needs.

<b>In the Margin (by teacher)</b>	<b>On your work (by student)</b>	<b>What it means</b>
Sp	dose	Spelling error
C	dave lives in crawley	Capital letter error
P	dont	Punctuation error
//	//The next day	Start a new paragraph here

T	T He screams and ran out of the room	Tense (verb) error or shift
.	Two cat sat in the mat	Indicates a lack of clarity or confusion
^	<div>sat</div> The cat^on the mat	You have missed something out
X	The world is flat	Indicates factual error, lack of relevance or repetition
Π	Π	Indicates particularly good point

**This policy is supported by the following policies:**

- Teaching and Learning
- High Achievers