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Assessment, Reporting & Feedback Policy

Blue Coat CE Secondary School

Policy Date: July 2024

Review Date: July 2027

Document History

Version	Status		Date	Author	Summary Changes
V1			July 2024	Alex Tomlinson	Full rewrite of the policy. Section 4 & 6 now include expectations on examinations, mocks & artificial intelligence.

1. 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
- Clearly set out how and when assessment practice will be monitored and evaluated
- Reflect the school vision and values: *At Blue Coat Church of England School, our vision is "Living life in all its fullness". We exist to equip our students to 'live life in all its fullness' by providing excellent education, which is distinctively Christian and inclusive of all. At the heart of this education are the values of Care, Hard Work, Respect, Integrity and Servanthood, working Together for the good of all individuals, the school and wider communities.*

2. Legislation & 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](#)

3. Principles & approaches to assessment

At Blue Coat School we see assessment as an integral part of teaching and learning, it is inextricably linked to our curriculum. Every department has a seven-year curriculum plan which clearly outlines the assessment end points for each year and key stage.

We use three broad overarching forms of assessment: Assessment for learning (formative), in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to monitor & determine progress
- Helps teachers check depth understanding
- Helps teachers adapt delivery for misconceptions or gaps in knowledge
- Provides students with feedback to improve
- Helps students understand their attainment and progress

Our school approach to formative assessment include a range of techniques will be utilised in lessons to support pupils learning:

- Questioning
- Feedback – live marking
- Self-assessment
- Peer assessment

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents & Carers to stay informed about the achievement, progress and wider outcomes of their child across a period

Our school approach to summative assessment includes:

- End of unit or term test papers
- End of year test papers
- Portfolios/project folders
- Extended written essays
- Compositions or practical outcomes
- Public examinations

Our school will utilise summative assessment information to:

- Summative data will be used to inform adaptations that are made to the curriculum including adapting resources, content, sequence or assessment methodology
- Summative information will inform cohort, subject, class or individual pupil data analysis for senior or middle leaders to identify the need for intervention or other actions to secure their progress or attainment
- Standardisation and moderation practices will be deployed to ensure consistent assessment across a cohort

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context

- Pupils and parents to understand how pupils are performing in comparison to pupils nationally
- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, A-levels and other post-16 qualifications in Key Stage 5

4. Implementation

SLT and Heads of Department will lead on the implementation of this policy through effective line management of staff and an effective appraisal process. Department colleagues expected to reflect upon on their own practice, identify shortcomings and put in place actions through the Department Development Planning (DDP).

4.1 Validity & Consistency

To ensure we valid and consistent assessment practice in place staff will ensure:

- We only assess content that has been taught & prioritise the most important content
- Choose a variety of question types to represent the breadth seen in a real exam paper
- Discuss the assessment criteria and examiner reports with the team as part of standardisation
- Grade papers in line with historical grade boundaries most relevant at the time
- Ensure fairness by preventing students from gaining an unfair advantage through access to specific information or preparation materials
- Maintain consistency in testing environments by providing a quiet and distraction-free setting that allows all students to demonstrate their understanding on an equal footing
- Ensure access arrangements and normal ways of working are in place for SEND students

4.2 Reliability – Standardisation & Moderation

To ensure reliable grading standardisation and moderation practice will be in place:

Key Steps in Moderating Exam Papers

1. Selection of Sample Papers: A representative sample of student papers is carefully selected for moderation. The sample should be diverse in terms of student ability and the types of questions answered.
2. Independent Marking: Each paper in the sample is independently marked by two or more teachers. This ensures that the moderation process is based on a wide range of perspectives and minimizes the influence of any individual biases.
3. Comparison of Marks: The marks awarded for each sample question on targeted papers are compared between the examiners. Any discrepancies or inconsistencies are identified and discussed.

4. Resolution of Discrepancies: The colleagues discuss the reasons for any discrepancies in marking and work together to reach a consensus on the correct allocation of marks for each question.
5. Adjustment of Marks: Based on the consensus reached, the marks for each question are adjusted to ensure consistency across the examiners.
6. Final Grading: After the moderation process, the final grades for the exam are calculated based on the adjusted marks.

Guiding Principles for Moderating Exam Papers

1. Adherence to the Marking Scheme: The moderation process should strictly adhere to the approved marking policy, which outlines the expectations and scoring criteria for each question.
2. Consistency in Application: The same marking standards should be applied consistently across all papers, regardless of the examiner or the specific student's response.
3. Evidence-Based Decisions: Mark adjustments should be based on a careful examination of the student's response and the corresponding marking criteria.
4. Objective Evaluation: Personal opinions or biases should not influence the moderation process. The focus should be on the objective assessment of the student's work in relation to the marking scheme.
5. Transparency and Documentation: The moderation process should be transparent and documented. The reasons for any adjustments in marks should be clearly recorded. We recommend that you use any board formatted documents to support this.

5. Marking, feedback & student response

- 5.1 - The frequency of feedback is in line with the departmental marking policy and follows the best practice & research from the EEF. This will be around every 6-8 lessons minimum. Staff are expected to use a range of feedback mechanisms and are encouraged to use techniques that minimise excessive workload but maximise students understanding of how to improve. Staff are encouraged to utilise a range of techniques across the planned curriculum that supports students in improving their outcomes:
 - Whole class feedback evidenced in books or folders
 - Use of AI and online platforms that generate personalised feedback
 - Practical skill audits & feedback to improve
 - STAR written teacher feedback:
 - The teacher should not mark notes and work that has been completed as a class. Peer and self-assessment should be used in this case where required
 - STAR marked pieces of work are identified in the department Scheme of Learning. These may include interim assessments, a key piece or an extended response exam question
 - A STAR marked piece of work must use the STAR criteria, this may be written as STAR or the stamp can be used

- Students must be given STAR time in order to improve their work. This should be scaffolded. STAR time may take place in class or set as homework.
- STAR marked worked must include:

Success- A written comment on strengths in relation to assessment criteria **Target-** A written comment on how the skills shown in the response could be developed in relation to assessment criteria.

Action Required- A written comment on what the student needs to do in order to improve their work. This guidance should be specifically linked to the task and be asking students to add, amend or redraft their work. It must specifically ask students to do something in response, and teachers should check that this has been completed effectively.

6. Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT, Co-Pilot and Google Gemini. Blue Coat recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils may not use AI tools:

- During assessments, including internal and external assessments, and coursework including non-examined assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

7. Collecting Data, Recording & Reporting

SIMs marksheets are used as our system for effectively recording assessment data for all key stages.

6.1 Expectations on Staff

- Staff will record data into SIMS marksheets at the following intervals:
 - KS3 – Years 7, 8 & 9 will receive two reports per year including one full report
 - KS4 (GCSE) – Years 10 & 11 will receive three written reports (termly) per year including one full report
 - KS5 (A Level) – Years 12 & 13 will receive three written reports (termly) including one full report

- Staff will produce a report for every class they teach within a given year group and jointly if they share responsibility for a teaching group

6.2 KS3 Assessment

- At Blue Coat School we have moved to fully implement the “Life without levels” framework and create an effective assessment system that focuses on pupil’s knowledge, skills and understanding
- Staff will report a pupil’s attainment in relation to five grading criteria in their subject’s specific assessment objectives (AO) that are directly related to the KS3 National Curriculum and needs of the school curriculum. These grade descriptors include:
 5. Excellence – *Highest*
 4. Secure
 3. Developing
 2. Emerging
 1. Working Towards – *Lowest*
- Progress since KS2 will be measured across the three years by setting an annual target linked to a high, mid and low levels of prior attainment. This comparison will inform pupils and parents whether they are above, on or below track. This data will enable staff to identify learners in need to intervention.

6.3 KS4 Assessment

- Staff will provide all pupils with:
 - (WAG) Working at Grade graded GCSE Grades 1-9 or equivalent with BTEC or Cambridge National. Working at grades will not be based on the latest test along they will be a holistic judgement on the whole child and their work to date.
 - Predicted grade at the end of key stage – what are they likely to achieve in the Year 11 exam. This is a best judgement driven by the professionalism of that member of staff & the regular assessments that have been carried out to determine the prediction. Predictions should be as accurate as possible to allow Heads of Department & SLT to put in place timely interventions.

6.4 KS5 Assessment

- Staff will provide all pupils with:
 - (WAG) Working at Grade - A Level Grades A*-E or equivalent with BTEC et.al. Working at grades will not be based on the latest test, they will be a holistic judgement on the whole child and their work to date.
 - Predicted grade at the end of key stage – this is what are they likely to achieve in the Year 13 exam. This is a best judgement driven by the professionalism of that member of staff & the regular assessments that have been carried out to determine the prediction. Predictions should be as accurate as possible to allow Heads of Department & SLT to put in place timely interventions.

6.5 Recording & Reporting

Alongside academic assessments and grades staff will provide the following information for the purpose of recording and reporting to stakeholders:

- ATL – Attitude to Learning will be used for recording a teacher’s professional judgement on a pupil’s whole approach to learning in their class. This provides staff, pupils and parents with an overall picture into the vital none academic aspects of this child’s conduct and contributions to the community as a whole. The table below will be used to award a pupil a score of 1-6. Where a pupil achieves a 3 or below a member of staff will be expected to award an impact on progress code (see overleaf).

Attitude to Learning	
6 Outstanding Learner	<ul style="list-style-type: none"> ▪ Outstanding eagerness to learn & progress ▪ Highly proactive, hardworking & mature approach ▪ Understands how to work independently and has consistently demonstrated togetherness inside the classroom ▪ Continually demonstrates integrity in all areas ▪ Is a driving force for creating a positive, respectful and caring learning environment for all serving others
5 Active Learner	<ul style="list-style-type: none"> ▪ Shows a real enthusiasm for own learning and is consistently hardworking ▪ Works well independently and demonstrates integrity ▪ Listens respectfully & acts upon all feedback ▪ Is positive in their attitude and encourages others demonstrating togetherness & servanthood
4 Passive Learner	<ul style="list-style-type: none"> ▪ Is compliant and often Hardworking but can be passive in their approach ▪ Contributes to learning when prompted but makes little impact on the learning of others ▪ Is on task, demonstrates some care and can reflect on own learning ▪ Can collaborate and demonstrate togetherness if prompted
3 Inconsistent Learner	<ul style="list-style-type: none"> ▪ Can lack focus on occasion and could be considered hard working on occasion ▪ Is mostly engaged in learning, respectful and usually demonstrates a positive attitude to learning ▪ Requires support to manage their own learning ▪ Work demonstrates a lack of care & consistency ▪ Can collaborate but contribution is inconsistent
2 Cause for Concern	<ul style="list-style-type: none"> ▪ Finds it difficult to stay on task and requires support ▪ Has displayed a concerning attitude to learning and a lack of hardwork ▪ Rarely responds or utilises feedback to improve ▪ Work demonstrates a lack of care or effort ▪ Can negatively affect the progress of themselves or others demonstrating a lack of togetherness
1 Serious Cause for Concern	<ul style="list-style-type: none"> ▪ Displays little ambition, hardwork or drive ▪ Demonstrates a lack of resilience and engagement ▪ Significantly risks underperforming ▪ Work does not demonstrate any care or effort ▪ Disrupts the learning of others and does not demonstrate togetherness

- Strengths & development codes will be used for full reports. One strength and one development code are given on each full report. Where a student receives an ATL score that is less than or equal to a 3 staff are expected to provide a development code.

Strength Codes		Development Codes	
KNO	Strong subject knowledge	EFF	Lack of effort
IND	Is capable of working independently	PAR	Lack of participation in class
PRC	Growing confidence in practical/problem solving skills	BEH	Issues with behaviour in lessons
CON	Concentrates well in lessons	CON	Lack of concentration in lessons
FDK	Responds positively to teacher/peer feedback	BKE	Book expectations not met
HWK	Completes set homework consistently and conscientiously	COA	Coasting & not achieving full potential
PRE	Improving presentation skills	PUN	Poor punctuality to lessons
CRE	Creative and original	HWK	Lack of homework/poor quality homework
RES	Respects the opinions of others in class	REV	Poor revision skills/lack of revision
MOT	Motivated to succeed	EQP	Lack of equipment in lessons
HRD	Hardworking and diligent	ORG	Poor organisational skill
EXP	Expresses ideas clearly	ABS	Frequent absence from class is impacting their work
TEC	Is becoming more competent in the use of technology	NEA	Non-Examined Assessment / Coursework issues
VER	Gives some good verbal answers	RFB	Does not respond appropriately to feedback
		KWO	Learn keywords and vocabulary
		FLP	Read around current topics to aid learning
		CAN	Continue developing the NEA/Portfolio

8. Parents Evenings

Annual consultation evenings for students will be attended by all relevant subject teachers within their 1265 contractual obligations.

- Parents' Evenings & report writing deadlines will be calendared to benefit staff work load & inform parents
- Parents' Evenings will be conducted either on site or remotely using the School Cloud virtual system
- Stakeholders will be informed of these Parents' Evenings prior to the event and evenings will be planned in advance to allow for the booking of appointments

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use

meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10. Training

At Blue Coat school our in-house CPD program and new staff induction programme ensure that all teachers have a good understanding of our assessment practice. All staff that are new to the school will receive a training session on assessment. The dedicated Teaching and Learning team within school research current good practice and methods to reduce teacher work load, they share these findings via the CPD program, SharePoint and in Coaching sessions.

11. Roles and responsibilities

Governors & Directors

Governors & Directors 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

Headteacher

The Headteacher is responsible for:

- Ensuring that the 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

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy

12. Monitoring

This policy will be reviewed every three years by the Standards committee. At every review, the policy will be shared with the Local Governor Committee/Trust Board of Directors.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team are responsible for ensuring that the policy is followed.

The Quality of Education Team will monitor the effectiveness of assessment practices across the school, through:

- Quality Assurance including learning walks & book trawls
- Exam results analysis and intervention meetings

Reviewed by: Mr Alex Tomlinson July 2024

Next Review Date: July 2027

Approved by Directors: 17 September 2024

Signed:



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Chair of Standards