



KINGSDALE FOUNDATION SCHOOL

Assessment, Feedback, Recording & Reporting Guidelines 2026-27

Next Review July 2027



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Kingsdale Foundation School

Assessment, Feedback, Recording & Reporting Guidelines 2025-26

INTRODUCTION

Kingsdale Foundation School is committed to raising the quality of all students' learning, attainment, achievement and progress. The methods, quality, frequency and shared understanding of assessment lie at the heart of this.

'What is taught' and 'what is learnt' are rarely the same. Effective assessment, with subsequent useful feedback and reporting, can reduce the margin between what is taught and what is learnt, thereby increasing student learning, attainment, achievement and progress.

Effective assessment enables teachers to identify what students know, understand and can do, while informing future teaching and curriculum planning. Assessment should support the development of knowledge, understanding, skills and self-regulation, enabling students to make strong progress across the curriculum.

All assessment practices should be purposeful, proportionate and designed to improve learning. Feedback should be meaningful, manageable and motivating, allowing students to understand their strengths, address misconceptions and take the next steps in their learning.

KFS Assessment Guidelines also links to other school policies including, but not limited to, the Artificial Intelligence in Education Policy, JCQ Guidance and KFS Teaching and Learning Policy and should be read in conjunction with these and other relevant policies.

OBJECTIVES

- To ensure that all assessment is robust and clear in nature, being planned effectively with a reference to prior learning and progress and is linked to the relevant Programmes of Study and Schemes of Work.
- To ensure effective use of a variety of assessment procedures, in line with good Assessment for Learning (AfL) practice, to ensure students are fully aware of required next steps in their learning.
- To identify misconceptions, gaps in learning and areas requiring further development, enabling timely intervention and support.
- To recognise, review and reward student achievement and quality of learning through both formative and summative assessment.
- To communicate assessment outcomes to students in a diagnostic fashion, including regular verbal feedback on a 'live' basis, supported by written comments as required, to empower continuous student improvement. It is expected that as a part of this objective, students would be visited by the class teacher at least once per lesson.
- To use organisational comments in either verbal or written format, e.g. 'Work in a more focused manner' only in concert with subject specific or comments relating to the improvement of work presentation.
- To evaluate the success of particular teaching styles and curriculum offer through regular assessment, and thus stimulate purposeful curriculum review and evaluation.
- To offer students regular opportunities to assess and comment on their own work (self-assessment) and the work of other students in the learning situation (peer assessment).
- To offer students and parents regular opportunities to reflect and comment upon marking and assessment outcomes to help create a culture of genuine reflective practice and school-home assessment communication.



- To ensure that students' assessment results and other assessment data are tracked and analysed clearly and robustly against a range of external baseline measures, to ensure effective monitoring, sharing of student progress and planning for future learning.
- To provide effective information to parents about the progress of their child that is at least at a minimum in full compliance with statutory reporting requirements.
- To create a climate of learning among the staff in relation to assessment where teachers are confident and knowledgeable practitioners and remain fully up to date regarding national and local changes in assessment foci.
- To support the effective development and assessment of literacy and numeracy across the curriculum.
- To develop a culture of students having pride in the quality and presentation of their work, including written work.

THE POLICY IN PRACTICE

Live Marking and Verbal Feedback

Formative assessment and feedback should be integral to classroom practice. **Feedback is most effective when it is timely, specific and focused on improving learning.** Verbal feedback, live marking, questioning, whole-class feedback and other appropriate strategies may be used to provide students with guidance on their learning.

- Teachers should regularly check students' understanding during lessons and provide feedback where it will have the greatest impact.
- Verbal Feedback (VF) may be recorded in student books where appropriate.
- Students may record responses to feedback using green pen.
- Regular opportunities should be provided for students to review, improve and reflect upon their work.
- Homework may be reviewed through teacher, self-assessment or peer-assessment approaches as appropriate to the task and subject.

Self and Peer Marking

Alongside the process of live teacher marking and the provision of Verbal Feedback, students should be provided with regular opportunities in class to undertake self and peer assessment. Where this occurs, work should be marked by students using the student **Green Pen**.

Frequency of Deep Diagnostic Marking

Students should receive two detailed, personalised pieces of diagnostically marked work per subject in Key Stages 3, 4 & 5. If the subject is taught once a week, the frequency of marking is once per half term.



When 'deep marking', the written feedback from teacher should:

- Link it to the assessment objectives to measure retention and progress
- focus on improving learning;
- give students opportunities to respond;
- normally be returned within an appropriate timeframe for impact.

Where this work coincides with a planned Go4Schools data entry cycle, this task can comprise the departmental summative assessment task to prevent unnecessary administration.

Fix It Time (FIT) should be used where necessary to enable students to act upon feedback and improve their work.

Teachers should use the KFS Feedback and Feed-forward sheets when completing deep marking.

Effort & Achievement Grades

For all tasks that are assessed by the teacher or by students as self/peer review, it is expected that an Effort grade would be provided and recorded in the student's exercise book, folder and assessment sheets. (See Appendix 1)

In the provision of Written Deep Diagnostic Feedback as outlined above, staff should use the Achievement Grade listed below to assist with formative assessment of student work and feedback:

- **Excelling** – *the student has exceeded the objectives in a given task or assessment, including understanding at greater depth*
- **Secure** – *the student has achieved the objectives in a given task or assessment and should now look to develop the depth of their understanding*
- **Developing** – *the student has made some progress towards reaching a given objective or outcome but has further areas of development to reach all aspects*
- **Working Towards** – *the student has been taught the skills and content linked with the learning objectives but are at the early stages of acquisition and not able to apply the skill independently*

Summative Marking (Unit Tests) and Examination Week

Teaching staff are required to enter a summative grade for all their students into Go4Schools by the published deadlines each term. The entered grades must be based on meaningful and moderated assessment in line with that set across the department/faculty and identified in the common scheme of work. The quality and veracity of this grade remains the responsibility of the class teacher but will be subject to departmental and faculty standardisation and moderation.

- **Once every term**, in line with the published Assessment & Reporting Cycle, students will have Kingsdale Levels (Years 7, 8 & 9 at Key Stage 3) or Grades (Key Stage 4/5) recorded onto the School's online assessment portal to identify their summative progress.
- At KS3 & KS4, a summative grade will be provided **once every half term in core subjects (English, Mathematics & Science)** with the summative data recorded on the school's assessment portal.
- Summative marking indicating the students' current level of attainment must be provided on the assessed piece of work and recorded on Go4Schools.
- It is expected that all students across different teaching sets attempt a common



assessment test (**Unit/Topic Test**) for the summative assessment which is:

- A. based on the content that has been taught with identified assessment objectives as per the department assessment schedule and schemes of work. The topic list must be provided three weeks in advance to students for any summative assessment to ensure effective retrieval of concepts and skills.
 - B. aligned with the format and level of questioning in sample papers from the exam board and quality assured by the Head of Department/ Director
 - C. moderated across departments and faculties to ensure consistency and enhance quality assurance; Department managers are required to ensure that accessible departmental archives of standardisation/moderation activities are retained and are available to teaching staff and managers on request.
- Alongside the summative assessment activities outlined above, there will be one centrally organised '**examination week**' per year group during the academic year. The Directors of Learning & Heads of Phases are responsible for ensuring parents are notified by letter at **least 6 weeks** before of the start of a centrally organised examination week, along with the lists of topics that have been taught and will be covered in the exam.
 - Departmental managers are expected to provide centrally organised revision materials to students communicated via student & parent email and SMHW/ MS Teams. This **revision material** should only include content which is due to be assessed in the summative assessments (Unit Tests/ examination week), while the content of the examination task should only include content or skills which the students have been taught as part of the curriculum plan.
 - Teachers are expected to ensure that students who are absent due to legitimate and authorised conditions, e.g. medical illness, have appropriate opportunities to **catch-up** on missed summative assessments through alternative tasks that are aligned with the format and level of challenge in the common assessment test for the year group. Digital platforms may also be used to support learning and assessments in these conditions.

Presentation of Student Work & Literacy Marking

It is also recognised that the quality of the presentation of student work, must be a focus in assessment and feedback. **It is a school expectation, articulated through this document, that students present their work to the highest possible standard at all times, building upon good practice established within their primary school experiences. Check Appendix 3 for Kingsdale Foundation School Presentation Guidelines for Students.**

- It is an expectation that students will ordinarily write on lined paper (exercise books or folders), except where a learning objective requires an alternative to be used, e.g. practical subjects. All work completed should be retained in the student work record, i.e. **loose sheets to be secured** into student folders/books usually by glue or through the use of treasury tags for bulky items.
- It is noted that in some performance-based subjects, such as Drama and Physical Education, opportunities for written work may be more limited. In such instances, teachers will keep formative and summative assessment data related to performance aspects of the specification.
- Staff should communicate high expectations to students in regards to the quality of their written work and presentation of their work.
- Students should complete all drawing related activities, including underlining in pencil, unless an alternative is required by curriculum focus, e.g. art.
- The titles relating to classwork and homework must be written clearly at the top of the relevant page and underlined using a ruler.



- All work completed in class or at home must be dated and the date underlined.
- All errors should be rectified through a simple process of crossing out once with a straight line using a ruler in pencil.
- Teachers must ensure that students do not scribble, draw or otherwise deface their exercise books/folders and that any such occurrences are rectified through the appropriate covering/cleaning of the affected item. Persistent occurrences should be dealt with through the school's behaviour procedures.
- **Staff are required to apply the Kingsdale Foundation School Literacy Marking Policy (See Appendix 1).** Marking should take into account the use of English, particularly spelling, punctuation and grammar as well as correcting subject specific key terms as a priority. Significant errors should be corrected. Correcting every error may discourage a pupil.
- Heads of Department/ Directors should routinely carry out book sampling and inspect exercise books and folders to ensure the volume, quality and presentation of students' work, students response to FIT and teachers' marking demonstrate high standards.

Integrating Assessment and Feedback in Curriculum Planning

It is expected that the principles of Assessment for Learning (AfL) will be employed by teachers in the planning, delivery and review of assessments. Embedding Formative Assessment Staff Training Programme (EFA) aims to securely embed AfL approaches across all subjects. All staff are required to participate in EFA.

- Clear assessment objectives must be shared with the class at the start of the lesson although there is no requirement for students to copy the objectives into their books. Best practice will see students being able to articulate learning objectives and success criteria to demonstrate effective understanding.
- Assessment objectives must be well planned in line with department Programmes of Study and Schemes of Work. The language used to present assessment objectives should be in line with good practice, e.g. "To be able to. " and should not be confused with tasks.
- Departmental schemes of work must indicate opportunities for assessment, including different types of formative assessment and timings of summative department wide assessments.
- All assessment is expected to be used to inform future planning.
- Assessment objectives should reflect decisions and experiences of previous lessons. Students should be given opportunities to reflect on whether they have reached the specific objectives set out.
- Teachers should facilitate the use of higher level questioning to enable learning and as an assessment tool. Teachers should be particularly vigilant to ensure that students who might be reluctant to engage, are encouraged to question to and answer at a higher level. This is best achieved by targeted questioning and the **avoidance of a 'hands up' approach**. The school intranet has been designed to enable staff to have access to useful reference texts to develop higher level questioning, including Bloom's Taxonomy.
- It is important that any targets set for future improvement should be SMART, i.e. they are Specific, Measureable, Achievable and Realistic Targets.
- It is an expectation that termly summative assessments, i.e. those which provide a grade to be uploaded on to the Go4Schools portal, will be standardised across departments and faculties to ensure consistency and enhance quality assurance.
- **Consistency of assessment across the teaching sets is essential** to ensure robust judgements about progress are made. Directors and Heads of Department are responsible for ensuring this consistency of assessment and feedback across departments in both formative and summative assessment.
- Departmental and faculty managers are also expected to design and oversee a programme of assessment monitoring in their areas and ensure that robust records of



this monitoring are retained for quality assurance purposes by senior management.

- **Students should be clear about the marking criteria** which will be used when their work is assessed. This is the responsibility of the teacher. Assessment criteria should be incorporated into lesson planning and shared with the students. Such criteria would normally be shared with students prior to an assessment/exam.
- Team leaders are expected to incorporate the quality of assessment and assessment outcomes into their Teacher Appraisal/Performance Management discussions to ensure continuous student progression and achievement.
- Departmental managers are expected to provide centrally organised revision materials to students communicated via student & parent email and SMHW.
- **Departmental moderation/standardisation of examination marking** must take place. Examination marks are to be entered into the Go4Schools portal database by the published deadline and will normally be released to parents on/before the published date for release. Staff are not permitted to inform students of their subject examination results for their subject prior to central release.
- For any class based tests that the teacher may plan, **students should be informed well in advance of all tests and understand fully the areas to be tested.** Assessment and feedback processes, either verbal or written, should be detailed and clearly indicate areas of weakness, improvement and targets for future progress.
- Full details of the School's assessment & reporting cycle for an academic year can be located on the Staff Intranet www.ks-internal.co.uk and should be referred to regularly. Staff are expected to meet these data recording and reporting deadlines.

Progress Review Week

Assessment information should be used to identify students who require support, challenge or intervention.

Class teachers, subject leaders, Heads of learning/Departments and faculty directors are expected to monitor student progress against baselines and identify for early intervention, any students who are not making the expected progress across the Key Stage. Student progress against baseline grades will form part of the staff Appraisal process.

Once each term, staff should review assessment data information to:

- evaluate student progress;
- identify barriers to achievement;
- review the effectiveness of teaching and curriculum provision;
- plan appropriate interventions where required.

Assessment information should be collected and used proportionately, with a clear focus on improving outcomes for students.

Student and Parental Voice in Marking Decisions

It is also vital that students are offered opportunities in assessment and feedback processes for peer evaluation, self-evaluation comment and reply. The importance of the student voice, and that also of parents and carers in the assessment, feedback and reporting process, is recognised in this document and in school practice, as is the need for all feedback to be internalised and acted upon by the students to enable future progress.

- Students should be involved in the assessment and evaluation of their work so that they develop the skills of analysis needed to identify areas of weakness and future improvement.
- It is a school expectation that teachers will establish a consistent two-way dialogue between themselves and students in their assessment approach, i.e. by engaging with



students as part of 'live marking', allowing students opportunities in the class to 'digest' assessment feedback and opportunities to comment in writing in their books.

- The School's '**Green Pen Strategy**' requires students to engage in the process outlined above. These pens are supplied by the class teacher to allow students the chance to read and respond to any written marking feedback
- It is essential that students not only read and 'digest' written teacher feedback, but are offered opportunities and actively demonstrate that they have acted on any feedback given. Good practice will see staff using the opportunities provided by the implementation of the green pen strategy to pose questions which extend student depth of understanding and enable progression in achievement.
- Once per term, students will be asked to complete the centrally organised Headteacher's confidential feedback questionnaire which will provide students with an opportunity to provide confidential feedback relating to learning and teaching, learning and assessment in their classes.

Informing parents of student progress

- Teachers are required to ensure that any concerns relating to the progress of a specific student in their class are raised with parents/carers at the earliest opportunity. **Concerns should not be 'stored up' until the allocated Parents' Evening for the Year Group** as often this may be too late to implement any home/school intervention strategies. Teachers are required to plan and provide specific feedback related to how students can improve in their subjects.
- Effective communication with parents and carers lies at the heart of effective assessment. To assist with this, staff may wish to utilise the AfL Marking Dialogue Record Sheet (Check Appendix 2) to enable parents to comment on assessment decisions and enter into dialogue with teachers to support and promote student areas for development.
- It is suggested that student folders/books are sent home to enable effective parental engagement with assessment processes, at least once every three to four weeks.
- Parents will receive a maximum of **three academic reports per Year Group**; up to two of these will be in the form of Short Academic Reports which provide information on student Effort, Organisation, Achievement Grade and End of Term Grade in each subject. One additional report will be a Full Academic Report containing written comments and accompanied by a parents' meeting. All reports are produced using the Go4Schools reporting module. Students do not receive a Short Academic Report in a term where they have received a Full Academic Report.
- Full details of the Assessment & Reporting cycle for the academic year are available on the School's website and Staff Intranet at www.ks-internal.co.uk
- Year 7, 9 and Year 12 parents will be invited to attend an additional 'Settling- In' evening which will usually take place early during the second half of the Autumn Term. This reflects the fact that these students will have commenced new courses and hence additional parental information and feedback will be helpful in assisting student progress.
- Parents will also be able to access the assessment scores of their child through the electronic interactive Go4Schools Parent portal.
- The annual Full Academic Report will be a qualitative, personalised and descriptive report that will inform parents in writing of their child strengths and areas for development in each timetabled subject/class, including the tutor period. Each full subject report may be produced using a departmental comment bank but will also contain substantial personalised 'free text'. Reports also contain a summary of areas covered by the curriculum in each subject which will be provided centrally.
- Teaching staff completing reports are reminded on the need for the highest standards of presentation and grammar/spelling & punctuation when writing student reports. A quality clear control system will be in operation requiring all teacher reports to be 'First Reviewed' by a department manager, before being 'Second Reviewed' by a Senior Manager. Any errors/omissions will be corrected before publication.



- All reports will be made available in electronic copy at published intervals with arrangements for those parents who do not have or wish to utilise the internet. Full Reports will be published online at least one week before the scheduled Parents' Evening for the year group to which the report pertains. A hard copy of each published report will be retained on the student file. This will be facilitated by the Pastoral Assistant for the relevant year group.
- An online booking system is used to enable parents to book 5-minute appointment slots for each Parents' Evening. Online booking will usually open at least one week before the scheduled Parents' Evening but after the publication of the Full Report to allow parents time to digest the report before booking.

Homework

Homework supports learning beyond the classroom and should be considered an integral part of curriculum planning.

Homework should be planned carefully and support retrieval, practice, wider reading, independent learning or preparation for future learning.

Homework tasks must be recorded through the school's approved digital platform. The School uses the Satchel One (Formerly Show My Homework) web based system to ensure clear recording and communication of homework tasks. Teachers are required to record all set homework tasks using this system, preferably in advance of the relevant lesson taking place. A set and due date must also be clearly recorded. It must reflect the School's high standards in regards to presentation and quality of tasks. Students should be provided with clear instructions and deadlines.

Feedback on homework should be proportionate to the task and may take a variety of forms including verbal feedback, self-assessment, peer-assessment, whole-class feedback, digital feedback or teacher marking.

Homework should contribute to students' knowledge, understanding and skill development and reflect the school's expectations regarding presentation and effort.

Artificial Intelligence and Assessment

The school recognises the increasing role of Artificial Intelligence (AI) technologies in education.

- Work submitted for assessment must accurately represent a student's own understanding and learning.
- Where AI tools have been used appropriately to support learning, students may be required to acknowledge their use.
- Teachers should design assessment activities that allow students to demonstrate independent knowledge and understanding.
- Staff may utilise approved AI technologies to support planning, feedback and administration in accordance with school policies, safeguarding requirements and data protection legislation.

Any use of AI must comply with current JCQ, Safeguarding and related school guidance and policy.

'Kingsdale Grades' – Key Stage 3 (Years 7, 8, 9)

Following the removal of National Curriculum Assessment Levels, the school has designed and implemented a rigorous assessment system, known as 'Kingsdale Grades'. Please click [here](#) for the Parental Information Booklet.

- In each subject, student summative attainment at Key Stage 3 is measured by Kingsdale Grade descriptors in the range 1-9, with 9 being the highest and 1 the lowest.
- Kingsdale Grade descriptors reflect attainment in both skills and knowledge across the Key Stage. Kingsdale Grade descriptors in each subject descriptor allow for flexibility in summative assessment, related to the curriculum demands of each subject. For



instance, where the National Curriculum requirements in a subject may refer to four key skills, these can be reflected in the descriptors. Kingsdale Grade subject descriptors reflect the key principle that the language of assessment should be accessible to students and parents, enabling them to see clearly how to make progress to the next level or widen their skills or knowledge acquisition.

- In each subject Kingsdale Grade descriptor, the full range of attainment should be available within the key stage, i.e. a Level 9 may be attained. While mapping onto the reformed GCSE Grading system 1-9, a Kingsdale Grade does not equate to a reformed GCSE grade directly.
- When assessing formatively, the following key language should be used by teachers at Key Stage 3 -

Excelling – the student has exceeded the objectives in a given task or assessment, including understanding at greater depth

Secure – the student has achieved the objectives in a given task or assessment and should now look to develop the depth of their understanding

Developing – the student has made some progress towards reaching a given objective or outcome but has further areas of development to reach all aspects

Working Towards – the student has been taught the skills and content linked with the learning objectives but are at the early stages of acquisition and not able to apply the skill independently

- A key principle of the Kingsdale Grades system is that students should be encouraged to increase their depth of understanding in a given assessment area, rather than simply move onto study new areas.
- Summative attainment information generated by the Kingsdale Grade system will be recorded on Go4Schools in line with the policy outlined elsewhere in this document.
- Upon arrival at the school, student starting points and projected target grades will be generated as Kingsdale Grades from Key Stage 2 data and in-house baseline tests, e.g. CATS, SRTs etc. Information on the projected standardised progress for students can be seen in the Flight Path diagram viewable in the Key Stage 3 Parent Guide (see link above).
- Ongoing training and induction relating to the Kingsdale Grade assessment system will take place throughout the academic years, with effectiveness and robustness reviewed throughout the academic year by the relevant manager.

Specific Sixth Form Assessment Expectations

It is recognised that the nature of assessment in post-16 Level 3 courses will vary in relation to depth and subject matter when compared to Key Stage 3 and 4 programmes. As a result, while the main aspects of this policy apply equally to post-16 courses, a number of specific requirements are also identified below:

- At Key Stage 5, **at least two detailed**, personalized pieces of marked work per subject per half-term are required.
- Methods of assessment for post-16 courses, particularly at Level 3, must be varied in nature in line with specification requirements and should not be overly reliant on one type, e.g. note taking/essay writing.
- Sixth Form students are expected to organise their work for each subject in a dedicated folder which should contain the reading list & course outline, along with notes taken and any assessed work. Students are not required to bring these folders to every lesson although they will be required to bring them to the class periodically for quality assurance by subject teachers.
- Subject teachers will not routinely assess notes taken by students in class or as part of homework tasks, but they will be considered as part of the quality assurance process above.



- It is expected that the level of written assessment feedback for post-16 Level 3 courses will be significant in range and depth. For instance, it is expected that Sixth Form essays would be significantly annotated to provide detailed assessment feedback to students.
- Sixth Form teaching staff are required to maintain an **assessment exemplar file for each class**, containing a range of assessed work for departmental standardisation, appraisal and professional development purposes.
- There will be a particular focus at post-16 study on the range and depth of student class based and wider reading. Teaching staff must ensure that assessment practice allows for a proper evaluation of student progress in this regard.

Rewards/Recognition of Achievement

Students need to have recognition of their achievements in their learning. Recognition must be given for effort and improvement in progress. These are set out in detail in the school's Achievement & Behaviour Policy.

Roles and Responsibilities

The role of Senior Managers in Assessment

- To facilitate discussion/moderating opportunities to Departments/Year Teams to discuss assessment, recording and reporting in their areas.
- To analyse early predictions of GCSE/Key Stage 3 grades/levels against externally obtained benchmarking data, e.g. CATS, SATs etc. and target data held on Go4Schools in order to take early action when grades are not in line with individual, department and whole-school targets.
- To sample the quality of assessments and assessment practice within and across subjects and years and to ensure that best Assessment for Learning and Assessment of Student's Progress practice routinely takes place within and across curriculum areas.
- To provide rigorous quality assurance monitoring in relation to formal reports prior to issuing to parents.
- To conduct detailed analysis and evaluation of test/exam results with respect to whole-school trends, group performance and value added, identifying required action for improvements and future developments in staffing, learning, teaching and assessment practice.
- To ensure that student tracking and monitoring is carried out effectively and consistently to maximise student attainment and progress.
- To ensure effective communication to parents of key assessment information/events throughout the academic year, including Parents' Evenings and Reports
- To ensure that regular formative and summative assessment practice within the faculty is assisted in identifying any 'gaps' in knowledge, understanding and skills identified through assessment.

The role of the Director/Head of Department

- To create a half termly assessment schedule at the start of the academic year clearly specifying formative and summative assessment tasks which are integrated in departmental schemes of work, including timings of summative department wide assessments that is consistently followed across the department.
- To ensure that there is consistency and quality assurance of assessment practice/reporting across their curriculum area.
- To facilitate discussion/moderating opportunities within their curriculum area to discuss assessment, recording and reporting.
- To analyse early predictions of A Level/GCSE/Kingsdale Grades against externally obtained benchmarking data, e.g. CATs/SATs and Go4Schools target data, in order to take early/future action when grades are not in line with individual, department and



whole-school targets.

- To review progress each term using the data on Go4Schools, ensuring reasons for progress concerns are discussed, personalised interventions are implemented and impact reports are produced.
- To ensure that staff in their curriculum area are confident and knowledgeable in the use of academic assessment data, including benchmarking information.
- To ensure that student tracking and monitoring is carried out effectively and consistently.
- To ensure that such data is used by individual teachers to plan lessons, plan assessment opportunities and signpost areas for future progress both of groups and individuals.
- To sample the quality of assessments and assessment practice within and across subjects and years and to ensure that best Assessment for Learning and Assessing Student's Progress practice routinely takes place within their curriculum area.
- To provide high expectations and rigorous quality assurance monitoring in relation to all assessment reporting, including formal reports, prior to issuing to parents.
- To conduct detailed analysis and evaluation of test/exam results with respect to whole-school trends, group performance and value added, identifying required action for improvements and future developments in staffing, learning, teaching and assessment practice.
- To ensure that teaching staff understand the professional expectation to communicate with parents/carers when concerns regarding progress of a specific student arise, or where a student has performed particularly well and positive feedback is required.
- To ensure that regular formative and summative assessment practise within the department is assisting in identifying any gaps' in knowledge, understanding and skills identified through assessment.
- To routinely carry out work scrutiny and inspect exercise books and folders to ensure the volume, quality and presentation of students' work and all aspects of the policy are being followed as part of the quality assurance policy.

Head of Learning & Heads of Sixth Form, Upper/ Middle/ Lower School

- To cultivate an ethos of academic progress tracking within the Year Team, empowering tutors to monitor student performance across a range of subjects, intervening, for instance with specific targets, where required.
- To ensure effective pastoral team communications with parents in relation to student academic attainment, achievement and progress.
- To ensure effective communication to parents of key assessment information/events throughout the academic year, including Parents' Evenings and Reports.
- To oversee the organisation of Parent's Evenings for year teams within their area of responsibility in concert with the Deputy Headteacher responsible for assessment.
- To cultivate a student awareness and understanding of school assessment systems and data across the year team to maximise achievement, attainment and progress.
- To oversee the system of tutor issued Academic Progress report cards where required.
- To oversee administrative aspects of the annual full reports and parents' evenings.
- To ensure raised student awareness of any pending exams and strategies for effective preparation and revision.
- To liaise with Heads of faculty and department to ensure that regressing/ coasting learners who may be exhibiting knowledge and/or skills acquisition gaps are clearly identified and supported engendered.

The role of the Examination Officer

- Oversee all the arrangements of external examinations, ensuring that these are conducted according to requirements.
- Maintain an up-to-date awareness of assessment requirements set by examination boards and ensure that information is disseminated to relevant staff, e.g. Directors/Heads of Department etc



- Ensure that students and parents are provided with examination timetables well ahead of time and information for correct conduct within examination settings.
- Work closely with the School's Data Manager to ensure effective communication of assessment data & tracking of student achievement.



KFS Marking Code

The Target	Symbol (written in the margin or by the target)	Action for student.
Indicates a good point or a point that is correct.	✓	Keep up the good work.
Indicates an incorrect point.	X	Check work more carefully.
Indicates that something doesn't make sense.	?	Rephrase the sentence.
Indicates a spelling mistake.	sp	Try to use a dictionary more carefully.
A word or phrase is missing.	^	Check work more carefully.
Indicates a missing full stop.	0	Add a full stop at the end of a sentence.
Indicates a missing capital letter.	caps	Add a capital letter where appropriate.
Indicates that a new paragraph is required.	//	Try to write long answers in paragraphs.

Marking Code

The **EDSM codes** indicate the level of achievement in the identified assessment objectives and the **letters** indicate your level of **effort**

<i>Excelling (E) = the student has exceeded the objectives in a given task or assessment, including understanding at greater depth</i>	<i>A = Excellent effort and application to the work.</i>
<i>Secure (S) = the student has achieved the objectives in a given task or assessment and should now look to develop the depth of their understanding</i>	<i>B = A good effort showing time and care has been spent on this work</i>
<i>Developing (D) = the student has made some progress towards reaching a given objective or outcome but has further areas of development to reach all aspects</i>	<i>C = A satisfactory effort showing that some time and care has been taken with this work</i>
<i>Working Towards (WT) = the student has been taught the skills and content linked with the learning objectives but are at the early stages of acquisition and not able to apply the skill independently</i>	<i>D/E = A poor effort showing that little time and care has been taken with this work.</i>



Foundation School Presentation Guidelines for Students

The way that you present your work is very important. Please make sure that you follow these important guidelines:

- Always use the correct code for the work and write this in the top left of your page. For class work you would use C/W and for homework H/W.
- Always write the title of the class work or homework clearly at the top of the page.
- Always underline your titles, including any subheadings, with a ruler. A pencil rather than a pen should be used for underlining.
- All diagrams and drawings should be made in pencil and be labelled with a heading to show what the diagram or drawing is about.
- Where a mistake is made, this should be ruled out using a pencil and ruler. A single line should be used.
- Work should be ruled off before a new piece is started.
- All loose worksheets must be glued in neatly into exercise books or inserted in the correct location into folders. For larger items, treasury tags should be used.
- The outside of exercise books and folders must be kept clear, clean and tidy.
- Where the teacher has written a feedback comment for your attention, you should respond to this using a **green pen only**. Ask your teacher for one if you do not have your own.



FEEDBACK & FEED-FORWARD

Effort (A-E)	
Achievement (ESDW)	
WWW	
EBI	
Mark/ Percentage	
REDRAFT/ FIX IT	

Effort Grade Key A = Excellent effort and application to the work B = A good effort showing time and care has been spent on this work C = A satisfactory effort showing that some time and care has been taken with this work D/E = A poor effort showing that little time and care has been taken with this work.	Achievement Grade Key Excelling (E) = the student has exceeded the objectives in a given task or assessment, including understanding at greater depth Secure (S) = the student has achieved the objectives in a given task or assessment and should now look to develop the depth of their understanding Developing (D) = the student has made some progress towards reaching a given objective or outcome but has further areas of development to reach all aspects Working Below (WB) = the student has been taught the skills/ content linked with the learning objectives but are at the early stages of acquisition/ not able to apply independently
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