ALDRIDGE SCHOOL

Assessment Policy

2026-27

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1. Assessment Vision

At Aldridge School, assessment is driven by a deep belief in the power of personal growth. Every student, regardless of their starting point, is encouraged to challenge themselves, exceed their own expectations, and discover what they are truly capable of. We reject the idea that potential is fixed; instead, we champion the belief that effort, resilience, and the right support enable every learner to go further than they once thought possible. Inclusive at its core, our vision defines success not as reaching a particular grade, but as surpassing what prior attainment might suggest. By fostering a culture where students embrace challenge, take pride in progress, and see improvement as continuous, we create an environment in which every learner can thrive, aspire boldly, and realise their fullest potential.

2. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

3. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels.
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.
- 2024 assessment and reporting arrangements.

This policy complies with our funding agreement and articles of association.

4. Target setting

4.1 Target setting using FFT estimates

Every student receives an FFT grade for each subject they study. This grade reflects the average outcome achieved by students with the same prior attainment in the previous year. These grades form a baseline, and we expect many students to exceed them.

Taken together across subjects, these baselines create a 'flightpath' that shows each student's typical trajectory. Students are encouraged to aim beyond these benchmark grades, and teachers use them as a helpful reference point when planning challenge and monitoring progress.

4.2 Monitoring progress at Key Stage 3

Progress at Key Stage 3 is monitored routinely to ensure that all students are making suitable progress towards their FFT baseline grades.

- FFT Baseline Grades
  Every student is assigned a set of FFT 'baseline' grades which act as an aspirational benchmark for expected progress.

- Ongoing Monitoring by Teachers and Leaders
  Teachers and curriculum leaders track students' progress regularly in relation to these

baseline grades, using a range of assessment information gathered throughout the academic year.

- Assessment Judgements
  Teachers assess students' current performance and make a professional judgement about how students are progressing against their personal FFT baseline grades. These judgements are informed by a variety of assessment strategies and evidence.
- Reporting Progress Twice per Year
  Teachers formally record a progress judgement twice during the academic year:
  - Above – where current performance suggests the student is likely to exceed their FFT baseline grade.
  - On – where current performance indicates the student is on track to meet their FFT baseline grade.
  - Below – where current performance suggests the student is at risk of not achieving their FFT baseline grade.
- Assessment Strategies
  The methods used by teachers to gather assessment evidence and inform these judgements are outlined in the following section.

The A/O/B system is deliberately chosen because it compares each student's current performance to a statistically valid national benchmark (their FFT baseline grade), rather than to a teacher's subjective impression or a generic threshold. This ensures that progress is judged fairly, consistently, and in a way that recognises genuine growth for every student.

4.3 Monitoring progress at Key Stages 4 and 5

Monitoring progress at Key Stages 4 and 5 follows the same clear and consistent process used in Key Stage 3, but with an emphasis on using assessment information to determine an *expected grade* for each student.

Teachers use a range of assessment evidence—classwork, QMFs, summative tasks, class participation and ongoing formative checks—to make a professional judgement about the grade a student is most likely to achieve at the end of the course **if they continue to work in the same way**. This expected grade is not a prediction of potential, but a reflection of *current performance over time* and is reviewed regularly as part of the assessment cycle.

To provide meaningful context, teachers compare the student's expected grade with their **FFT baseline grade**. This comparison helps identify whether a student is currently on course to meet, exceed, or fall short of the average outcomes of students with similar prior attainment nationally. FFT baselines act as a useful guide rather than a ceiling; they represent the statistical average for comparable students in the previous year.

Importantly, we expect many students to **achieve above** their FFT baseline grade. To support this ambition, teachers use the comparison not as a judgement, but as a tool to inform teaching, intervention, and conversations with students about their learning journey.

Through regular reviews and clear communication, this process ensures that progress at Key Stages 4 and 5 is monitored thoroughly, enabling staff to identify emerging patterns, offer timely support, and help students stay on track to achieve their best possible outcomes.

5. Types of Assessment

This section outlines our approach to ensuring high-quality teaching, consistent assessment, and effective feedback across all subjects. It sets out the core practices that support student learning on a daily basis—including Live Monitoring, routine checking of exercise books, and the use of self and peer assessment. It also explains the structured role of Quality Marked Formative Assessments (QMFs) and Summative Assessments (SAs) in evaluating progress. Together, these elements form a coherent framework that promotes high expectations, provides clarity for students, and enables teachers to make informed decisions that drive continuous improvement in learning.

5.1 Live Monitoring

Live Monitoring is a core element of Aldridge School's teaching and learning strategy and forms a key part of our school improvement plan. Its purpose is to ensure that every student is supported and challenged to meet the learning intentions of each lesson through purposeful teacher presence and high expectations.

5.1.1 What Live Monitoring Is

Live Monitoring brings together the teaching habits we expect all staff to demonstrate routinely—most importantly, breaking the plane and circulating the classroom. Teachers actively move around the room to ensure that all students are engaged, working hard, and meeting the expected standards.

This practice reinforces belief in students' abilities, communicates high expectations, and provides teachers with ongoing, in-the-moment insight into effort, understanding, and progress.

5.1.2 What Live Monitoring Is Not

Teachers are not expected to:

- mark exercise books during lessons
- give detailed written feedback to every student
- Instead, the emphasis is on ensuring that no student opts out of learning.

5.1.3 What Live Monitoring Looks Like in Practice

Live monitoring happens in every lesson.

- Teachers continuously circulate the classroom.
- Completion, quality, and presentation of work are checked.
- Misconceptions are addressed verbally, where possible.
- Targeted questions are used to deepen understanding against success criteria.
- Brief written notes may be added to students' books when appropriate.

5.1.4 What Live Monitoring Achieves

- Teachers consistently demonstrate high expectations.
- All students remain engaged and accountable for their work.
- Students complete tasks to a high standard.
- Misconceptions are quickly identified and addressed.
- Students are required to redo weak work, complete missing tasks, and correct errors.
- Teachers gain a real-time understanding of student progress against learning intentions.

5.1.5 How Live Monitoring Is Recorded

In each lesson:

- Students who work hard and meet expectations receive a Class Charts positive point for 'Work Completed'.
- Students who fail to complete work due to lack of effort or engagement receive a Class Charts negative point for 'Work Not Completed'.

These points enable teachers, leaders, parents, and students to monitor effort and progress on a lesson-by-lesson basis and identify patterns such as repeated failure to complete work.

5.2 Checking Exercise Books

Teachers should check students' exercise books once or twice every half-term as part of our routine quality assurance of classroom work. Regular book checks help ensure that students keep their books neat, well-organised, and in line with the school's Presentation of Work Policy, which sets out clear expectations for titles, dates, layout, and overall presentation. This process also allows teachers to monitor whether students are keeping up with their work, maintaining appropriate standards, and completing tasks to the best of their ability.

Checking exercise books provides an important opportunity to identify where a student may not be working hard enough or where misconceptions have developed in relation to subject content. These checks are not intended to provide detailed written feedback on every piece of

work; such feedback is instead delivered through our Quality Marked Feedback (QMFs) and progress is evaluated through our Summative Assessments (SAs). Rather, book checking helps teachers quickly spot emerging issues such as poor standards of work, gaps in learning, lack of effort, or serious misunderstandings, enabling timely intervention and support.

5.3 Self/Peer Assessment

Effective learning relies on timely, meaningful feedback, yet teachers cannot assess and mark every piece of work that students produce. Self and peer assessment help bridge this gap by enabling students to take greater ownership of their learning and engage more actively with the quality of their work. When implemented well, these approaches can provide students with feedback that genuinely moves their learning forward. For this to happen, students must have a clear understanding of what high-quality work looks like—something achieved by providing explicit success criteria for extended tasks.

When students are not given clear success criteria, they tend to default to superficial comments such as “well done” or “add more detail,” which do little to improve their work or deepen their understanding. High-quality self and peer assessment requires transparency, clarity, and meaningful guidance, helping students evaluate their work against concrete expectations rather than vague impressions.

Self and peer assessment should be a regular feature of all lessons so that feedback becomes an embedded and familiar part of classroom routines. To support clarity and consistency, students should use a green pen to record their comments and responses during self and peer assessment activities. Regular opportunities to evaluate their own progress and that of their peers help students build independence, resilience, and a deeper understanding of success criteria—all of which contribute to improved learning outcomes.

5.4. Quality Marked Formative Assessments (QMFs)

5.4.1 What are QMFs?

Quality Marked Formative Assessments (QMFs) are teacher-designed assessment opportunities (for example, end-of-unit tests, extended writing, or performances) that evaluate students’ progress against curriculum objectives. They support effective formative assessment by helping students understand their current attainment and next steps, and by enabling teachers to provide timely, focused written feedback that moves learning forward.

5.4.2 Key points

- QMFs are a planned component of formative assessment and ensure students receive written feedback at least every 10–12 hours of lesson time.

- Each QMF includes clear success criteria, shared with students in advance, so expectations and assessment standards are understood.
- QMFs are marked by the class teacher within two weeks of completion and include appropriate written feedback aligned to the published success criteria.
- Completed QMFs are secured in students' exercise books (using treasury tags) and positioned within the sequence of learning.

To ensure consistency and fairness, all QMFs are moderated within departments at least once per assessment cycle. This includes reviewing samples of work against success criteria, checking marking accuracy, and agreeing shared standards.

5.5 Summative Assessments (SAs)

5.5.1 What are SAs?

Summative Assessments (SAs) play a central role in verifying students' mastery of key knowledge and skills across the curriculum. While they can be used formatively, their primary purpose is to summarise learning and provide a reliable measure of what students know and can do at specific points in the learning cycle.

5.5.2 Key points

- SAs complement ongoing formative assessment by confirming the validity of insights gained during day-to-day teaching. They are scheduled for each subject according to the assessment calendar, with frequency determined by curriculum hours. They sample previously taught learning and assess the proficiency of skills already developed, ensuring that judgments about student progress are rooted in robust evidence.
- All SAs are conducted under examination conditions to maximise reliability. Teachers must use appropriate mark schemes or rubrics, and at KS4 and KS5, assessments must be based exclusively on exam-board materials and corresponding mark schemes.
- Following completion, SAs are marked by the class teacher within a two-week window. Students receive appropriate written feedback, and assessments are stored in their class books within the sequence of learning, secured with treasury tags. For KS4 and KS5, end-of-year assessments and mock exams must be securely stored within school to support moderation and quality assurance.
- The outcomes of SAs are used extensively for curriculum refinement, moderation, and analysis of student progress. Faculty and Subject Leaders are responsible for producing question-by-question analysis and recording results within departmental spreadsheets to inform teaching and strategic planning.

Overall, SAs ensure that assessment is consistent, rigorous, and aligned with curriculum expectations. They provide dependable information on student attainment, support subject-level evaluation, and strengthen the coherence of teaching, learning, and curriculum development across the school.

5.6 Our approach to assessment

As illustrated in the 'assessment onion' diagram included in this policy, our approach to assessment is deliberately layered. The outer layers represent the most frequent, low-stakes evidence that sits closest to day-to-day teaching (for example, classwork and homework, Live Monitoring, routine checking of exercise books, questioning, and self/peer assessment). This evidence helps teachers to spot misconceptions as they arise (e.g., errors in method, missing vocabulary, insecure knowledge, or weak written explanations) and to respond immediately through reteaching, modelling, guided practice and targeted questioning.

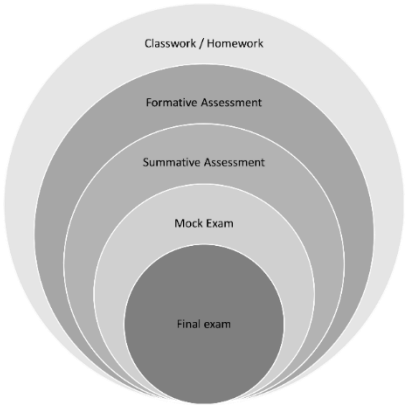
Cognitive science shows that learning strengthens when students regularly retrieve prior knowledge from long-term memory. Frequent, low-stakes checks reduce cognitive load, improve retention, and help teachers identify misconceptions early. This is why the outer layers of our assessment onion—classwork, questioning, and routine checks—are so important: they secure foundational knowledge and support durable learning over time.

This approach is fully aligned with the Teaching & Learning Policy, particularly our commitment to academic press, productive struggle, and consistent classroom routines that support strong learning habits and high expectations.

Moving inwards on the diagram are our planned formative assessments, including Quality Marked Formative Assessments (QMFs). These are teacher-designed opportunities—such as end-of-unit tests, extended writing tasks, investigations, practical performances, or speaking presentations—marked against clear success criteria. QMFs provide students with purposeful written feedback and time to act on it (for example, correcting misconceptions, improving an extended response using specific targets, or redrafting a section to meet the success criteria). They also provide teachers and curriculum leaders with a dependable checkpoint on how well students are mastering curriculum objectives before moving on.

Closer to the centre are our more formal Summative Assessments (SAs), which are scheduled through the assessment calendar and completed under examination conditions to maximise reliability. Examples include end-of-cycle assessments sampling taught content and skills, exam-board style papers at KS4/KS5, or standardised departmental tasks supported by mark schemes/rubrics. While SAs can still be used formatively through feedback and reteaching, their primary purpose is to provide a robust summary of attainment at defined points, enabling meaningful analysis (including question-by-question review), moderation, and curriculum refinement at subject and faculty level.

At Key Stages 4 and 5, the innermost layers of the diagram reflect the highest-stakes assessments: mock examinations and final examinations. Mocks provide an authentic rehearsal of the demands of the final assessment (timing, exam technique, command words and resilience), and help teachers to identify patterns across a cohort that require targeted intervention and revision planning. Final examinations represent the ultimate outcome. Importantly, the diagram also reinforces a key principle of this policy: no single data point should be interpreted in isolation. Teachers and leaders triangulate evidence across the layers—day-to-day work, formative checkpoints (including QMFs), and formal summative outcomes—to build the most accurate picture of current performance over time and to ensure that teaching, feedback and intervention are focused on sustained progress.



Aldridge School 'Assessment Onion' – our approach to assessment

A layered approach: frequent low-stakes checks secure surface (foundational) knowledge, supported by planned formative QMFs and formal summative assessments—triangulating evidence across layers rather than relying on one score.

6. Collecting information

Leaders will ask teachers to provide a small number of agreed data points so that cohort performance can be monitored and supported. In line with section 5.6 and our 'assessment onion' approach, any data collection must be rooted in evidence gathered across the layers of assessment (day-to-day classwork and live monitoring, planned formative checkpoints including QMFs, and formal summative assessments). No single piece of information will be interpreted in isolation; instead, leaders will triangulate evidence to identify patterns, celebrate strong practice, and target support where it is needed.

6.1 Principles

- Data collection exists to improve teaching and learning, not as an end in itself.
- Information requests will be proportionate and timed to the assessment calendar.
- Judgements must be grounded in the assessment onion layers (routine evidence, QMFs, and SAs), rather than one-off impressions.

- Consistency matters: staff should apply shared definitions (e.g., A/O/B) and subject standards.
- Teachers' first priority is providing high-quality feedback and marking in line with this policy; data entry must not replace this work.
- Leaders will use information to identify trends, trigger timely support and intervention, and inform curriculum refinement.

6.2 Core evidence (everyday practice)

The most important information leaders rely on is the evidence created through high-quality teaching and assessment. Teachers are therefore expected to work with students and parents by providing timely feedback in exercise books, making brief notes where required (for example, to capture misconceptions or next steps), and marking QMFs and SAs in line with this policy. These day-to-day layers of the assessment onion (classwork/homework, live monitoring, routine book checking, questioning and self/peer assessment) provide the clearest picture of learning over time and should be the starting point for any professional judgement or conversation about progress.

6.3 Key Stage 3 (KS3) progress collection: A / O / B

To monitor the progress of KS3 year groups, teachers will record a progress judgement twice per academic year, using the A (Above), O (On) and B (Below) categories described in section 4.2. These judgements are used to identify cohort patterns and to ensure support is targeted effectively.

- **Above (A)**: current performance suggests the student is likely to exceed their FFT baseline grade.
- **On (O)**: current performance indicates the student is on track to meet their FFT baseline grade.
- **Below (B)**: current performance suggests the student is at risk of not achieving their FFT baseline grade.
- Judgements must be informed by evidence across the assessment onion (classwork and books, live monitoring and questioning, QMFs, and outcomes from SAs where applicable), not by a single score.
- Deadlines and collection windows are published in the assessment calendar; teachers should ensure entries are completed within the stated window so that year group analysis is accurate.

6.4 Key Stage 4 (KS4) expected grades

At KS4, teachers will record an *expected grade* for each student at five collection points across the two-year course. As set out in section 4.3, the expected grade is a professional

judgement of the grade a student is most likely to achieve at the end of the course **if they continue to work in the same way**. Expected grades must be grounded in evidence over time from across the assessment onion, with particular reference to exam-board style assessment at KS4.

- Teachers should use a range of evidence, including classwork, QMFs, SAs, exam-board questions and mark schemes, and students' demonstrated knowledge and skills over time.
- Expected grades should be considered alongside FFT baseline grades to identify students who are currently above, in line with, or below the benchmark for similar prior attainment.
- Where expected grades indicate underperformance, teachers and leaders should use the evidence to identify specific gaps (knowledge, skills, exam technique, attendance/effort patterns) and agree targeted support.
- Collection points and deadlines are set out in the assessment calendar and will be communicated in advance.

6.5 Subject and faculty data (departmental spreadsheets)

Faculty and Subject Leaders are responsible for maintaining a subject spreadsheet that records summative assessment outcomes and supports cohort analysis. This spreadsheet should enable leaders and teachers to move beyond headline grades and identify precisely what students do and do not know.

- A record of each scheduled summative assessment (date, content coverage, and cohort entries).
- Student outcomes (raw marks and/or standardised scores/grades, as appropriate to the assessment).
- **Question-by-question analysis** (or strand-by-strand where appropriate) to identify strengths, misconceptions and curriculum gaps.
- Notes on agreed curriculum or teaching responses (e.g., reteaching priorities, interleaving adjustments, or changes to future assessments).
- A brief record of planned support/intervention at cohort level (and, where required, key student groups), focusing on learning actions rather than labels.

6.6 Use of information

Leaders will use the information collected through this section to monitor cohort performance, evaluate the impact of curriculum and teaching, and prioritise support. This may include year group progress reviews, faculty meetings, and line management discussions focused on what the evidence shows and what actions will improve learning. In keeping with

the assessment onion approach, leaders will prioritise high-quality evidence (books, QMFs, SAs and question-level analysis) and will keep additional data requests to a minimum.

6.7 Effort Grades

In addition to academic attainment and progress judgements, teachers assess students' **effort** in each subject using the school's agreed **Effort Grade descriptors** (see Appendix C). Effort Grades capture the learning habits that underpin strong progress over time, including engagement in lessons, completion and quality of work, response to feedback, and attitude to learning.

Effort judgements are informed by evidence drawn from across the assessment onion, particularly day-to-day classroom practice such as live monitoring, completion of classwork and homework, routine checking of exercise books, and students' consistency in meeting expectations over time. This ensures that Effort Grades are grounded in secure, observable evidence rather than isolated incidents or single pieces of work.

Effort Grades are assessed **separately from attainment and progress**. While attainment reflects what a student knows and can do, effort reflects how a student approaches their learning and the habits they demonstrate that drive future improvement. This distinction helps ensure clarity and fairness and supports focused conversations with students about both outcomes and learning behaviours.

Effort Grades are recorded at each reporting point and are used diagnostically to support students in strengthening their learning habits. They also provide an important additional indicator for leaders, parents and carers, helping to identify patterns, celebrate positive behaviours, and target support where improvements in effort are needed to secure sustained academic progress.

7. Reporting to parents

We recognise that parents and carers need clear, timely information about how well their child is doing and what they can do next to improve. Our primary method of communicating progress is through the day-to-day evidence seen in students' books and classwork: the work they complete in lessons, the feedback teachers provide, and the response students make to that feedback. This includes routine classwork and homework, Quality Marked Formative Assessments (QMFs) and Summative Assessments (SAs), all of which are stored in students' exercise books and provide the most accurate picture of progress over time.

7.1 Key Stage 3 reporting (A / O / B)

Parents and carers of KS3 students receive a progress report twice per academic year. These reports use the A / O / B categories (Above, On, Below) to indicate whether current

performance suggests a student is likely to exceed, meet, or fall short of their FFT baseline grade. Judgements are based on evidence across the assessment onion—particularly classwork and exercise books, QMFs and SAs—rather than a single test result.

7.2 Key Stages 4 and 5 reporting (expected grades)

Parents and carers of KS4 and KS5 students receive five progress updates across the two-year course. These reports use *expected grades*, which are professional judgements based on a range of evidence over time (including classwork, QMFs, SAs and exam-board style assessment where appropriate). Expected grades reflect the grade a student is most likely to achieve at the end of the course **if they continue to work in the same way**; they are reviewed at each reporting point as part of the assessment cycle.

7.3 Effort Grades

Alongside A / O / B judgements (KS3) and expected grades (KS4/KS5), teachers also record an **Effort Grade** for each subject. This describes the level of effort a student is currently demonstrating—such as their attitude to learning, completion and quality of work, engagement in lessons, and willingness to respond to feedback. Effort Grades provide an important additional indicator for parents and carers, helping to distinguish between attainment and the habits that drive future progress.

Effort Grades are directly linked to Aldridge School's Learning Habits and the 'Big 5', reinforcing the principle that strong learning behaviours—such as completing work, acting on feedback, and sustained engagement—are the foundations of continued academic progress.

8. Inclusion

- The principles of this assessment policy apply to all pupils, including those with special educational needs and/or disabilities (SEND).
- Our assessment approach is deliberately inclusive: students are evaluated against their individual flightpath, rooted in FFT baseline estimates, rather than against a single generic threshold. This supports motivation and high expectations by making strong progress visible for every learner.
- Assessment information is used diagnostically to support early, accurate identification of need, and to inform appropriate provision, support and intervention.
- Where pupils are working below national expectations, staff will consider attainment and progress in relation to starting points, and will interpret evidence alongside the nature of any learning difficulties and barriers. Teachers and leaders will use a range of evidence across the assessment onion to build the most accurate picture of current performance over time.

9. Training

Assessment practice is developed through a coherent programme of professional learning that mirrors our approach to teaching and learning. Teachers build a shared understanding of assessment through induction, whole-school training and regular professional dialogue, with a clear focus on using high-quality evidence over time to inform professional judgement. The Assessment Lead coordinates assessment-related professional development, ensuring staff are kept up to date with national developments and school expectations. Faculty and Subject leaders strengthen subject-specific assessment expertise through moderation, collaborative planning and review, ensuring assessment supports high academic standards, consistent practice and strong learning habits across the school. Good practice is identified, refined and shared through departmental meetings, CPD and exemplification.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment lead

The assessment lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed **annually** by the **Assessment Lead**, in consultation with senior leaders. At each review, the policy will be shared with the **Governing Board**.

All teaching staff are expected to read and follow this policy. The **Headteacher**, supported by the **Assessment Lead and senior leaders**, is responsible for ensuring that the policy is implemented consistently across the school.

The **Assessment Lead** will monitor the effectiveness and consistency of assessment practice across the school. Monitoring is proportionate and focused on improving teaching and learning, and prioritises professional judgement informed by high-quality evidence over time. This includes:

- **Moderation activities** within and across departments to secure shared standards and confidence in assessment judgements.
- **Review of students' exercise books**, including classwork, Quality Marked Formative Assessments (QMFs) and Summative Assessments (SAs), to evaluate the quality of feedback, response to feedback, and evidence of progress over time.
- **Lesson observations and learning walks**, with a focus on live monitoring, academic press, checking for understanding and the use of assessment to inform teaching.

- **Pupil progress reviews**, where teachers and leaders triangulate evidence from across the assessment onion (day-to-day work, formative checkpoints and summative outcomes) to identify strengths, patterns and priorities for support.
- **Faculty and subject reviews**, including analysis of summative assessment outcomes and question-level analysis, to inform curriculum refinement and teaching strategies.

Findings from monitoring are used to celebrate strong practice, identify professional development priorities, and refine assessment and curriculum design. In line with our Teaching & Learning Policy, monitoring is evaluative and developmental, not punitive, and is designed to strengthen consistency, expertise and impact across the school.

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Teaching and Learning Policy
- Non-examination assessment policy
- Examination contingency plan

Appendix A: Marking Frequency

No. lessons per week	1		2		3		4		5	
No. lessons per year	39		78		117		156		195	
No. lessons	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment	No. of assessments	Type of assessment
12	1	QMF	1	QMF	1	QMF	1	QMF	1	QMF
24	2	QMF	2	QMF	2	QMF	2	QMF	2	QMF
36	3	SA	3	SA	3	SA	3	QMF	3	QMF
48			4	QMF	4	QMF	4	SA	4	QMF
60			5	QMF	5	QMF	5	QMF	5	SA
72			6	SA	6	SA	6	QMF	6	QMF
84					7	QMF	7	QMF	7	QMF
96					8	QMF	8	SA	8	QMF
108					9	SA	9	QMF	9	QMF
120							10	QMF	10	SA
132							11	QMF	11	QMF
144							12	SA	12	QMF
156									13	QMF
168									14	QMF
180									15	SA

Appendix B: Summary of Marking Approach

Appendix B provides a clear, practical summary of the school's agreed marking and feedback expectations, supporting consistent implementation of the Assessment Policy while protecting workload and maintaining a focus on high-quality evidence over time.

Category	Live Marking	Marking Exercise Books	Self/Peer Assessment	Written Feedback (QMF)	Summative Assessment
What is it?	Real time in lesson monitoring through circulation.	Review of books 1–2 times per half term.	Students assess using success criteria & green pen.	Planned formative assessment with written feedback.	Formal assessment under exam conditions.
Purpose	Ensure engagement, high expectations, address misconceptions.	Maintain standards, spot gaps, quality assurance.	Provide meaningful feedback & improve work quality.	Check progress & guide next steps.	Measure attainment & verify mastery.
How marked & how often?	Every lesson; verbal feedback; written notes in exercise books where required; Class Charts points.	1–2 times per half term; written notes where required; not detailed marking.	Regularly in lessons; green pen.	Every 10–12 hours; marked in 2 weeks.	Scheduled; marked in 2 weeks using mark schemes. Question-by-question analysis.
How students respond?	Redo weak work; correct errors.	Improve organisation & correct errors.	Revise work using success criteria.	Act on written feedback.	Review results & improve based on feedback.
Where?	Exercise books; Class Charts.	Exercise books.	Exercise books.	Stored in books with treasury tags.	Books or secure storage (KS4/5).

Appendix C: Effort Grade Descriptors

Outstanding:

Reserved for students whose effort is consistently above our expected learning habits.

The student will demonstrate most of the following:

- Always arrives promptly to lessons with correct books and equipment and focuses quickly.
- Communicates clearly about areas of uncertainty with their own learning and always responds positively to feedback.
- Always produces classwork and homework to the highest standard, taking responsibility for their own learning.
- Shows an exemplary attitude to learning, with full involvement in class or group activities, whilst having a positive impact on the learning of others.
- Always displays our core values of Kindness, Respect and Honesty.

Good:

For students, whose effort is inline with our expected learning habits.

The student will demonstrate most of the following:

- Usually arrives promptly with all books and/or equipment.
- Focuses quickly, can show initiative and actively gets involved in their learning.
- Demonstrates good behaviour and concentration and usually perseveres with tasks.
- Often seeks advice about areas of uncertainty and responds positively to feedback.
- Completes most homework and generally produces class work to their highest standard.
- Shows a good attitude to learning with involvement in class or group activities, whilst often collaborating effectively with others.
- Displays our core values of Kindness, Respect and Honesty.

Requires Improvement:

For students, whose effort is below our expected learning habits.

The student will demonstrate most of the following:

- Will arrive late to some lessons, often with missing books and/or equipment.
- Requires reminders to focus and may need further encouragement to become actively involved in their learning.
- Will sometimes show a lack of positive involvement in activities, sometimes having a negative impact on the learning of others.
- Sometimes can give up too easily and does not ask when unsure.
- Demonstrates acceptable behaviour but sometimes may show little evidence of responding positively to feedback.
- Sometimes fails to produce classwork and homework in line with the expected standard.
- Does not always display our core values of Kindness, Respect and Honesty.

Poor:

For students, whose effort is consistently below our expected learning habits.

The student will demonstrate most of the following:

- Will habitually arrive late to lessons with missing books and/or equipment.
- Requires constant reminders to focus and needs further encouragement to become actively involved in their learning.
- Will show little positive involvement in activities and has a negative impact on the learning of others.
- Will often give up easily when faced with a challenge and does not ask when unsure.
- Demonstrates unacceptable behaviour and shows little evidence of responding positively to feedback.
- Regularly fails to produce classwork and homework in line with expected standards.
- Does not always display our core values of Kindness, Respect and Honesty.