

Assessment and Feedback Policy

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Contents

1. Purpose and rationale	3
2. Principles	3
3. Assessment model	3
3.1 Milestone Assessments	3
3.2 Mini-milestone Assessments	3
3.3 Everyday formative assessment and recall	4
4. Feedback	4
4.1 Written feedback standard	4
4.2 Whole-class feedback.....	4
5. DIRT: Directed Improvement & Reflection Time	4
6. Marking, books and presentation	5
6.1 Marking.....	5
6.2 Book checks	5
7. Literacy and TA coding.....	5
7.1 Literacy codes	5
7.2 TA coding when scribing	5
8. Progress, targets and reporting.....	6
8.1 Key Stage 3	6
8.2 Key Stage 4	6
8.3 Reporting principles	6
8.4 Reporting indicators.....	7
9. Moderation and standardisation	7
10. Results Analysis.....	7
11. Attitude to Learning	8
12. Expectations for students	8
13. Expectations for teachers and departments.....	9
Appendix A: Assessment and feedback at a glance.....	9
Appendix B: Key terms	9
Appendix C: Sample reporting structure	9

1. Purpose and rationale

Assessment at John O’Gaunt School is used to understand what students know, understand and can do, to identify learning gaps and to inform the next steps in teaching. Assessment should never be undertaken for assessment’s sake. Its outcome should be meaningful and used to enhance teaching and learning.

The school’s approach is designed to balance effective assessment and feedback with protecting curriculum and learning time. The policy therefore sets clear expectations for the purpose and quality of assessment, while avoiding unnecessary prescription about feedback frequency or method.

2. Principles

- High-quality initial instruction comes first.
- Learning objectives and success criteria should be clear.
- Formative assessment should be embedded in teaching to identify gaps and check progress towards learning objectives.
- Teachers should use a wide repertoire of questioning and responsive assessment strategies.
- Assessment should be purposeful, meaningful and proportionate.
- Feedback should move learning forward, address specific learning gaps and support self-regulation.
- Students must have opportunities to act on feedback.
- Written and verbal feedback, whole-class feedback, peer assessment and self-assessment should all be used appropriately.
- Assessment and feedback should be delivered in ways that motivate students and develop confidence.
- Teacher workload should be considered when selecting assessment and feedback approaches.
- Progress data is used to identify individual progress and learning gaps, not as a measure of teaching quality.

3. Assessment model

3.1 Milestone Assessments

- Milestone Assessments are the school’s summative assessments.
- There should be at least three Milestone Assessments in an academic year.
- Milestones are always graded.
- They should assess learning against clear subject-specific criteria.
- At KS3, criteria should define Working At Standard and Working Above Standard.
- At KS4, clear grade/mark criteria should be used.
- Milestones are normally conducted under assessment/exam conditions, with appropriate access arrangements (AA).
- Examples may include an end-of-topic test, mock examination or practical assessment.

3.2 Mini-milestone Assessments

- Mini-milestones are shorter assessments used to check learning and inform responsive teaching.
- There should be at least three Mini-milestones in an academic year, normally one per term.
- Mini-milestones do not need to be conducted under exam conditions.
- They may include a shorter essay, extended examination question, recall test, presentation or shorter practical task.

- Mini-milestones may be graded.
- They may be peer- or self-marked, but the assessment must be verified by a teacher in red pen.
- Subject-specific variation is appropriate for practical subjects.

3.3 Everyday formative assessment and recall

- Recall testing should be part of everyday teaching and may be used alongside homework and Directed Independent work tasks.
- Recall activities should be evident in students' books or through student voice, but do not need to be recorded centrally.
- Lessons should foster a positive climate in which students experience regular testing as high-challenge and low-threat.

4. Feedback

Feedback should be timely, specific and actionable. It should focus on the task, subject knowledge/skills and self-regulation, rather than providing general or vague remarks.

4.1 Written feedback standard

- Written assessment feedback must use TAN for all formal assessments in all subjects.
- TAN means 'Take Action Now' and should be direct, instructional, appropriate to the individual student and linked to DIRT.
- Feedback should target the most important learning gaps rather than attempt to correct everything.
- The amount of written feedback should be appropriate to the child and class. Students with cognition and learning needs, including dyslexia or a low reading age, should not be over-corrected.

4.2 Whole-class feedback

Whole-class feedback may be tailored to the subject, but a quality standard should include:

- Praise
- TAN – Take Action Now
- Misconceptions
- Spelling – critical key words and common errors

Whole-class feedback sheets should be photocopied on BLUE or GREEN. Whole-class feedback should be used as part of responsive and adaptive teaching and alongside appropriate 'respond' strategies.

5. DIRT: Directed Improvement & Reflection Time

- DIRT is the planned opportunity for students to respond to and apply feedback.
- DIRT is completed in GREEN PEN.
- DIRT should support feed-forward: students should improve, extend or apply their learning rather than simply complete recall-based gap-closing.
- Peer and self-assessment may form part of DIRT, with clear distinction between teacher and student assessment.
- Following each Milestone Assessment, students should receive feedback and complete DIRT.

6. Marking, books and presentation

6.1 Marking

- Book marking and written feedback will be completed in RED PEN.
- This includes comments, corrections and written feedback statements.
- Assessment approaches should be consistent within departments and supported by moderation and standardisation.

6.2 Book checks

Book checks should take place regularly. They are intended to check the quality and completeness of learning rather than generate unnecessary written commentary.

- High-quality or improving work standard.
- No incomplete work, excluding gaps caused by attendance.
- Well-presented work and appropriate use of presentation stickers.
- Clear evidence of assessment, feedback and DIRT.
- Folders should be available to students.
- Online exercise books should be checked.
- Presentation stickers should be routinely used.
- Staff should ensure that identified issues are addressed.

Book-check comments may be appropriate but are not required. The purpose is to ensure students are working hard, keeping up with work, producing quality work, presenting work to standard, developing literacy and being challenged where expectations are not being met.

7. Literacy and TA coding

7.1 Literacy codes

Code	Meaning
Sp	Spelling
P	Inaccurate or missing punctuation
C	Missing or inaccurate capital letter
//	New paragraph needed

Literacy correction should be appropriate to the individual student. Students with cognition and learning needs, including dyslexia or a low reading age, should not be over-corrected.

7.2 TA coding when scribing

Code	Meaning
N	Note-taking from the board
I	Scribing the student's independent work
TA	TA working together with the student and supporting completion of work

Notes should be recorded in the margin when TAs scribe so teachers can understand how much work has been scaffolded or completed independently.

8. Progress, targets and reporting

8.1 Key Stage 3

- KS3 targets are based on KS2 scores for each subject.
- Attainment is communicated using: Above Expected, Working At and Working Below.
- Subject-specific grade descriptors should support informed decisions about attainment and describe the knowledge and skills required.
- From 2026, new Progress descriptors will be used:

	Progress	Description
4	Excellent	The student is making more progress than expected for this stage of the course. They are developing their knowledge, understanding and skills particularly well and are able to apply these independently, confidently and consistently .
3	Good	The student is making the progress expected for this stage of the course. They are developing their knowledge, understanding and skills appropriately and are building effectively on their previous learning .
2	Developing	The student is making some progress but less than expected for this stage of the course. They are developing their knowledge, understanding and skills but may require additional support, practice and consolidation to make the expected progress.
1	Limited	The student is making limited progress for this stage of the course. They are beginning to develop their knowledge, understanding and skills but require significant additional support, practice and consolidation to make the expected progress.

8.2 Key Stage 4

- Ambitious GCSE targets are generated from Year 10 using KS2 data and Fisher Family Trust (minimum of FFT20) targets.
- Working at Grades are an indication of the grade level a student is currently performing at, based on their assessment results and the knowledge and skills they have demonstrated at that point in the course. It is not a fixed or final grade. As students progress through the GCSE course and complete more topics, their working-at grade may increase, decrease, or fluctuate. This is because later assessments may cover different topics, skills, and levels of difficulty.
- Most Likely Outcome (MLO) is an indication of the grade a student is currently most likely to achieve at the end of their GCSE, based on their assessment performance, progress, and the knowledge and skills they have demonstrated so far.
- Mock examination results will be graded using the latest official grade boundaries.

8.3 Reporting principles

- Academic data reported to parents/carers must be useful to all stakeholders.
- Data collection should not be onerous and should provide meaningful information from which improvements can be identified.

- Progress data should highlight individual progress and learning gaps so that teaching and support can be improved.
- Progress is not a linear flight-path and curriculum impact should not be measured exclusively through outcomes until KS4.

8.4 Reporting indicators

Indicator	KS3	KS4
Attendance	Yes	Yes
Achievement Points	Yes	Yes
Behaviour Points	Yes	Yes
Attitude to Learning	4-point scale, linked to school values	4-point scale, linked to school values
Progress Indicator	Above track / On-track / Below track	Above track / On-track / Below track
Mock Exam Result	N/A	Yes

9. Moderation and standardisation

- Departments should undertake appropriate moderation and standardisation to improve consistency in assessment and grading.
- Subject grade descriptors should be developed and maintained within subject areas.
- Assessment outcomes should be interpreted in context; changes in progress should not be treated as a simple linear flight-path.
- The school will priorities consistency of standards while retaining appropriate professional judgement.

10. Results Analysis

Assessment data is used systematically to evaluate student progress, inform teaching and learning, and identify students or groups requiring additional support. Following each assessment point, data is captured accurately within the school's MIS and analysed by leaders and teachers.

Analysis should consider both headline attainment and progress, as well as the performance of specific groups, subjects, classes and individual students. Staff should use this analysis to identify strengths, gaps in learning and areas where further teaching, support or intervention is required.

Following each data analysis cycle, a Standards Document is completed to record the key headline figures and the main findings from the assessment data. The document should clearly identify any areas requiring intervention or further action, including the pupils, groups or areas of learning concerned.

Where intervention is identified:

- appropriate action or intervention should be planned and implemented;
- the intervention should be recorded on the MIS, including the intended outcome where appropriate;

- teachers and leaders should monitor the impact of the intervention through ongoing assessment and review; and
- the impact and outcomes should be considered at the next data capture and analysis point.

The Standards Document therefore provides a clear record of the school's assessment cycle, linking assessment → analysis → action/intervention → review. This ensures that assessment information is used purposefully to improve teaching, address gaps in learning and support pupil progress, rather than being collected solely for accountability purposes.

11. Attitude to Learning

Our Attitudes to Learning are linked to our school values of Ambition, Care and Courage:

Attitude to Learning

JOG Value	Excellent	Good	Inconsistent	Poor
Ambition	I am enthusiastic to learn new things	I am interested to learn new things	I am passive when learning new things	I do not enjoy learning new things
	I always embrace challenging tasks in my learning	I am willing to attempt challenging tasks in my learning	I am sometimes willing to attempt challenging tasks in my learning	I am not willing to attempt challenging tasks in my learning
Care	I actively seek feedback to improve my learning	I respond to feedback to improve my learning	I sometimes respond to feedback to improve my learning	I do not respond to feedback to improve my learning
	I work hard throughout my lesson so I can achieve to the best of my ability	I work hard throughout my lesson	I sometimes work hard in my lesson	I do not work hard in my lesson
	I always arrive at the lesson ready to learn	I regularly arrive at the lesson ready to learn	I sometimes arrive to lessons unprepared	I arrive to lessons unprepared
	I treat all members of JOG with the upmost respect	I treat all members of JOG with respect	I treat some members of JOG with respect	I do not treat all members of JOG with respect
Courage	I never give up and support other students when the learning becoming challenging	I never give up when learning gets challenging	I sometimes give up easily when learning gets challenging	I give up easily when my learning gets challenging
Independent Learning	Always completes Independent Learning tasks on time and meets our high expectations.	Usually completes Independent Learning tasks on time and to an expected standard.	Independent Learning task completion is variable and sometimes lacks effort or is late.	Rarely completes Independent Learning tasks adequately and this is impacting progress.

AMBITION - CARE - COURAGE

12. Expectations for students

- Students should engage positively with assessment as part of learning.
- Students should complete DIRT and use feedback to improve or extend their work.
- Students should present work to the expected standard and address identified issues.
- Students should participate in peer and self-assessment appropriately when directed.
- Students should respond to feedback in a way that demonstrates improvement or application.

13. Expectations for teachers and departments

- Plan assessment as part of curriculum and teaching rather than as an additional activity.
- Use formative assessment to identify learning gaps and adapt teaching.
- Ensure Milestone and Mini-milestone assessments have clear purpose and criteria.
- Provide feedback that is specific, actionable and proportionate.
- Ensure students have time and direction to respond to feedback.
- Use moderation and standardisation to support consistency.
- Maintain appropriate evidence in books/online exercise books without creating unnecessary workload.
- Use assessment information to improve support and teaching for individual students.

Appendix A: Assessment and feedback at a glance

Element	Expectation
Milestone Assessment	At least 3/year; normally 1 per term; summative; always graded; normally under assessment conditions; Access Arrangements.
Mini-milestone Assessment	At least 3/year; normally 1 per term; formative; may be graded; flexible format
Everyday recall	Embedded in teaching; may support homework/DIN; no central recording required
Depth testing	When appropriate; normally once per term; avoid overuse
Written marking	Red pen
DIRT	Green pen; improvement, reflection and feed-forward
Assessment feedback	TAN; specific and explicit
Whole-class feedback	Praise, TAN, misconceptions, spelling/key words
Book checks	Regular; quality, completeness, presentation, assessment/feedback/DIRT and literacy
KS3 progress	Cohort percentile movement; Above track / Remain on-track / Below track
KS4 targets	FFT20-informed ambitious GCSE targets; internal prediction only

Appendix B: Key terms

Term	Meaning
Milestone Assessment	The school's summative assessment.
Mini-milestone Assessment	A shorter formative assessment used to check learning and inform teaching.
DIRT	Directed Improvement & Reflection Time; students act on feedback in green pen.
TAN	Take Action Now; a direct, instructional next step linked to DIRT.
Above track	Internal indicator of positive movement in KS3 percentile position.
Remain on-track	Internal indicator that the student remains at their current track position.
Below track	Internal indicator of negative movement in KS3 percentile position.

Appendix C: Sample reporting structure

KS3 reports include attendance, achievement points, behaviour points, Attitude to Learning and the progress indicator. KS4 reports additionally include mock examination results. The school does not report GCSE grades before Year 11.

School Attendance	97.2%	Pupils with 90% attendance will miss 17.5 days of learning. Research shows those with excellent attendance of 97%+ achieve better examination results and improved wellbeing.									
House Points	1181	Behaviour Log	0								
Year 10 Autumn Reading Age				16/09 (16 Years, 9 Months)				Year 10 Summer Reading Age			
								16/09 (16 Years, 9 Months)			
Subject	Aspirational Target	Working At Autumn	Independent Learning Autumn	Attitude to Learning Autumn	Working At Spring	Independent Learning Spring	Attitude to Learning Spring	Working At Summer	Independent Learning Summer	Attitude to Learning Summer	Most Likely GCSE Grade
Art: Fine Art	8A	7C	Ex	Ex	6B	Ex	Ex	7C	Excellent	Excellent	8B
English Language	6B	5C	Ex	Ex	5B	Ex	Ex	7A	Excellent	Excellent	8A
English Literature	6A	5A	Ex	Ex	5A	Ex	Ex	6B	Excellent	Excellent	7B
Geography	6B	5A	Ex	Ex	5A	Gd	Ex	6B	Excellent	Excellent	6A
Maths	7B	6C	Ex	Ex	6B	Ex	Ex	6A	Excellent	Excellent	7B
Biology	6A	7A	Gd	Gd	6B	Ex	Ex	6B	Good	Excellent	6B
Chemistry	6A	8C	Gd	Ex	4B	Gd	Gd	7A	Good	Excellent	7A
Physics	6C	8A	Gd	Gd	5B	Gd	Gd	8C	Good	Good	8C

School Grading: Ex: Excellent Gd: Good In: Inconsistent Pr: Poor

GCSE Grading: 9 is the top grade; 1 is the lowest. A '4' is considered a standard pass.

GCSE Combined Science: This is a double qualification, worth **2 GCSEs**, with 2 grades calculated from the six Science exams. Eg '54' = 2 GCSEs, a Grade 5 and a Grade 4.

Vocational Grading: *2 (Level 2 Distinction* which equates to GCSE Grade 9); **D2** (Level 2 Distinction); **M2** (Level 2 Merit); **P2** (Level 2 Pass, equates to a GCSE Grade 4); *1 (Level 1 Distinction*); **D1** (Level 1 Distinction); **M1** (Level 1 Merit); **P1** (Level 1 Pass, equates to a GCSE Grade 1).

	Working <u>Towards</u> the Expected Standard	Working <u>At</u> Expected Standard	Working <u>Above</u> Expected Standard
Definition:	The student is not yet meeting the learning goals or curriculum expectations for their age group or year, but is making progress towards them.	The student is achieving the learning goals set for their age group or year.	The student exceeds the learning goals for their age group or year.
What it means:	There are some gaps in knowledge, skills, or understanding, but the student is developing and moving closer to age-related expectations. Targeted support or intervention may be needed.	The student demonstrates a secure understanding of the curriculum and can apply knowledge and skills appropriately in a range of contexts.	The student shows a deeper understanding, can apply knowledge in unfamiliar contexts, and often demonstrates higher-level thinking or skills.
Example:	A Year 8 student in maths who is developing key calculation skills but has not yet fully grasped all Year 7 and 8 objectives.	A Year 9 student who completes science tasks accurately and can explain key concepts as outlined in the curriculum.	A Year 11 student who not only meets all GCSE history requirements but also analyses and evaluates sources at a higher level than expected.