FEEDBACK, ASSESSMENT AND REPORTING POLICY

Headteacher: Mrs N Goodridge

Initial Policy date	October 2026	Next scheduled review	October 2027
Governor approved	08/10/2026	Key person/people	DHT
Model Policy		Model localised	Yes

Curriculum Intent

Excellence is learning in fulfilling, enriching, creative, safe, and happy disruption-free classrooms. Knowledge is delivered by expert, passionate teachers. There is challenge in our curriculum through the breadth of subject offer and through the resilience and perseverance that is developed in all learners. Working hard at Danebury is a key value. All pupils will be supported and challenged to achieve academic excellence and to participate in the wider extra-curricular. Alongside this, the curriculum will develop students to be independent global 21st Citizens.

Part 1 – Formative Assessment, Feedback and Marking

Principle:

Formative assessment is an integral part of teaching and learning because it informs progress and enables a constructive dialogue between pupils and their teacher, providing feedback on how to move learning forwards. Feedback should be acted on by pupils and this should be facilitated by teachers through lesson planning and adaptive teaching strategies.

Practice:

Pupils will receive on-going feedback from their teacher during lessons, through formative assessment in relation to shared learning outcomes and success criteria.

- Formative assessment activities are predominantly 'live' and are designed to check understanding at points during the lesson. This information will be gathered in a number of ways.
- Teachers will employ a range of strategies such as: live scanning, checking and marking of pupil's work, knowledge retrieval activities, mini whiteboards, RAG cards, knowledge and skills checks, observational assessments, self and peer assessment, verbal and written feedback.
- Teachers will adapt their planning and teaching to be responsive to assessment information gathered, ensuring that lessons are well designed to match the needs of all learners.
- Teachers will celebrate what went well, identify next steps, misconceptions and support common literacy errors through:
    - Detailed verbal feedback to the class or to individual pupils
    - Written feedback in pupils' books
    - Whole class feedback with clear targets set
- Feedback will be acted on by pupils during planned editing time. This may include: redrafting and improving previous work; responding to a target or task set by the teacher to assess improved understanding; practicing an area or skill which requires consolidating or, completing an activity which provides opportunities for greater depth. Pupils' responses to feedback, including self and peer feedback, will be indicated in purple pen.
- At the end of each unit of work teachers will grade end of topic/unit tests and exam work according to our school's assessment framework (see Part 2) and will keep clear, up-to-date records of marks.
- Feedback and marking will be moderated on a regular basis in subjects and faculties. SLT will quality assure this process.

Part 2 – Summative Assessment and Reporting

Principle:

The assessment of learning is essential for:

- Understanding and planning to overcome barriers to learning.
- Ensuring coverage of the National Curriculum and exam specifications, identifying where pupils have been successful and where they need additional support and adaptations.
- Reporting accurately to parents about their child's current achievement and progress.
- Facilitating effective conversations with pupils about their progress and how they can develop as learners.

Practice:

- Alongside formative assessment (assessment *for* learning), pupils will undertake summative assessment *of* learning at the end of every topic. This may include quizzes, tests, end of term/topic/year exams or extended tasks, independent written work or performance and effective questioning.
- At the end of each unit of work teachers will share the results of summative assessments in an appropriate way for the pupil.
- Assessment books may be the most appropriate place for graded marking.
- Parents will receive reports on their child's attitude to learning and performance three times-a year.
- Attitude to learning is based on 4 characteristics and measured on a 4-point scale (see table below)
    - Is the pupil ready to learn?
    - Is the pupil respectful within their learning environment?
    - Is the pupil trying their very best in pursuit of excellence?
    - Is the pupil completing their home learning to the best of their ability?

KS3 Assessment Objectives

- Subject Leads are expected to produce KS3 Assessment Objectives for each year group
- Assessment Objectives are formed from the subject curriculums, the National Curriculum (KS2 and KS3) and GCSE specifications
- Expected Standards - knowledge and skills are divided across KS3, they should be appropriately sequenced, building on the level of difficulty as pupils move towards KS4. They will be divided into four levels of competence: emerging, developing, securing and mastering.

DANEBURY SCHOOL

Measuring Attitude to Learning at KS3 and KS4

Attitude: Behaviour for Learning

Grade	1	2	3	4
Description	**Below expected ATL**	**Inconsistent ATL**	**Meets expected ATL**	**Exceeds expected ATL**
Ready to learn	Rarely on time. Rarely has equipment/resources Rarely in corrected uniform	Is sometimes on time. Can forget equipment /resources. Is sometimes on time	On time. Has equipment and resources Settles into the retrieval activity in a timely manner	Excellent organisational skills, shows independence and often leads their learning.
Respectful in lessons	Rarely focusses on their work. Doesn't respect others' rights to a disruption free learning environment.	Can sometimes become distracted and can disrupt the learning environment	Focusses on their work and allows others to learn.	Helps others in their learning and is never off-task or disruptive.
Effort	Reluctant to attempt activities, especially if challenging. Often gives up on tasks, lacks resilience.	Sometimes attempts activities but lacks resilience and gives up when things get challenging.	Follows teacher's guidance to tackle challenging activities and shows resilience when they are stuck.	Demonstrate independence and leadership in their learning. Embrace new challenges, demonstrated resilience even when they get stuck.

Attitude: Homework

Grade	1	2	3	4
Description	**Below expected ATL**	**Inconsistent ATL**	**Meets expected ATL**	**Exceeds expected ATL**
	Rarely attempts homework. Rarely submits homework by the deadline	Occasionally attempts homework. Occasionally submits homework by the deadline. Quality of work submitted is of variable standard	Always attempts homework. Usually submits homework by the deadline. Quality of work submitted is of a good standard	Always submits completed homework by the deadline. Quality of work submitted is of an excellent standard

Measuring Attainment at KS3

	Emerging	Developing	Securing	Mastering
Knowledge & Understanding	Limited ability to recall and/or explain subject specific facts or concepts, terminology and definitions with limited accuracy.	Some ability to recall and/or explain subject specific facts or concepts, terminology and definitions with some level of accuracy.	Mostly consistent recall and explanation of subject specific facts and/or concepts, terminology and definitions with good level of accuracy.	Consistently and accurately recall and explain fully subject specific facts and/or concepts, terminology and definitions.
Application	Limited ability to use and interpret subject knowledge correctly. Rarely able to apply subject knowledge and understanding to tasks.	Some ability to use and interpret subject knowledge correctly. Sometimes able to apply subject knowledge and understanding to tasks.	Mostly able to use and interpret subject knowledge correctly. Mostly able to apply subject knowledge and understanding to tasks.	Consistently able to use and interpret subject knowledge correctly. Accurately applies knowledge and understanding to tasks.
Skills	Limited ability to accurately select, adapt and use a variety of subject specific skills and techniques.	Sometimes able to accurately select, adapt and use a variety of subject specific skills and techniques.	Mostly able to accurately select, adapt and use a variety of subject specific skills and techniques.	Consistently able to accurately select, adapt and use a variety of subject specific skills and techniques.
Analysis & Evaluation	Limited ability to carry out accurate interpretation, analysis and evaluation of subject specific information.	Sometimes able to carry out accurate interpretation, analysis and evaluation of subject specific information.	Mostly able to carry out accurate interpretation, analysis and evaluation of subject specific information.	Consistently able to carry out accurate interpretation, analysis and evaluation of subject specific information.

Measuring Attainment at KS4

Year	Current working grade	Professional Forecast End of 11	Professional Prediction End Year 11	Formal Exam Mocks
10 and 11	Based on in class work, home learning, formative assessments and end of topic summative assessments pupils will be measured against assessment outcomes GCSE Grades 1-9 BTEC L1 Pass, Merit, Distinction, Distinction* L2 Pass, Merit, Distinction, Distinction*	Based on FFT20 estimates and following each assessment pupils will be measured against assessment outcomes with best efforts pupils will achieve: GCSE grades 7-9 5-6 3-4 1-2 BTEC L1 P, M, D, D* L2 P, M, D, D*	Based on … GCSE Grades 1-9 BTEC L1 Pass, Merit, Distinction, Distinction* L2 Pass, Merit, Distinction, Distinction*	Based on…. GCSE Grades 1-9 BTEC L1 Pass, Merit, Distinction, Distinction* L2 Pass, Merit, Distinction, Distinction*

Reporting information will be used by the school in a variety of ways:

- We will follow a programme of moderation for all year groups.
- The SENDCo and other leaders will use the information to measure the impact of any prior interventions and evaluate their success. If a pupil is unable to access the curriculum, the school will follow statutory guidance. Parents will be informed on an individual basis.
- CAT scores and GL Assessment Data will be used to support planning and teaching and learning
- Faculty/subject leaders/SENCO and Key Stage Leaders along with SLT will analyse the data to identify next steps and plan adaptations to the curriculum.
- Heads of Faculty/Subject/Key Stage will be responsible for reporting to SLT and putting in place actions in relation to the evaluation of pupils' progress within the cohort
- The school will share information with the MAT as required.

Reporting calendar

- For Years 7, 8, 9, 10 and 11 there will be one Parent and Carer Consultation evening – these can be seen on the school's website.
- In Year 7 there will be an additional “settling in” Parent Consultation evening with Tutors during the first term.
- In Year 11 there will be an additional final (short) report following the second round of mocks in the spring term, followed by an additional Parent and Carers Consultation evening.
- Year 9 will also have a curriculum evening where Parents and Carers can discuss progress and GCSE options
- The school will use FFT 20 data to set aspirational target grades.
- These will be the bases from which attainment levels will be ascertained.

Assessment Calendar

Report Cards to Parents at the end of each term.

Year	Formal Assessment Data Points	Autumn	Spring	Summer
Year 7	**Autumn** 26 November **Spring** 11 March **Summer** 1 July	Current Attainment ATL	Current Attainment ATL	Current Attainment ATL
Year 8	**Autumn** 26 November **Spring** 11 March **Summer** 1 July	Current Attainment ATL	Current Attainment ATL	Current Attainment ATL
Year 9	**Autumn** 26 November **Spring** 11 March **Summer** 1 July	Current Attainment ATL	Current Attainment ATL	Current Attainment ATL
Year 10	**Autumn** 10 December **Spring** 18 March **Summer** 8 July **Mock Exams** 14-27 June	Current Attainment ATL End of Y11 Professional Prediction	Current Attainment ATL End of Y11 Professional Prediction	Current Attainment ATL End of Y11 Professional Prediction Mock Exam Results
Year 11	**Autumn** 3 December **Spring** 25 March **Mock Exams** 2-12 November **Mock Exams** 22-26 February	Current Attainment ATL End of Y11 Professional Prediction Mock Exam Results	Current Attainment ATL End of Y11 Professional Prediction Mock Exam Results	