



AVANTI GRANGE

SECONDARY SCHOOL

Assessment, Marking and Feedback Policy

This policy is in force until further notice from:	September 2022
This policy must be reviewed by:	June 2025
Policy Author(s):	Genevieve Millard
Location of publication of policy:	School Website
Approved by:	Curriculum, Teaching & Learning
Approval given on:	14 th October 2022



Contents

1.	The Avanti Ethos	2
2.	Key Principles of Assessment	2
3.	Assessment Cycle.....	2
4.	Target Setting	3
5.	Baseline Assessments	3
6.	Summative Assessment and Feedback	3
7.	Summative Assessment and Feedback	4

1. The Avanti Ethos

At Avanti Grange School, we understand that learning is a shared experience and as such, our assessment approach reflects this. We champion the view that assessment as its core informs, supports, refines and celebrates the progress of learners as unique individuals on their individual learning journeys. Assessment helps all learners have the courage to improve and to reflect on our strengths and next steps. Assessment helps our personal growth by defining the path to educational excellence. It teaches us that our capacity to improve is unlimited.

2. Key Principles of Assessment

2.1 Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide the curriculum, teaching and learning.
- Assessment provides the opportunity for learners to demonstrate and review their progress through appropriate and regular feedback on their learning.
- Assessment inspires greater effort and a belief that, through hard work and practice, more can be achieved.

2.2 Assessment is consistent and fair

- Assessment is inclusive, designed to meet the needs of all learners.
- Avanti Grange School's assessment outcomes are capable of comparison with other schools, both locally and nationally.

2.3 Assessment is honest

- Assessment outcomes are used to inform, support, refine and celebrate the progress of learners.
- Assessment outcomes are shared in an open, honest and transparent way to assist learners with their learning.
- Assessment judgements are moderated at school and Trust level to ensure their accuracy.

2.4 Assessment is ambitious

- Assessment objectives set high expectations for all learners.
- Assessment places achievement in context against prior attainment and expected standards.
- Assessment embodies a pathway of progress and development for every learner.

2.5 Assessment is meaningful and appropriate

- Assessment should draw on an appropriate range of evidence to provide a complete picture of each learners' achievement.
- The cycle of assessment will allow learners, their parents and teachers to plan future learning and support.

3. Assessment Cycle

All schools across the AST will follow a cycle for assessment, whereby each school will have defined the data drops throughout the academic year. Data drops are spread throughout the year to ensure balanced and fair progress checks. There are three data drops throughout the academic year, in line with the AST Standards Committee Board. The dates of these drops are recorded in the school calendar for reference.

4. Target Setting

In September of each year, Avanti Grange will make use of Fischer Family Trust (FFT10) to set aspirational targets and agree high expectations which challenge, motivate and inspire students. In consultation with the Education Director, schools will set student, cohort and whole school attainment and progress targets. At Key Stage 5, targets will be set using ALPS, aiming for benchmarking between ALPS 1 to 3.

Students in Key Stage 3 and Key Stage 4 will be set a target linked to the 9 to 1 GCSE grades, by uploading CATs-D test results into FFT and with reference to SATs data. Targets for students in Key Stage 4 and 5 will also be informed by ALPs data.

Targets will be reviewed annually following formal assessments prior to the Summer Term's break. They will be based on previous assessment results and recent attainment and achievement. Progress against targets will be shared with parents each term through reports and at Parents' Evenings.

5. Baseline Assessments

Robust baseline assessments at secondary school, including those used for diagnostic purposes provide a useful picture of what a student knows or can do at a certain point in time, as well as gaps in their learning. Avanti Grange School will use a combination of subject-specific tests, reading and writing assessments and cognitive ability tests (CATs-D) designed to measure a student's aptitude for, and attitude to learning. The baseline cognitive tests provide indicators for national tests and examinations.

Students new to the school will be assessed to ascertain their baseline within four weeks using CATs-D test results, subject baseline assessments and data received from the student's previous school (if available).

6. Summative Assessment and Feedback

Termly Assessments (Pupil Insight Points, PIPs)

A termly assessment is conducted by each subject three times a year. Assessments in term 1 and term 2 can examine material taught more recently as well as a selection of more synoptic questions that span topics previously covered. The summer term assessment will take the form of an End of Year Exam, held in exam conditions in the exam hall, which will be a synoptic paper requiring students to apply their knowledge and understanding across all the material studied.

The results of the termly assessments will be recorded on Arbor where they will be analysed and shared with students and their parents or carers through either an academic review day, a parents' evening meeting or a written report.

For students in Year 11 and Year 13, the November and March mock examination series will form PIP 2 and PIP 3 judgements.

National Standardised Assessments

Formal assessments are conducted following JCQ and Ofqual guidance at the end of Key Stage 4 (GCSEs) and Key Stage 5 (A-levels). The outcomes of these assessments will be available via the school website and on DfE Performance Tables (where appropriate).

7. Summative Assessment and Feedback

Formative assessments made by the teacher are valuable and occur on a regular basis. The type of assessment and frequency will vary depending on the Key Stage and subject. Formative assessments will sit around the PIP Assessment Cycle. Feedback is provided to students after each formative assessment. Details on the frequency of feedback is outlined below.

Key Stage 3

- EBacc subjects of English, Mathematics, Science, Geography, History and French/Spanish will have a minimum of three formative and one summative assessments per term.
- Foundation subjects of Art, Drama, Music, Computer Science, Design and Technology and PE will have a minimum of one formative and one summative assessment per term.

Key Stage 4

- All subjects will have a minimum of three formative and one summative assessments per term.

Key Stage 5

- All subjects will have a minimum of three formative and one summative assessments per term.

Types of Formative Assessment

Informal assessments will be conducted during lesson time, or set a part of a homework, to evaluate the learning and progress of students throughout the teaching of the curriculum. Formative assessments may take a number of formats including:

- End of topic tests
- Extended writing tasks
- Online quiz / knowledge test
- Comprehension exercises
- Projects or portfolios
- Graphic organisers
- Learning journals

Types of Feedback

Feedback on learning is important as it highlights misconceptions and gaps in learning and allows additional support to be provided to ensure progress. Feedback from teachers is written in purple ink with student responses in green ink.

Feedback should:

- Redirect to refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on learners to correct their own mistakes rather than providing correct answers for them
- Alert the teacher to misconceptions so they can be addressed in subsequent lessons.

Feedback can take many forms, including:

- Self-reflection and self-marking
- Peer marking
- Direct teacher marking of student work with written comments
- Whole-class feedback on common errors or misconceptions
- Scores and results from online quizzes
- Verbal feedback
- Model answers or thinking demonstrated to the class.

Where appropriate a coordinated approach to feedback on literacy and numeracy will be followed, as outlined in the Avanti Grange Literacy Policy and the Avanti Grange Numeracy Policy.