



St Paul's Catholic School

Marking, Feedback and Assessment Policy

Approved by:

Local Governing Body

Date: June 2026

Last reviewed on:

June 2026

Next review due by:

June 2027

'Let You Light Shine Before Others'

Matthew 5

1. Mission, Ethos and Rationale

As a Catholic school, our assessment culture reflects the dignity of every child made in the image of God. We use assessment to help each student grow in knowledge, wisdom and virtue; to identify need early and to communicate hope-filled next steps to students and parents. We strive for excellence while promoting inclusion, justice and service. Catholic schools are expected to evaluate learning and school effectiveness systematically and transparently; this policy supports that vocation and provides a framework for consistent practice across subjects.

2. Statutory

This policy sits within the following statutory and sector frameworks (and must be read alongside them):

- **Teachers' Standards** (notably Standard 6: Make accurate and productive use of assessment).
- **Ofsted Education Inspection Framework** (from Nov 2025, including emphasis on achievement and leadership/governance in reports).
- **Secondary accountability measures** (KS4 measures and current context).
- **SEND Code of Practice (0–25)** and the **graduated approach (Assess–Plan–Do–Review)**.
- **JCQ Access Arrangements & Reasonable Adjustments** (current AARA changes and centre evidence expectations).
- **Equality Act 2010** (reasonable adjustments; Public Sector Equality Duty).
- **Safeguarding: KCSIE (2025)**—record-keeping, information sharing, and staff responsibilities.
- **Data protection in schools (UK GDPR/Data Protection Act 2018)**.
- **Careers guidance (Gatsby Benchmarks—updated 2025)**.

3. Policy Aims

At St. Paul's Catholic school, we will:

1. Ensure assessment is valid, reliable, inclusive and proportionate.
2. Use formative assessment and feedback to secure progress and close gaps efficiently.

3. Provide summative data that is accurate, moderated and useful for curriculum and improvement planning.
4. Comply with statutory guidance on SEND, access arrangements and equality.
5. Safeguard students when handling assessment information; manage data lawfully.
6. Support destination readiness by aligning assessment with updated **Gatsby** expectations and literacy/numeracy development.

4. Principles of Effective Assessment and Feedback

- **Clarity of intent:** Teachers share success criteria and exemplars; students understand what quality looks like.
- **Formative first:** Retrieval practice, questioning, hinge checks and low stakes- quizzes are routine to inform next teaching.
- **Actionable feedback:** Feedback is specific, focused on closing the gap, and prompts student response. Method (written/verbal/whole class-) is chosen for impact, not workload.
- **Proportionate:** Marking is selective and strategic; we avoid unnecessary workload while meeting Standard 6.
- **Fair and inclusive:** Assessment removes barriers where reasonable and aligns to SEND and JCQ rules for high stakes- assessment.
- **Moderated and standardised:** Departments quality assure validity and reliability through internal moderation and periodic -cross school- standardisation.

5. Types of Assessment we use at St. Paul's

- **Diagnostic** (baseline, reading age, prior knowledge probes). Used to plan teaching and interventions.
- **Formative** (in lesson checks, exit tickets, self/peer review, -whole class- feedback). Drives immediate adjustments.
- **Summative** (unit tests, synoptic assessments, mocks). Align with awarding body objectives and school assessment calendar; reported to parents in data drops.
- **Wider outcomes** (careers readiness, literacy, numeracy, Catholic life/service). Signposted against Gatsby and Catholic identity strands.

6. Marking and Feedback Expectations: minimum Whole School- Expectations (Years 7–13):

1. **Feedback frequency:** Every student receives regular feedback cycles, with at least one piece per half term- in each subject receiving written actionable targets.

2. **Student response:** Time is built into lessons for students to act on targets; teachers sample responses to ensure impact.
3. **Literacy:** Apply school literacy codes consistently;
 1. SPaG where it impedes meaning;
 2. Celebrate vocabulary and disciplinary writing.

Spelling

Teachers should correct spelling of words in the margin of the student's book, with note 'sp' and students follow this up with practicing the word three times in the back of their book.

Care should be taken not to highlight every word for our weakest learners, instead highlight key subject specific vocabulary.

4. **Consistency with workload:** Whole class- and live marking are encouraged where effective; deep marking is used judiciously for key tasks.
5. **Accessibility:** Record how reasonable adjustments (e.g., coloured paper, reader/computer reader) are reflected in class and assessment practice.

7. Assessment Calendar and Data Collection

- **Cycle:** Three formal data points per year (KS3/KS4) and additional mock points at KS4/KS5. Departments may hold internal checkpoints but must avoid duplication.
- **Measures:** Entry targets, working at grades, mock outcomes, and on course to obtain (OCTA) grades reported in line with DfE accountability context (recognising current Progress 8 situation per DfE guidance).
- **Moderation windows:** Set before publication of data to parents to ensure accuracy and fairness.

8. Moderation and Standardisation

- **Within department:** Use common assessments with shared mark schemes; sampling of borderline scripts; moderation records retained.
- **Cross department-/Trust** (where applicable): Periodic cross school standardisation for core/key certificate subjects; learning walks triangulate evidence with books, assessment portfolios and lesson walks.

9. SEND and the Graduated Approach

- Teachers are responsible for **quality first- teaching** and for implementing the assess, plan, do, review cycle for students on SEN Support, with clear
- Staff must pay attention to a students' targets and make adjustments to their teaching/resources where appropriate

- Adjustments are recorded in order to inform exam access arrangements and, where required, EHC needs assessment requests.
- The policy of **early identification** and **inclusive by design** assessment aligns with Equality Act duties.

10. Exam Access Arrangements (JCQ)

- Access arrangements must reflect a student's **normal way of working**; teachers contribute evidence (e.g., timed tasks, mock usage).
- From 2025/26, where a candidate has an impairment **other than a learning difficulty, supervised rest breaks must be trialled and exhausted before** applying for 25% extra time. Centres must document trials and outcomes.
- Centres inform candidates that applications are processed via AAO in line with UK GDPR; the previous JCQ data consent forms have been withdrawn.

11. Inclusion, Equality and Reasonable Adjustments

- We will take **reasonable steps** to avoid substantial disadvantage for disabled students in assessments (e.g., adapted formats, auxiliary aids), balancing effectiveness, practicality and safety.
- Teachers must plan assessment with adjustments embedded (not as add-ons), in line with Equality Act guidance for schools.

12. Safeguarding, Information Sharing and Professional Curiosity

- Staff record concerns arising from assessment (e.g., disclosures in written work) and share with the DSL in line with **KCSIE**; assessment evidence may form part of a safeguarding chronology.
- Leaders ensure moderation meetings and data discussions respect confidentiality and safeguarding protocols.

13. Data Protection and Assessment Records

- Assessment data is processed lawfully under UK GDPR/DPA 2018; retention schedules and access protocols are set out in the school's Data Protection policy. Subject Access Requests and parental requests for education records are handled per ICO guidance and DfE toolkit.
- We minimise personal data in feedback artifacts; digital platforms used for assessment are DPIA checked.

14. Reporting to Parents/Carers and Students

- Reports communicate attainment, progress, attendance, behaviour and learning profiles.
- Reports are shared three times a year

15. Roles and Responsibilities

- **Governing Body:** Approves policy; monitors impact and compliance.
- **Principal/Deputy (QoE):** Ensures implementation, resourcing and evaluation.
- **Subject Leaders:** Curate coherent assessment models, lead moderation, monitor feedback quality, and report on impact.
- **Teachers:** Plan valid assessments, give effective feedback, keep records, contribute to JCQ evidence.
- **SENCO/Exams Officer:** manage access arrangements in line with JCQ; ensure staff training and evidence trails.
- **Students:** Act on feedback, reflect on progress, and uphold academic integrity.
- **Parents/Carers:** Engage with reports and support improvement activities.

16. Professional Development

- Annual CPD on feedback that improves learning; moderation practice; SEND and current JCQ updates (including trials for rest breaks and evidence for normal way of working).

17. Quality Assurance and Evaluation

- **Evidence sources:** learning walks, work scrutinies with students' voice, outcomes analysis, moderation samples, and staff/student/parent feedback.
- **Impact review:** Senior leaders review the policy annually, considering Ofsted findings and DfE updates; revisions are presented to governors.

18. Malpractice, Appeals and Complaints

- Internal assessment malpractice follows awarding body and JCQ guidance; students have transparent routes to query marks where applicable.
- Complaints follow the school's Complaints Policy.

19. Linked Policies and Documents

- Curriculum Policy

- Teaching & Learning Handbook;
 - SEND Policy
 - Exams Policy
 - Equality Policy
 - Safeguarding (KCSIE) Policy
 - Data Protection Policy
 - Careers Programme (Gatsby).
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Key References

- Teachers' Standards (DfE)
- Ofsted Education Inspection Framework (2025 update)
- Secondary accountability measures 2025 (DfE)
- SEND Code of Practice; Graduated Approach guidance
- JCQ AARA and 2025/26 updates (rest breaks; data consent forms withdrawn)
- Equality Act 2010: Schools guidance; EHRC technical guidance on reasonable adjustments
- KCSIE 2025; safeguarding record-keeping guidance
- Data protection in schools (DfE); ICO guidance on accessing students' information
- Catholic Education Service guidance; Catholic school effectiveness standards
- Gatsby Benchmarks (updated 2025)
- Evidenceinformed- feedback (EEF)