

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Assessment, Marking & Feedback Policy**

**Adopted by Standards Committee: November 2023**

**Shared with Full Governing Body: December 2023**

**Next Review Date: November 2024**

## **USE OF ASSESSMENT, MARKING AND FEEDBACK POLICY AT ST. CUTHBERT MAYNE SCHOOL**

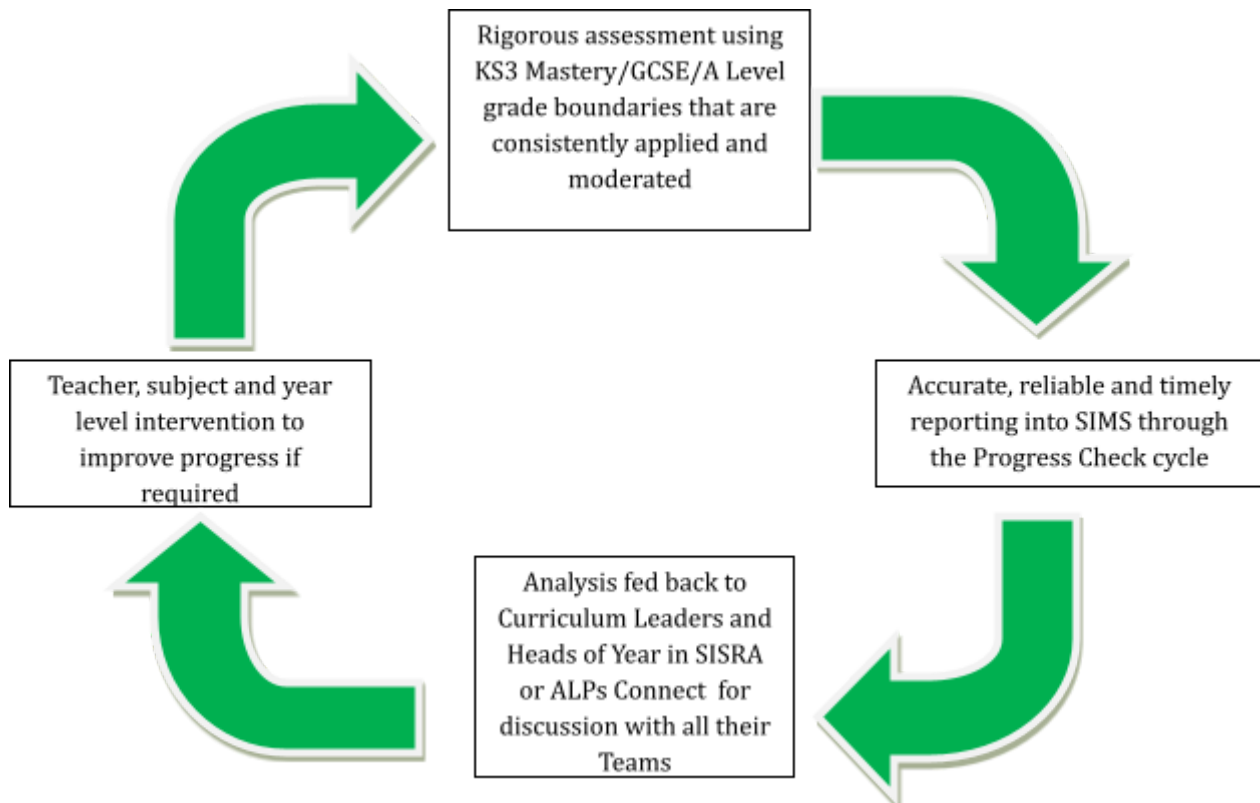
- 1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is, therefore, as much about dealing with each other as it is about meeting God.
- 1.2 We believe that each member of our community has a divine origin and an eternal destiny.
- 1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.
- 1.4 We believe, therefore, that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.
- 1.5 These beliefs underpin our approach to assessment and thereby commit us to encourage all members of our community, staff and pupils alike, to grow towards human wholeness.

The Governing Body aims to meet this responsibility by:

- Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
- Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
- Supporting staff in this process in a positive manner

***Educating for life in all its fullness***

## The Data Cycle



## **Aim of this policy**

To describe the processes and structure existing within the School to regularly assess and monitor students, which enable students to make excellent progress during their time at St Cuthbert Mayne School.

## **Objectives**

This policy will enable staff within the School to:

- adopt a consistent approach to assessing students' progress on a termly basis;
- understand their role and responsibilities towards tackling underperformance both within classrooms and across subjects;
- be aware of the range of strategies available to address the needs of a student who is deemed to be underperforming.

## **Summary of Progress Check cycle**

### **Key Stage 4 and 5**

Students at St Cuthbert Mayne School are assessed termly against GCSE 9-1/GCE A\*-E syllabus criteria, or Vocational D2\*-P1 criteria, using SIMs marksheets.

Targets (referred to as Minimum Expected Grades known as MEGs) are set for students in all subjects that are based on a range of criteria<sup>1</sup>, taking into account at least national minimum expectations regarding levels of progress from Key Stage 2.

The student receives an Achievable Target which is set by their class teacher and must be the MEG or above. This is designed to allow staff to be aspirational when setting a student target. The Achievable Target and not the MEG is reported home to parents.

### **Inputting data at each Progress Check into SIMs:**

When assessing students at each Progress Check (see Teaching, Learning and Assessment calendar in the staff handbook), consider the following:

### **Working grade (Key Stage 3 only)**

A grade from a standardised or moderated piece(s) of work or test that gives the best idea of the current working level of each student in their subject is considered along with classwork. This will be using the scale Emerging, Developing, Secure and Greater Depth by considering Age Related Expectations.

In other subjects, there will be no MEGs in Key Stage 3 as a Secure on Age Related Expectations will indicate the standard required to go on to achieve a passing grade in that subject. During reporting on option subjects in Year 9, we will also indicate to students that the subject is a suitable choice for GCSE.

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<sup>1</sup> Data to inform target setting at Key Stages 4 uses the DfE guide for progress, as set by the Progress 8 Documentation, using the STCM Flight Path System. At Key Stage 5, the ALPs grading system is used.

## Working grade (Key Stage 4 and 5 only)

A grade from a standardised or moderated piece(s) of work or test that gives the best idea of the current working level of each student in their subject, split into a whole grade, + or -. This will be using the 9-1 or BTEC grade criteria as set by each subject. Baseline tests will occur in year 7 where Key Stage 2 data is not in place to help determine Key Stage 4 targets.

## Forecast grade (Key Stage 4 & 5 only)

At **Key Stage 4**, this is what you think the student will achieve at **the end of year 11**. It will be based on the teacher's professional judgement and the current performance of the student. This will take into account their current working grade, their effort grade and the 'normal' progression of students in your subject area. The forecast will also be given as a 'fine grade'. This means putting the whole grade, + or - next to 9-1 grades you give indicating the security of that grade. This does not apply to U grades. An example of this for grade 6 is shown below.

**6+ = Secure grade 6 and with teacher intervention could be a 7;**

**6 = Likely to achieve grade 6 but will need teacher intervention to secure this grade;**

**6- = Insecure grade 6 and teacher intervention is essential to secure this grade, to avoid falling down to a grade 5.**

*For BTEC Subjects:*

For those subjects that deliver the new generation BTEC qualifications, which can be awarded at level 1 or level 2 for a learner, then the following fine grading rules applies:

BTEC and OCR Nationals subjects:

D\*2 = Distinction\* D2 = Distinction Level 2, M2 = Merit Level 2, P2 = Pass Level 2,

D1 = Distinction Level 1, M1 = Merit Level 1, P1 = Pass Level 1, U = Fail.

At **Key Stage 5**, this is what the teacher thinks the student will achieve at **the end of their A2 studies**. It will be based on the teacher's professional judgement and the current performance of the student. This will be given as a 'fine grade'. This means putting a whole grade, or - next to A\*-E grade you give indicating the security of that grade. This does not apply to a U grade.

## Effort Grades

This is an indicator of behaviour and effort in the subject and is recorded as follows:

- I – **Independent** attitude to learning supports high attainment and/or exceptional progress;
- E – **Engaged** attitude to learning supports expected progress;
- P – **Passive** attitude to learning supports some satisfactory progress. Increased motivation in lessons will improve progress made;
- R – **Reluctant** attitude to learning is having a negative effect on progress and needs to improve immediately.

### Teaching and Learning cycles:

These were introduced to give:

- Stronger focus on greater depth in teaching and learning
- Rigorous assessment (as a common assessment framework is used)
- Reduce workload: marking load (only termly for final assessment and spread over different times due to KS3/4 split)
- Gives students time to reflect and work on areas for development

An example of the cycle is below:

Week	Activity	
1	Introduction to unit of work and common assessment focus (replicate GCSE conditions – either hold back or give out depending on the subject). This may be given as the Scheme of Learning.	
2	Teaching unit of work	A midpoint ‘feed forward’ will be provided during this time for longer units of work.  Departments decide the best format for this.
3	Teaching unit of work	
4	Teaching unit of work	
5	Teaching unit of work	
6	Teaching unit of work	
7	Common Assessment (Could be more frequent, but at least termly).	
8	Marking and standardisation takes place - departments to decide the best use of this week.	
9	MAP week (Maximising Achievement/Progress) – Feedback on all assessments and follow up lessons for improvement. Data entered into SIMS for monitoring, tracking and reporting.	

These cycles differ, (green section only) with the time given between Progress Checks and with the time needed on subject topic areas.

### **What happens after the Progress Check data entry?**

Additional time has been added to the school calendar to support the whole department moderation process. Time is available between the Teacher deadline and the Curriculum Leader deadline to allow for checking to ensure accuracy of the data.

At the end of each full Progress Check, the Assessment and Data Manager will email reports to students and parents. All staff can access these reports using student links in SIMs. The reports will also be published through the online parent portal.

There are also parents' evenings throughout the year for teachers to discuss the reports with parents/carers and students.

For all Key Stages after the Curriculum Leader's Progress Check deadline, grades will be uploaded onto SISRA or ALPs Connect by the Assessment and Data Manager. Once the grades are inputted, the box will change colour depending on how their grade compares to their target.

The traffic light system works as follows:

- Red means the student is forecasted not to meet their target;
- No colour means they are forecasted to meet their target;
- Green means the student is forecasted to exceed their target.

SISRA or ALPs Connect should be used by both the Curriculum Leader and class teacher to take ownership of their data and identify underperformance.

### **Reasons for underperformance**

Underperformance is judged by comparing a student's target grade to their working/forecast grade. When these two do not match and the teacher grade is lower than the target, there are usually many causes for this underperformance. For example:

- The student is not engaging with learning effectively due to the negative effects of factors such as poor attitude, low aspirations, inappropriate behaviour, low levels of attendance etc.;
- Factors outside the control of the student, such as illness, a dysfunctional home life, high levels of mobility, difficulties in accessing the curriculum through language problems etc.;
- An inappropriate curriculum or poor quality teaching, learning and/or assessment;
- Inadequate levels of challenge;
- Failure to tackle early indicators of underperformance when first identified.

### **Strategies for ensuring students stay on track**

The school expects that individual class teachers take responsibility for tackling underperformance at an early stage, recognising that intervention may prevent a small issue escalating.

**Early intervention strategies** adopted by a class teacher may include:

- Initiating an informal discussion with the student to ascertain whether they are aware that he/she is underperforming;
- The class teacher may arrange for a one to one session with the student to go through work perceived as difficult;
- Organising support within the classroom, either through a teaching assistant or using the support of the Curriculum Leader;
- Checking with the student's Tutor/Head of Year/SENCO whether they are aware of any issues within the student's background that may be causing underperformance;
- Reviewing the teaching strategies being used with the student to ensure that the student's learning styles are being met;
- Following such interventions, class teachers are expected to monitor student progress carefully to evaluate the impact of any strategies;
- Telephoning/contacting home to ask for parental support.

This list is not intended to be exhaustive and teachers should strive to extend their strategies for tackling underperformance.

### **The role of the Curriculum Leader**

Curriculum Leaders are expected to monitor the performance of all students studying in their area, through the use of SISRA (tutorial guides are available in the Staff Handbook) and ALPs Connect, to conduct subsequent meetings. This enables Curriculum Leaders to:

- Identify areas of strength and for development within the subject area;
- Identify groups of students at risk of underperformance and work with subject staff to develop strategies for addressing their needs, including **most able students, SEND and Disadvantaged students**;
- Share the data of underperforming students with the subject teachers and ensure classroom intervention is put in place (**adaptive teaching**);
- Monitor that individual teachers are implementing the Key features of Assessment detailed below and are tackling the underperformance of all students;
- Monitor and review the impact of all intervention strategies.

### **The role of the Head of Year and Tutors**

Heads of Year and Tutors are expected to monitor the progress of all students in their Year/Tutor Group, across the curriculum.

Following each Progress Check, the data is analysed by Heads of Year to identify students who are underperforming across several subjects. This will be done through the use of SISRA, ALPs Connect and SIMS. Intervention will then be put in place, such as placing a student on report and contacting parents/carers.

Heads of Year are responsible for using this data to identify students at risk of underperformance in a significant number of subjects.

### **The role of Senior Leaders & Governors**

Senior Leaders are expected to monitor the progress of the strategies to tackle underperformance and to evaluate the impact of the process. Governors verify this data by monitoring data throughout the year at meetings and through the Exam Reviews process.



### The role of a Teacher - Key features of assessment

Frequency	Type	What it looks like
Every lesson	Do Now	<p>Do Now activities contain planned strategic retrieval practice that focus on the core substantive and procedural knowledge for the subject. This should include at least one question from the previous teaching units (interleaving). They should be used at the start of lessons and should take approx. 5 minutes with no lengthy teacher follow up (unless planned in advance).</p> <p>The Role of the Teacher:</p> <ul style="list-style-type: none"> <li>● Threshold entry routine and, where best practice is seen, using a Do Now timer which does not create sensory overload</li> <li>● Check pupils have started the Do Now before taking the register</li> <li>● Take the register quickly but <b>accurately</b></li> <li>● <b>Circulate</b> to check progress and compliance</li> <li>● Note strengths and weaknesses during circulation</li> <li>● Support/scaffold for pupils who are struggling</li> <li>● Quick review of Do Now</li> </ul>
Every lesson	Verbal Questioning to check for understanding (Cold Calling, Turn and Talk, Show Me Boards)	<p>All teachers ask questions, but it is important for teachers to be responsive and adjust according to how well students are doing. The following core assessment strategies are outlined in greater detail in the pedagogical principles to support teaching and learning:</p> <ul style="list-style-type: none"> <li>● <b>Cold Call:</b> The teacher strategically chooses which student answers questions rather than taking hands up. Teachers use No Opt Out and Right is Right to respond to pupils (TLAC Phase 1).</li> <li>● <b>Turn and Talk:</b> Pupils are directed to share their thinking with each other before being questioned. (TLAC Phase 2).</li> <li>● <b>Show Me:</b> Whole class questioning technique where pupils respond to a question by writing an answer and then revealing simultaneously (TLAC Phase 3).</li> </ul>
Every lesson	Effective teacher circulation during deliberate practice including live marking	<p>When pupils are working independently, the teacher moves around the room checking for compliance and quality and to identify misconceptions as they arise.</p> <ul style="list-style-type: none"> <li>● Systematically move around the classroom visiting those pupils who need most guidance first (Circulate TLAC Phase 2).</li> <li>● Carry out live marking in the majority of lessons during independent student practice.</li> <li>● Aim to give individual feedback to a smaller number of pupils each lesson and be prepared to stop the class to feedback and address any common misconceptions.</li> <li>● Make sure students are writing a full answer in the correct format.</li> </ul>

Pre planned checkpoints within a lesson or planned into a teaching unit	Low stakes quizzes	<p>Low stakes quizzes can quickly diagnose student knowledge and understanding under more rigorous conditions than the Do Now. This will normally focus on the core knowledge defined in the Need to Know booklet. The frequency and format of low stakes quizzes is determined by subject areas and defined in the assessment rationale and should be:</p> <ul style="list-style-type: none"> <li>● <b>Students work individually</b> not in pairs or groups</li> <li>● <b>Framed with low stakes language</b> to explain the assessments to pupils: For example: 'It's just a bit more practice', 'It's so we know what to teach you next', 'we want to see how successful our teaching has been', 'we are testing our teaching, not your ability', 'it doesn't matter if it goes a bit wrong' etc...</li> <li>● Designed to be <b>fast to mark</b> (so that pupils get fast feedback)</li> <li>● Designed to <b>provide feedback to teachers</b> (to inform the planning of future teaching)</li> </ul>
At least once per teaching units (for larger units of content)	Mid point assessment	<p>Mid point assessments are standardised assessments taken across cohorts during the teaching weeks that assess learning over a period of time. The focus of these assessments is on student mastery of the content. Responsive feedback is given and pupils are given time to act on this. Subject rationales determine the frequency and format of the assessment and consider the impact of workload on staff. Marking can be used to identify personalised, subject specific WWW/EBI targets or equivalent and pupils act on during the following DIRT (purple pen). Whole-class feedback approaches can be used.</p>
Once per teaching unit	End of cycle assessment	<p>These are larger assessments that focus mainly on content learnt during that cycle but are also used as an opportunity to check understanding of previous knowledge and concepts through interleaving. They are likely to combine core knowledge retrieval and application of knowledge in different contexts. End of cycle assessments should be carefully planned and evaluated using assessment blueprints in order to ensure that relevant constructs are being assessed and to try and increase the reliability and validity.</p>

## **Marking and Feedback Policy**

**We encourage all students to take pride in their work. This is an ongoing process.**

### **Why we mark work:**

- To inform curriculum design.
- So students know where they are at in their learning and what they need to do to make progress.
- To confirm to students that their contribution to lessons/home learning is valued and their success is recognised.
- Inform parents/carers and involve them in their child's learning.

### **How we will mark work:**

- Book marking expectations are that teachers identify and correct misconceptions either through:
  - Live marking
  - Self marking
  - Peer marking
- Indicate factual errors including spelling, punctuation, grammar and presentation.
- Formal marking of assessments only which lead to Personalised Learning Checklists (PLCs) for students.
- Use 'What Went Well' & 'Even Better If' or equivalent comments to give summative feedback on a regular basis, which are linked to curricular targets.
- Give students the opportunity to act on any feedback.
- Reward students for good work using the ClassCharts reward system.

### **After each assessed piece of work learners will...**

- Reflect on what the teacher says about their work. This is completed in purple pen (Referred to as DIRT).
- Set a SMART target for their next piece of work (Referred to as Feedforward).
- Complete a self-assessment using a RAG system, taking the form of a Personalised Learning Checklist (PLC) or equivalent.

### **How we will help students to track their progress**

- Where possible, provide a copy of 'Student Speak' grade descriptors for students to fix in their exercise books/folders.
- Provide 'success criteria' in 'Student Speak' so that students can identify what they need to do next in their learning.
- Provide students with clear targets and an awareness of their progress.

NB. The only exception to this policy is in BTEC subjects where rules around assignments from the exam boards must be adhered to fully.