ASSESSMENT & FEEDBACK POLICY

NAMED PERSON:	Mr Richard Peel Deputy Headteacher

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Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

Contents

1. Aims 2
2. Legislation and guidance 2
3. Principles of assessment 2
4. Assessment approaches 3
5. Collecting and using data 4
6. Reporting to parent/carers 4
7. Inclusion 4
8. Training 5
9. Roles and responsibilities 5
10. Monitoring 5

Abbreviations

AHT	Assistant Headteacher
ATL	Attitude to Learning
BTEC	Business Technology Education Council
CAT	Cognitive Ability Test
CL	Curriculum Leader
DHT	Deputy Headteacher
EAL	English Additional Language
FFT	Fischer Family Trust
GCSE	General Certificate Secondary Education
GL	Company Name
HOY	Head of Year
HPA	Higher
HT	Headteacher
KS2	Key Stage 2
KS3	Key Stage 3
KS5	Key Stage 5
LPA	Lower Prior Attainment
MA	Most Able
MA*	Most Able (as recognised by school, not by government data)
MAPP	Most Able & Pupil Premium
MEGS	Minimum Expected Grade
MPA	Middle
NGST	New School Spelling Test
NPA	No
NRGT	New Group Reading Test
PiXL	Partners In Excellence
PP	Pupil Premium
PTE	Progress Test English
RAG	Red / Amber / Greed
SAT	Standard Assessment Test
SDC	School Data Collection
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs
SLT	Senior Leadership Team
TP	Teacher Predictions
VA	Value Added
WAG	Working At Grade

1. Aims

Our vision is to deliver a curriculum that is **inclusive, ambitious, and values-driven**—one that champions ***Success for All*** by fostering not only strong academic progress but also the development of character, resilience, and social conscience. In doing so, we ensure that all our students are equipped with the knowledge, skills, and personal qualities they need to thrive as valuable, confident contributors to society.

As a school, we aim to develop our students to be successful in all that life in the 21st Century offers. This is underpinned by our three key behaviours, (our Core Choices):

- **Respect**
- **Responsibility**
- **Reflection**

We strive to display these three key behaviours (our **Core Choices**) at all times. We celebrate with students when they are able to demonstrate **Respect, Responsibility and Reflection** in their actions. We seek to actively promote and reward the **Core Choices** as behaviour we would wish to see.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parent/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels and is supported by the EEF Teaching and Learning Toolkit

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles of Assessment

The Buckingham School uses two methods of assessing students' learning of knowledge, concepts and skills. They are:

- Twice annually summative assessments, known as school data collection points (SDCs)
- Ongoing formative assessment, specific to each curriculum area

Twice annually in-school summative assessments will inform us of a student's overall progress in school. Staff are required to input the results of the summative assessments onto the school's progress data management system. The school has made the decision to use a KS3 mastery curriculum, with students receiving a level based upon whether they are:

- Emerging
- Developing
- Secure
- Mastered
- Mastery*

Our Curriculum Leaders have created the criteria by which they will assess their students. At Key Stage 4, we will use GCSE grades 9-1 to create an accurate picture of a student's progress. We believe that these systems will give us an accurate picture of a student's progress over the five years between years 7-11. In the Sixth Form, the decision has been made to use A-Level and vocational specific grading for the same reason. All students will be tested twice annually in the subjects they study.

Day-to-day formative assessments will happen in each subject that the student studies and is determined by the parameters put in place by the curriculum leaders. The Buckingham School believes the curriculum leaders are the experts in their fields and have created their own formative assessment policies that have been researched and ratified by the teaching and learning team. By doing this, we have ensured that the data produced from these assessments is informative and useful, not adding unnecessarily to teachers' workload.

Formative feedback from teachers to students should be provided to students every term (we are a 6-term school) Other types of assessment could also be used - digital, self, peer etc. the minimum expectation is that this feedback is also received on a termly basis, meaning students receive a piece of feedback three times every term.

The school uses the CRAFT Feedback Time Walkthru to ensure a consistent approach to feedback, (Corrections, Reflections, Act on feedback):

Corrections: Students are expected to make corrections based on self-assessment, using mark schemes, whole class feedback or teacher marking.
Reflections: Students develop an understanding of the learning intentions, standards, (what excellence looks like), and their own knowledge and performance. This reflection process is given time and structure within lessons, in order that students identify where and how they will make improvements.
Act on feedback: teachers can call on a variety of methods for students to act on the feedback, for example:

- Improvements through redrafting
- Engaging in further practice and rehearsal of fluency-building drills
- Relearning and retesting from knowledge organisers
- Researching more ideas or practising explaining to another student or teacher

4. Assessment Approaches

At The Buckingham School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- day-to-day in-school formative assessment,
- in-school summative assessment
- nationally standardised summative assessment.

4.1 In-school Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parent/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parent/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

The Buckingham School uses exams and assessments to gauge a students' learning of knowledge, concepts and skills. These are calendared for two per year group in each academic year.

The information obtained in these assessments will allow us to ascertain students' strengths and weaknesses, which will inform future planning. It will also allow us to establish which students require intervention or needs testing.

Progress data allows us to track and monitor student performance over a period of time, both subject-specifically and as a whole.

In-school moderation happens at departmental level where curriculum leaders lead verification of assessment grades and marks awarded. Where possible, external mark schemes issued from exam boards are used alongside the most recent grade boundaries to provide the most accurate assessments possible.

In year 7, 8 and 9, students are required to undergo EXACT assessments. Students in year 7 will also partake in Computer Adaptive Tests (CATs) to allow us to identify which students may need extra teaching in specific areas of the curriculum. These tests are used alongside KS2 data from primary schools to give us the best possible understanding of individual students' abilities and capabilities to inform our future planning to meet their needs.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parent/carers** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

5. Collecting and Using Data

Progress data will be collected twice a year in school data collections (SDCs). This will be uploaded to the school progress data management system, available to all staff to use to inform planning.

Curriculum leaders will monitor the inputting of progress data and only data that has been moderated and internally verified shall be uploaded.

6. Reporting to Parent/Carers

Reports to parent/carers will be issued twice an academic year, after students have undertaken in-school summative assessments. However, the school data system provides parents with live access to student attainment at all times.

Reports will include progress data across all of the students' subjects alongside an attitude to learning (ATL) score, an attitude to homework (ATHW), and attendance percentage (total number of possible attendances vs total number of attendances present).

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high

expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

Teachers will adapt the feedback given to students with SEN needs to ensure students can interpret and act on the support given by teachers.

Teachers will ensure evidence for access arrangements is supplied to the SEND department having identified need through assessment and the trialling of a variety of reasonable adjustments, and if awarded ensure this becomes the students usual way of working.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

8. Training

Curriculum leaders will oversee developments in assessment practices within their subject areas. This information will be disseminated to staff in their teams through department meetings and in-department CPD sessions.

Regular moderation and verification will sharpen the teachers' accuracy and this is built into assessment and feedback procedures within each curriculum area.

The school will continue to stay abreast of good practice through working in conjunction with other educational establishments, exam boards and relevant sources of information within this area. Information will be shared through line management meetings and CPD sessions.

9. Roles and Responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Deputy Headteacher

The Deputy Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Ensuring the use of progress data drives interventions and improvement within subject areas

- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

9.3 Curriculum Leaders

Curriculum leaders are responsible for:

- Analysing student progress and attainment, including individual students and specific groups within their curriculum areas
- Prioritising key actions to address underachievement within their curriculum areas
- Reporting to key stakeholders on all key aspects of student progress and attainment, including current standards and trends over previous years

- Ensuring that assessment and feedback is designed to engage students in their learning and progression in KS3, support and develop independence through KS4 and expect exemplary behaviours in KS5, where integrity, reflection and responsibility is the norm.

9.4 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Governing body Curriculum Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Curriculum leaders are responsible for ensuring that the policy is followed.

The Curriculum Assistant Headteacher along with fellow SLT members and curriculum leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation of assessment tasks
- Lesson observations and progress walks
- Book scrutinies
- Progress data scrutinies
- Student progress meetings
- Line management meetings