



Castle Donington College

Assessment and Feedback Policy

Date agreed by the Local Governing Body:

Date for review: Summer 2028

This policy explains how we assess pupils' learning, how we give feedback, and how we ensure all pupils know how to improve and achieve their best. It is written for staff, parents and carers to understand how assessment supports learning at Castle Donington College.

1. Purpose of the Policy

At Castle Donington College, assessment and feedback is used to help pupils learn more securely, remember more over time, and understand how to improve. This policy sets out a clear and consistent approach to assessment and feedback so that pupils, staff and parents share a common understanding of expectations.

The implementation of this policy ensures that assessment and feedback:

- helps staff clearly identify what pupils know and what they need to work on next
- helps pupils understand what successful work looks like and how to improve
- supports high standards through assessment and feedback practices that are clear, proportionate and sustainable for staff
- reduces unnecessary workload by focusing marking and feedback on what will have the greatest impact on pupil progress

2. Our Assessment Principles

Assessment at Castle Donington College is guided by the following principles:

- Assessment supports learning and progress
- Expectations are high for all pupils
- Feedback is clear, timely and helpful
- Assessment practice supports all pupils, particularly those with SEND and those who are disadvantaged
- Staff workload is carefully considered so teachers can focus on teaching well

3. Understanding Progress at Key Stage 3

To describe pupil progress at Key Stage 3, we use three current outcome markers:

Support, Secure, and Greater Depth.

Pupils are provided with clear success criteria for both **Secure** and **Greater Depth** outcomes.

- A **Secure** outcome indicates that a pupil has met the expected standard according to the success criteria.
- A **Greater Depth** outcome indicates that a pupil has exceeded these expectations by demonstrating deeper understanding and application.

Where a pupil has not yet met the success criteria for **Secure**, their work will be marked as **Support**. This indicates that additional guidance and intervention are required. Pupils identified at this stage will receive targeted support to enable them to achieve the **Secure** standard.

Pupils are taught with the expectation that they will achieve **Secure** as the standard for their age and stage. Teaching is designed to enable all pupils to access **Greater Depth** learning when they are ready. Where needed, learning is adapted, revisited, and reinforced to ensure pupils are supported to achieve and, where possible, exceed the expected standard.

4. Assessment at Key Stage 4

Assessment at Key Stage 4 prepares pupils for GCSE and other age appropriate qualifications by identifying strengths, gaps and priorities for improvement in both subject knowledge and exam technique. Teachers use a range of information, including pupils' prior attainment from Key Stage 2 in English and Maths (where this information is available) and pupils' performance across Key Stage 3 in each subject area, to establish appropriate starting points and expectations.

At the beginning of Key Stage 4, pupils are given a Minimum Outcome Grade (MOG) in each examination subject. The MOG represents the grade a pupil is expected to achieve by the end of Key Stage 4 based on prior attainment and performance to date. It is used as a guide to ensure expectations are appropriate and ambitious, rather than as a limit on progress.

Curriculum Leaders for each subject area identifies Assessment Points across the school year that are closely aligned to the intent of the curriculum and the demands of the

qualifications being studied. At these points, pupils complete assessed work which is marked, feedback is given and, where appropriate, graded using materials linked directly to the curriculum and exam board requirements.

Assessment information is used to identify where learning indicates a pupil will achieve or exceed their MOG, and where further practice or reinforcement is needed. Where pupils have not retained sufficient knowledge or understanding, curriculum time is used to revisit and, where necessary, reteach content so pupils can strengthen their understanding and continue to make progress.

Twice each year, whole-school Key Assessment Points are used across all examination subjects to inform Predicted Outcome Grades (POGs). These are based on a range of assessment evidence alongside teachers' professional judgement about the outcomes pupils are most likely to achieve by the end of Key Stage 4.

Where pupils consistently exceed their MOG, a more ambitious Target Outcome Grade (TOG) is set to ensure that high expectations and appropriate challenge are maintained.

5. Reporting to Parents

Parents receive reports twice a year giving Current Outcome Markers at Key Stage Three and Predicted Outcome Grades at Key Stage Four, alongside Attitude to Learning information for each subject.

6. How Teachers Check Understanding in Lessons

Teachers regularly check pupils' understanding during lessons to decide whether pupils are ready to move on or need more support. This may include questioning, short tasks, the use of mini whiteboards and discussion.

7. Modelling and Success Criteria

Teachers explain and model what good work looks like by breaking tasks down, 'thinking aloud' and demonstrating the steps pupils need to take to be successful before they work independently.

Pupils are shown clear success criteria for key tasks and are supported to understand the expectations, common mistakes and how to improve their own work.

8. Feedback to Pupils

It is recognised that not all pieces of work require detailed written marking.

This approach ensures that teacher time is focused on feedback that has the greatest impact on learning. By prioritising live marking, verbal feedback, and carefully selected pieces of written work, unnecessary or repetitive marking is reduced while maintaining high expectations for pupil progress.

Each Curriculum Leader identifies key pieces of work within programmes of study that will be closely marked and/or receive detailed written feedback. These decisions are made to ensure that assessment is purposeful, manageable, and focused on improving pupil outcomes.

Alongside written feedback, a range of assessment approaches are used, including peer assessment, self-assessment, and immediate teacher feedback within lessons. This ensures that feedback is timely, varied, and supports pupils in developing independence and reflective learning habits.

Curriculum Leaders are responsible for ensuring that a wide range of monitoring and feedback strategies are used consistently across their subjects. These strategies are designed to:

- monitor pupil progress effectively
- uphold high expectations for the presentation of work
- support the accurate use and development of subject-specific vocabulary
- promote high-quality extended writing where appropriate

A central element of this approach is live marking.

Live marking refers to the practice of teachers assessing pupils' work in real time during the lesson. This may involve circulating the classroom, reviewing work as it is being completed, and providing immediate verbal or written prompts for improvement. Live marking often includes:

- identifying and addressing misconceptions as they arise
- prompting pupils to correct errors or deepen their responses
- giving instant feedback that pupils act on straight away (often referred to as "in-the-moment" improvement)

- using questioning to extend thinking and challenge understanding

While some work will receive more detailed written marking, the majority of feedback is delivered immediately within lessons. Teachers routinely check and respond to pupils' work as learning takes place, making live marking and verbal feedback an integral part of everyday classroom practice.

This approach ensures that:

- misconceptions are addressed quickly
- pupils receive timely, actionable feedback
- improvements are made within the learning process, rather than retrospectively
- feedback has a direct and immediate impact on progress

9. Pupils Improving Their Work

Pupils are routinely given dedicated lesson time to correct mistakes, improve answers, and revisit key learning. This is an expectation across all subject areas, and clear evidence of this process should be visible in pupils' work.

Curriculum Leaders direct subject teachers to plan regular opportunities for pupils to act on feedback so that misunderstandings are addressed promptly, learning is secured, and confidence is built. Pupils are expected to engage actively with feedback and demonstrate improvements in their work over time.

This ensures that:

- feedback has a clear and measurable impact on progress
- pupils take responsibility for improving their work
- improvements and responses to feedback are clearly recorded and identifiable in exercise books or folders

10. Classwork and Evidence of Progress

Pupils' books and folders provide a clear and cumulative record of learning, including a range of activities, responses to feedback, and improvements in accuracy and quality over time. This visible evidence of pupils improving their work underpins and demonstrates progress.

Pupils are shown clear examples of successful work and are taught what is expected at each stage of learning. Through modelling, success criteria, and feedback, pupils understand how well their work meets the required standard and what they need to do to improve it further.

As a result, pupils are able to recognise their progress, identify gaps in their learning, and take increasing responsibility for the quality and development of their work over time.

11. Monitoring and Review

The school reviews assessment practice regularly to ensure it is consistent, effective and supportive of high standards. The school also reviews workload implications to ensure that assessment practices remain efficient, sustainable, and focused on improving pupil outcomes.