



# Assessment, Tracking and Marking Policy

## Hazrat Khadijatul Kubra School

<b>Approved by:</b>	Board of Trustees	<b>Date:</b> [10/10/2024]
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## 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
- › Clearly set out our marking policy and procedures

## 2. This policy is informed by:

- **Education (Pupil Information) (England) Regulations 2005**, Schedule 1  
(Statutory requirements for reporting to parents)
- **Department for Education (DfE): National Curriculum in England – Framework for Key Stages 1 to 4** (2014)
- **Department for Education (DfE): School Reports on Pupil Performance – Guidance for Headteachers** (2015)
- **Ofsted: Education Inspection Framework**  
(and, where applicable, the **Non-association Independent School Inspection Handbook**)

## 3. Principles of assessment

- The primary purpose of marking and assessment is to support and enhance learning. Effective assessment recognises students' efforts, informs timely and focused intervention, and helps teachers and students identify next steps in learning.
- This policy reflects the school's core values of **Resilience, Aspiration, Compassion, Respect, and Courage**.
- Timely and meaningful assessment and feedback develop students' ability to reflect, evaluate their work, and build resilience. Students are encouraged to take learning risks, develop confidence, and approach challenging tasks with courage, knowing they will be supported to improve.
- The school aims to foster a culture of high expectations and success, underpinned by the belief that **all students can achieve**.
- **Summative assessment** takes place at the end of a period of learning to evaluate students' knowledge, understanding, and attainment. It informs reporting to parents, supports transition between teachers or key stages, and contributes to accountability and certification.
- **Formative assessment** is embedded in day-to-day teaching. It takes place during learning and focuses on improving progress by helping students understand how well they are doing, reflect on their learning, and identify clear next steps.

## 4. Assessment approaches

- Students do not necessarily learn simply what they are taught; therefore, assessment is central to effective teaching and learning and is closely linked to the curriculum. Assessment

enables teachers to evaluate whether teaching and learning activities have resulted in the intended learning outcomes and to adjust provision accordingly.

- At HKKGS, assessment is understood as an integral part of the teaching process and is used to support progress, inform planning, and raise achievement.
- The school uses three broad forms of assessment:
  - **Day-to-day in-school formative assessment**
  - **In-school summative assessment**
  - **Nationally standardised summative assessment**

## Assessment for Learning

- Assessment is an integral part of teaching and learning. It involves students and teachers gathering and using evidence about learning to inform next steps and adapt teaching to meet students' needs. When this evidence is used during learning to improve progress, assessment is formative in nature.
- **Assessment for Learning (AfL)** focuses on identifying where learners are in their learning, where they need to go, and how best to get there. AfL describes the **purpose** of assessment, while formative and summative assessment describe the **function** it serves.
- Effective assessment for learning is frequent, interactive, and used to support improvement rather than simply measure attainment.

## Characteristics of Effective Assessment for Learning

Assessment that promotes learning:

- Is embedded within teaching and learning
- Makes learning intentions and success criteria clear
- Helps students understand the standards they are aiming for
- Actively involves students in self-assessment and reflection
- Provides feedback that identifies next steps and how to achieve them
- Is based on the belief that all students can improve
- Involves teachers and students reviewing and reflecting on assessment evidence

## Key Assessment for Learning Strategies

The school uses evidence-based assessment strategies to support learning, including:

- Clarifying, sharing, and understanding learning intentions and success criteria
- Using effective questioning, discussion, and activities to elicit evidence of learning
- Providing feedback that moves learning forward
- Encouraging students to support and learn from one another
- Developing students' ownership of their own learning

## 4.2 In-school summative assessment

- **School leaders** to monitor the performance of student cohorts, evaluate curriculum effectiveness, and work with teachers to ensure students make appropriate progress and achieve strong outcomes over time.
- **Teachers** to evaluate students' learning at the end of a unit or period, assess the impact of their teaching, and plan targeted support or intervention where needed.
- **Students** to understand how well they have learned and apply feedback to improve their future performance.
- **Parents** to remain informed about their child's achievement, progress, and wider outcomes over a defined period.

In-school summative assessments:

- Baseline tests
- Mid-year exams
- End of year exams
- Class room assessments, such as end of topic/unit assessments.

Diagnostic Tests:

- CAT tests (KS3 and KS4)
- Reading tests (Termly)

## 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Students and parents** to understand how students are performing in comparison to students nationally

## 5. Collecting and using data

- We regularly monitor students' progress against targets and use assessment data to identify those making good progress and those requiring additional support.
- Review findings are used to identify areas for improvement in teaching and learning, adjust practice, and provide targeted support or training for staff where necessary.
- Leaders and teachers work collaboratively to implement intervention, booster, or revision programmes for students who are falling behind.
- Teaching assistants are trained and deployed effectively to support targeted students.
- Students have regular opportunities to discuss their progress and next steps with their tutor through bi-annual academic tutoring sessions and post-assessment self-evaluation.

	Autumn	Spring	Summer
Assessments	CAT testing (SLT) Baseline assessments (Ts) Mocks (Year 11) Mid-Year assessment (year 7-10)	Classroom assessments. Termly standardised tests Mocks (year 11) CAT and Reading tests (selected students) following MY results	End of year exams Termly standardised tests GCSE external exams
Target setting and review	Gather KS2 data and CAT scores to target set (Nov) GCSE data analysis and review of skills and knowledge for intervention during September training day. Review trackers and gradebooks	Mid-year review of student progress, behaviour and efforts. Analysis of MY and CAT+Reading tests reports	Use end year exam results to inform target setting for the year. Mid-term review from internal, classroom assessments.
Progress reviews	Set curricular targets for groups (individual if needed).  6 week interventions Year 11 revision sessions Identify students to sit Reading tests	Subject lead review and report on progress towards yearly target. Use outcome to review student performance, targets and teaching and specific interventions. (January and September Staff training day) iSAMS data review following staff training days. Ongoing informal reviews, adjustment to strategies and interventions and discussions with teachers. Reading test reviews and progress tracking with literacy lead	Subject teachers and subject leads review and student progress towards yearly target. Revision programme. Reading test reviews and progress tracking with literacy lead
Curriculum and T&L	Adjust teaching and interventions Share CAT reports on individual students (staffshare)	Share Test analysis and teaching recommendations with teachers following CAT, Reading and MY results. Review interventions and teaching adjustments.	Review curriculum planning following internal exam analysis and review of data on July staff training day
Trends	Identify students not making sufficient progress (tracking manager and gradebooks) Track trend and pattern attendance and behaviour	Identify students not making sufficient progress. Review targets if necessary Track trend and pattern attendance and behavior	Identify students not making sufficient progress. Review attainment, progress, and behaviour and

		February KS3 to KS4 transition for selected subjects.	attendance data. Plan strategies for groups and specific students during July training day.  KS3 to KS4 transition (key students, skills and gaps in knowledge reviewed)  GCSE result analysis and annual reports.
Parents		Mid-Year report for parents  Parents evening  Meeting with SLT following Pupil Progress reviews (include Diagnostics test analysis)	End of year report for parents  Parents evening
Students		Form tutor and student progress meeting using proforma.	Form tutor and student progress meeting using proforma.

## 6.Target setting

Target setting is used to support improved achievement. Targets are **challenging, measurable, and realistic**, and take account of each student's individual starting point.

The following information is used to inform target setting:

- **Key Stage 2 National Curriculum test results**
- **GL Assessment CAT test scores**

Both **minimum** and **aspirational** targets are set using this data and are reviewed annually.

Effective target setting aims to:

- Challenge all students to achieve their best
- Take account of individual starting points
- Encourage regular review of progress between students and teachers
- Involve parents and carers in supporting learning
- Inform trustees' priorities for the School Improvement Plan
- Support focused teaching and learning
- Enable evaluation of school performance in comparison with national outcomes

## Grading System

***HKKGS uses the 9-1 grading system across KS3 and KS4.***

- In **year 7**, students are generally expected to work between **grades 1-4** with 1 level of progress expected per year.
- In **year 8**, students are generally expected to work between **grades 5-1**, with 1 level of progress expected per year.
- In **year 9-11**, students are generally expected to work between **grades 9-1**, with 1 level of progress expected per year.
- Students are taught in mixed-ability classes and are not set. Progress is tracked to identify whether students have met, exceeded, or not achieved their annual targets.
- Students receive regular written and verbal feedback that identifies how their work can be improved. Time is built into lessons for students to act on this feedback and strengthen their knowledge, skills, and understanding.
- Teachers plan learning activities that support students in meeting their targets and ensure appropriate differentiation within classes.
- The school is committed to reducing teacher workload. In line with DfE Workload Advisory Group recommendations, assessment is limited to two main assessment points each academic year, supported by a simplified system for data entry, analysis, and reporting. Assessment outcomes and targets are reviewed during designated staff training days with the support of the senior leadership team.

## 6.1 Reporting to parents

All parents and carers are invited to attend two parental consultation meetings. Student progress and assessment data are shared with parents through biannual reports, following our Mid-Year and End of year assessments. In addition, parents are consulted more often in cases where student progress is a concern. This helps parents and carers to identify ways in which they can support their child with work and encourage effective learning at home.

Our annual long reports to parents include:

- › Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- › Comments on general progress
- › The student's attendance record including punctuality
- › The student's behaviour record
- › Effort, attainment and behaviour.
- › GCSE and end of year targets.

Students are involved in the target setting process through Form tutor review meetings.

## 7. Inclusion

- The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.
- Assessment will be used diagnostically to contribute to the early and accurate identification of students' 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 students. However, this should account for the effort the student puts in as well as the outcomes achieved.

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

## 8. Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. We recognize that teachers need a variety of examples and even with optimum training and support, such a process will take time.

- › Staff attend dedicated INSET days on assessment, tracking and target setting
- › Staff attend half-termly formative assessment training sessions informed by learning walks and observations
- › Staff engage in online webinars and training via the Key on assessment, engagement, and metacognition amongst other things.
- › Leaders disseminate latest information and evidence-based practice.
- › Peer observations allows teachers to share good practice and get living examples of implementation.
- › Peer book scrutiny during assessment and marking training days provide teachers opportunities to share good practice within and across departments.
- › We have a fluid policy and intervention documents that reflects teacher input and sharing of good practice including live, working document, [Intervention Strategies](#).

## 9. Roles and responsibilities

### 9.1 Trustees

Trustees 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 students
- › Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

### 9.2 Head Teacher

The headteacher is responsible for:

- › Writing and reviewing the policy
- › Ensuring that the policy is adhered to
- › Monitoring standards
- › Analysing student progress and attainment, including individual students and specific groups
- › Prioritising key actions to address underachievement
- › Reporting to trustees on all key aspects of student progress and attainment, including current standards and trends over previous years

### 9.3 Senior Leaders (Assessment Lead)

- The Assessment lead is responsible for:

- Administering CAT tests
- Deliver training to staff on assessment and curriculum updates and evidence-based practice  
Implement and monitor the curriculum and its assessment
- Support and advise staff
- Provide resources for the effective assessment of all curriculum areas.
- Analyse school data, review targets and oversee pupil progress. Communicate this information to Senior Leadership Team and trustees.

## 9.4 Teachers

Learning is inherently unpredictable, making ongoing assessment essential to adapt teaching effectively. Through observation, discussion, effective questioning, and review of students' work, teachers identify progress and difficulties and adjust instruction to meet students' needs (Black and Wiliam, 1998).

- Teachers elicit evidence of learning and use it to direct or redirect instruction to support progress.
- They set and review curriculum targets with students, focusing on specific knowledge, understanding, and skills to secure progression.
- Teachers use evidence-based assessment for learning strategies, including effective questioning, appropriate wait time, and constructive feedback.
- Students are actively involved in discussions about their progress, with clear learning objectives and success criteria used to show how higher standards can be achieved.
- Teachers provide high-quality oral and written feedback and structured opportunities for self-assessment and peer review.
- Assessment information is used to adapt planning and inform the use of targeted booster, intervention, or revision activities.
- Teachers work with the assessment lead and Headteacher to ensure students receive additional support where required.

## 10. Monitoring

- This policy is reviewed annually by the Headteacher and trustees, with staff consultation at each review.
- All teaching staff are expected to read and follow the policy. The Assessment Lead and Headteacher are responsible for ensuring its effective implementation.
- The Assessment Lead monitors the quality and impact of assessment practice through moderation, lesson observations, book scrutiny, assessment data tracking, student progress meetings, and formal assessment review meetings held in January and July/September.

## 11. Feedback and marking

### 11.1 Feedback

*“The only important thing about feedback is what students do with it.” (Dylan Wiliam)*

Feedback is designed to address three key questions: **Where am I going? How am I doing? Where to next?** It should always be evaluated by its impact on student learning, confidence, and progress.

Feedback takes many forms and is most effective when it challenges students' thinking. Marking is one form of feedback; high-quality **oral feedback** is equally important and often more immediate and impactful.

#### **Effective feedback:**

- Improves learning by identifying errors and misconceptions
- Provides clear guidance on how to improve
- Builds confidence, effort, and aspiration
- Informs future teaching and planning

For simpler learning, correcting errors may be sufficient. For more complex learning, effective feedback is dialogic and active, requiring students to engage, reflect, and apply guidance to develop new understanding and skills.

#### **Feedback varies in effectiveness:**

- **Weak feedback:** provides only a score or grade
- **Limited formative feedback:** provides correct answers with some explanation
- **Strong formative feedback:** provides explanations and clear, specific actions students must take to improve

## **11.2 Marking**

Research from the Education Endowment Foundation indicates that detailed or extensive marking has little impact on learning. Time is a teacher's most valuable resource, and written marking is only effective when it leads to improved learning. Feedback should require **more action from students than effort from teachers**.

Feedback must be purposeful, manageable, and used by students to move their learning forward.

#### **Approach to Marking and Feedback**

- **Live / soft marking** is used weekly within lessons to provide immediate feedback.
- **Detailed marking** of substantial pieces of work takes place at least once per half term.
- Feedback identifies:
  - **Strengths (WWW)**
  - **Areas for development (EBI)**
  - **Next steps**
- Feedback is personalised and focused on improvement.
- Lesson time is allocated for students to reflect on and respond to feedback.

## Literacy and Presentation

- Subject-specific spellings are corrected using the school marking code, with no more than **four corrections per page**.
- Students are expected to correct errors and practise spellings.
- Dictionaries are encouraged to support accurate use of technical vocabulary.

## Use of Grades

- Grades are provided only at key assessment points.
- At other times, **comment-only feedback** is given, clearly identifying misconceptions, corrections, and next steps for improvement.

### 11.4 Self and peer- assessment

- Drawing on research on metacognition, motivation and, self-regulated learning, our students are encouraged to become owners of their own learning.
- We encourage students to embrace and respond to feedback, not just act as “passive recipients,” they are supported in appraising their current skill, regulate themselves and understand the assessment process.
- A strong culture of peer and self-assessment is established throughout the school, starting from when students join. Strategies to develop students’ capacity for self-assessment are essential (14.3).

### 11.5 Marking for Literacy

- All staff and students should be made aware of the different literacy indicators and should use them alongside their marking or when self/peer assessing.
- The SPaG codes should be used throughout the exercise book of each student. The following SPaG symbols should be used to identify literacy issues:

Marking codes	
<b>SP</b>	This word is spelt incorrectly. Copy out the correct spelling x3. Please only use this for no more than 2 or 3 spelling errors, focusing on the highest frequency words or key words.
<b>P</b>	Punctuation has not been used correctly. Please correct this.
<b>C</b>	You have not used a capital letter correctly. Please correct this.
<b>//</b>	New paragraph
<b>Vv</b>	Exceptional point/use of language
<b>?</b>	Your sentence doesn't make sense. Please rewrite this in a clearer way.
<b>^</b>	Something's missing

### 11.6 Monitoring

- Senior leaders and subject leads monitor the consistent use of the school's feedback and marking policies to ensure a school-wide practice.

- Evaluation assesses the impact of the policy on outcomes. Impact is always evidence-based, however, evidence may also be gathered by looking at drafting stages of work, students' books and by talking to teachers and students.

### **11.7 Communication**

- Our marking and feedback policy will be communicated to parents and carers via induction days, newsletters, parents' evenings, and via our website.

### **12. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- SEND policy
- Non-examination assessment policy
- Examination contingency plan

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## 14. Appendices

### 14.1 Assessment for Learning (AfL) Strategies

#### Clarifying, Sharing and Understanding Learning Intentions

- Learning intentions set out **what students are learning**, not simply what they are doing.
- They should be **explained and clarified**, rather than routinely written or stuck into books.
- Learning intentions may span **more than one lesson** and do not always need to be shared at the start.
- Learning intentions are broken down into **success criteria**, which explain **how** students will demonstrate success.

Effective learning intentions are:

- **Clear** – accessible language understood by all students
- **Specific** – focused on precise knowledge, understanding, or skills
- **Desirably challenging** – appropriately demanding for all learners

## Eliciting Evidence of Learning

Teachers use a range of strategies to check understanding and progress, including:

- Effective questioning (open questions, wait time, probing, scaffolding)
- Whole-class discussion prompts
- Exit tickets and mini-checks for understanding
- Retrieval practice
- Cold calling to promote accountability and inclusion
- “No hands up except to ask a question” to ensure broad participation

## Providing Feedback that Moves Learning Forward

Effective feedback is:

- **Understandable** – students know what to do to improve
- **Helpful** – it supports progress
- **Actionable** – it requires a response from the student

Feedback varies in quality:

- **Weak feedback:** score or grade only
- **Limited feedback:** correct answers with little explanation
- **Formative feedback:** explanations plus clear guidance
- **Strong formative feedback:** explanations and specific actions students must take to improve

All feedback aims to address:

- **Where am I going?**
- **How am I doing?**
- **Where to next?**

## Activating Students as Learners

- Students are encouraged to support one another’s learning through structured collaborative activities that have a clear learning goal and individual accountability. When used appropriately, peer assessment is a powerful strategy and is used **formatively only**, with feedback that is kind, specific, and helpful.
- Students are also supported to take ownership of their learning through reflection and self-assessment. This is developed over time through consistent modelling, guidance, and opportunities to act on feedback.

## Example AfL Strategy

- **Line debates (Humanities, English, Science):** students debate opposing viewpoints using shared success criteria, while peers assess and justify their responses, helping speakers refine their arguments.

## 14.2 Marking Strategies and Approaches

Marking is one form of assessment and may be verbal, written, peer- or self-assessment. All marking and feedback aim to support learning and progress.

Teachers use a range of strategies, including:

- Regular **peer and self-assessment**, used formatively
- Use of **exemplar work**, redrafting, and guidance on responding to feedback
- **Focused marking**, concentrating on specific skills rather than everything at once
- **High-quality, low-quantity feedback** that prompts student action
- **In-class feedback**, including use of visualisers to address misconceptions and common errors

Marking is a **two-way process**. Students are expected to reflect on and act upon feedback. Codes are used consistently, and students are trained to understand and respond to them.

High expectations are maintained by:

- Prioritising redrafting and improvement
- Requiring students to correct misconceptions and redo work where necessary
- Insisting on consistent standards of presentation and clear responses to targets (EBI)

A range of comparative and reflective strategies may also be used, including:

- Before-and-after examples of learning
- Plus, minus, or equal judgements against previous work
- Use of assessment objectives and anonymised exemplar responses to support self-evaluation
- Teachers may capture images of corrected or exemplar work and share these via Teams for reference, homework, or analysis against assessment objectives.
- Peer assessment is built into lesson time, with clear structures to ensure it is purposeful and effective.
- Students are trained to give high-quality feedback through the use of prompt sheets, exemplars, and modelling.

## 14.3 Marking Sheets

<b>Rules for your book:</b>	<b>Marking codes:</b>
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✓ Always write the date and title- date and title <b>MUST</b> be underlined with a ruler.	UL = underline FD = full date
✓ Always write in blue or black pen.	SP = This word is spelt incorrectly. Copy out the correct spelling x3.
✓ Handwriting <b>MUST</b> be clear and presentation <b>MUST</b> be neat.	P = Punctuation has not been used correctly. Please correct this.
✓ When drawing diagrams, use a ruler and a pencil.	C = You have not used a capital letter correctly. Please correct this.
✓ Do not graffiti on your books, worksheets and folders.	// = new paragraph
✓ Always respond to any feedback given in your book using a <b>purple pen</b> .	Vv = exceptional point/use of language
✓ Clearly label peer and self-assessment (PA and SA)	? = Your sentence doesn't make sense. Please rewrite this in a clearer way.
✓ No correction fluids, including tipex, are allowed.	^= something's missing
	VF= Verbal feedback given

### 14.3 Peer and self-assessment strategies to help develop effective practice

- Scaffold and teach students how to assess and provide diagnostic comments
- Tell the students the number of incorrect answers to questions and ask them to find them and correct them before marking ('find and fix').
- Ask students to rank pieces of work compared to success criteria.
- Ask students to develop success criteria for an 'outstanding' piece of work then give them anonymised examples to assess against the criteria.
- Ask students or groups of students to devise a plan to move a piece of work to the next stage or a higher grade.
- To develop students' reflective skills, start with a simple approach of 'plus, minus, interesting' when judging a piece of work.
- Students may be asked to reflect on something they found challenging or easy or how they might improve if they did the task again. (It may be worthwhile telling students in advance that they will not have to make the improvements they have identified on this piece, to avoid the incentive to say the work is fine as it is!)
- Teachers may select a good answer to share with the class and students use this to improve their own work.
- Create student-friendly mark schemes so that students can mark their own work effectively.

- Students highlight areas of work where they have demonstrated evidence of skills according to the mark scheme, or success criteria for the piece of work.
- Develop students' meta-cognitive skills so they understand how they learn best and can apply this to their own self-assessment.

#### 14.4 Academic coaching

These coaching sessions take place after each assessment point (January and July) between form tutor/support tutor and the student.

The student, following review of her assessments with her subject teachers, will identify areas of development, specific topics and skills. The students is required to bring the evidence to the following coaching session. The table below is found in students' planners.

Term: \_\_\_\_\_ Student : \_\_\_\_\_ Form tutor: \_\_\_\_\_

Subject	Targets	Evidence

1. Please select a maximum of 3 subjects to review, in which progress has not been made, targets were not met or you wish to make improvements.
2. Targets are agreed with your subject teacher, where you identify skills or knowledge that you need to develop.
3. You will need to reflect on your targets and decide what evidence you will bring to your next meeting. This can include revision notes, questions you have practiced, classroom assessments or feedback in your books.

#### 14.5 Reports

- Following mid-year examinations, students receive a short report including examination results and grades for effort, homework, and behaviour.
- Following end-of-year examinations, students receive a full report. Subject teachers provide examination results, grades for effort, homework, and behaviour, and a written comment for all students. Form tutors also contribute a general tutor comment.
- Teachers and Heads of Department must ensure that written comments align with reported grades. Where a student shows strong effort but limited progress, this may be explained clearly within the comment.
- Comment banks may be used where helpful, but teachers are encouraged to write personalised, specific comments that clearly reflect progress, attainment, and next steps for improvement.
- Training on gradebooks and reporting systems is available via the iUniversity page, supported by school-based recordings and online courses.

## Report Writing Guidance

- Teachers will work in pairs to proofread each other's reports. Reports will open in April to allow sufficient time for writing and checking.
- Reports must be accurate, professional, and well written. Teachers should ensure student names are correct and check spelling, punctuation, and grammar. Reading reports aloud and using clear, concise sentences will support clarity and accuracy.

Reports should:

- Begin with a clear, positive opening statement reflecting the student's engagement in class
- Include a brief overview of the subject, content studied, and skills developed
- Highlight strengths, including soft skills such as attitude to learning, collaboration, resilience, and independence
- Include specific, developmental comments explaining what the student finds challenging, what needs improvement, and how progress can be supported
- Inform parents clearly about progress and how they can help at home
- Comments should be factual, neutral, and professional. Avoid vague or generic statements and personal judgements. Where difficulties exist, frame comments positively, highlighting effort, improvement, or strategies for success.

Reports should be concise and focused on:

- What is going well
- What needs to improve
- How the student can improve

### 14.7 Student Assessment Evaluation sheet

Assessment: MY/EoY	Subject:	Date:	Teacher:
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Did you meet your target?    Met    Partially met    Did not meet (from pervious evaluation sheet)			
Previous Ass Rresult:	Current Level (WAG):	Next Assessment Target:	GCSE Target:
Strengths – content (lost least marks in Assessment) 1) 2) 3)		Strength – skills (lost least marks in Assessment) 1) 2) 3)	
Content to revise (Lost most marks in Assessment) 1) 2) 3)		Skills to improve on (Lost most marks in Assessment) 1) 2) 3)	
Student signature		Parent signature:	

Assessment: MY/EoY	Subject	Date:	Teacher:
Did you meet your target?    Met    Partially met    Did not meet (from pervious evaluation sheet)			
Previous Ass Result:	Current Level (WAG):	Next Assessment Target:	GCSE Target:
Strengths – content (lost least marks in Assessment) 1) 2) 3)		Strength – skills (lost least marks in Assessment) 1) 2) 3)	
Content to revise (Lost most marks in Assessment) 1) 2) 3)		Skills to improve on (Lost most marks in Assessment) 1) 2) 3)	
Student signature		Parent signature:	