Assessment, Tracking and Marking Policy

Hazrat Khadijatul Kubra School

Approved by:	Board of Trustees	**Date:** [10/10/2024]
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Contents:

1. Aims....3
2. Statutory & Professional Guidance....3
3. Principles of Assessment....3

4. Assessment Approaches.....4
5. Collecting and Using Assessment Data.....5
6. Target Setting and Reporting.....6
7. Inclusion.....7
8. Training and Quality Assurance.....7
9. Roles and Responsibilities.....7
10. Monitoring.....8
11. Feedback and Marking.....9
12. Links with Other policies.....11

1. Aims

This policy aims to:

- Provide a clear and consistent approach to assessment, recording, reporting and feedback.

- Ensure assessment supports high-quality teaching, learning and pupil progress.
- Enable staff to identify strengths, gaps in learning and next steps.
- Provide accurate information to pupils, parents/carers and staff regarding attainment and progress.
- Establish clear expectations for marking and feedback.
- Ensure assessment practices are monitored and reviewed to promote continuous improvement.

2. Statutory and Professional Guidance

This policy has regard to:

- Education (Pupil Information) (England) Regulations 2005.
- Department for Education (DfE) guidance on the National Curriculum and assessment.
- Department for Education (DfE) guidance on reporting pupil achievement and progress.
- The Ofsted Education Inspection Framework.
- The Independent School Standards Regulations 2014.

3. Principles of Assessment

Assessment is an integral part of teaching and learning and is used to support pupil progress, raise standards and improve outcomes.

At Hazrat Khadijatul Kubra Girls School, assessment should:

- Be valid, reliable and proportionate.
- Support high expectations and ambitious outcomes for all pupils.
- Identify strengths, barriers to learning and areas for development.
- Inform teaching, curriculum planning and intervention.
- Encourage pupils to reflect on their learning and take ownership of their progress.
- Provide meaningful information to pupils, parents/carers and staff.

Assessment includes both **formative** and **summative** approaches.

Formative Assessment

Formative assessment takes place continuously through day-to-day teaching and learning. It enables teachers to identify misconceptions, monitor understanding, provide feedback and adapt teaching to meet pupils' needs.

Examples may include:

- Questioning and discussion.

- Retrieval practice and low-stakes quizzing.
- Observation of learning.
- Self and peer assessment.
- Marking and feedback.

Summative Assessment

Summative assessment is used to evaluate pupil attainment and progress at specific points in the academic year.

Assessment information may include:

- Baseline assessments.
- Class tests and end-of-unit assessments.
- Internal examinations.
- CAT scores and standardised assessments, where appropriate.
- End-of-year assessments.

Outcomes are used to inform reporting, intervention, curriculum review and future planning

4. Assessment Approaches

Assessment is an integral part of teaching and learning at HKKGS. It is used to monitor progress, identify strengths and areas for development, inform teaching, and support pupils in achieving their potential.

The school uses three broad forms of assessment:

- **Day-to-day formative assessment**
- **In-school summative assessment**
- **Nationally standardised assessment**

4.1 Formative Assessment

Formative assessment takes place continuously within lessons and is used to inform teaching, provide feedback and support pupil progress.

Strategies include:

- Effective questioning and discussion
- Retrieval practice and low-stakes quizzing
- Observation of learning
- Self and peer assessment
- Verbal and written feedback

Teachers use assessment information to identify misconceptions, adapt teaching and provide appropriate support and challenge.

4.2 In-School Summative Assessment

Summative assessment evaluates pupils' attainment and progress at key points throughout the academic year.

Assessment may include:

- Baseline assessments
- End of topic or unit assessments
- Mid-year examinations
- End-of-year examinations
- Reading assessments
- CAT4 assessments

Assessment outcomes are used to:

- Monitor individual and cohort performance
- Identify pupils requiring additional support or intervention
- Inform curriculum planning and teaching
- Report progress and attainment to parents/carers

4.3 Nationally Standardised Assessment

Nationally standardised assessments and benchmarking data are used, where appropriate, to:

- Compare attainment and progress against national expectations
- Support the identification of strengths and areas for development
- Inform intervention and improvement planning
- Support pupils' progression to the next stage of education

Assessment information is reviewed regularly by teachers and school leaders to ensure pupils are making appropriate progress and receiving the support needed to achieve successful outcomes.

5. Collecting and Using Assessment Data

The school uses assessment information to monitor pupil attainment, progress and wellbeing.

Assessment information may include:

- KS2 data
- CAT4 assessments
- Baseline assessments
- Reading assessments
- Classroom assessments

- Internal and external examinations

Assessment outcomes are used to:

- Monitor individual and cohort progress.
- Identify pupils requiring additional support, challenge or intervention.
- Inform teaching, curriculum planning and target setting.
- Evaluate the effectiveness of teaching and interventions.
- Support reporting to parents/carers.

Assessment information is reviewed regularly by teachers and school leaders to ensure pupils are making appropriate progress and achieving their potential.

Parents/carers are informed of progress through reports, parents' evenings and individual meetings where appropriate.

6. Target Setting and Reporting

6.1 Target Setting

The school uses aspirational and minimum targets to support pupil progress and achievement. Targets are informed by a range of assessment information, including:

- KS2 attainment data
- CAT4 assessment outcomes
- School-based assessment information

Targets are reviewed regularly and used to:

- Support high expectations and achievement.
- Inform teaching, learning and intervention.
- Monitor progress and attainment.
- Engage pupils and parents/carers in the learning process.

Pupils are supported through regular feedback and progress reviews, enabling them to reflect on their learning and identify next steps.

The school promotes an efficient and proportionate approach to assessment that supports learning whilst minimising unnecessary workload.

6.2 Reporting to Parents

Parents/carers receive regular information about their child's progress through:

- Two formal reports each year.
- Parents' consultation evenings.
- Additional meetings where concerns or additional support are required.

Reports may include information on:

- Attainment and progress.
- Effort and engagement.
- Attendance and punctuality.
- Behaviour and conduct.
- Targets and next steps for learning.

Pupils are encouraged to take an active role in reviewing their progress and setting future goals.

7. Inclusion

The school is committed to ensuring that assessment is inclusive and accessible to all pupils.

Assessment information is used to identify pupils who may require additional support and to inform appropriate interventions and reasonable adjustments.

The school maintains high expectations for all pupils while recognising individual starting points, needs and barriers to learning. Where pupils have SEND, progress will be considered in relation to their individual needs, attainment and development.

8. Training and Quality Assurance

The school is committed to ensuring that staff are appropriately trained in assessment, feedback and pupil progress.

Professional development may include:

- Staff training and INSET sessions.
- Departmental moderation and assessment reviews.
- Peer observations and sharing of effective practice.
- Educational research, webinars and external training.
- Guidance from school leaders on assessment and curriculum developments.

Assessment practices are regularly reviewed to ensure they are effective, proportionate and support high-quality teaching and learning.

9. Roles and Responsibilities

9.1 Trustees

Trustees are responsible for:

- Monitoring the effectiveness of the school's assessment arrangements.
- Holding leaders to account for pupil attainment, progress and outcomes.

- Using assessment information to support school improvement and strategic decision-making.

9.2 Headteacher

The Headteacher is responsible for:

- Implementing and reviewing this policy.
- Monitoring standards, attainment and progress across the school.
- Identifying priorities for improvement and addressing underachievement.
- Reporting assessment outcomes and trends to Trustees.
- Ensuring assessment is used effectively to support teaching, learning and pupil achievement.

9.3 Assessment Lead

The Assessment Lead is responsible for:

- Coordinating the school's assessment processes.
- Administering and analysing assessment data, including CAT4 assessments.
- Supporting staff through training, guidance and the sharing of effective practice.
- Monitoring the implementation of assessment procedures.
- Reporting assessment findings to senior leaders and Trustees.

9.4 Teachers

Teachers are responsible for:

- Assessing pupils' learning regularly and using assessment information to inform teaching.
- Providing timely and effective feedback to support progress.
- Monitoring attainment and identifying pupils requiring additional support or challenge.
- Setting and reviewing appropriate targets with pupils.
- Adapting teaching in response to assessment evidence.
- Working with school leaders to support pupils' achievement and progress.

10. Monitoring

This policy will be reviewed annually by the Headteacher and Trustees.

The Headteacher and Assessment Lead are responsible for ensuring the effective implementation of this policy through:

- Lesson observations and learning walks.
- Work scrutiny and moderation activities.
- Assessment data analysis.

- Pupil progress reviews.
- Staff and pupil feedback.

Findings will be used to inform professional development, curriculum planning and school improvement priorities.

11. Feedback and Marking

11.1 Feedback

Feedback is an integral part of teaching and learning and is intended to support pupil progress, address misconceptions and promote improvement.

Effective feedback should:

- Be timely, clear and purposeful.
- Recognise strengths and identify next steps.
- Encourage pupils to reflect on and improve their work.
- Inform future teaching and learning.

Feedback may be given verbally, through whole-class feedback, peer discussion, self-assessment or written comments.

11.2 Marking

Marking should be proportionate, manageable and focused on improving learning outcomes.

The school's approach includes:

- Regular live verbal feedback during lessons.
- Periodic marking of substantial pieces of work.
- Identification of strengths and areas for improvement.
- Opportunities for pupils to respond to feedback and improve their work.

Grades are awarded at key assessment points and are supported by feedback that helps pupils understand how to improve.

11.3 Self and Peer Assessment

Pupils are encouraged to reflect on their learning and take increasing responsibility for their progress.

Self and peer assessment are used, where appropriate, to:

- Develop independence and reflection.
- Improve understanding of success criteria.
- Support pupils in identifying strengths and next steps.

- Encourage constructive feedback and dialogue.

11.4 Literacy and Presentation

All staff promote high standards of literacy and presentation across the curriculum.

Where appropriate, teachers will identify significant errors in spelling, punctuation, grammar and subject-specific vocabulary and provide opportunities for pupils to correct and improve their work.

The school marking codes, where used, will be applied consistently across subjects.

11.5 Monitoring of Marking and Feedback

The Headteacher and subject leaders will monitor the implementation and impact of the school's marking and feedback practices through:

- Lesson observations and learning walks.
- Work scrutiny and moderation activities.
- Pupil voice and staff feedback.
- Analysis of pupil progress and attainment data.

Findings will be used to promote consistency, identify effective practice and support continuous improvement.

11.6 Communication

The school's approach to assessment, marking and feedback will be communicated to pupils, parents/carers and staff through:

- The school website.
- Parent consultation evenings.
- Reports to parents.
- Induction and information events.
- School communications and newsletters.

Marking codes	
SP	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.
P	Punctuation has not been used correctly. Please correct this.
C	You have not used a capital letter correctly. Please correct this.
//	New paragraph
Vv	Exceptional point/use of language

?	Your sentence doesn't make sense. Please rewrite this in a clearer way.
^	Something's missing

12. Links with Other Policies

This policy should be read alongside:

- Curriculum Policy
- SEND Policy and Information Report
- Examinations Policy
- Non-Examination Assessment Policy
- Examination Contingency Plan
- Teaching and Learning Policy

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

Rules for your book:	Marking codes:

✓ Always write the date and tile- date and title **MUST** 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 **MUST** be clear and presentation **MUST** 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 **purple pen**.	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:

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:	