



Limehurst Academy Policy Document

Whole School Assessment, Feedback and Reporting Policy

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Headteacher's signature:

Chair of Governors' signature:

Limehurst Academy: Whole School Assessment, Feedback and Reporting Policy

This document contains the academy's policies relating to:

- Whole School Assessment
- Feedback to students
- Reporting to parents

Whole School Assessment

Aims

- To use assessment to ensure that students are building and retaining knowledge, skills and understanding over time.
- To implement an effective and informative assessment system.
- To ensure that the approach to formative and summative assessment is consistent and coherent across the all curriculum areas of the academy.

Assessment at Key Stage Three

- Assessment Points throughout the school year are identified by each subject area, relating to the content of the curriculum.
- At each Assessment Point, teachers assess whether students achieved a 'Support', 'Secure' or 'Stretch' outcome marker.
- To be assessed as 'Secure', students will have demonstrated that they have met the intent of the curriculum for their age and stage.
- Students who are assessed as 'Support' have demonstrated that they are yet to meet the intent of the curriculum for their age and stage.
- Where students are identified as 'Support', opportunities are created in the curriculum to recap and sometimes reteach content, to enable students to become 'Secure' in these areas of the curriculum.
- Students who are assessed as 'Stretch' will have demonstrated that they have mastered the learning expected for their age and stage and have then been given opportunities to produce work that has demonstrated that they have attained a deeper understanding of the work than those who are at a 'Secure' outcome marker.
- Twice a year (usually at the beginning of the Spring Term and at the end of the Summer Term) teachers award KS3 students an overall COM (Current Outcome Marker) for each subject of 'Support', 'Secure' or 'Stretch' (not a numbered grade).

Assessment at Key Stage Four

- At the beginning of year 10, students are set Minimum Outcome Grades (MOGS) based on their Key Stage 2 performance in English and Maths (where this information is available), and their performance at Key Stage Three in years 7-9.

- Assessment Points throughout the school year are identified by each subject area, relating to the intent of the curriculum.
- At each Assessment Point, teachers will give a piece of work a mark, and where appropriate a grade, using assessment materials relating to curriculum and the qualifications studied.
- Where students have not retained sufficient knowledge, opportunities are created in the curriculum to recap and sometimes reteach content, to enable students to become ‘Secure’ in these areas of the curriculum.
- Twice a year, teachers award students a POG (Predicted Outcome Grade) based on the results of a range of assessment data, and their professional opinions, of the final result most likely to be achieved at the end of Key Stage Four.
- Students have three Mock examination windows, to prepare them for their final GCSEs. These occur in June of Y10 and November and March of Y11.

Feedback to students

Aims

- To maximise the progress of all students of all ages and abilities.
- To provide students with the right help and support to achieve the highest possible outcomes.
- To provide strategies for students to know how to improve in all subjects.
- To encourage a sense of pride in student work.
- To effectively address teacher workload issues; so that all teachers can “do less, better”.
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas.
- To eradicate the myth that the only type of effective feedback is that which can be “seen” because it is written.
- To always promote the highest quality, actionable and consistent feedback practice in all lessons.

Principles of feedback to students at Limehurst Academy

- The majority of feedback should be rapid, immediate and happen within the lesson.
- Feedback happens as students practise, to ensure that errors don’t become learnt habits.
- Any written feedback is high quality, not high quantity and will give actionable next steps.
- Feedback happens when it is needed to promote learning, there is no set timescale.
- Marking student work is only one method of providing feedback and is only used when it promotes further learning. Written feedback is only used when really necessary and meaningful to the learning process.
- Marking less does not mean looking at books less. Teachers will look at work regularly to review learning.
- Feedback almost always requires students to do something to improve or develop their work.
- Feedback is the information to “feed forward” and plan effectively for future learning.
- Feedback responds to the needs of individual students.

Types of feedback at Limehurst Academy

Immediate Feedback

- Enables rapid corrections of misconceptions by the teacher live within the lesson.
- Happens at the point of learning in lessons.
- A lot of immediate feedback will involve the students reflecting on and acting on feedback at the point the feedback is received.

Verbal Feedback

- This is the most frequent form of feedback in all subject areas and happens throughout lessons every day.
- It has immediacy and relevance and leads to direct student action.
- It may be directed to individuals or groups of students; these may or may not be formally planned.
- This will encourage students to give verbal responses and in-turn develop oracy.

Peer and Self Feedback

- Effective peer and self-feedback is rigorously structured and modelled by the teacher.
- Teachers share learning objectives, outcomes and success/ assessment criteria to enable students to have a secure understanding of what they are assessing in their feedback.
- Students need to be well trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher. The danger of “false” feedback is always planned for carefully, to ensure that the assessment for learning benefits of these strategies is achieved without the false or inaccurate judgements.
- Peer and self-assessment is most effective when focused on skills and content rather than attainment grades and levels.

Written Feedback:

There is no expectation that every piece of work students complete will receive written feedback. Work or notes completed as a class will not require detailed teacher marking.

- While, as an academy we are keen to embrace a sensible and realistic approach to workload and the marking burden, this does not mean that we have a “no marking” approach. As professionals, we are able to make the judgement about when a piece of work requires checking or marking.
- Every student will receive written feedback on specific pieces of work during an academic year. These are identified by Curriculum Leaders and will contain actionable next steps.
- Written feedback, when undertaken, will be personalised to the student and their work.
- Written feedback will identify the strengths and areas for improvement.

Students Acting on Feedback:

- This is the action that closes the feedback loop and impacts most on student progress.
- Acting on feedback is most effective when students physically develop, add to or redraft work.
- The timing, deployment and value of these opportunities, are regularly planned for and reviewed by subject staff. There is no expectation as an academy that students will always redraft or develop sections from assessed work as this may not be the most effective time to do this.
- Often, students action on feedback will be shown by a different coloured pen, so it can be distinguished from their initial attempt.
- Used most effectively, students are acting on feedback as part of immediate and fast-feedback activities taking place in the classroom.

Reporting to parents

Aims

- To recognise and value the achievements of each student.
- To enable parents to understand their child's current level of achievement and how students can make more progress in their future learning.
- To ensure that the approach to formative and summative assessment is consistent and coherent across the academy.

Parental information:

Parents are welcome to contact school at any point during the year to arrange a meeting about any aspect of their child's learning needs.

Parents are able to refer to the [Curriculum](#) area of the website for an overview of what their child is learning in each year group and subject.

Reports:

Reports are issued to parents twice a year, providing information on Current Outcome Markers (at Key Stage Three) or Predicted Outcome Grades (at Key Stage Four), effort, behaviour and attendance.

Parents' Evenings:

Parents' Evenings are held annually (with an additional evening for the parents of year 7 students early in the Autumn Term). Subject teachers, parents and students are able to use these evenings as an opportunity to discuss learning, and how students can reach their potential.

Roles and Responsibilities

Senior Leadership Team

- Identify, implement and review appropriate intervention for students who are underachieving in a number of subject areas.
- Discuss feedback and assessment at line manager meetings with Curriculum Leaders to ensure it is of a high standard.
- Monitor policy implementation, particularly during calendared QA activities.

Curriculum Leaders

- Adopt a suitable approach to feedback, ensuring it is pertinent to the course of study.
- Ensure that the feedback provided by subject teachers is effective and appropriate.
- Ensure that assessment is recorded correctly across the Department, using the school data system.

Teacher

- Provide effective and appropriate feedback to students, in-line with faculty policy as outlined by Curriculum Leaders.
- Advise students on how to improve their work, providing actionable sets which ensure students know how to make progress.
- Ensure that recap and reteaching of content is carried out effectively.
- Ensure that the school data system is updated for each data collection (twice a year).
- Provide parents with information about students' progress.
- Share good practice relating to feedback at Department Meetings and whole staff training sessions.
- Recognise and reward effort and progress.
- Monitor progress across the Department and ensure that recap and reteaching of content is carried out effectively.

Learning Support Team

- Read through written comments from teachers to students in order to guide SEN /EAL students in the group.
- Ensure that students understand verbal feedback.

Students

- Complete and hand in work as required.
- Read and respond to feedback.
- When advised, self-assess work using a set of criteria.
- Peer assess work fairly and responsibly.
- Catch up on work after absence or if work is lost.
- Keep standards of presentation of work high.

Parents

- Support students by checking that students are bringing the correct work and equipment to school.
- Contact school with any concerns relating to their child's learning.

Governors

- To be aware of the school assessment policy and its effectiveness.
- To receive feedback on the implementation of the policy

Monitoring, evaluation and review

- SLT / Curriculum Leaders to evaluate the policy's implementation as part of the Departmental Review process to ensure consistency and good practice, and to identify and address areas for development across the school.
- Use 'student voice' sessions to talk to students about the quality and impact of feedback they receive.
- Parental and Staff surveys.
- SLT to evaluate policy as part of school self-evaluation

Success Criteria

- Raised levels achievement in all year groups.
- Consistent and successful use across departments, seen in lesson visits and book scrutinies.
- Students become accurate and confident with self and peer assessment.
- All stakeholders have clear understanding of the assessment policy.