



# Kirkbie Kendal School Academy Trust

## Assessment, Marking, Feedback & Reporting Policy and Procedure

**Policy Reference:** A8

**Version No:** 1.10

**Member of Staff Responsible for review:** Assistant Headteacher

**Governors' Committee/SLT Responsible:** Curriculum

**Status:** Adopted

**Date first adopted/accepted by Governing Body:** July 2016 (FGB)

**Review Cycle:** 1 year

**Date of last review:** Jan 26

**Date for next scheduled review:** Jan 27

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**“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy.”**

## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<u>Version No.</u>	<u>Date</u>	<u>Description</u>
1.1	16.5.17 (Curriculum) 18.7.17 (FGB)	Addition of reference to Purple Pens and E, G, S, L feedback to students
1.2	4 Dec 18 (Curriculum)	Addition of Section 7. GDPR
1.3	Curriculum 2 Dec 19	Changes to take account of current practice
1.4	Curriculum 8 Dec 20	Addition to Section 4 – students that have no KS2 data
1.5	SLT 1.11.21 Curriculum 06.12.21	Minimal changes
1.6	SLT 12.12.22 Curriculum 12.12.22	Changes to assessments to measure progress, significant updates to feedback and marking sections, role and responsibilities
1.7	SLT 27.11.23 Curriculum 06.12.23	No changes. Policy is having an overhaul and will go to the Govs' Curric in Feb 2024
1.8	SLT 29.01.24 Curriculum 07.02.24	Significant policy changes to reflect formative assessments, summative assessments, feedback and marking in-school and industry developments
1.9	SLT 06.01.25 Curriculum 05.02.2025	No changes
1.10	SLT 05.01.25 Curriculum 14.01.26	The policy has been streamlined to remove duplication and provide clearer, evidence-aligned principles for formative assessment, feedback, summative assessment, and reporting. It now prioritises clarity, curriculum alignment, and practical guidance for teachers and departments.

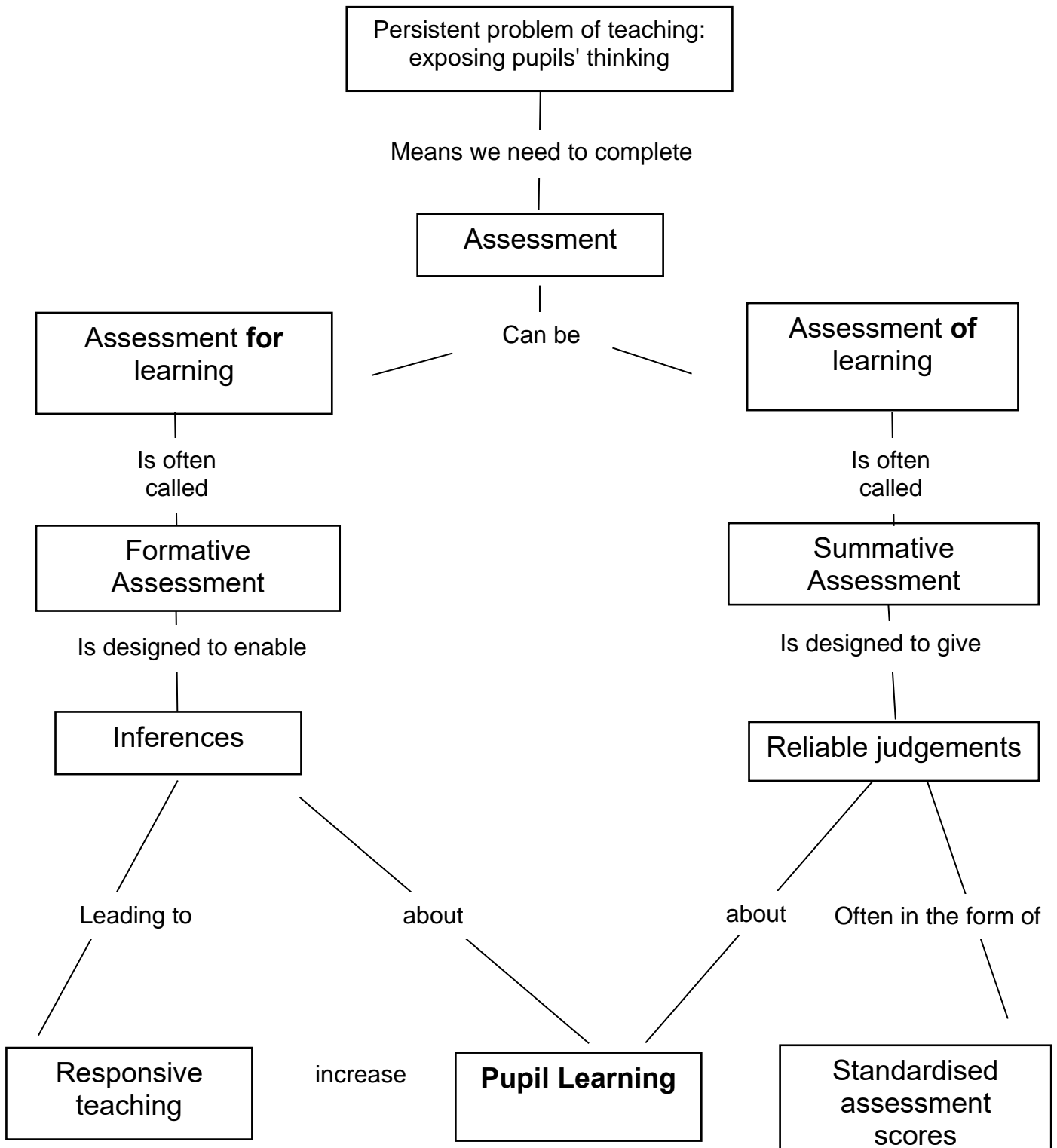
## Background:

The foundation of this policy is informed by educational research to develop our practice at both whole school and department level.

The work to establish these principles, was initially informed by:

- The EEF Teaching and Learning Toolkit
- The DfE Education Workload Challenge: November 2014  
<https://assets.publishing.service.gov.uk/media/5a75129f40f0b6360e47322f/Eliminating-unnecessary-workload-around-marking.pdf>
- Ofsted - Annual Updates - *Specific reference to the 2015 updates about the decisions for the type, volume and frequency of marking being at the discretion of individual schools. In addition, the Inspection update in 2016 by Sean Harford, where he expressed concerns that Ofsted reports that referenced particular types of marking was having a detrimental impact on the work of the Review Groups.*  
<https://educationinspection.blog.gov.uk/2015/06/10/ofsted-mythbusting-dispelling-the-rumours-around-inspection/>
- The EEF report – A Marked Improvement: April 2016
- The Teacher Standards (With specific reference to Standard 6: make accurate and productive use of assessment)
- The EEF Guidance Report Teacher Feedback to Improve Learning: June 2021 See Appendix 3 for a summary of the EEF Recommendations
- The DfE Education Staff Wellbeing Charter: May 2021
- The DfE Workload Reduction Toolkit for Feedback and Marking: October 2019
- "Making Good Progress" by Daisy Christodoulou, T
- The 4 Pillars of Assessment by Evidence Based Education,
- "Middle Leader Mastery" by Adam Robbins,
- "Leverage Leadership 2.0."by Uncommon schools

## Using Assessments to Measure Progress



## **1. Formative Assessment**

### **Purpose**

Formative assessment is the core driver of learning. Its purpose is to check understanding, identify misconceptions early, and adapt teaching so students know more and remember more.

### **Principles**

Formative assessment at Kirkbie Kendal School is:

- Frequent, purposeful and aligned to the specific knowledge being taught.
- Used to adapt teaching immediately, not to generate written records.
- Designed around high student participation (e.g., MWBs, short responses, cold call).
- Focused on diagnosing misconceptions, not grading.
- Concise and specific, helping students understand what to do next.
- Low workload, consistent with DfE workload guidance and Ofsted research reviews.

### **Implementation**

Teachers will:

- Use daily CFU strategies (questioning, MWBs, hinge questions, live circulation).
- Give immediate verbal feedback to individuals and the whole class based on what they see.
- Build in opportunities for students to practise, explain, and apply.
- Use department-designed formative checks (checkpoint questions, short quizzes).
- Record only what is needed to inform teaching—no requirement for formal logging.

Departments will:

- Identify in the curriculum map where key formative checkpoints sit e.g. Pre-requisite knowledge checks, checkpoint/hinge questions, longer response questions, quizzes etc
- Review the quality of these assessments and adjust where needed.
- Share effective practice through routine department discussions.

## **2. Feedback**

### **Purpose**

Feedback aims to improve learning by helping students take the next step. Effective feedback is timely, specific, and acted upon.

### **Principles**

- Most feedback is immediate, within the lesson.
- Feedback must lead to student action.
- Written feedback is used sparingly where it adds value.
- Feedback is subject-specific and aligned to curriculum goals.
- Teachers exercise professional judgement—no policy-driven marking routines.
- Feedback should be intellectually demanding but kind.

### **Implementation**

#### **Immediate Feedback (Preferred)**

- Live responses, modelling, reteaching, questioning, prompts.
- Live marking used only when it meaningfully advances learning.
- Students respond immediately in purple pen.

#### **Verbal Feedback**

- Given to individuals, groups, or the whole class.
- No requirement to record verbal feedback in books.

#### **Self & Peer Feedback**

- Only used when well-modelled and structured.
- Aligned to clear success criteria.

#### **Written Feedback**

Used only for:

- Core tasks identified in department plans (usually once per unit).
- Work where written response will meaningfully improve outcomes (e.g., extended writing, practical investigations).

#### **Acting on Feedback**

All departments will:

- Plan time for students to act on feedback.
- Use modelling, exemplars, and redrafting to close the learning loop.
- Avoid vague comments (“add more detail”).

### 3. Summative Assessment

#### Purpose

Summative assessment samples the curriculum to evaluate students' security of knowledge and inform next teaching steps, not to rank or over-test.

#### Principles

- Assessments sample the intended curriculum, including substantive & disciplinary knowledge.
- Designed to be manageable and reliable, not excessive.
- Standardised where possible within departments.
- Avoid curriculum narrowing (teaching to the test).
- Inclusive (reasonable adjustments, language accessibility).
- Follow consistent preparation guidance for students (e.g., topic lists, organisers, core questions).

#### Implementation

Departments will:

- Conduct summative assessments **2–3 times per year**.
- Produce an annual assessment calendar.
- Agree how summative marks contribute to reported grades.
- Moderate samples to ensure consistency.
- Review assessment quality annually: difficulty, spread of marks, curriculum alignment.

Teachers will:

- Prepare students by teaching the curriculum, not rehearsing the test.
- Mark summative assessments promptly and give targeted whole-class feedback.

## 4. Reporting Progress

### **KS3 Progress Model**

- Students receive a progress judgement (E/G/S/L) linked to their Flight Path.
- Flight Paths are based on KS2 data + internal baseline.
- Reviewed annually; they do not label students.
- Teachers use subject assessments to make **best-fit judgements**.

### **KS4/KS5 Targets**

- Targets informed by FFT20 and professional judgement.
- Students involved in target-setting.
- Reports include target, current progress, ATL, and comments for students not on track.

### **Roles & Responsibilities**

Role	Responsibility
Teacher	<p>At Key Stage 4 and Key Stage 5 set targets with students using benchmarks as a guide.</p> <p>Use prior attainment data to plan assessment tasks appropriate to the class.</p> <p>Track and record the progress of students against benchmarks and intervene where appropriate.</p> <p>Track the progress of Higher Attaining, Disadvantaged and SEND students and intervene where appropriate.</p> <p>Complete reports in line with whole school A&amp;R calendar.</p>
TLR Holder	<p>Implement an appropriate scheme of assessment over all year groups to enable progression to GCSE/AS/A level exams.</p> <p>Ensure all staff are supported with moderation of standards of assessment including the use of progress grades to report on progress to parent/carers/carers.</p> <p>Attend any external moderation in line with exam board policy and specification.</p> <p>Track the progress of students including groups (Higher Attaining, Disadvantaged, SEND and less able) and classes against benchmarks and intervene where appropriate.</p> <p>Report on the progress of students and groups of students in line with the A&amp;R calendar.</p>
Head of Year	<p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Implement intervention strategies with individual students.</p>
Teaching Assistant	<p>Know the assessment information for targeted students and liaise with the teacher about improving progress</p>
Leadership Team	<p>Ensure prior attainment data and benchmark data is available to all teachers.</p>

	<p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Monitor progress of students across all departments challenging weak performance and supporting improvements.</p> <p>Use tracking information to report on outcomes to HT</p>
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## Flight Paths

Every student will be given a 'Flight Path' based initially on Fisher Family Trust (FFT) 20 benchmarks. These FFT benchmarks are based on KS2 outcomes and are checked using our own internal baseline assessments. The Flight Path sets out the pathway to the likely GCSE grade destination at the end of Year 11.

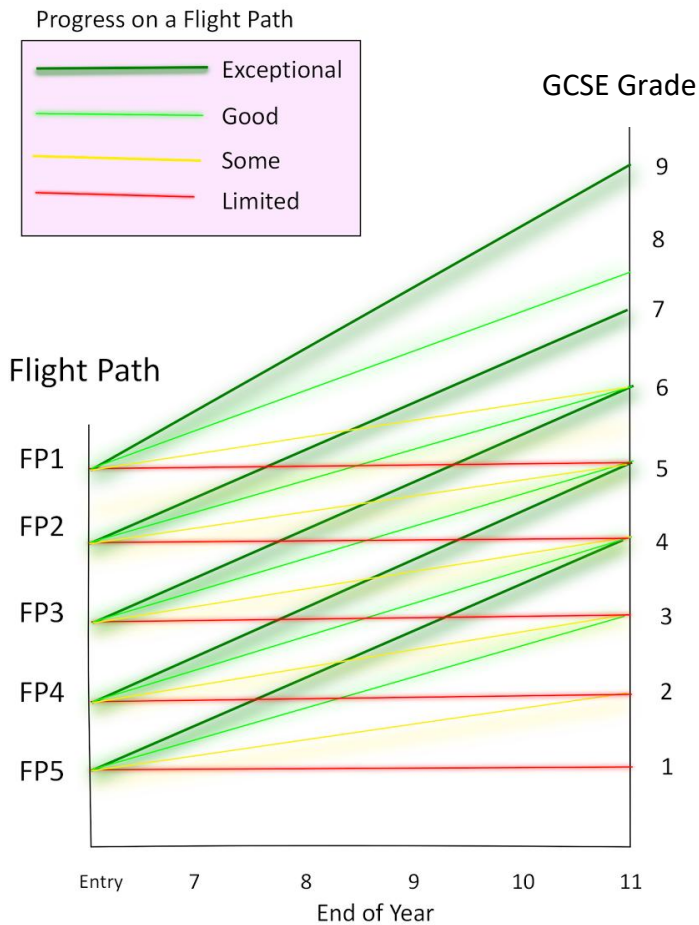
Where students do not have any external KS2 data on which to base their Flight Paths subject internal baseline assessments will be used to assign Flight Paths. When a whole cohort has no KS2 data the cohort will be benchmarked using other KS3 year groups and internal baseline assessments to assign Flight Paths.

Separate Flight Paths will be allocated for each subject. These Flight Paths are likely to be the same for many subjects. Each year the Flight Path will be reviewed so that a student can move to a higher or lower Flight Path if their progress suggests this is appropriate. This will be done initially through discussion with HoD and then Deputy Head Curriculum.

These Flight Paths will not be used to label students but will sit in the background of our data systems to help teachers award the appropriate progress grades. There are 5 Flight Paths (FP1 – FP5) which cover our cohort effectively.

## Flight Paths and Progression

Flight Path	Exceeding Target <b>Exceptional Progress</b>  <b>E</b> <b>++</b>	Securely on Target <b>Good Progress</b>  <b>G</b> <b>+</b>	Approaching Target <b>Some Progress</b>  <b>S</b> <b>=</b>	Below Target <b>Limited Progress</b>  <b>L</b> <b>-</b>
FP1	9/8	8/7	6	5
FP2	7/8	6	5	4
FP3	7/6	5	4	3
FP4	5	4	3	2
FP5	4	3	2	1



**E** - Exceptional Progress indicates that a student is pushing to the top end of the Flight Path.

**G** - Good Progress indicates the student is completing the work routinely to the expected standard.

**S** - Some Progress indicates that the student is making progress but needs to increase the rate of progress to achieve the high standards targeted.

**L** - Limited Progress.

The standards set are challenging; we think this is good and keeps students focussed on aiming high.

The graph to the left shows how a student may progress across each year on each Flight Path. In reality progress is rarely linear as shown by the graph.

Although we are giving discrete number outcomes on the Flight Path scale, each number is indicative of a wide attainment range. Teachers are using different kinds of assessment to make a best fit judgement about

the progress grade for each individual student.

It is important to note that these numbers do not form a ladder. Students making Good Progress throughout Key Stage 3 will retain the same Progress Grade. Also, a student may have an excellent Attitude to Learning score but an S for progress indicating that there is a specific area of difficulty that requires some intervention. Additional intervention is likely to be appropriate for students with an S or a L.

Each subject has its own assessment model to track the learning of the students in each topic or area of work. The assessments are subject-based because what works well to provide learning information for one subject area may not help in a different subject. Each subject will use this assessment information when allocating Progress Grades for reports.

#### Key Stage 4 and Key Stage 5 Target Setting

At Key Stage 4 and Key Stage 5 students' flight paths will be replaced by an individual subject target. Target setting discussions will take place between the subject teacher and the student to set appropriate targets for students.

At Key Stage 4 &5 these targets will be informed by Fisher Family Trust 20 benchmarks.

The student target will be reported to parent/carers/carers and will be shown at the front of books/folders and on reports. This will be informed by FFT20 benchmarks. The FFT benchmark will be used when calculating progress. At Key Stage 4 students will still have a target grade and will still have a progress grade reported.

## Assessment and Reporting Calendar

A detailed A&R calendar will be available at the beginning of each academic year which will specify dates for Mock Exams, End of Year Exams, Interim Grade Sheets, Full Reports, collection of predicted levels or grades and Subject Parent/carers/carers' Evenings.

## Reporting: Guidance for completion of Full Reports

### Subject Reports

#### Key Stage 3

- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress on the Flight Path. Excellent Progress – exceeding target, Good Progress - securely on target, Some Progress – approaching target, Limited Progress – below target.
- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** If a student is making limited or some progress, in a particular subject, the teacher will provide a written improvement comment which will explain how work can be improved.

#### Key Stage 4

- **Student Target Grade.** Produced by combining benchmark data indicators with teachers' own judgements and discussions with students about maximum potential by the end of the course.
- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress towards the DfE benchmark (FFT 50).. Excellent Progress – exceeding DfE benchmark, Good Progress - securely on DfE benchmark, Some Progress – approaching DfE benchmark, Limited Progress – below DfE benchmark.
- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** If a student is making limited or some progress, in a particular subject, the teacher will provide a written improvement comment which will explain how work can be improved.
- **Forecast Grade.** The Grade or level which the student will achieve at the end of the course if he/she continues working as they are now. This will not be reported to parent/carers/carers, who will have the progress grade, but is used to track progress and target interventions.

### Pastoral Reports

Pastoral Reports are written by the student's Form Tutor to accompany one of the Interim Grade Sheets. They aim to describe and celebrate the student's wider contribution to school life and their personal development, as well as reinforce the Subject Reports.

The Form Tutor Pastoral comment should be written in the third person with the parent/carer/carer as the audience and may comment on:

- Attitude and ethos of the student including their general participation in the life of the

school, e.g, use of the Library, volunteering, charity days etc

- A student's contribution to the Form
- Any extra-curricular involvement eg, music clubs, DoE
- Refers to Year Group specific issues eg, Options, Sixth Form applications, work experience, transition, UCAS.
- Demonstrates by its language and tone that the student is known and cared for.

<b>Role</b>	<b>Responsibility</b>
Teacher	Complete reports in line with whole school A&R calendar.
Form Tutor	Complete pastoral reports in line with whole school A&R calendar.
Head of Department	Sample check the quality of the department reports and liaise with teachers where necessary.
Head of Year	Check the quality of reports and write year head report in line with the A&R calendar.
Leadership Team	Sample check the quality of reports and write LT comments for Y11 and Y13 reports.
Parent/carers/carers	Liaise with school to ensure appropriate progress.

**Related Policies:**

Appraisal Policy  
Curriculum Policy  
Gifted and Talented Policy  
Learning & Teaching Policy  
Work Related Learning Policy  
SEND Policy

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