



Avonbourne Boys' & Girls' Academies
The best in everyone™
Part of United Learning

Feedback and Assessment Policy

Purpose and Scope

This policy sets out how feedback and assessment are used by Avonbourne Academies to secure a high-quality education for all pupils, including disadvantaged pupils and those with SEND. It applies to all subjects and phases across Key Stage 3 to Key Stage 5, with additional expectations for Sixth Form.

Principles

- Curriculum-first: Feedback and assessment exist to serve the curriculum—checking that pupils know, remember and can do more of the intended, sequenced content.
- High expectations for all: Assessment supports high ambition and inclusion, identifying barriers and informing adaptive teaching so every pupil can access and succeed in the curriculum.
- Responsive teaching: Teachers use assessment to adapt teaching in real time, address misconceptions, and plan next steps.
- Clarity for learners and parents: Reporting focuses on curriculum mastery and next steps.

Aims

- Enable pupils to make sustained progress through the planned curriculum, building secure knowledge over time.
- Provide pupils with actionable guidance that improves work quality and disciplinary thinking.
- Give teachers timely insights to adapt teaching, plan reteaching, and refine curriculum sequences.
- Support inclusive practice, identifying barriers and implementing proportionate adjustments without lowering ambition.
- Communicate progress clearly to pupils and parents, aligned with the school's curriculum language.

Roles and Responsibilities

- Class teachers: Implement this policy; design formative assessment aligned to curriculum goals; provide timely feedback (verbal/whole-class/individual); plan responsive reteaching; maintain proportionate records that inform teaching.
- Subject leaders: Define each subject's assessment principles (disciplinary standards; what high-quality work looks like; progression model); design and/or ensure use of United Learning Trust summative assessments aligned to curriculum goals; quality-assure assessments and moderation; lead curriculum-driven reviews.
- SENDCO & Inclusion team: Ensure assessment processes identify needs early and inform adaptive teaching and support plans; monitor accessibility and impact for pupils with SEND and disadvantaged pupils.
- Senior Leadership Team: Oversee policy implementation; ensure practices are high-value and workload-sensible; lead professional dialogue and curriculum conversations rather than paper compliance.

Feedback: Expectations and Entitlements

What effective feedback looks like

- Pinpoints strengths and misconceptions in relation to the intended curriculum.
- Guides pupils on how to improve (e.g., modelling, exemplars, success criteria).
- Leads to improvement work that is visible in pupils' books/folders or performance.
- Is proportionate: we privilege impact over frequency or format; no practice is mandated if it creates workload without learning benefit.

Feedback modes

- Live/verbal feedback: Used routinely during independent practice and discussion to adjust teaching in the moment (e.g., hinge questions, Cold Call, mini-whiteboards, circulation, Show Call).
- Whole-class feedback: Used frequently after reviewing work to address common gaps; includes reteaching, modelling, and targeted tasks for different need profiles.
- Circling literacy errors: Used routinely during independent practice to draw pupils' attention to recurring mistakes, prompt immediate correction, and strengthen accuracy and clarity in their written work.
- Written comments (where high value): Brief, purposeful comments when they will materially improve pupils' next steps; not used as evidence for leadership or inspection.
- Peer and self-assessment: Structured, teacher-scaffolded use of exemplars/criteria; develops metacognition and disciplinary judgement.
- Modelling and exemplars: Teacher and pupil exemplars are used to make standards explicit and close gaps efficiently.

Evidence of Improvement

During assessment, teachers record whole-class or targeted feedback in their logbook. The next lesson is then used to share this feedback with pupils. Pupils then complete Evidence of Improvement tasks (at least once per half term per subject) that address the most significant curriculum gaps. This is completed in green pen in books. Evidence of Improvement tasks may include redrafting sections of their work, error-correction drills, short retrieval quizzes, or extended application tasks. The form should match the curriculum intent. Evidence of Improvement tasks are planned within the curriculum sequence (not as an add-on) and revisited to check retention.

Assessment: Design and Use

Formative assessment

Departments establish subject-specific approaches to formative assessment, using methods such as low-stakes retrieval, exit tickets, oral questioning, practice essays or problems, and practical performance checks. Through these approaches, formative assessment identifies what needs to be retaught, which pupils require further practice, and what teachers should adjust in forthcoming lessons. It also checks the foundational knowledge and discipline-specific conventions that underpin future learning, while incorporating periodic long-term retrieval to strengthen durable understanding.

Summative assessment and reporting

- KS3: Each subject runs periodic summative Rank Order Assessments (ROAs) that are cumulative, sampling current and prior content to check learning over time. Where United Learning Trust assessments are available and aligned to our curriculum, these are used. Outcomes are used to determine whether students are making progress in individual subject areas, whether students are remaining, exceeding or falling below their rank on entry, and to inform curriculum and teaching and to support with ensuring that pupils are in the right stream to enable them to be successful. The results of these assessments will also be used to report student progress to parents and carers as a percentage and rank. Teachers will also report a 'REACH' attitude of Excellent, Good, or Unsatisfactory.
- KS4 and KS5: Subjects administer mock examinations and assessments at defined points, increasingly mirroring the full specification structure and cognitive demand, and remaining cumulative. Where available, United Learning group-wide tests will be used for these mocks. Grade translations (GCSE 9–1 / A level A-U) are for internal progress tracking and ensuring students are in the right set to enable them to be successful. Staff interpret these grades with caution, focusing on curriculum gaps and next steps. Grade-level translations will be reported to parents and carers and will inform conversations on parents' evenings. Teachers will also report a 'REACH' attitude of Excellent, Good, or Unsatisfactory.

Inclusion, Equity and High Expectations

Assessment reflects high expectations for all and identifies barriers early (e.g., reading load, vocabulary, processing demands). Teachers implement adaptive teaching so pupils with SEND and disadvantaged pupils access and achieve the same ambitious curriculum. Departments use assessment insights to identify changes in planning and/or support.

Quality Assurance (QA) and Professional Learning

Curriculum-driven reviews focus on whether assessment is checking the right things in the sequence, patterns of misconception and effectiveness of reteaching, and evidence of learning over time. Moderation and standardisation occur at key assessment points, emphasising shared professional judgement over excessive annotation. CPD priorities include formative assessment, adaptive teaching, and subject-specific assessment literacy.

Workload and Well-Being Commitments

Leaders safeguard teacher time by eliminating low value marking routines. Departments use appropriate professional discretion on the frequency and form of written feedback; live and whole-class feedback are considered the most efficient and impactful.

Data Protection and Exam Integrity

All assessment information is handled in line with UK GDPR and school data protection policies. Mock and formal assessment procedures adhere to awarding body rules and internal security protocols, including the storage and retention of assessments.

Original by Laura Tsabet	January 2025	Review period	1 Year
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Reviewed by Brianna Fairbank	Spring 2026		
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