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Quality First Teaching: Assessment, Marking and Feedback Policy

Archbishop Ilsey Catholic School Quality First Teaching: Assessment, Marking and Feedback.

Frequency of assessment

- Daily/weekly. The mechanism for this will include a variety of focussed activities and teacher strategies. This will yield immediate feedback on which the teacher can respond. These activities will not be marked.
- Intermediate subject assessments. During a 10 lesson period, teachers will mark a piece of work that is diagnostic of individual pupil attainment. The activity may not always be the same for every pupil Feedback will be given and pupils will have the opportunity to respond to this immediately and over time.
- Whole school assessment periods. Pupils will take formal tests in line with the assessment calendar. Pupils will undertake the same activities and this will be marked and moderated.

Principles.

There is a clear assessment pathway within subject areas:

Departments have defined what subject expertise and mastery looks like at key points in the learning journey. These precisely describe the knowledge and conceptual understanding necessary.

These form the DNA of the subject, the lens through which experts in specific disciplines view knowledge. They define learning and assessment

Assessment is timely and varied

Teachers and departments deploy a range of assessment strategies. From small feedback loop strategies in lessons through specifically designed and timed staging points to more formal high stakes testing

All assessment is purposeful

All assessment is decision driven and formative. Teachers and subject leaders are clear about the purpose of the assessment and when this information should be gathered. Learners are provided with accurate feedback that enables them to further develop expertise in the subject. Assessment information informs future teaching and curriculum planning. This could mean re-teaching topic areas and planning in further stage points to establish if gaps have been closed.

All assessment is equitable

All assessments are equitable. Similar students sit the test in the same conditions. Specific groups, for example SEND, have required access arrangements

Assessment is moderated to highlight areas for development and possible underperformance of sub groups

Assessments are frequently monitored to ensure the consistency of marking and QA the assessment.

Departments may identify questions that whole cohorts, or specific groups, struggled to answer and act on this information.



C. Clinton

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M Mills
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