



Assessment, Feedback and Reporting Policy

This policy was approved by

Cox Green School

on

7th July 2025

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1.3	Cox Green School	14/11/18	14/11/18	November 2021
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The Aim of This Policy

This policy is informed by developments in Assessment for Learning. The overall aim is to focus on providing clear guidance to students about how effective their learning is and what they need to improve through accurate assessment and feedback.

Objectives

The objectives are as follows:

1. To ensure that the assessment is fit for purpose and aligns with the curriculum seamlessly;
2. To secure effective forms of assessment that inform teaching and support student progress over time;
3. To provide students with actionable feedback that aids student understanding of where their strengths are and how to improve;
4. To give students the opportunity to assess and reflect on their own and each other's work;
5. To give students the opportunity to respond regularly to feedback from teachers or peers;
6. To monitor, evaluate, and review individual and cohorts of students' progress, and identify their next steps for progress and improvement;
7. To standardise and ensure adherence to the marking procedures throughout the school.

Assessing and Feedbacking Students' Work

Assessment has many different forms and purposes (see appendix); however, it must always be used as a mechanism to aid student progress, assess curriculum provision, reflect on quality teaching and learning, and allow all stakeholders to identify areas of strength and development within individuals and cohorts across the school.

Whole School Summative Assessment Points

The assessment system has been designed to prepare students for the style of summative assessment that they will be tested by in the public exams at GCSE, Vocational, and A Level. They therefore undertake formal summative assessments, as set out by the department's rationale documentation. Though individual departments are given autonomy to best fit their schemes of work, the times and details as per the table below reflect a minimum expectation from the school. The timings of these may also be subject to change, depending on additional factors such as school closures or lost learning. The first of the two assessments is expected to take place in the weeks preceding the Christmas holiday and will assess the work that has been undertaken up to that point in the year. When students move into either the second or third year of a course (KS3, GCSE, Vocational or A Level), assessments may also test material studied earlier in the course. This is to provide those students with the level of recall required for the terminal public exams.

The KS3 assessments are graded on this prorated basis, but grades are not shared with students. Students will receive detailed feedback and targets on how to improve. GCSE assessments are graded using the 9-1 grading system, A Level assessments are graded using the A* - E system, and Vocational assessments are graded using the Pass to Distinction* system. These are norm-referenced assessments, and the grade boundaries are set to reflect this. In KS3, however, where GCSE grades are not the most accurate reflection of pupils' future attainment, progress is measured against 'Starting Points'. These starting points are generated from Average CAT scores.



Year	Assessment 1	Assessment 2	Assessment 3
7	December: Covering Autumn term content and skills	June/July – covering content from the whole year	
8	December: Covering Autumn term and Year 7 content	June/July – covering content from the whole of the KS3 curriculum	
9	December: Covering Autumn term content and previous KS3 content	June/July – covering content from the whole year	
10	December: Covering Autumn term content of KS4 course	June/July – covering content from the whole year	
11	Behaviour for Learning only	December: Covering whole course to date	March – covering the whole course to date
12	Behaviour for Learning only	December: Covering whole course to date	June/July – covering work from the whole year
13 & 14	Behaviour for Learning only	December: Covering whole course to date	March – covering the whole course to date

Table 1: Minimum Assessment Timing and Content

All subjects have identified a number of standardised Assessment Tasks (ATs), according to their timetable allocation (as per Table 2). These will be in the form of formal live feedback tasks or summative tasks, so that common expectations are being set between the teachers in any one department.

The ATs are explicitly stated in each subject's scheme of work and reflected in the curriculum maps for each department. The ATs can take the form of an end-of-unit summative assessment or a more formative task.

Formative Live Feedback:

Teachers will be expected to provide live feedback to students in line with their curriculum maps and as part of their 'day-to-day' teaching practice (as per Table 2) so that students are able to make rapid progress. This will replace marking exercise books, which will no longer occur. Live feedback elements of lessons and/or Schemes of Learning will be sign-posted through the 'thinking time' Behaviour for Learning strategy.

Live feedback can be verbal or written and will be aligned with success criteria, skills grids, and/or mark schemes, so that the feedback is actionable and clear to students on how to improve their work during the lesson. The evidence of feedback will be students' responses in green pen.

Live feedback ATs will be frequently embedded within Schemes of Learning and Sequences of Learning as per Table 2. However, there can be additional opportunities within a series of lessons where students will be completing a skills and/or knowledge-based assessment of a learning task during 'thinking time.'

Teaching Time per Fortnight	Summative Key Assessment Tasks (KATs)	Formal Live Marked Key Assessment Tasks (KATs)
1-4	1 term	1 per term
5 or more	2 per term	2 per term

Table 2 KAT Assessment Guide



Feedforward: Responding to Summative Feedback:

Students respond to all feedback, whether summative, live, or peer-assessed, in green pen. Time within the curriculum and Schemes of Learning will be allocated to allow students time to respond to summative feedback in a meaningful way during feedforward lessons. Students will be given feedback that links to skills, knowledge, and understanding to aid in the identification of strengths and developmental areas and, if appropriate, grades and marks.

Teacher feedback is specific to a student's piece of work and is in written form; however, the feedback can be based on a coded marking system where the code provided refers to specific skills and knowledge, such as skills grids or mark schemes, which are either written down or stuck into the student's book. Student responses can take several forms, including redrafting, answering a similar task, or completing a specific piece of work to improve knowledge or skills in one area.

Assessment for Learning (see Teaching and Learning Policy).

The following systems are consistently used in all lessons:

- All lessons have differentiated success criteria, which make simple reference to the assessment criteria by which the teacher will judge whether the lesson has been effective;
- All students will be accustomed to reviewing their work, and the work of others, and be able to provide relevant feedback on the strengths and areas for improvement;
- All teachers model answers to the expected standard;
- All teachers utilise strategies to ensure they can assess whole class progress rapidly and target support within the lesson (e.g. traffic lights, show me boards, live-marking etc).

Self & Peer-Assessment

All students are expected to be able to undertake effective self and peer-assessment based on a clear understanding of the course structure, assessment objectives, and grade criteria, which they gain in class. Students will always use a green pen when conducting self or peer-assessment. This is a key tool in supporting students to understand their progress and the requirements of their courses.

Grading and Curriculum Progression

Grades used in Years 10-11 use the new GCSE system of number grades 9-1. In Years 12, 13, and 14, the grading is A*- E for A Level subjects, and Pass to Distinction* for Vocational subjects.

Subject Leaders have considered the construction of the curriculum to ensure progression from Years 7-11, and then on to Years 12, 13, and 14.

Students are given end-of KS4 attainment targets, based on the GCSE 9-1 grading system, if they are in KS3 and KS4. These GCSE targets are based on prior attainment before entry at KS3.

At KS3, targets will not be communicated directly to parents/carers. Instead, they will be told the band in which their child sits based on their CAT scores and prior attainment. These will be referred to as SP1 (CAT <85), SP2 (85 <CAT> 95), SP3 (95<CAT>105) & SP4 (CAT > 105), as per the banding provided by the CATs. The philosophy behind this policy is to ensure that at KS3, the focus is on how to progress and the skills needed, rather than numbers and grades. Grades in assessed tasks will still be recorded internally for department tracking purposes.



To achieve consistent progression in grades, it has been vital to achieve a consistent approach to both the curriculum and its assessment. The following principles apply to the curriculum design for Years 7-13. Although subjects differ in their assessments, in all subjects, there is a requirement to acquire skills and content to be learnt and applied. These can be broken down for assessment purposes through the assessment objectives for each subject.

Years 7-9

The content within each subject has been designed to ensure that the core skills required by the assessment objectives are thoroughly taught in KS3. This positions students strongly to embark on their GCSE courses. Students will be made familiar with overarching assessment objectives and assessment criteria to achieve Target Bands within their lessons, so that they can take ownership of the specific skill or area of content that they may need to improve on.

Years 10-11

The curriculum delivery of GCSE and Vocational courses is designed to allow students to mature in their skill acquisition, whilst mastering the required content or knowledge. The ATs used in Years 10 and 11 only partially cover the skills and content of the courses; however, they are graded using the GCSE criteria, so students get a good idea of how well they are doing against the current GCSE standard.

Comments made by teachers in marking or through the Assessment Point reports indicate whether the student is making good progress towards their final target or not. -

Years 12, 13, and 14

A Level courses follow a similar pattern to GCSE. Induction tasks are made available in the summer holiday between Year 11 and 12 to ensure students start to develop the independent working skills which are fundamental to successful A Level study. It may often be the case that students are required to cover or review content outside of lessons, to spend quality lesson time on developing their skills and understanding the underlying concepts.

Reporting

Assessment Points

Depending on the year group, there are up to three Assessment Points during the year where grades are reported to parents. The times of these reports and the evidence used to identify the grades are in Table 3 below.

For students in Year 12, a red, amber, green (RAG) report is produced for each of the subjects they take at the end of the first four weeks. This RAG of the students is based on their attitude to the work in lessons and highlights the need for additional support that some students may require at the start of their courses.

At each Assessment Point, teachers provide a “currently working towards grade”, which is an informed prediction of the student’s final attainment at GCSE, based on evidence gathered. For KS4, this is a GCSE 1-9 end of KS4 grade. The grade at KS3 is not reported to parents or shared with students; it is for internal tracking purposes only, if deemed appropriate by the department's rationale. If a Year 11 student who has an end of KS4 target grade of a 6 is given a “currently working towards grade” in the same subject of a 5+, then they are also not on track to meet their target grade at the end of KS4.



The reporting for KS5 students follows the same methodology, with the exception that the “currently working towards” grade is compared with an end-of KS5 target.

Generation of Reported Grades

To ensure the grade reported for each student gives an accurate indication of their likely progress based on their current attainment, these grades will be generated through each department’s internal tracking system. These will record scores in AT tasks, as well as any other relevant tasks (including homework where appropriate). The tracking system will then use this evidence, plus information about the requirements at the end of the Key Stage and knowledge of grade distribution within the subject, to generate a “currently working towards” grade. Teachers can adapt this, e.g. if the grade generated is a 6 but the teacher feels their experience of the student in class makes them question this, they may change it to a 6- or a 5+. However, the need to do this should be rare, and in most cases, the grade generated on the tracking system should be the one input for the final report.

	AP1	AP2	AP3
Year 7-9 Students awarded a T+, T or T- in relation to their indicated band	Post-Christmas holiday - Based on December assessment week results and all relevant work up to this point	July - Based on ATs and all relevant work up to that point, including summer assessment week results	N/A
Year 10 Students awarded a “currently working towards” grade 9-1	Post-Christmas holiday - Based on December assessment week results, KATs and all relevant work up to this point	July – Based on ATs and all relevant work up to that point, including summer assessment week results	N/A
Year 11 Students awarded a “current working level” grade 9-1	October – Behaviour for Learning (BfL) Only	Pre-Christmas Holiday - Based on all relevant work up to that point, including internal standardised assessment tasks. Results are released post-Christmas	Feb/March - Based on all relevant work up to that point, including internal standardised assessment tasks
Year 12 Students awarded a “currently working towards” grade A* to E (A-level) or D* to P (Vocational)	October Attitude to Learning rated RED, AMBER or GREEN based on the first four weeks of the course Pre-Christmas holiday - Based on all relevant work up to this point, including December assessment week results	Pre-Easter holiday - Based on all relevant work up to this point, including internal standardised assessment tasks	July - Based on all relevant work up to this point, including summer assessment week results
Year 13 & 14 Students awarded a currently working towards grade A* to E (A-level) or D* to P (Vocational)	October – Behaviour for Learning (BfL) Only	Pre-Christmas holiday - Based on all relevant work up to this point, including December assessment week results	Feb/March - Based on all relevant work up to this point, including internal standardised assessment tasks

Table 3 AP timetable

Target Setting - KS5

All teachers of A Level and Level 3 Vocational qualifications will be given teaching group lists with Average Point Score (GCSE) data and a Minimum/Aspirational Grade based on the Department for Education’s Ready Reckoner, transition matrices tool. The transition matrices tool presents value-added results differently. It shows the grades achieved by students in particular subjects with similar levels of prior attainment. Level 3 value-added is a progress measure for school sixth forms and colleges, which is used in the 16 to 18 performance tables.



Based on a student's GCSE grades, an average point score is calculated by adding up all the grades they achieved and dividing this by the number of grades they achieved. The student's average point score is compared against the outcomes from the previous year's national exam result data, and a target is set that would achieve a result in the top 20% nationally.

Roles and Responsibilities

Monitoring and Evaluation - Roles and Responsibilities

Monitoring and Evaluation – Analysis of student achievement (Student Progress Reports) occurs at up to three points throughout each academic year, with reports being prepared for students, parents/carers, teachers, Middle Leaders, and Senior Leaders. These Student Progress Reports are the basis for the identification of any interventions needed, or for praise to be highlighted.

Other Methods of Assessing and Recording Assessments

Laser Meetings

Laser meetings are intended to identify students in each subject area, year group, or key group who may not be making expected progress and discuss SMART targets that they are working towards to narrow the gap in their progress. Following these meetings, intervention plans are put into place and then monitored carefully.

Record Keeping

All colleagues are expected to keep records of the assessments they have made. All departments should have centrally kept records of key assessment data, which they use for internal tracking and target-setting systems. The records of all AT tasks are kept in the subject's file in the appropriate data storage area, which provides transparency around the production of Assessment Point (AP) data.

Records of assessments are reviewed annually as grade boundaries change, and the assessment makeup of each subject can change. An up-to-date copy of the class profile for each class is always available to the teacher on SIMS and is utilised to inform the planning of lessons for a class. Data in relation to behaviour, homework completion, being equipped for lessons, and punctuality is taken directly from the lesson-by-lesson electronic registration system, SIMS lesson monitor/Edulink.

Communication of Policy

The policy will be communicated to Subject Leaders in a Subject Leader briefing and disseminated to teaching staff in department meetings and Twilight inset session(s). The policy will be available to all staff via the school's intranet.

The policy is also shared on the school website, and parents will be informed of the amendments to the policy via the school newsletter.

Review of Policy

This policy shall be reviewed by the Senior Leadership Team of Cox Green School every three years.



Appendix Definitions of Assessment:

It is helpful to think of assessment using the following terminology:

- **Formative Assessment**
These are assessments designed to support students' formation and inform their progress. Formative assessments are frequently used to give ongoing feedback during a course. Typically, they may take the form of a marked piece of work as a mini test. Formative assessment may relate to only some of the skills or criteria from the course overall.
- **Summative Assessment**
These are assessments that sum up how well a student has done on a course or unit overall. They usually come at the end of the unit or course and are graded using the same criteria as apply to that unit or course.
- **Criteria Referenced**
This is a system of assessment in which grades have specific criteria. Any work that meets these criteria is awarded this grade. This system aims to sustain a common standard irrespective of how many students reach it.
- **Norm Referenced**
In contrast, norm-referenced assessment works around the assumption that there is an expected standard at a particular stage. Grading is based on the level of understanding or recall compared with others (either now or historically). Grades are often allocated proportionally.
- **Assessment Objectives**
Each course has overarching objectives that summarise the skills covered in the course, or the handling of the content included in the course.
- **Grade Descriptors**
Grade descriptors summarise the standard of skill and application of knowledge required to achieve a particular grade.



Whole School Learning Routines	Examples of this Practice/Expectations of School
Lesson Prep To help you learn well in the next lesson. (Will vary according to year group.)	Examples of the types of lesson prep tasks you might be set are: i. Memorise vocabulary/spellings/key words and definitions, etc; ii. Learn a method (Formulae/Definition/Grammar Point); iii. Complete a set of questions testing understanding of the material; iv. Complete an exam question consolidating understanding; v. Read a given passage/source and summarise 5 key points; vi. Prepare an argument for or against a given point.
Checking Lesson Prep You can expect all of your lesson prep to be checked. The teacher will check it in a number of different ways.	Prep might be checked in one of the following ways i. A brief test as a starter on the board; ii. Quick oral quiz, using mini-whiteboards; iii. Answers on the board as the register is taken. Self or peer-marked; iv. Swap books and give your partner a mark and EBI based on the criteria given; v. Discuss your answer with a partner, and agree on an answer to present back to the class; vi. Pair up with someone with a different viewpoint. Whose point is strongest and why?
Assessed Homework To help you consolidate a period of learning.	Assessed homeworks are longer assignments than lesson preps and require you to work independently on a task using the content and practising the skills that you have learnt in class. Assessed homeworks are stepping stones towards the end of unit/termly assessments.
Self-Review To help improve your independence, allow you to notice your strengths and weaknesses, and address these in lessons.	Examples of types of self-review you will be expected to engage in are: i. Tick or cross in green pen and give score of right (or wrong) answers; ii. Read back over an answer (either in your head or aloud to yourself/apartner) and underline any mistakes or parts that don't make sense; iii. Award a mark out of X depending on how many key points/keywords are used; iv. Use a highlighter every time you or your peer has used a certain feature; v. Evaluate a piece of work using grade criteria. Explain why you think it is a certain grade. vi. Respond to feedback given – www/ebi