



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Assessment & Feedback Policy 2025- 2026

Version Number: 04

Ratified by Local Governing Body: September 2025

Next Review Date: September 2026

Academy Link: Mrs K Cartwright



1 THE GRANGE ACADEMY HAS AN ASSESSMENT & FEEDBACK POLICY:

- 1.1 To ensure consistency in all our professional practices and to raise standards in learning continuously.
- 1.2 To strive towards creating an exceptional learning journey for all.
- 1.3 To ensure that learning is at the heart of everything we do so that everyone understands the steps that we must take to make it happen.

2 THROUGH AN EFFECTIVE ASSESSMENT & FEEDBACK POLICY WE AIM TO ENSURE THAT:

- 2.1 Work is challenging enough for all students and meets their individual needs.
- 2.2 Teachers monitor students' progress in lessons and use the information well to adapt their teaching.
- 2.3 Teachers use questioning and discussion to assess the effectiveness of their teaching and promote students' learning.
- 2.4 Students understand how to improve their work.

3 DEFINITION OF ASSESSMENT:

Assessment is:

- 3.1 Making sure that all students have a clear understanding of what their strengths are and how they can improve.
- 3.2 Providing verbal and/or written feedback, either through MAPs (Mini Assessment Points), /teacher assessment, peer-assessment or self-assessment in class, after tests and homework so that students and teachers understand:
 - 3.2.1 What they have done well.
 - 3.2.2 What they specifically need to do to improve.
- 3.3 Assessment is an on-going process that involves both informal and formal methods of reviewing the progress made. The above process should take place in lessons through effective AfL (Assessment for Learning) and through assessment of the students' work by either their peers, teachers or themselves.

4 FORMAL ASSESSMENT AND REPORTING

- 4.1 At three points during the academic year, using SIMs, every student in Years 7 – 11 will receive a progress report outlining their Progress, ATL, Behaviour and Attitude to Home Learning scores for each subject as well as the total number of points for behaviour concerns percentage attendance.
- 4.2 In Years 7 – 9, each subject will provide an attainment descriptor as well as a progress comment in words. Each subject has devised Assessment Steps / descriptors to describe each grade threshold. This is to support the teacher evaluation of students' attainment. Each report will include the current working grade and a progress comment as well as an overview of ATL, Behaviour and Attitude to Home Learning and the total number of points for behaviour and percentage attendance.
- 4.3 In Years 10 – 11, each report will include the current working grade as well as an overview of ATL, Behaviour and Attitude to Home Learning and the total number of points for behaviour and percentage attendance. Year 10 and 11 subject teachers will also provide a progress comment.
- 4.4 In reporting student attainment and progress, class teachers will take a holistic approach to the assessment of learning. Reported progress will take account of formative assessments as well as MAPs, classwork and home learning. Whilst students will continue to sit a range of formative and summative assessments in each subject, it is important that class teachers take a holistic approach to reporting the progress that students are making through the assessment of work completed in class as well as those assessments completed formally.
- 4.5 Subject Leaders will ensure robust moderation and standardisation procedures are in place to quality assure the information that is recorded in SIMs.

5 FEEDBACK (See Feedback & Marking Policy)

Aims

- 5.1 To ensure all students are provided with, and act upon, regular feedback to help them reach or exceed their full academic potential and demonstrate their progress.
- 5.2 To establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.

6 PRINCIPLES

- 6.1 The development of peer and self-assessment in learning.
- 6.2 Teacher and peer dialogue around learning.
- 6.3 Clarification of what constitutes a high standard of work in-line with students' ability.
- 6.4 Opportunities to close the gap between current and desired performance.
- 6.5 Delivery of high-quality information to students about their learning.
- 6.6 Encouragement of positive motivational beliefs and self-esteem.

7 WHAT DOES THIS LOOK LIKE?

- 7.1 Teachers carrying out an on-going review of learning and progress both in the classroom and in formal assessments.
- 7.2 Students empowered to respond to the teacher's comments and improve their learning (Acceleration) based on the feedback given.
- 7.3 Constructive dialogue between teacher and student.
- 7.4 Written feedback by teachers is carried out in GREEN pen with Acceleration (improved responses) clearly labelled.

8 SUBJECT FEEDBACK:

- 8.1 Written or verbal feedback will only be provided on MAPs, live marking and other more formally assessed pieces of work. The regularity of these are specified by the table below:

Frequency of lessons per fortnight	Hours of learning across the academic year	Minimum no. of Maps required across the academic year	Number of formal assessments (P2S) marked in a year.
1	19.5	1	3
2	39	2	3
3	58.5	3	3
4	78	4	3
5	97.5	5	3
6	117	6	3
8	156	7	3
9	175.5	8	3
10	195	9	3

- 8.2 Written Feedback on MAPs will focus on identification of elements of success and areas to improve, with clear targets (T) to act upon. A positive comment should be made which relates to the learning objective, for example, a strength or a grade. A target where the success criteria has not been met, for instance and a suggestion or a question to allow opportunity for further progress.

- 8.3 Students will be expected to demonstrate progress by acting on feedback to show improvement. This will be recorded as Acceleration.

Acceleration:

When students complete a MAP, this should be marked by staff and an 'accelerate' lesson should follow. The purpose of the 'accelerate' lesson is to address misconceptions, gaps in knowledge and to also acknowledge students' strengths, praising and motivating students within the lesson. An accelerate lesson should also follow after a P2S point.

- 8.4 Some subjects may wish to use Feedback Codes / Feedback sheets to identify strengths and areas for development (T). Students will be expected to record these in full and still act on progress through Acceleration.
- 8.5 Acceleration could be one of the following
- (1) Consolidation of learning based on feedback given;
 - (2) Development of learning based on feedback given;
 - (3) Extension of learning based on feedback given.
 - (4) Improvements/redrafting based on feedback given.
 - (5) Correction of work/misconceptions based on feedback.
- 8.6 Where students are completing larger assessments (for example, Mocks in Years 10 & 11), the feedback from these will replace the marking of MAPs during that period.

9 FEEDBACK SCHEDULE

- 9.1 The regularity of feedback is aligned by the number of MAPS/P2S points in a year. As per the above table, frequency expectation is specified, with specific expectations of teacher marking below:

Frequency of lessons per fortnight	Hours of learning across the academic year	Minimum no. of Maps required across the academic year	Number of formal assessments (P2S) marked in a year	Total number of written pieces of feedback students will receive in the year
1	19.5	1	3	4
2	39	2	3	5
3	58.5	3	3	6
4	78	4	3	7
5	97.5	5	3	8
6	117	6	3	9
8	156	7	3	10
9	175.5	8	3	11
10	195	9	3	12

10 ROLES AND RESPONSIBILITIES

Students	To act upon feedback from the teacher and use information to demonstrate progress through Acceleration. To know what progress they are making and what they need to do to improve.
Teachers	To ensure work is provided with feedback on a regular basis. To ensure that students are aware of their progress and what they need to do to improve. To ensure that students are provided with time to consider feedback, reflect and act upon the comments made (Acceleration).
Teaching Assistants	To ensure that students read and act upon feedback from the class teacher (Acceleration). To ensure students are clear on their targets and help students achieve these.
Subject Leaders	To check marking of books is completed in line with policy. To ensure the curriculum area has a coherent and consistent approach to identifying learning milestones. To create planned opportunities to moderate and standardise key assessment activities to ensure consistency. To provide feedback to class teachers about the quality of feedback through Book Looks and Standardisation/Moderation. To put in place appropriate support to ensure feedback is effective. To ensure feedback is a regular standing point of discussion and part of quality assurance processes
SLT Links	To carry out book looks on a routine basis, as part of curriculum area monitoring and evaluation.

11 MARKING FOR LITERACY

- 11.1 All subject areas have a responsibility to promote and improve students' literacy skills (see Feedback for Learning policy).

12 ACCOUNTABILITY:

- 12.1 All staff are accountable to the Subject Leader and SLT Link for the quality of feedback and assessment in the subject area.