



AYLESBURY
GRAMMAR SCHOOL
Founded 1598


ASSESSMENT & FEEDBACK POLICY

CATEGORY C

This policy is reviewed, updated and agreed by the Senior Leadership Team (SLT) every 5 years.

This version was approved January 2025.

The next update will be due by January 2030.

Signed: 

Mr R Williams – Chair of Governors



ASSESSMENT AND FEEDBACK POLICY

1. Introduction

- 1.1 This policy provides the school's written guidance on assessment and feedback which will:
- Provide a framework on which departmental assessment policies can be based
 - Provide guidance on the nature of assessment and feedback
 - Provide guidance on the monitoring of the effectiveness of assessment and feedback
 - Ensure that assessment and feedback is consistent both throughout and across departments

2. The outcomes of successful assessment and feedback

- 2.1 All forms of assessment and feedback should aim to:
- Support and motivate students so as to have a positive impact on their learning
 - Support students in understanding the expected progression and standards within each subject
 - Give students a clear idea of how they are doing and what they need to do to improve, within a lesson, topic area or towards their target grade
 - Provide staff with important information on the progress of the students

3. Assessment activities

- 3.1 Assessment refers to a range of approaches aimed at evaluating students' understanding and progress, all of which provide valuable opportunities to provide diagnostic feedback to students which supports their learning.
- 3.2 Assessment may be formative (provide opportunities to develop the learning of students) or summative (provide information to staff, students and parents on the effectiveness of learning).
- 3.3 Whilst summative assessment is undoubtedly useful, it should be recognised that on its own such assessment is too late to impact students' learning and as such there must be opportunities for formative assessment and related feedback prior to any summative assessment. Helpful assessment activities include (but are not restricted to):
- Marking of written work by the teacher focused on how each student can improve accompanied by written feedback. This includes tests / exams where marks or grades might also be given to the student
 - Student self-assessment
 - Student peer assessment
 - The use of challenging and thought-provoking questions
 - "Hands down" approach to questioning (this should be the normal way of directing questions to students)
 - Retrieval practice quizzes
 - Allowing time for students to think through the answers to questions
 - Allowing time for students to reflect on any feedback they have received e.g. DIRT (Directed Improvement and Reflection Time) reflection tasks
 - Observation of student activities
 - Observation of presentations by the students
 - Sharing of marking criteria with students

- 3.4 Further, more in depth suggestions are provided in Appendix A

- 3.5 Assessment activities which are likely to produce ineffective feedback include:
- Marking tests or written work with a mark or grade only, without further analysis
 - Marking with general comments only such as “good” or being over-critical in assessment
 - Solely directing questions towards those with their hands up
 - Over-use of closed questions

4. Assessment and feedback to students

- 4.1 Assessment of students will take place regularly in order to ensure that effective learning is taking place. This will include students’ written work (whether completed at home or in class) where feedback should be provided within a reasonable time.
- 4.2 Whilst it is recognised that some feedback requires additional time, prompt return of feedback will be more highly valued by students – where a delay of more than a week is inevitable, students should be given a date for the likely return of work.
- 4.3 It is important that the minimum expectations for all staff and students are made clear to ensure consistency across the school, whilst also enabling departmental autonomy, such that assessment and feedback in individual subjects suits the needs of their students:
- All students will receive at least one piece of high-quality feedback each half term* that is evidenced. This feedback should be diagnostic in that it should inform the students about how they are progressing and what they need to do to improve.
 - Evidence of this feedback will take a variety of forms, but there must be an opportunity for the students to provide evidence of acting upon the feedback so as to progress their learning.

**** it is recognised that in exceptional circumstances (e.g. a short half term where a subject sees a class only rarely), this may not be possible***

- Whilst summative assessments can be used to give important feedback, earlier formative assessment should be carried out such that the resultant feedback can be used to develop learning prior to such assessments e.g. allowing redrafting of work
- At Key Stages 3 and 4, student notes should be checked for quality and organisation in order to identify any issues. Resultant feedback in such cases may be cursory and simply recognise the completion of notes.
- Literacy and numeracy should be a key focus in assessing students’ work across all subjects.
- Some marking may be carried out by students themselves or by peers as this can further inform students of their progress as well as aiding collaboration.
- Not all learning needs to be marked.

5. Use of Artificial Intelligence (AI)

- 5.1 There are benefits to the use of artificial intelligence both by students in their learning tasks and by staff in assessing students’ progress
- 5.2 Setting appropriate home learning tasks and being able to spot where students have used AI are both the responsibility of the class teacher. This is especially important when students are completing non-examinations assessments which contribute towards their GCSE or A level grades.
- 5.3 Further details on the guidance for staff can be found in Appendix C.
- 5.4 There are a number of tools available to staff for both setting and assessing student learning. Further details can be found through talking to the Digital Learning leads.

6. Common marking expectations

- 6.1 In order to ensure consistency across the school when written work is assessed, the following marking standards are provided. In developing their own policies, departments should include the whole school marking standards, but may also develop their own more extensive standards as appropriate.

WWW	What Went Well
HTI	How To Improve

7. Student response to feedback

- 7.1 In order to be effective, feedback must be acted upon by the student – there must therefore be an opportunity for students to have time to absorb, process and act on any feedback given.

Suggestions for how this can be managed include giving students time to:

- Highlight strengths and one area for improvement based on teacher annotation
- Annotate work based on teacher comment
- Self or peer mark work prior to the teacher and give one area for improvement
- Write a comment on how to improve themselves in an area which has been gone over in class
- Complete a correction where the teacher has given a hint in the feedback
- Make own corrections where the teacher has identified a need
- Fully read and engage with the feedback comments
- Record areas for improvement / teacher or peer feedback on department sheets or in books

- 7.2 Further, more in depth ideas are given in Appendix A

8. Monitoring of assessment and feedback

- 8.1 All Departments should have a Departmental Assessment and Feedback Policy which outlines how staff within that department should assess work and feedback to students. This policy sets out the minimum expectations for such assessment and feedback, but each department will interpret such concepts in a way that suits the requirements of their subject and the needs of their students.

- 8.2 In order to allow autonomy within departments regarding how the AGS Assessment and Feedback Policy is applied effectively within a subject specific context whilst ensuring consistency across the school, all Departmental Assessment and Feedback Policies are completed using a pro-forma. A blank copy of that pro-forma can be found in Appendix B.

- 8.3 Monitoring of assessment and feedback is the responsibility of the Head of Department with the support of the SLT link and evidence of such monitoring will be included in Departmental Self-Evaluation. (Further details can be found in the guidelines for Departmental Self-Evaluation)

- 8.4 Activities which can be used to monitor assessment and to ensure consistency include (but are not restricted to):

- Colleagues working collaboratively and sharing their experience
- Periodic moderation meetings with key or standardised assessments
- Evaluation of teacher assessment and feedback during lesson observations or learning walks
- More in depth work scrutiny
- Having an annual departmental focus area to allow for more targeted evaluation of assessment and feedback

9. Examinations

- 9.1 Departments may run end of year internal examinations in Years 7-9, and there will be formal year exams in Year 10 and Year 12 as well as “mock” terminal examinations part way through Years 11, and 13.
- 9.2 GCSE examinations take place mostly at the end of Year 11, though there may also be exams at the end of Year 10. GCSE non-examination assessments are completed throughout Years 10 and 11.
- 9.3 AS and A2 examinations take place in the summer of Year 13, and non-examination assessments may take place in both years. If necessary students who do not achieve a grade 5 in English Language or Mathematics at GCSE will re-sit these at the start of Year 12.

10. Reporting to parents

- 10.1 Teaching staff will report on student progress at parents’ consultation evenings which take place annually for all year groups except for Years 11 and 12 in which there are two parents’ consultation evenings each year. Additional more informal one-to-one meetings can be arranged for more detailed feedback should it be necessary.
- 9.2 Teaching staff report on progress, attitude to learning in class and home learning in December, March, and July and these assessments are published to students and parents. These progress reports will also include student target grades.
- 9.3 For Years 7 to 9, 11 and 12 one of these progress reports will also include pastoral reports summarising overall progress and involvement in school life (March for Year 11 and July for Years 7 to 9 and 12)
- 9.4 A full written report detailing progress across all subjects is sent out once a year in Year 10 (July) and Year 13 (December). For each subject this report contains the end of year target as well as grades in progress, attitude to learning and home learning. It will also include a written suggestion of future learning targets and where necessary there may also be a short additional written review of the year. These reports will also include pastoral reports summarising overall progress and involvement in school life.

11. Progress grades

- 11.1 In Key Stages 4 and 5, these are tied to the standards of the final GCSE, AS or A2 examination, and a grade A for example should be interpreted as progress which if continued throughout the course, is of external grade A standard.
- 11.2 In Key Stage 3 GCSE grades are used to assess student progress against an end of year target. The target is produced based on a combination of pre-testing and teacher judgement and each department provides specific learning criteria for each grade at each year.
- 11.3 Attitude to learning and home learning grades are included on all reports.

12. Tracking student progress

- 12.1 Following each termly assessment, an analysis of overall progress, attitude to learning and home learning will be used as a focus for discussion between student and tutor/pastoral leader.
- 12.2 In addition an analysis of progress by subject / teaching group will allow appropriate intervention at a departmental level as well as recognition of outstanding progress

- 12.3 In all year groups, the focus will be on achieving the targets at the end of the academic year, though in Key Stage 3 and Years 10 and 12, these end-of-year targets are stepping stones to the final grade at the end of GCSE or A level
- 12.4 In addition to formal academic targets students also set themselves personal targets involving issues such as contributing positively in and beyond lessons, becoming efficient and organized, developing good relationships with others, getting involved in extra-curricular activities (such as House or School competitions) etc. These are discussed with the Tutor and updated periodically during designated personal development sessions

13. Policy monitoring and review

- 13.1 This policy is reviewed by the SLT and approved every five years.

APPENDIX A: Suggested strategies for effective feedback to students

To be effective, feedback to students should have a positive impact on student learning, but should also avoid increasing staff workload.

Section 1 includes a number of suggested strategies which have both student learning and staff workload in mind

Section 2 includes a number of practices best avoided as they have minimal impact on student learning whilst potentially increasing staff workload.

Section 1

The following gives strategies which have been found to be effective in feeding back to students. It is worth aiming to vary the form of feedback given rather than looking to employ all of the strategies below. Individual teaching staff or staff in different subjects will obviously find some strategies more helpful than others.

1. Use codes rather than comments to feed back to students. Often feedback for a class will involve 5 or 6 different comments and these can be provided in code form after which the code can be shared with students who can write the feedback out in full.
2. Use a stamp or codes where the final space is left blank for the students to write their response to feedback. E.g. teacher completes “www” and “hti” (How to Improve) and leaves “I need to” for student to complete
3. When using “www”, use a comment which is directly linked to the success criteria, rather than something which is too general. This gives the student a clearer idea as to what has been done well which can then be applied to future pieces of work
4. When using “hti” (How to Improve), write a comment that requires a student response. E.g. “State 3 long term and 3 short term response to flooding” is better than “You need to know long term and short term responses to flooding”. Such comments can be provided using a code rather than writing them out several times (see suggestion 1)
5. Use “DIRT” (Directed Improvement and Reflection Time) at the start of a lesson to allow time for an adequate response to feedback. Without such time, any feedback is likely to be forgotten. Such time could be used for answering a question, redrawing a graph, redrafting a piece of work etc Aim to include this in a lesson every few weeks.
6. Use a “Verbal Feedback Given” stamp or code and have the students write down the feedback themselves
7. Give time in lessons for students to proof read and edit their own work before submitting it, so that the teacher is effectively marking the second draft
8. Use clear success criteria for self, peer or teacher assessment. Feedback is then recognized instantly as those criteria which have not been met. It is especially important that success criteria be very clear for self and peer assessment tasks, as students are not experts (different from peer or self-marking where an answer is clearly right or wrong). One possible use of success criteria is FAIL (first attempt in learning) and SAIL (second attempt in learning). Here, the idea is that a student completes a piece of work without success criteria (FAIL). The work is then swapped and peer assessed using provided success criteria with the peer giving feedback on how the work could be improved. The students then completes the work (SAIL) and resubmits for further peer or teacher assessment.
9. Use “triple impact marking”. E.g. a student self-assesses their own piece of work against success criteria before handing it in. The teacher comments on the self-assessment of the student and then sets a follow up task which the student completes. Peer assessment can be brought in as part of the process as an alternative.
10. Do not assess sub-standard work, but give a deadline for work of an improved standard to be submitted Write feedback sideways in the book so that students have to turn their books around in order to read it – it is then easy to spot students are not taking note of feedback
11. Copy work before assessing it. A blank copy of the work can then be supplied to students who can self-assess prior to the teacher assessed copy being returned. A comparison will allow

students to reflect on the feedback and acts as useful training for future peer or self-assessment.

12. Use “live marking”: write feedback in their books or on a shared Google doc during a lesson while they are working
13. Use summative assessment for a formative purpose. This can be done by using question analysis so that students are made very aware of which sections of the topic show where further work is needed. This is only effective, however, if the formative aspect is followed up – students should record the feedback and tasks related to the area(s) where development is needed given and followed up.
14. Use of “RAG rating” by students to indicate their level of confidence in the success criteria (can be done using coloured card / faces etc). This is frequently used but often not followed up – it is essential to consider before students assess themselves, what action will be taken. This can be a quick way of recording a mark, as well as allowing targeting tasks / resources specifically to where students feel they need support.
15. Consider withholding grades to encourage students to listen and act on feedback given
16. Assess peer or self-assessment rather than remarking the work itself

Section 2

The following gives practices that are generally best avoided.

1. Do not provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback
2. Do not get bogged down in unnecessary detail e.g. it does not matter what colour pen is used to assess work
3. Do not mark work that is copied down in class, including any worksheets that have been provided
4. Do not feel that every page of work in a book should be marked. Consider avoiding flick and tick and instead leave it blank
5. Do not remark work that has already been marked in class
6. Do not assume that a particular frequency or quantity of work should be provided



AYLESBURY GRAMMAR SCHOOL
DEPARTMENT ASSESSMENT AND FEEDBACK POLICY

Department:_____

1. Introduction

- This policy should be read alongside the whole school assessment policy with which teachers should be familiar.
- The whole school assessment policy includes helpful assessment and feedback ideas, as well as things to avoid. It also includes minimum expectations regarding assessment which will apply to all staff in all departments
- This policy outlines how this department will seek to apply the whole school assessment policy within the departmental context.
- All teachers within the department, including those who teach in other departments are expected to follow this policy when they are teaching within this department.

2. Assessment, Marking and Feedback

- Ongoing formative assessment will take place during lessons

Outline the types of formative assessment which might be used in lessons to assess student progress

- The remainder of this section outlines how the whole school assessment policy will be applied within the departmental context.

(a) Written Feedback

- The whole school assessment policy states that students should receive formal written feedback from the teacher at least once per half term, but that this might be more for core subjects or older year groups.

Outline frequency of written teacher feedback for this department

	Expected frequency of written teacher feedback
Key Stage 3	
Key Stage 4	
Key Stage 5	

Outline any details regarding the format of written feedback beyond what is contained in the whole school policy e.g. department specific grading or descriptors, types of expected feedback, variation in key stages etc.

(b) Other details regarding assessment and feedback

Outline any other details of the assessment and marking carried out within the department e.g. peer or self-marking, assessment of home learning, variation within key stages, rewards etc.

3. Student response to feedback

Feedback is not effective unless it has an impact on learning

Outline how the department will ensure that students respond effectively to the feedback given e.g. what is expected of students, allocating time for a response etc

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4. Recording and tracking

Outline how teachers record assessment data and how this feeds into any department tracking

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5. Reporting

- The whole school assessment policy is followed when giving termly whole school assessment grades
- **To ensure consistency of projected grades at Key Stage 3, the department's Key Stage 3 assessment criteria are used and these can be found as appendix 1 of this policy** (this does not apply in departments which do not teach below Key Stage 4)
- Key Stage 4 and 5 students' projected grades are awarded using specification criteria

Outline any additional information regarding how the department uses ongoing assessment data to give whole school termly assessment grades e.g. how grades are arrived at, use of electronic mark books etc.

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6. Monitoring

Monitoring	Responsibility of
Of Student Progress	Classroom teacher and Head of Department
That teachers are following the department policy on assessment and feedback	Head of Department (through assessment review / departmental self-evaluation)
That the department policy is in line with the whole school assessment policy and is consistently applied across the department	Head of Department and SLT Link (through assessment review / departmental self-evaluation)

Outline any ways that assessment and feedback and the consistent application of the department policy are monitored

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Appendix 1 – Key Stage 3 Assessment Criteria

Add your Key Stage 3 assessment criteria or put not applicable if your department does not teach below Key Stage 4

APPENDIX C: Copy of the Guidance to staff on the use of Artificial Intelligence (AI)

ARTIFICIAL INTELLIGENCE (AI) AND ASSESSMENT IN SCHOOL

Introduction

Whilst there are huge benefits to students being able to use AI in a positive way in schools, it is important that:

- If students do use it, they know how to use and cite it appropriately
- Students are aware that using it inappropriately in assessments would be classed as plagiarism and in the case of NEAs would be classed as exam malpractice
- Teachers consider the impact on some of the more traditional forms of assessments / home learning tasks
- Teachers look to develop confidence in spotting the potential misuse of AI in assessments

Home learning tasks

Many traditional forms of home learning ask students to answer questions, write paragraphs or full essays etc. Some see AI as potentially marking an end to such tasks being set for homework as the questions can simply be put into an AI which will generate the answers for them. Whether the answers being given are right or wrong, students will learn nothing whilst appearing to complete the tasks well. Potential actions:

- Review the home learning tasks being set and consider alternatives e.g. set pre-lesson reading so that students answer the questions, complete timed essays etc during class time
- Where there is the risk of home learning tasks being completed by students using an AI inappropriately, look to become familiar with the signs that this has been done (see below)
- Set home learning tasks that encourage the use of AI used in an appropriate way so that students learn to use and reference what they do

Assessing students' work

The random nature of AI answers means that the traditional way of spotting plagiarism will not always work. It is also not necessarily possible to use AI to spot the use of AI because:

- The work is the student's intellectual property, and it may not be appropriate to run the work through an AI to check for plagiarism
- Evidence suggests that AI may not actually be effective in spotting the use of another AI to produce answers

Nevertheless, there are a number of tells that may help teachers spot where AI has been used including:

- Use of American spelling, terminology e.g. (color, organization) etc

- Use of language beyond what would be expected by the student's normal level of working or variation in writing style throughout the piece of writing
- Use of quotations that would not be required or expected
- False references (some AIs have been known to produce their own!)
- Incorrect or inconsistent use of first person / third person
- Lack of graphs, data tables etc where these would be expected
- Lack of local knowledge
- Lack of personal experience injected into reflective pieces
- Content being more generic rather than specific to the task or students
- Inclusion of warnings produced by the AI itself to highlight its own limitations
- Submission of typed work where hand-written would be expected.
- The inclusion of confidently stated incorrect statements

Non-Examination Assessments (NEAs)

Students must sign to say that anything produced as part of their NEA is their own work. AI's may be used to support their work provided the AI is appropriately referenced. When starting out on an NEA it is important to stress to students that inappropriate use of AI in completion of NEAs constitutes exam malpractice and once they have signed, this must be reported to the exam board. (Students and parents have already been informed of this). Spotting the use of AI in the completion of NEAs can be challenging (see above for potential tells) but there are steps which can be taken to help including:

- Setting interim deadlines for NEA completion (missing these but producing a high-quality piece of work by the final deadline may indicate AI use)
- Check work after interim deadlines to ensure it represents a natural progression
- Where possible allocate time in class for completion of some of the NEA
- Introduce class activities that rely on the knowledge required for the NEA
- Where possible introduce short verbal discussions on the progress of students in their NEA
- Where possible introduce tasks which are current / topical

How to avoid the use of AI in assessments:

Staff may want to keep more control over their assessments and can minimise the risk of AI creeping into the student's work. You can try some of these methods:

- Hands on practical assessments – Design assessments that get students to apply their knowledge in a real-world environment. (I.E Project based learning)
- Try a variety of assessment techniques – quizzes, exams, presentations, and group presentations.
- Encourage critical thinking – Encourage students to think critically about the material and to develop their own ideas and arguments.
- Oral exams – Give students oral examinations to assess the student's knowledge and understanding of a subject.
- Role-Playing – Students can get involved in role-playing exercises to assess their ability to apply their knowledge in real-world situations.
- Debates – Create an assessment which requires the teacher to judge the students ability to present arguments.
- Interviews – You can conduct interviews with your students like a university viva.

Full details of JCQ advice regarding the protection of the integrity of qualifications when using AI can be found using the following link:

<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/>

Guidance from the DFE on the use of AI can be found using the link below:

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education>