

LUTTERWORTH HIGH SCHOOL



ASSESSMENT AND FEEDBACK POLICY

Reviewed: By the Achievement and Attainment Committee – 20/05/2025

Adopted: By the Governing Board – 17/06/2025

Signed: Co-Chairs of Governors: Janet Price-Jones and Carmella Hunt

Date: 17/06/2025

Signed: Headteacher: Julian Kirby

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Policies linked to:

Curriculum		
Access Arrangements		

1. Aims

This policy aims to:

- Provide clear guidelines on formative and summative assessment approaches used at Lutterworth High School.
- Ensure a consistent method for recording and reporting summative assessment outcomes to parents.
- Establish how and when assessment practices will be monitored and evaluated.

2. Legislation and Guidance

This assessment and feedback policy refers to the following documents and guidance to ensure that practices at Lutterworth High School are in line with national standards and expectations:

1. **National Curriculum in England:** This provides the framework for the content to be taught to students and can guide your assessment criteria and objectives.
2. **Assessment Without Levels:** The report from the Commission on Assessment Without Levels outlines principles for effective assessment practices following the removal of National Curriculum levels.
3. **Education (Pupil Information) (England) Regulations 2005:** This legislation sets out the requirements for reporting pupil information, including assessment outcomes, to parents.
4. **SEND Code of Practice:** This provides guidance on the assessment of students with special educational needs, ensuring this policy is inclusive and meets the needs of all learners.
5. **Ofsted Education Inspection Framework:** This framework helps align the assessment practices with the criteria used by Ofsted during inspections.
6. **Teacher Standards:** These outline the expectations for assessment and feedback as part of effective teaching practices.
7. **Workload Reduction Toolkit:** This is a practical resource provided by the DfE that offers strategies and case studies for reducing workload, including sections on effective marking and feedback.

3. Principles of Assessment

We believe assessment and feedback are fundamental to effective teaching and learning. Regular assessment and feedback foster a dialogue between teacher and student, supporting progress within a positive, risk-taking learning environment that values growth through revision and improvement.

4. Assessment Approaches

Assessment is integral to our teaching and learning and is explicitly linked to our curriculum. We use three main assessment types: formative, in-school summative, and nationally standardised summative assessments.

All assessments are built towards 'curriculum end points' that are specified in the curriculum intent and subsequent implementation plans.

1. **Aligned with curriculum end points:** Assessments should directly reflect the learning objectives and curriculum standards, ensuring they measure what students are expected to learn.
2. **Valid and Reliable:** They should accurately measure student understanding and performance, providing consistent results across different contexts and student groups.
3. **Clear and Understandable:** Assessment criteria and expectations should be clearly communicated to students to help them understand how they will be evaluated.
4. **Timely and Frequent:** Providing regular assessments allows for timely feedback and adjustments in instruction, helping students improve continuously.
5. **Actionable:** Feedback from assessments should offer specific, actionable steps that students can take to enhance their learning and performance.
6. **Inclusive:** Assessments should be accessible to all students, including those with special educational needs, allowing them to demonstrate their understanding in various ways.
7. **Reflective and Interactive:** Encourage student reflection and self-assessment to promote deeper learning and engagement with the material.
8. **Balanced:** Use a mix of formative (ongoing, informal) and summative (end-of-unit, formal) assessments to provide a comprehensive view of student progress.
9. **Data-Driven:** Assessment data should inform teaching practices and curriculum adjustments, helping identify areas where students struggle and where interventions are needed.
10. **Supportive of a Growth Mindset:** Encourage students to view assessments as opportunities for growth and learning rather than merely judgment of their abilities.

4.1 In-school Formative Assessment

Formative assessments are stepping stones that consolidate learning and identify gaps. Feedback, both oral and written, helps students understand their progress and next steps.

Students engage with success criteria for self and peer assessment, using a consistent marking approach for literacy.

We must explicitly provide students with opportunities for reflection to help them understand what they need to do to make progress. To achieve this, we use the F.A.R. Feedback system:

- **Feedback:** Students receive written and/or oral commentary on their work.
- **Action:** Specific actions or 'next steps' are provided for students to complete, ensuring improvement and success.
- **Response:** Students are expected to revisit their work and incorporate the suggested actions or 'next steps' as their personal action points.

To support the implementation of F.A.R, the Teacher comments in green ink; students' self and/or peer assess using purple ink. Revisions of work are also completed by the student using a purple pen.

Effective formative assessment allows:

- Teachers to continually assess student performance and diagnose gaps in learning or misconceptions. To provide necessary support or extension, while planning future lessons.
- Students to evaluate their knowledge against learning objectives and identify improvement areas based on understanding of the success criteria.

4.2 In-school Summative Assessment

Effective summative assessment enables:

- School leaders to monitor student performance and identify needed interventions.
- Teachers to evaluate the impact of their teaching (e.g. at the end of a unit) and plan future learning.
- Students to gauge their understanding over time and receive improvement feedback.
- Parents to stay informed about their child's achievement and progress.

Standardised scores and regular assessments track progress, with KS4 summative assessments used to predict GCSE outcomes. Standardisation ensures accuracy and consistency, supported by department meetings and external verification.

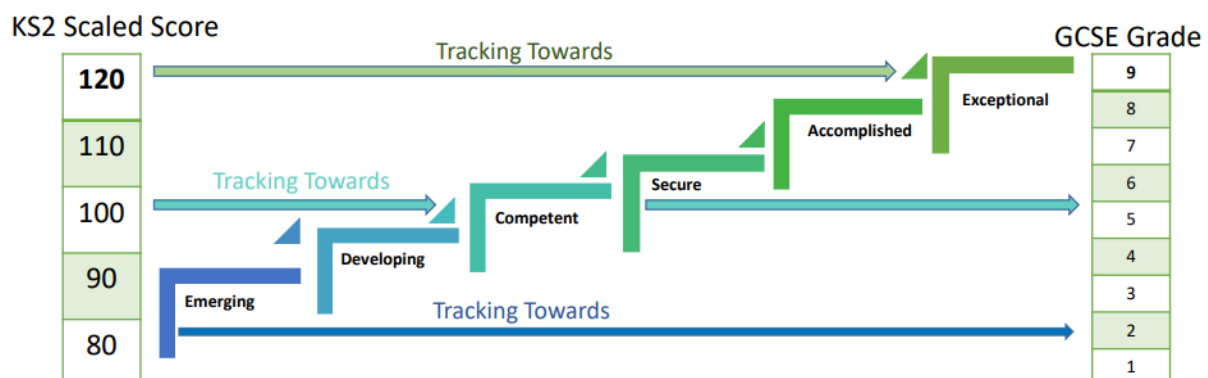
At KS3 a 'Tracking Towards' system of assessment and monitoring is used to provide summative evaluation of students' progress towards targets. The targets are defined from DfE estimates of expected progress based on the student's key stage 2 SATs outcomes.

Where KS2 data is not available, students complete a CAT4 assessment to provide a starting point for assessment.

At Key stage three, the criteria for assessment are the end points for each unit of study. Teachers record students' attainment against these learning objectives using the six-point KS3 grading scale that is 'emerging' through to 'accomplished'. This descriptor gives an assessment of the students current understanding of the learning objectives for the topic or unit of work for which they are currently studying.

It is expected that some students will attain the highest grading of 'exceptional' in year 7 and maintain this through KS3 and beyond. These students would therefore be 'tracking towards' the highest levels of GCSE grades. This mastery approach enables students, teachers, parents and school leaders to identify if a student is 'on track' in relation to their prior attainment. Where this is not the case, interventions are targeted. All students are aware of their 'tracking towards' levels in each subject.

This system supports leaders to identify students who are not making progress through the curriculum, despite intervention and support to intervene and investigate potentially undiagnosed SEND or explore other barriers to progress.



At Key Stage 4 (Y10 and 11), assessments are made based on the student's current performance against the GCSE criteria and standards, with a teacher 'prediction' of their most likely outcome at GCSE.

All students complete an annual reading and spelling assessment to monitor their progress with literacy. These are standardised and enable national benchmarking of the progress and performance of students when reading and spelling.

4.3 Nationally Standardised Summative Assessment

These assessments allow:

- School governors and external stakeholders to evaluate the quality of education being provided
- School leaders to monitor performance and identify intervention needs over time.

- Teachers to compare performance nationally and assess their teaching impact.
- Students and parents to understand national performance comparisons.

These assessments include GCSEs and vocational qualifications at Key Stage 4.

5. Collecting and Using Data

Data is collected at least twice yearly, with additional points for Years 10 and 11. Data tracks progress, identifies underperformance, and informs interventions. It is quality assured and standardised before publication. Moderation practice within departments, ensures consistency of judgements.

6. Reporting to Parents

Parents receive two written reports annually and at least one consultation evening. Reports include:

- Curriculum content covered
- Current curriculum understanding and likely GCSE tracking towards grades.
- Target grades and progress assessments.
- Attitude to learning, attendance, behaviour and rewards. .
- Arrangements for discussing the report.
- Attendance records and examination results.

7. Inclusion

This policy applies to all students, including those with special educational needs. Assessment supports identifying needs and planning interventions, with high expectations for all students.

Specific provisions to support the assessment of students with special educational needs and disabilities (SEND):

1. **Early Identification:** The early identification of SEND is supported through the through regular assessments completed in this policy. This includes using assessment data to flag potential concerns early.
2. **Personalised Assessment Methods:** The use of assessment is flexible to accommodate the diverse needs of SEND students. For example, this might include alternative formats or additional time for assessments.
3. **Inclusive Practices:** The school's commitment to 'The Emerald Way' ensures assessment measure all aspects of progress, including communication, creativity, cultural and charitable contributions.

4. **Collaboration with Specialists:** Work with SENCOs and external specialists to ensure assessments are appropriate and effectively support SEND students' needs.
5. **Parental Involvement:** Engage parents in the assessment process, keeping them informed and involved in supporting their child's progress.
6. **Target Setting and Tracking:** Set realistic, achievable targets for SEND students based on their starting points and regularly track and report their progress.
7. **Training for Staff:** Provide ongoing training for teachers on inclusive assessment practices and understanding the needs of SEND students.
8. **Clear Communication:** Assessment criteria and feedback are communicated in a way that is understandable and helpful for SEND students and their families.
9. **Monitoring and Review:** Regularly review the effectiveness of assessment practices for SEND students.

Access arrangements to ensure all students have equal and fair access to summative assessments are encouraged as a normal way of working' for all in classroom assessments completed through KS3 and KS4. Mock exams and formal assessments are completed in accordance with the JCQ Access Arrangements and Reasonable adjustments policy and are detailed in the school's own access arrangement policy.

8. Training

Staff CPD includes core, choice, and subject specific teaching and learning sessions, linking to school development plans to refine and improve assessment and feedback effectiveness. Strategic alliances and examination board meetings keep staff updated on assessment and curriculum developments.

9. Roles and Responsibilities

9.1 Governors

Governors ensure familiarity with assessment systems and hold school leaders accountable for student and staff performance.

9.2 Headteacher

The Headteacher ensures policy adherence, monitors standards, analyses student data, and reports to governors.

9.3 Teachers

Teachers follow the assessment procedures outlined in this policy.

10. Monitoring

The policy is reviewed annually by the Headteacher and Deputy Headteacher. It's effectiveness is monitored through the school quality assurance cycle. Leaders regularly use moderation, student progress meetings, lesson observations, and work scrutiny to evaluate the impact of assessment and feedback. Parent and student voice collected termly, contribute to the development of highly effective practices that meet the needs of all students.

The impact of feedback and assessment on staff workload is evaluated and considered by leaders when any changes to assessment processes are proposed.

11. Links with Other Policies

This assessment policy is linked to the Curriculum policy and the Access Arrangement Policy.
