



ARCHBISHOP
MCGRATH CATHOLIC
HIGH SCHOOL

ASSESSMENT POLICY

OUR VISION

‘Christ at the Centre’

Our core purpose is to ensure that all pupils reach or exceed their potential by using their God-given talents to develop as healthy, ambitious, capable, life-long learners ready to live as valued members of our local community, Wales and the world.

We aim for all our pupils to leave our school as:
Empowered, Virtuous and Employable individuals,



Formulated by:	Miss F Clegg Deputy Head
Approved by:	Full Governing Body 23.06.2026
Review:	Every 2 years or subject to changes in statutory guidelines or legislation
Next Review:	Summer 2028

Date of any amendments made to policy and brief points:

Date	Section
Spring 2022	No Amendments
Autumn 2023	Feedback and Marking Appendix added – A Muggleton Front Page updated.
Summer 2026	School closure and centre determined grade information updated – Dr Wall.

Introduction

The purpose of assessment is to enhance the quality of teaching and learning. Assessment is student centred – with independent learning encouraged and students trained to assess their own progress. Assessment information is used to plan the next steps in learning and give feedback to students about what they need to do to make progress.

There will be a systematic focus on students' progress at a department and whole school level. Effective assessment practice uses Assessment for Learning and Assessment of Learning. Students' progress is improved by rigorous monitoring and support, based on informed dialogue between subject and pastoral staff about students' academic progress, attitudes, behaviour and personal development.

Communication with Parents

- The school encourages good communication with our parents and carers. The school will communicate formally through personalised school reports and parents' evenings, but also through informal consultation. Options evenings and other course evenings provide individual advice and support for parents/carers.
- Interim reports are shared with parents/carers to give a brief synopsis of the progress being made. End of year reports give a comprehensive analysis of progress made. Parents/carers are encouraged to give feedback about our reporting procedures through questionnaires. The results of these are used to improve the system.
- Good use of assessment data provides a baseline to monitor and review individual students' progress – especially to identify signs of underachievement or unusual potential. The school will use efficient and accessible information systems and administrative support to reduce the burden on teachers. Senior leaders, supported by middle leaders, monitor the management of assessment.

Target setting

- The school sets targets that are based on the potential achievement of each cohort of students. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.
- All students in years 7-11 are provided with targets based on prior performance using CAT tests and prior attainment data. This is the approach commonly used for secondary age students. The CATS data is used to provide appropriate challenge in setting data but is also used in conjunction with professional judgement and knowledge of the students.
- Students in all years use their targets and progress grades/levels to reflect on how they can improve their work/attainment.
- Targets are set in each subject at individual, group and department level. Individual targets are shared with students, who are encouraged to assess their progress towards these targets. Subject teachers keep a record of their students' targets and progress to date and use this to inform future learning. Focussed assessments provide

information on the attainment of individual students and are used to provide regular feedback on progress towards their targets.

- Whole school targets are discussed annually with the Challenge advisor from CSC before being presented to the Governors. The Governors consider target grades annually and review them in light of the outcomes of public examinations.
- Departments and the Senior Leadership Team use the tracking of targets and student progress for monitoring, evaluation and review purposes.
- Core subject meetings are held monthly to review and challenge progress of students.

Using Data

- Key Stage 2 data is gathered as early as possible and analysed carefully, supplemented by other test data, such as National Tests outcomes. Students with Additional Learning Needs (ALN) are identified through consultation to enable smooth transfer from their primary school.
- Data is used as a baseline to monitor and review individual students' progress and to identify support required. Subject teachers, Heads of Department and Heads of House use data and other assessment information to review the performance and expectations of students, maintaining a productive dialogue with the students about their progress.
- Teacher assessments are analysed to highlight aspects of students' performance and the extent to which progress is consistent with earlier data.
- Careful analysis of data, appropriate target-setting and detailed record-keeping are basic to good provision for students with Additional Learning Needs. The ALNCo is able to use these targets to offer practical advice for subject teachers.
- Data is used in the school to challenge departments to consider in detail the effectiveness of their teaching strategies and the impact on standards.

Marking and feedback

- Marking provides feedback to students about their work promptly and frequently and in line with the marking policy
- is balanced between formative and summative assessment
- is planned into Schemes of Work as assessment opportunities
- of focused assessments at KS3 is used to inform the progress of students within the C4W framework.
- responds to individual learning needs
- relates to the learning intentions and criteria for success, which are shared with students at the start of the activity
- includes comments that are positive and encouraging and focus clearly on what the student has done well, so that they understand their achievements
- gives constructive guidance on what the student needs to do to improve their work and what they need to do next to make progress
- allows specific time for students to read, reflect and respond to marking
- encourages and teaches students to self/peer assess where possible
- inform future planning and individual target setting
- is seen by students as positive in improving their learning

Roles and Responsibilities

Teachers will:

- ensure that work is marked regularly according to the above policy on marking and feedback
- communicate targets to students
- carry out regular assessments;
- communicate progress grades/levels to students regularly
- identify and support under-achieving students with appropriate strategies;
- retain a personal record of target grades/levels and progress grades/levels for all of their classes
- record assessment data for Interim Grades and Full Report to parents/carers

Subject Leaders will:

- Mocks from the January mock window are to be retained by all HoDs. They can be given out for feedback purposes but the hard copies must be retained until the end of the year.
- Pupils and parents will be informed that in the event of a closure where teacher determined grades will be used, the mocks will form one of three key pieces of evidence, the others being teacher judgment and data drops since the mock paper.
- retain a central departmental record of student targets and progress
- monitor record keeping of colleagues in their subject area;
- coordinate regular assessments and the grading
- ensure that colleagues in their subject area share progress grades/levels with students at the appropriate time
- ensure that an ongoing dialogue concerning targets and progress occurs in lessons (assessment for learning)
- coordinate intervention strategies for under-achieving students
- evaluate standards at KS3, KS4 and KS5 and provide appropriate plans for improvement in their Department Improvement Plan (DIP).

Senior Leadership Team will:

- provide prior attainment data for staff
- facilitate necessary administrative support and guidance;
- publish an agreed cycle for the target setting/review/reporting system;
- monitor the implementation of the system at all levels
- check the quality of all final reports before issue
- feedback to individual staff and departments ways of improving the quality of final reports to parents;
- discuss the department DIP and give support and guidance
- evaluate the impact of the system on student progress.

Appendix 1 – whole school marking and feedback policy.

1. Aims of Feedback

- 1.1. To help students make progress.
- 1.2. To provide strategies for students to improve.
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements.
- 1.4. To inform our planning and structure the next phase of learning.
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher.
- 1.6. To encourage a dialogue to develop between student and teacher.
- 1.7. To encourage students to have a sense of pride in their presentation of work.
- 1.8. To correct mistakes, with a focus on LNF and DCF skills.

2. Principles

AMG's feedback policy aims to promote consistent and ambitious standards of feedback. This policy sets down the general principles which subjects must use to draw up their own specific policies to suit their curriculum needs. There must be a commonality of approach to ensure that in all subjects, across all attainment ranges, students are given the same opportunities to maximise their learning and achievement.

The general principles are:

- 2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.
- 2.2. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback.
- 2.3. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- 2.4. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria.
- 2.5. Peer, group and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- 2.6 There should be one piece of detailed feedback per half-term as the agreed minimum. To ensure consistency, schemes of learning/progress maps will be annotated with which pieces of work that will include detailed feedback.
- 2.7 Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.

3. Type and frequency of verbal feedback

- 3.1. This is the most frequent form of feedback.
- 3.2. It has immediacy and relevance as it leads to direct student action.
- 3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

4. Type and frequency of written feedback

- 4.1. There are two types of written feedback: detailed and maintenance.

- 4.2. The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums should be clear in the marking policies of each subject area (appendices highlight these areas)
- 4.3. Some subjects that are more practical may well not have detailed written feedback.
- 4.4. Detailed feedback will clearly identify the strengths and strategies for improvement - linked to structured pathways and frameworks – so that students will then act upon this before the next opportunity
- 4.5. Maintenance marking may identify specific issues such as key words, literacy/vocabulary, and presentation issues; students should act upon these.

5. Type and frequency of peer feedback - GREEN PEN TIME

- 5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher.
- 5.2 Written peer feedback should be clearly titled and underlined as 'Peer Feedback';
- 5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher. (This is to be completed in GREEN pen – and signed by the peer assessor)

6. Type and frequency of self-feedback - GREEN PEN TIME

- 6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs.
- 6.2 Teachers should share success and/or assessment criteria where appropriate. (This will also be completed in green pen, and self-signed at the end)

7. Type and frequency of whole group feedback

- 7.1 Whole Group feedback, if delivered well, can be used to help students to reflect on their learning. Using clear guidelines, led by the teacher, students can self-assess their work.
- 6.2 Whole Group feedback can significantly reduce teacher workload and if used well and appropriately be used as Dedicated Reflection and Improvement Time.

8. Literacy and numeracy feedback

- 8.1. If the literacy standards of our students are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar, and punctuation are not important only in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback.

8.2. Work should be marked for literacy using the following symbols:

- 8.2.1. Sp incorrect letters circled in the word = incorrect spelling
- 8.2.2. // in the student's work, means start a new paragraph
- 8.2.3. /\ missing words
- 8.2.4. ? unclear meaning
- 8.2.5. P faulty punctuation
- 8.2.6. C capital letters.

8.3 Marking of numeracy tasks will involve using symbols and a key – this is available from the Maths Department.

8.4 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

8.5 Literacy, Numeracy and DCF strands should be clearly identified in students work and Schemes of Work, where a subject area is responsible for developing them. Guidance for standards in these areas will be led by LNF and DCF Co-ordinators.

9. Monitoring and Evaluation

9.1. Leaders of Learning must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the **type and frequency of marking/feedback** in subjects.

9.2. Leaders of Learning undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny, lesson observations, pupil voice surveys...

9.3 Leaders of Learning will check departmental feedback as part of quality assurance process, this will be outlined on The Whole School Planning timetable at the start of the academic year. *(If LofL wish to do this more frequently due to impact or DIP needs then timelines will need to be flexible) Line Managers will regularly discuss and evaluate the quality of feedback as part of the Line Manager meeting process.)*

Individual Dept plans for feedback and assessment can be found in the Subject Documentation area on TEAMS – only private staff access.