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JACK HUNT ACADEMY

ASSESSMENT AND FEEDBACK POLICY DOCUMENT

Version 7

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1. Introduction

Assessment can be seen to be in three broad types.

(a) Assessment for Learning:

(i) Is formative; and

(ii) Promotes future learning by helping students close the gap between present performance and their targets.

(b) Assessment of Learning:

(i) Is summative; and

(ii) Describes current learning so that student progress at individual, departmental and school level can be monitored and reviewed.

(c) Assessment as Learning:

(i) Encourages reflection on the evidence of learning; and

(ii) Helps students set targets.

2. Assessment for Learning

2.1 It is defined as '*the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there*' (Assessment for Learning: 10 principles by the Assessment Reform Group, 2002)

2.2 Key characteristics of Assessment for Learning for students are that:

(a) Students know what the outcomes of their learning should be if they are to meet their targets;

(b) Students know and recognise the standards that they are aiming to achieve to reach their targets;

(c) Students are provided with feedback which leads to them being able to recognise their next targets and the steps needed to achieve them;

3. Assessment of Learning

3.1 Key characteristics of Assessment of Learning are that it will:

(a) Provide a judgement about what has been learned at specific points in time;

(b) Show students, parents and teachers what a student can do without support (with the exception of the support which may be given to students with defined Special Educational Needs);

(c) Enable comparison between the individual, Curriculum Areas, year group, House or school performance and national benchmarks;

(d) Help determine which individuals, groups Curriculum Areas, year groups or Houses need intervention strategies to be applied; and

(e) Help to establish targets for the individual, Curriculum Areas, year groups, houses or school and then enable progress towards those targets to be monitored.

4. Assessment as Learning

4.1 Assessment focuses on the learners themselves and their ability to realise their goals independently and happens as:

(a) Students as learners reflect on their own evidence of learning;

(b) Students practice self and peer-assessment with growing confidence;

(c) Students help to set their own learning goals and evolve as independent learners; and

(d) Students as coaches help each other in realising their goals.

4.2 Thus, the school community develops the lifelong skills needed to become, and to maintain the ability to be, independent, self-motivated learners in a culture of learning which learns from mistakes and shares collaboratively success and good practice.

What will this look like in each subject area?

Department	Assessment for learning (formative feedback)	Assessment of learning (assessment frequency)	Assessment as learning (student reflection on learning (self/peer assessment)
Art	Teacher intentional circulation of class KS3 Teacher feedback for two tests, two homeworks and halfway through two main projects KS4/5: Assessment of each piece of work	Regular sketchbook reviews of progress KS4 PPEs: Year 10 Spring term Year 11 Autumn and Spring term	 KS3 Self and peer connected to each 2 homeworks, 2 main projects. KS4/5 when the task suits.
Business	Teacher intentional circulation of class KS4 Oral feedback	KS4 Summative assessment once per term	KS4 Opportunity to improve responses for homework and

	written feedback for exam practice questions homework written – twice per half term KS5 Oral feedback written feedback for exam practice questions and essays	End of Unit Tests PPE exams KS5 Exam papers in economics at the end of each theme. Practice exam questions for business studies. Assessment recorded on pupil progress. PPE exams	all tests following their return. Time provided for students to respond to the teacher's written comments Mark schemes provided when tasks returned to the class Whole class feedback KS5 They will be given time to improve their work based on feedback and mark schemes. They will also be given opportunities to mark each other's work as well as their own. Whole class feedback
Drama	Teacher intentional circulation of class KS3 Oral www ebi fortnightly written www ebi – once per term KS4 Oral www ebi weekly written www ebi – at least once per half-term	KS3 Summative assessment once per term KS4 Summative at least once per half term	KS3 Oral www ebi most lessons written www ebi once per term KS4 Oral www ebi most lessons written www ebi at least once per half-term
DT	Teacher intentional circulation of class KS3/4 Silent starters to test knowledge recall and to close gaps. Plenary – exit questions Formative feedback throughout the lesson while the teacher circulates.	KS3 For each rotation, there is 2 summative assessment points, 1 x practical and 1 x knowledge based. KS4 1 x test per half term, knowledge based, will be given a mark and a grade 1 x practical assessment, using exam board criteria at the end of each topic. Verbal whole class feedback for NEA PPEs	KS3 Students throughout projects complete reflections www ebi Self-reflection form completed after a chosen practical. Teacher feedback given along with this. KS4 - Food Self reflection based on feedback given. Evaluation of practical based skills KS4 – DT Self-reflection based on feedback given. Evaluation of practical based skills.
English	Teacher intentional circulation of all classes. All assessment seen as formative.	We have just introduced Carousel learning to support assessment of retrieval. Weekly tasks to be set, starting with Y11.	

	KS3 Cold calling; fortnightly knowledge review (MCQ); live marking of targeted students. A rotation of peer, self, class and teacher feedback for each unit of study. Class feedback from Carousel once embedded. KS4 Cold calling; weekly homework knowledge review (MCQ); live marking of targeted students; question level responses. Class feedback from Carousel once embedded. KS5 Cold calling; class discussions; live marking; mini essays; periodic knowledge reviews (MCQs).	KS3 Termly topic test for each year group that provides data on how well students have learnt the curriculum. Fortnightly class feedback provided for a specific task in the curriculum. Where teacher assessment implemented, students provided with feedback on a strength (S) and an area for development (D). KS4 During KS4 mocks or an assessment leading into a SIMS data collection point. For selected tasks, teachers provide students with feedback on a strength (S) and an area for development (D). Additional teacher marking for Y11 that provides a level for a given response and class feedback provided for strengths and developments. KS5 During KS5 PPEs, an assessment leading into a data collection points and additional essays set by the class teacher for the requirements of the class. All tasks provide students with an opportunity to improve their essay.	KS3 As part of the KS3 assessment rotation, students will peer- or self-assess at least twice per unit. Comparative marking to be used during peer- and self-assessment for students to develop their responses following completion of the written task. Use of self-marking homework through Seneca and Forms. Self-reflection of Carousel responses once embedded. KS4 Opportunity to improve responses as part of comparative marking following the return of mocks and question level assessments. Use of exam wrappers for student reflection. Time provided for students to respond to the teacher's written comments when responses returned to the class. Use of self-marking homework through Seneca and Forms. Self-reflection of Carousel responses once embedded. KS5 Time provided for students to respond to the teacher's written comments when tasks returned to the class. Students are encouraged to respond to each other's learning through discussion, including during live feedback, and when receiving assessed essays back. Use of exam wrappers for student reflection.
Geography	Teacher intentional circulation of class All Students can expect to receive stamped feedback from their teachers once per unit of study (once per half term). Lesson starters will be inclusive of prior knowledge		All There are a variety of opportunities during lessons for self-assessment, peer assessment and teacher live feedback techniques. Students have the opportunity to green pen

	recall using mini whiteboard formative assessment. Lessons will include live feedback and formative assessment using strategies such as cold calling, PPB and TPS. KS3 Marking of an extended 8 marker writing task, followed by whole class feedback and improvement task. Individual feedback on end of unit assessments using a www ebi structure. This process alternates by year group each half term i.e. Term 1 Y8 complete 8 marker instead of an end of topic assessment whereas Y9 will complete an end of topic assessment instead of 8 marker. KS4 Extended writing task, followed by whole class feedback and improvement task. individual feedback on end of unit assessments and longer mark exam questions using a www ebi structure KS5 Individual marking and feedback after each exam question using the www ebi approach.	 KS3 Stamped exercise book feedback and whole class feedback on assessments. Feedback/improvements once per unit of study (once per half term). teacher feedback after each end of unit assessment or 8 marker using a www ebi approach. end of topic assessments recorded and tracked on Pupil Progress system KS4 Teacher feedback after each end of unit assessment and longer mark exam question using a www ebi approach. end of topic assessments recorded and tracked on Pupil Progress system. Y10 x1 PPE, Y11 X2 PPE's. KS5 Feedback after each end of unit assessment Y12 x1 PPE, Y13 x2 PPE's	assess and improve their work within selective activities within lessons. KS3 reflection time Students have the reflection time and improvement tasks to review and improve selective answers in their end of topic assessments and/or 8 marker questions KS4 reflection time Students have the reflection time and improvement tasks to review and improve selective answers in their PPE's KS5 reflection time Students have the reflection time and improvement tasks to review and improve selective answers after selective exam questions
History	Teacher intentional circulation of class KS3 www ebi after each end of unit assessment Once a half term/topic for literacy marking in books	 KS3 www ebi after each end of unit assessment Set assessments to be uploaded to pupil progress to track across year group	Department to use opportunities in lessons to use live marking and modelling. This will then lead to students being able to PA/SA based on criteria/key points established during demonstration. Reflection time: KS3 At the end of each piece of outcome work from the unit

	KS4 www ebi after each exam question Twice/half term for literacy marking KS5 www ebi after each exam question Department will do folder checks of students at least twice a half term	KS4 The following data uploaded to pupil progress Year 10 – ASN exam at end of autumn term PPE – Medicine, followed up by a full Year 10 Medicine PPE in summer Year 11 – Germany PPE in Nov, ASN/CW PPE in March KS5 www ebi after each exam question. Department to upload the results of minimum two exam questions (one per teacher) each half term to pupil progress. Year 12/13 PPEs to also contribute to pupil progress grades.	KS4 Minimum after each PPE students are given the time to reflect on their assessment and improve KS5 After each exam question
H&SC	Teacher intentional circulation of class Teachers may use live marking in books or OneNote. AfL used in lessons through mini-whiteboards, cold calling, quizzes.	KS4 & KS5 NEA tasks are completed in accordance with set deadlines and marked by teachers. Exam unit assessments are completed at the end of each LO and marked by teachers.	KS4 & KS5 Students complete starter tasks which are self-assessed in purple or green pen. Students complete follow-up tasks to respond to feedback from assessments, including end of unit assessments and PPEs.
ICT & Computing	Teachers intentionally circulate using software to monitor progress and provide immediate help and feedback. KS3 Each lesson includes a Starter and/or Exit Quiz to assess student understanding. Work produced in each lesson is either rewarded or returned for correction. KS4 Weekly BOOST 'Knowledge Tests' are used as silent starters to reinforce key concepts and identify gaps in understanding	KS3 A Jotform assessment is conducted once per half term for each of the 6 units, providing structured feedback on student progress. KS4 Formal end-of-topic assessments are held in class in Year 10 (HT2 and HT4) and Year 11 (HT2) to evaluate students' grasp of the curriculum.	KS3 Peer and self-assessment activities are incorporated within selected units, encouraging students to reflect on and critically evaluate their work and progress. KS4 In coursework units, authentic assessments are designed to measure students' application of learning to real-world scenarios. This reflective process occurs during coursework assessments in

			Year 10 (HT2, HT3) and Year 11 (HT2).
Inclusion Base	Teacher intentional circulation of class KS4 Continued formative assessment in all interventions in 6 weekly cycles. Recap questions, articulate, Kahoot, Word Wheels, knowledge checks, focus mats, anagrams of keywords, Newsround summary and spellings. Questioning, observation, discussions, listening activities and true and false cards. Self and peer assessment and mini white boards for visual responses KS4 ASDAN Demonstrates learners' progress through a skills self-assessment and self-reflection tool	KS3/4 Standardised reading assessments such as Burt reading test, Hertfordshire Reading Tests and Literacy Assessment online have all been used to identify and measure and track ability Boxall Screening assessments assess students SEMH wellbeing in addition to informing the type of support required on an individual basis – these are completed 3 times throughout the academic year ITSA – Individual Teams Skills Audit completed at the start, middle and end of the Nurture programme to track progress. NURTURE has 2 summative assessments per year covering all projects in addition to a knowledge and understanding test before and after each project	KS3/4 Self and peer assessment TA feedback – use of additional adults as a valuable assessment tool. Verbal feedback during lessons/live marking Instant feedback through questioning Peer and self-assessment Whole class feedback to address common mistakes Written feedback in books www ebi /WAGOLL
Maths	Teacher intentional circulation of class KS3, 4 and 5 - Starters will focus on improving student retrieval by using questions testing current and past learning. Teachers will use AfL techniques to monitor student progress for these questions to aid planning of subsequent starters - Cold calling will be used in every lesson to check student engagement.	-MWBs -Starters -Question Level Analysis for formal assessments KS3 - Each topic concludes with an end of unit assessment. - Formal assessment at the end of the Autumn, Spring and Summer term. These are then QLA'ed to help inform starter questions and whole class feedback. - GL Assessment at the end of Year 7,8 and 9	KS3 - Think, pair, share as part of activities. - Homework on Sparx Maths providing students with instant feedback • Self and peer marking of classwork -QLAs completed after each formal assessment to help with future revision targets and allow pupils to reflect on their learning.

	- MWBs/Collaboration space on Notebook will be used in lessons to check whole class understanding to identify gaps and misconceptions before moving students on to Independent Practice - Teachers will use live marking to check pupil's learning - Regular use of exit tickets to check on knowledge gained on subject specific content.	KS4/5 - Students are assessed on content covered over the past 15 lessons (2 each half-term) as well as previous content - Formal assessment through PPEs which follow the whole school calendar. These are then QLA'ed to help inform starter questions and whole class feedback	KS4/5 - Teachers model answers to exam questions focusing on key information required to be awarded full marks - QLAs completed after each PPE to help with future revision targets and allow pupils to reflect on their learning.
MFL	Teacher intentional circulation of class KS3 - MWBs - Questioning - Verbal feedback - Twice yearly – half term 1 and 3, one receptive (listening/reading) and one productive (speaking/writing) assessment. www – Personal. ebi – Whole-class feedback. KS4 - MWBs - Questioning - Verbal feedback - Assessments after each topic – different skills (Sept - Speaking, Oct - Reading, Nov - Writing, Dec – Listening etc.) KS5 - MWBs - Questioning - Verbal feedback - Assessments throughout the year – October: Reading, listening and writing / December: Essay question / February: Mock Speaking.	KS3 - Weekly vocabulary tests (10 words) - Twice yearly – half term 2 and 4, one receptive (listening/reading) and one productive (speaking/writing) assessment. - End of year assessments – all 4 skills. KS4 - Weekly vocabulary tests (20 words) - PPEs - November: Listening, Reading and Writing / January: Speaking / February: Listening, Reading and Writing KS5 - Weekly vocabulary tests (30 words) - PPEs - April: Listening, Reading and Writing / May: Speaking.	KS3 - Minimum of one piece of writing per term with WWW / EBI and TIM task. Students read feedback and respond. - Students reflect on formative assessment and set targets to improve ahead of summative assessment. KS4 - One piece of writing every other topic with WWW / EBI and TIM task. Reference to exam criteria. Students read feedback and respond. - Reflection after PPEs. KS5 - One piece of writing per topic with WWW / EBI and TIM task. Reference to exam criteria. Students read feedback and respond. - Reflection after PPEs.
MUSIC	Teacher intentional circulation of class KS3: oral www ebi - every lesson	KS3:	KS3:

	written www ebi - at least once per topic (a space in topic booklets for this to be evidenced) KS4: oral www ebi - every lesson written www ebi - at least once per strand, per fortnight KS5: oral www ebi - every lesson written www ebi - at least once per strand, per week.	Once per topic - space provided in topic booklets to facilitate this. KS4: At least once per strand per half term KS5: At least once per strand per half term/topic	Oral www ebi every lesson written www ebi once per topic - space provided in topic booklets to facilitate this. KS4: Oral www ebi every lesson written www ebi at least once per strand, per fortnight. this will be written in compositional diaries, performance logs etc as a form of reflection. KS5: oral www ebi every lesson. written www ebi - once per strand per week. This will be written in compositional diaries, performance logs etc as a form of reflection.
My World	Teacher intentional circulation of class Re-draft and re-do Final assessment piece of work Pre and post knowledge and understanding tests at the beginning and end of projects Whole class feedback Marking of students drafted assessment work with individual feedback given using our marking codes. Final assessment piece marked against set criteria. End of unit test percentages recorded and uploaded to system with all below 80% re-siting the paper.	Mid-year Examination End of Year Examination	Rehearse and repeat – core concepts & skills are practiced. Re-visit and respond – we revisit key info and concepts Re-learn and re-test – the start of every lesson begins with a retrieval task Intentional circulation Questioning Live marking Peer and self-assessment Use of mini whiteboards for immediate feedback Verbal 1-1 feedback
PDE	Teacher intentional circulation of class		

	KS3 PDE: Highlighted assessment feedback sheet with www.ebi after each citizenship end of unit assessment. Once a half term/topic for literacy marking in books KS4 GCSE Citizenship: After each 8 mark exam question, feedback sheet with mark scheme highlighted, www.ebihttp://www.ebi/ teacher feedback. Half termly literacy marking in books. KS5 Criminology: After each 6/9 mark exam question, essay feedback sheet with mark scheme highlighted, www.ebi teacher feedback.	KS3 PDE: Evidence of either SA, PA or highlighted citizenship assessment feedback sheet with www.ebi after each citizenship end of unit assessment in books once a half term/topic. Once a half term/topic for literacy marking in books KS4 GCSE Citizenship: Evidence at least 1 8 mark exam question with feedback sheet, mark scheme highlighted, www.ebi teacher feedback. half termly literacy marking in books. PPEs in line with school assessment schedule. KS5 Criminology: After each 6/9 mark exam question, essay feedback sheet with mark scheme highlighted, www.ebi teacher feedback.	KS3 PDE: some pieces of work are self/peer assessed. Students should have responded on citizenship assessment feedback sheets reflecting on their own www.ebi. KS4 Citizenship: Some exam questions are self or peer assessed. Students should have responded to a task on any 8 mark feedback sheet in their books. Students will have responded to PPE feedback on their papers. KS5 Criminology: Some exam questions are self or peer assessed. Coursework is teacher assessed. Students should have responded to a task on any essay feedback sheet on the sheet or their work.
PE	Teacher intentional circulation of class KS4/5 EXAMINATION PE www ebi on assessed work including exam questions and written coursework. Starter tasks each lesson focusing on recall/practice.	KS4/5 End of topic assessments each half term – GCSE PE/A LEVEL./ CNAT Cambridge National – Regular hand in of coursework and assessment/marking and feedback provided. Questioning every lesson through tasks or starters. LIVE MODELLING encourage marking and self assessment.	KS3 Peer and self-assessment is used in some most lessons, both formally and informally. KS4/5 Coursework is teacher assessed. Exam focus can be SA or PA.
RE	Teacher intentional circulation of class KS3 www ebi after each end of unit assessment Once a half term/topic for literacy marking in books	KS3 Extended questions in lessons. Summative assessment once every term.	Feedback session/reflection after every assessed piece of summative work. Feedback issued and DIRT time provided. Students will have the opportunity to review, reflect and then develop. Model answers are shared and pupils can clearly identify

	KS4 www ebi after each exam question Twice/half term for literacy marking KS5 www ebi after each exam question Department will do folder checks of students at least twice a half term	KS4 Summative assessment/end of unit test once per half term. PPE once every year. KS5 Summative assessment/ essay 3 times per half term, one for each of the exam components. PPE once every year.	www ebi. PA and SA is inclusive.
SCIENCE	Teacher intentional circulation of class. Questioning (cold-calling, think-pair share). Show me boards. A 'do now' retrieval starter each lesson. A 'checkpoint' task completed every 6-8 lessons per topic and marked by the teacher.	GL Assessment used as a baseline at the start of year 7 and end of year 8. Synoptic topic tests completed prior to each data point for all years. In addition, year 10-13 will have mocks during the whole-school mock windows.	Students to SA /PA tasks each lesson. Students complete a reflection after each topic test or mock and complete a related 'EBI' improvement task.
Sociology Psychology	Teacher intentional circulation of class KS4 (Soc): WWW/EBI detailed feedback once per half term. Students to complete feedback tasks and make improvements. Books/booklets to be marked once per half term to check literacy and gaps in knowledge Week turnaround for marking KS5: (Soc/Psy): WWW/EBI detailed feedback once per half term. Students to complete feedback tasks and make improvements.	KS4 (Soc): End of unit tests at the end of each topic with whole class feedback and amendments. PPE: Yr10 x1 Yr11 x2 End of unit tests and PPE's to be tracked on Pupil Progress tracker. Week turnaround for marking KS5 (Soc/Psy): End of unit tests at the end of each topic with whole class feedback and amendments.	KS4 (Soc): Think, par, share as part of activities Self and peer assessment of exam focus questions Live marking and modelling to be used at least twice weekly KS5 (Soc/Psy): Think, pair, share as part of activities Self and peer assessment of exam focus questions

	Using assessment objectives as a form of coded marking Week turnaround for marking	PPE: Yr12 x1 Yr13 x2 End of unit tests and PPE's to be tracked on Pupil Progress tracker. Week turnaround for marking	Live marking and modelling to be used at least twice weekly

5. Monitoring and Evaluating the Policy

5.1 Curriculum Area Leaders will ensure the implementation of the policy in their teams and then monitor consistency through visits to classrooms, learning walks and scrutiny of students' work.

6. Best practice for marking mock examinations/exam board assessments

6.1 Standardisation

- Use exam board exemplars or scripts reviewed from the summer (these have been double marked) to provide the standard for marking. These can be used in the following ways:
    1. Provided to your team with marks as an indicator of the standard at each level. This becomes a support pack for each marker.
    2. Provided to the team without marks. Teachers will then mark these and marks awarded can be compared to the exam board and discussions held for any differences. These will then become the support pack during marking.
    3. Exam boards would sit their teams down together to review the scripts and discuss what mark to give. This is an option for CALs but does impact on time.
- Alternatively, the scripts above can be provided as an indicator and teachers can then mark 3 full papers from their own batch of marking. These are then handed to the CAL or whoever is leading on the assessment in the team, who then reviews the marking and discusses any differences found with the marker.
- Once scripts have been reviewed CALs can then clear their team to mark the rest of the scripts.

6.2 Marking

- There are several approaches to the marking phase.

1. Teachers mark their own class: this will support T&L as teachers will identify key areas of need across the class. Marks can be influenced by bias though, either conscious or unconscious.
2. Anonymise all responses and share out amongst markers: this reduces bias but does impact on workload. The papers will need to be anonymised at the start of the process and then identity returned at the end of the process before handing back to students.
3. Divide marking by question or section with markers being allocated specialist areas to focus on. For example, one marker may mark all of a particular question for the whole cohort whilst someone else marks another question. You would create batches of scripts and rotate these around all markers to ensure all are marked.

- Encourage all markers to keep key learning points to share with the team, regardless of the approach above, to act like a mini-examiners report. This will then influence teaching and learning.

6.3 Moderation

- This usually takes the form of reviewing a selected amount of scripts that have been marked to see if there are any errors.
- The CAL or person responsible for mocks could review these.
- Alternatively, pair markers together and have them review 20% of each other's marking. If there are any issues on a particular question, check a further 20% for that question only. If still an issue, CAL would take over. The CAL would then check just the scripts where the moderator and initial marker have arrived at a different mark and decide on the final mark.
- Only moderate for errors of marking, not difference of opinion if the subject in question is subjective. Set a tolerance, in line with current exam board thinking, and only adjust marks that fall outside of that tolerance.
- For exam board submissions, best practice is to moderate every piece to ensure accuracy.

7. Version History

7.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy drafted and approved by LGB	Kate SIMPSON-HOLLEY	23/09/2019

1.1	Formatting updated	Niamh WALSH	21/02/2020
1.2	Annual review	Kate SIMPSON-HOLLEY	01/09/21
1.3	Updated draft	Alex FORD	11/5/23
1.6	Annual review	David Hemmings	11/11/24
1.7	Updated draft	David Hemmings	03/09/2025