

Castle Donington College



Assessment Policy

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| Date to be Reviewed | Autumn Term 2026 |
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The College follows Guidance and Advice given by the Government when writing policies and protocols; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.

Whole School Assessment

Aims

- To use assessment to ensure that pupils are building and retaining knowledge, skills and understanding over time.
- To implement an effective and informative assessment system.
- To ensure that the approach to formative and summative assessment is consistent and coherent across all curriculum areas of the college.

Assessment at Key Stage Three

- Assessment Points throughout the school year are identified by each subject area, relating to the content of the curriculum.
- At each Assessment Point, teachers assess whether pupils achieved a 'Support', 'Secure' or 'Greater Depth' outcome marker.
- To be assessed as 'Secure', pupils will have demonstrated that they have met the intent of the curriculum for their age and stage.
- Pupils who are assessed as 'Support' have demonstrated that they are yet to meet the intent of the curriculum for their age and stage.
- Where pupils are identified as 'Support', opportunities are created in the curriculum to adapt, recap and sometimes reteach content, to enable pupils to become 'Secure' in these areas of the curriculum.
- Pupils who are assessed as 'Greater Depth' will have demonstrated that they have mastered the learning expected for their age and stage and have then been given opportunities to produce work that has demonstrated that they have attained a deeper understanding of the work than those who are at a 'Secure' outcome marker.
- Twice a year (usually at the beginning of the Spring Term and at the end of the Summer Term), whole-school Key Assessment Points require teachers in all subjects to award KS3 pupils an overall COM (Current Outcome Marker) of 'Support', 'Secure' or 'Greater Depth' (not a numbered grade), giving a holistic ('best fit) marker of a pupil's achievement at that point in time in each subject.

Assessment at Key Stage Four

- At the beginning of year 10, pupils are set Minimum Outcome Grades (MOGS) based on their Key Stage 2 performance in English and Maths (where this information is available), and their performance at Key Stage Three in years 7-9.
- Assessment Points throughout the school year are identified by each subject area, relating to the intent of the curriculum.
- At each Assessment Point, teachers will give a piece of work a mark, and where appropriate a grade, using assessment materials relating to curriculum and the qualifications studied.
- Where pupils have not retained sufficient knowledge, opportunities are created in the curriculum to recap and sometimes reteach content, to enable pupils to make further progress in these areas of the curriculum.
- Twice a year, whole-school Key Assessment Points require teachers in all examination subjects to award a POG (Predicted Outcome Grade) based on the results of a range of

assessment data, and their professional opinions, of the final result most likely to be achieved at the end of Key Stage Four.

- Pupils who consistently exceed their MOG in a subject area will be given a more ambitious Target Outcome Grade (TOG) to work towards in that subject.

Feedback to pupils

Aims

- To maximise the progress of all pupils of all ages and abilities.
- To provide pupils with the right help and support to achieve the highest possible outcomes.
- To provide strategies for pupils to know how to improve in all subjects.
- To encourage a sense of pride in pupil work.
- To effectively address teacher workload issues; so that all teachers can “do less, better”.
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas.
- To eradicate the myth that the only type of effective feedback is that which can be “seen” because it is written.
- To always promote the highest quality and consistent feedback practice in all lessons.

Principles of feedback to pupils at Castle Donington College

Each department sets out a consistent approach to assessment for their subject area(s), based on the following principles:

- The majority of feedback should be rapid, immediate and happen within the lesson.
- Feedback happens as pupils practise, to ensure that errors don't become learnt habits.
- Any written feedback is high quality, not high quantity.
- Feedback happens when it is needed to promote learning.
- Marking pupil work is only one method of providing feedback and is only used when it promotes further learning. Written feedback is only used when it is necessary and meaningful to the learning process.
- Marking less does not mean looking at books less. Teachers will look at work regularly to review learning.
- Feedback almost always requires pupils to do something to improve or develop their work.
- Feedback is the information to “feed forward” and plan effectively for future learning.
- Feedback responds to the needs of individual pupils.

Types of feedback at Castle Donington College

Immediate Feedback

- Enables rapid corrections of misconceptions by the teacher live within the lesson.
- Happens at the point of learning in lessons.
- A lot of immediate feedback will involve the pupils reflecting on and acting on feedback at the point the feedback is received.

Verbal Feedback

- This is the most frequent form of feedback in all subject areas and happens throughout lessons every day.
- It has immediacy and relevance and leads to direct pupil action.
- It may be directed to individuals or groups of pupils; these may or may not be formally planned.

Peer and Self Feedback

- Effective peer and self-feedback is rigorously structured and modelled by the teacher.
- Teachers share learning objectives, outcomes and success/ assessment criteria to enable pupils to have a secure understanding of what they are assessing in their feedback.
- Pupils need to be well trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher. The danger of “false” feedback is always planned for carefully, to ensure that the assessment for learning benefits of these strategies is achieved without the false or inaccurate judgements.
- Peer and self-assessment is most effective when focused on skills and content rather than attainment grades and levels.

Written Feedback:

There is no expectation that every piece of work pupils complete will receive written feedback. Work or notes completed as a class will not require detailed teacher marking.

- While, as a College we are keen to embrace a sensible and realistic approach to workload and the marking burden, this does not mean that we have a “no marking” approach. As professionals, we are able to make the judgement about when a piece of work requires checking or marking.
- Where appropriate, every pupil will receive written feedback on specific pieces of work during an academic year. These are identified by Curriculum Leaders.
- Written feedback, when undertaken, will be personalised to the pupil and their work.
- Written feedback will identify the strengths and areas for improvement.

Pupils Acting on Feedback:

- This is the action that closes the feedback loop and impacts most on pupil progress.
- Acting on feedback is most effective when pupils physically develop, add to or redraft work.

- The timing, deployment and value of these opportunities, are regularly planned for and reviewed by subject staff. There is no expectation as a college that pupils will always redraft or develop sections from assessed work as this may not be the most effective time to do this.
- Used most effectively, pupils are acting on feedback as part of immediate and fast-feedback activities taking place in the classroom.

Feedback to improve levels of literacy.

Departments will use this code, where appropriate, to provide literacy-specific feedback:

| Literacy Marking Codes | |
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| ✓ | a successful piece of language or correct/effective use of punctuation |
| ✓✓ | a successful opener, phrase or clause |
| Sp. LCWC | pupils to look, cover, write, check identified spelling error in margin. |
| ? | pupil needs to check for sense. |
| // | new paragraph needed |
| ∧ | missed word |
| ○ | missed punctuation/change punctuation |

Reporting to parents

Aims

- To recognise and value the achievements of each pupil.
- To enable parents to understand their child's current level of achievement and how pupils can make more progress in their future learning.
- To ensure that the approach to formative and summative assessment is consistent and coherent across the college.

Parental information:

Parents are welcome to contact school at any point during the year to arrange a meeting about any aspect of their child's learning needs.

Parents are able to refer to the Curriculum area of the website for an overview of what their child is learning in each year group and subject.

Reports:

Reports are issued to parents twice a year, providing information on Current Outcome Markers (at Key Stage Three) or Predicted Outcome Grades (at Key Stage Four), attitude to learning and attendance.

Reports can be viewed on Go 4 Schools.

Parents' Evenings:

Parents' Evenings are held annually (with an additional evening for the parents of year 7 pupils early in the Autumn Term). Subject teachers, parents and pupils are able to use these evenings as an opportunity to discuss learning, and how pupils can reach their potential.

Roles and Responsibilities

Senior Leadership Team

- Identify, implement and review appropriate intervention for pupils who are underachieving in a number of subject areas.
- Discuss feedback and assessment at line manager meetings with Curriculum Leaders to ensure it is of a high standard.
- Monitor the implementation of the policy, through a range of planned quality assurance activities throughout the academic year.

Curriculum Leaders

- Set appropriate formative and summative assessment opportunities, which provide a range of assessment evidence to be used to decide Current Outcome Markers (KS3) and Predicted Outcome Grades (KS4).
- Ensure that the feedback provided by subject teachers is effective and appropriate, by carrying out regular quality assurance exercises.
- Ensure that assessment is recorded correctly across the Department, using the school data system.
- Identify, implement and review appropriate intervention for pupils who are underachieving.

Teachers

- Follow Departmental procedures and timescales for assessing pupils.
- Provide effective and appropriate feedback to pupils.
- Advise pupils on how to improve their work and ensure that pupils know how to make progress.
- Ensure that recap and reteaching of content is carried out effectively.
- Ensure that the school data system is updated for each assessment point and Key Assessment Points.
- Provide parents with information about pupils' progress.
- Share good practice relating to feedback at Department Meetings and whole staff training sessions.
- Recognise and reward effort and progress.
- Monitor progress across the Department and ensure that recap and reteaching of content is carried out effectively.

Pupils

- Complete and hand in work as required.
- Read and respond to feedback.
- When advised, self-assess work using a set of criteria.
- Peers assess work fairly and responsibly.
- Catch up on work after absence or if work is lost.
- Keep standards of presentation of work high.

Parents

- Support pupils by checking that pupils are bringing the correct work and equipment to school.
- Contact school with any concerns relating to their child's learning.

Governors

- To be aware of the school assessment policy and its effectiveness.
- To receive feedback on the implementation of the policy

Monitoring, evaluation and review

- SLT / Curriculum Leaders to evaluate the policy's implementation as part of the quality assurance processes, to ensure consistency and good practice, and to identify and address areas for development across the school.
- Use 'pupil voice' sessions to talk to pupils about the quality and impact of feedback they receive.
- Parental and staff surveys.
- SLT to evaluate policy as part of school self-evaluation.

Success Criteria

- Raised levels achievement in all year groups.
- Consistent and successful use across departments.
- Pupils become accurate and confident with self and peer assessment.

All stakeholders have clear understanding of the assessment policy.