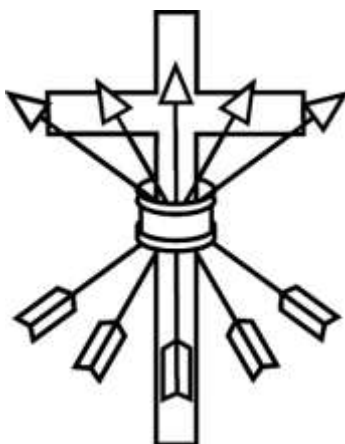# WADDESDON
CHURCH OF ENGLAND
SCHOOL

ASSESSMENT AND FEEDBACK POLICY

"The only important thing about feedback is what pupils do with it" (Dylan Wiliam, 2016)

STATUS OF POLICY:	Not statutory – School Policy
BASED ON LA PROCEDURE DATED:	N/A
COMMITTEE RESPONSIBLE:	LMT
LMT APPROVAL:	May 2025
REVIEW DATE:	Summer Term 2026

Waddesdon Assessment and Feedback Policy

Rationale

At Waddesdon, our aim is for assessment to be:

- **meaningful** - informs teachers, pupils and parents of pupil progress
- **motivational** - has a positive impact on pupil progress and outcomes
- **manageable** - is a good use of teachers' time

Principles

High quality assessment practices include:	High quality formative feedback promotes learning by:
- the use of learning objectives and success criteria - the use of a range of evidence based formative and summative assessment practices - opportunities for practice and application - the use of high quality questioning which teases out and develops knowledge and understanding - adapting teaching in the light of misconceptions highlighted during the course of a lesson - a balance of self, peer, whole class and 1:1 teacher assessment - retrieval practice – high frequency, low stakes	- providing pupils with strengths and areas for development (verbally and in writing) - enabling pupils to take action (e.g. re-drafting work) in order to close gap between current and desired performance - making pupils think hard - supporting development of literacy - being timely

The Entitlement

The Entitlement outlines our base-line expectations for marking and book/folder checks. Subject areas apply The Entitlement to maximise progress in their specific context (see **subject-specific procedures for assessment - SSPAs).**

We **expect all teachers** to understand and follow the principles outlined in **The Entitlement.**

Formative Assessment

- At least **one piece of work for Years 7-10** and **two for Years 11, 12 and 13** have been formatively marked every half term (including clear identification of areas of strength and areas for development)
- Students are able to demonstrate progress in their work as a result of the feedback they receive e.g. progress evident in subsequent work, a SIR/DIRT marking approach, re-drafted work

Summative Assessment

- Mastery bands, marks/grades have been awarded for at least one piece of work every term
- See **Appendix 1** for whole-school summative assessment points

Book/Folder Checks

All books/folders should be checked by the class teachers at least once every half term for KS3 and KS4 (see diarised 'Spot Check' weeks) and every term for KS5. The purpose of a book check is to ensure that:

- all work is complete to the expected standard
- books and notes are well organised and are in line with **Whole School Student Presentation and Organisation Expectations (see Appendix 3),** and, where necessary, **subject-specific expectations**

Whole-school assessment of literacy:

The development of spelling, punctuation and grammar should be supported in the following way:

- incorrect spellings, especially commonly used words and subject-specific words, should be circled, written correctly in the margin with the instruction 'Spx3'. Students should respond to this by copying the correct spelling three times

- missing/incorrect use of punctuation should be identified and corrected by the teacher or the student
- the organisation of work into appropriate paragraphs should be encouraged. Teachers can mark where a new paragraph should start with a "//" or "NP" label

Teachers will:
- regularly use a variety of evidence-based feedback approaches, including written, verbal and peer/self-assessment
- complete agreed assessment activities and strategies as stipulated within curriculum schemes of work/ subject-specific assessment procedures
- know how to assess the relevant subjects, including statutory assessment requirements
- use recognisable summative attainment grades/levels for summative assessments
- provide feedback in line with The Entitlement and Subject Specific Assessment Procedures
- provide explicit feedback relating to the development of literacy skills
- ensure that submitted work is returned to students, typically within one working week
- ensure that students have appropriate opportunities to apply feedback
- challenge poor standards of student presentation
- engage in work sampling, moderation and standardisation processes as arranged by the Subject Leader
- Support students to ensure work meets the **Whole School,** and where appropriate**, the Subject Specific Student Presentation and Organisation Expectations**

See **Appendix 2** for a **Dos** and **Don'ts** of effective assessment and feedback

Subject Leaders will:
- contextualise the whole-school assessment policy for their department
- ensure assessments support curriculum intent
- ensure that agreed assessment activities and standardised approaches (e.g. use of departmental proformas/ assessment books) are undertaken in line with department expectations
- ensure that teacher marking and assessment is standardised across the curriculum area

- ensure that teachers are supporting students to meet the **Whole School** (see Appendix 3) and **Subject Specific Student Presentation and Organisation Expectations**
- ensure that the school policy is being followed by all teachers within their curriculum area

The Leadership and Management Team will:
- monitor the consistent application of the policy and address areas of inconsistency
- evaluate the impact of assessment upon student learning and make suitable recommendations

Standardisation, moderation and quality assurance

Opportunities for subject leaders, senior leaders and teachers to standardise, moderate and quality assure assessment and feedback practices will occur during the academic year through honest, regular reviews of formative and summative assessment in line with curriculum intent and assessment entitlement. The focus of diarised **book looks** will primarily look at how pupils are keeping work organised and if the SSPA are being followed. Diarised **'Spot Check'** weeks will ensure teachers support how students take ownership for their own work.

Appendix 1: Whole school summative assessment points

- SATS scores from KS2 are used as a baseline for all Year 7 students. Some students, including those who have not taken KS2 SATS, are assessed using **CAT4 standardised assessments**, which assess students potential in Maths, Verbal, Spatial and non-Verbal reasoning. This usually happens just before October half term.
- KS3 Mastery bands are used in subject areas.
- Formal year group exams take place for Years 10 and 12. Years 7-9 students have an Assessment week in all subjects
- Mock exams take place for Years 11 and 13
- Progress from KS2 is used to establish target grades for KS4. The school uses FFT20 (top 20%) at KS4 and ALPS at KS5 (along with average GCSE point scores)
- Reporting points are used for all year groups, allowing for the recording and tracking of assessment data

Appendix 2: Dos and Don'ts for teachers

A teacher should only write in a pupil's book if it is going to impact on progress.

Don't	Do	Why this is better for pupils
Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show pupils more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have pupils spend a minute or so checking their work before handing it in.	Pupils won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check pupils are making effective notes, using a 'notes check sheet' for example.	Pupils might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that *way*.	Do think what the most effective feedback strategy is – preferably before pupils complete the work in the first place. Plan HOW you're going to mark each activity.	Pupils receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement- you've cracked sine and cosine', 'Excellent use of key terms'.	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many pupils' work.	Do use letter/number codes for general misconceptions and have pupils look them up (on a whole class presentation/worksheet). You could put the	This will require pupils to read your feedback more closely.

	letter/number codes in the margin or inside the work itself (see annotations above). Address the biggest misconceptions as a whole class.	
Don't mark for the adult observing your lesson.	Do mark for the pupils – observers will be able to work out if they are receiving effective feedback by asking pupils: What am I doing well in this subject? What do I need to do to improve my work in this subject?	Pupils will benefit from 100% of what you write

Appendix 3: Whole School Student Presentation and Organisation Expectations

- I will make sure my writing is my best writing and can be read by my teacher
- I will make sure that the date is at the top of my work
- I will make sure I have a title or learning intention at the top of the page
- I will make sure that I underline titles, dates, and key words with a ruler
- I will make sure I do not miss out any pages in my book, and do not waste paper
- I will make sure that I write correctly on the lines in my book
- I will make sure I use a blue or black ink pen/biro
- I will make sure that I do not doodle in any part of the book
- I will make sure I stick in sheets neatly and in the correct part of my book
- I will follow the Subject Specific expectations for the presentation and organisation of my work

and

- If I use a laptop my work should be saved in clear files in TEAMS and be easy to review. In some subjects I will have a hard copy file to show work that contains assessments and feedback from my teachers.