



## **Assessment, Feedback and Reporting Policy**

### **Aims**

- To build a more open relationship between student and teacher where students are willing to take risks for learning and teachers provide positive feedback.
- To involve students in the learning objectives for every unit.
- To allow students and teachers to identify progress towards specific success criteria.
- To give students the opportunity for self-evaluation and peer evaluation.
- To promote students' active listening and questioning skills.
- To celebrate success and provide recognition of every student's achievement.
- To inform the planning for future learning and teaching.
- To foster effective self-monitoring in learning as part of students' skills education.
- To embed feedback as an integral part of a teacher's self-reflection and continuous focus on improvement.
- To direct students' development of effective approaches to, and strategies for, learning.

### **Achieving our aims**

Effective planning and reflection – to ensure that learning experiences are varied, meaningful and stimulating. Self-review by both teachers and students will be built into the planning and incorporate continuous reflection from assessment feedback.

Sharing learning objectives at the start of each unit. Focus the learning objective/stimuli on transferable skills.

Shared success criteria – a verbally agreed success criteria which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria. Learners are challenged and motivated through clear success criteria. Criteria for success are shared with learners, through collaboration they are discussed and clarified to ensure all stakeholders understand the learning expectations with regard to skills, knowledge and understanding.

Effective questioning, feedback dialogue and student voice in learning – using more open-ended questions, giving more thinking time, using pair share to help students feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding. Questioning is also employed as an error correction technique, particularly in Modern Foreign Languages (MFL) and English as an Additional Language (EAL).

Feedback – this is essential for effective learning and teaching and will provide prompts for improvement to help plan the next steps in learning. Feedback is to be given verbally and in writing and should be developed to be meaningful between students to foster effective peer-based learning and peer to peer feedback.

Self-assessment – allowing students time to reflect on what they have learned and how they have learned it, e.g. during plenary sessions, to make explicit links between what they have learned, what remains to be learnt (and understood) and success criteria. When teachers ask students to self-evaluate students are empowered to take ownership and enquire reflectively about themselves.

In-house assessment, e.g. progress tests, and external assessments, e.g. I/GCSE and A level examinations.

Fostering/developing critical thinking skills – critical thinking is the ability to analyse, evaluate, and synthesise information from various sources and perspectives. It is an essential skill for making informed decisions and it is increasingly important to give students the skills to navigate today's information-heavy world.

### **Assessment schedule**

The Wendover assessment calendar is predetermined to ensure that there is a clear programme of assessment through the academic year. It is designed to ensure that no student is overloaded during the course of the year and that there is clear data from which student progress can be mapped.

Each academic subject will be assessed at the completion of a unit of work. A unit is assumed to last for half a term (+/-6 weeks) and may not be one single topic, it could be a series of smaller topics within that timescale. Students will be set a task or test based on the half term's learning to assess their ability in a summative manner but with formative feedback provided.

All academic subjects will hold end of year summative assessments in the final half term (June/July) to measure the retention of learning across the year.

Progress Tests in key stages 4 and 5

- Rolling weekly schedule of core subjects assessed every term and other subjects on rotation which equates to each subject being evaluated under exam conditions with 1:1 feedback approximately 3 times per academic year (depending on how many subjects a student takes).

Mock examinations in key stage 4

- None in Year 10 only the End of Year Assessment.

- Year 11 complete the first set of mock examinations in December to check previous (Year 10) content and inform planning and pace of delivery for Year 11; they complete the second set of mock examinations in March to inform revision and close gaps in learning.

#### Mock examinations in key stage 5

- For Year 12 these are held in March, specifically for students who have chosen to do AS examinations.
- Year 13 complete the first set of mock examinations in December to check previous (Year 12) content and inform planning and pace of delivery for Year 13; they complete the second set of mock examinations in March to inform revision and close gaps in learning.

### **Tracking student progress and achievement**

Assessment data, attainment, effort, behaviour and attendance is tracked and monitored centrally (see appendix 1). It is important for us to recognise student's attainment throughout the year and not merely on a single point of assessment. We are keen to present a clear idea of the progress that students have made throughout the year whilst recognising the value of testing knowledge retention and skills application at the end of the academic year.

Students will have 5 points of assessment at the end of each of the first 5 half terms, there will be a final yearly assessment in half term 6.

### **Teacher responsibilities**

Assessment planning is indicated on the Scheme of Work so that there is regular evidence of progression, including progress tests.

Assessments are to be progressive and demonstrate movement along the student flight path towards age-related expectations, I/GCSE or A level, as appropriate.

Unit assessments are held every half term to clearly indicate and map the progress of students.

All assessment grades awarded are recording in the central tracker which is available for viewing by teachers, senior management and for external scrutiny as necessary.

The rationale for each assessment should be indicated clearly so that students know what they are to be assessed on and why. There will be a clear link back to the scheme of work and sequence of lessons taught.

Teachers make it clear to students that the purpose of assessment is to gain a 'snapshot' of progress. It is a formative tool to identify areas where students are confident and to identify where they need additional support to enable them to be successful.

Teachers hold assessments (both end of half termly and end of year) during lesson time and observe the students in an 'assessed' situation. Where appropriate, breakout rooms may be used to ensure that students are working in isolation and are able to ask questions without disturbing other students. Alternatively, students may use the chat facility directly to the teacher to ask any standard 'invigilation' questions.

The length of the assessment is age-appropriate and is determined by the teacher. It should however, have gravity and provide clear evidence of learning and progress made.

### **Student responsibilities**

Students are expected to ensure that they follow guidance from teachers in the preparation for assessment, this is in maintaining their notetaking effectively; in completing homework and in developing their skills in revision as advised by teachers. The group tutor has a key role and is a source of guidance and advice for students in preparing with study skills, planning for assessment and managing time. Students need to pay attention to the information given in these sessions to ensure that they are familiar with ways to help them manage the assessment cycle.

When completing assessments, students are expected to have the correct equipment, as indicated by teachers, they are to follow instructions clearly and where they are instructed not to communicate with one another, they must adhere to these instructions.

Where assessments are to be completed remotely on paper, it is the student's, and their parents' or carers' responsibility to ensure that the test paper is printed out in good time for the assessment. They are to use a black or dark blue pen to complete the writing, a pencil for diagrams and drawing.

On completion, the paper assessment should be scanned using either a full-size scanner or a scanner app on a mobile phone or tablet so that it can be emailed directly back to the teacher for marking. A scanner produces a full-size image converted to PDF that is clear for the teacher to see when assessing the work.

### **Additional support**

Where a student needs 'reasonable adjustments' or other access arrangements these will be accommodated in the most effective manner possible within the lesson. The teacher must document how this is to be done and record it centrally. Additional help is available to teachers

in assessments if readers or 1:1 support is required but this must be arranged in advance in discussion with the Head of Key Stage.

Students working towards external examinations are expected to attend additional regular timed exam practice once a week. A rolling programme of assessment is available so that students become accustomed to the nature of the exams, the timings and the way that questions need to be responded to. As such, they will complete exam-style past paper assessments in every subject usually twice a term in addition to the taught lessons.

## **Homework**

Homework is designed for students to reflect on the learning that they have been doing in their lessons and to use the skills gained. As such, the tasks should reflect lesson content and reference the skills and knowledge being practised. Students should have access to all relevant reference material required, be this in their own notes or from other named sources unless the homework is fulfilling the role of an assessment.

Homework should be viewed as a successful outcome, students should be well prepared by teachers in order to complete the task. Homework should be differentiated to meet the needs of the individual students. Homework is part of the assessment for learning cycle and as such is always to be marked and monitored.

Homework may be presented in a range of ways dependent on the subject, the student's age and the time allocated to the task. The list below is not exhaustive but is designed to show that tasks can be creative and managed in ways that may match the students' strengths as well as being active and imaginative:

- Report writing
- Questions and answers
- Voice recording or vlogging
- Filmed response to a question
- Create an advert either as a poster or as a short film
- Create a piece of art work or a model in response to a text
- Photographs to inspire work in the class
- Make a quiz or a test for other students or members of staff
- Collect themed items to bring to class
- Watch the news to pick out headlines

## **Feedback**

Teachers must be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback they give. We expect feedback to be meaningful and motivating for the student and manageable for the teacher. Feedback must be adapted to the needs of each student to ensure it is appropriate and understandable and the student can act upon it.

Written, as well as verbal, feedback is required so that students can reflect and act on the advice given. It is also needed as an evidence base for external scrutiny. Feedback can be given on digital documents in the following ways:

PDF: Use the signature tool to type responses to the task, use green so that the commentary is clearly visible, items can be 'ticked' using the relevant sign on the PDF toolbar.

Powerpoint: Add a textbox and type in green so that it is clear for the student to see or add a slide to the Powerpoint and make extensive points on the slide typed in green.

Word document: Use green typeface to add commentary on documents, either in a textbox on the document or use the review tools to add comments through the text. Save the document and upload into the document folder so that it reflects the original homework task.

Class Notebook and Teams Assignments: these can be clearly annotated and typed on to give clear feedback, including the use of emojis or 'stickers' to indicate progress.

### **Non-submission or poorly executed work**

Where work is not completed, teachers must inform the student's tutor who will work to remedy the situation in 1:1 tutorials and to identify any barriers to completion. Where work is repeatedly not submitted, with the advice of the Head of Key Stage, parental support may be sought in order to firstly identify any barriers to completion of work, to find solutions to support the student and to encourage the student to see the value of working independently and how this can inform the teacher to support the student more successfully.

The Wendover leadership team will inform teachers, on a need-to-know basis and maintaining confidentiality as appropriate, of any changes to a student's circumstances that may prove challenging for the student as these may be a contributory factor where issues relating to a student's ability to respond to assignments, homework or assessments.

Where necessary (i.e. in persistent cases or where a student's behaviours are extreme), the Principal will seek to involve the student's parents in order to support the student's ability to present assignments, homework or assessments appropriately.

### **Reporting**

Reporting includes communicating what students know, understand, can do and next steps. It involves students, parents and teachers as partners and what is designed to be a productive, positive, honest and comprehensive process.

Reporting occurs through:

- Parent information events or workshops, e.g. Year 9 I/GCSE options information

- Written reports (see Appendix 3 for the Wendover Online School reporting cycle) which include attendance, effort, attainment, homework, behaviour, assessment results, strengths and targets
- Conferences (teacher-student-parent), (student-teacher) and (student-led)
- Formal and informal face-to-face meetings with students and parents as and when required

### **Policy review**

This policy is designed to set good practice standards. However, the school recognises that best practice develops over time and, as such, will update it regularly in light of experience and as a result of changes in legislation or its own internal organisation and policies. As with all Wendover policies, this policy will be reviewed according to our comprehensive policy review calendar.

Date policy reviewed: August 2025

Date of next review: August 2027

# Appendix 1: Tracking student progress and achievement screenshot

2023-2024 AY					
Maths					
Year Group	Attendance	Effort	Behaviour	Attainment	
8	60%	3	2	2	
8	92%	1	1	2	
9	96%	1	1	2	
8	95%	1	1	1	
9	94%	1	1	1	
9	74%				
9					
7					
9	95%	3	2	3	
8					
7	100%	2	2	3	
7	98%	1	1	3	
8	98%	2	2	3	
8	67%	2	1	2	
7	82%	1	1	2	
9	96%	1	1	1	
7	89%	2	2	2	
7					
9					
7	88%	1	1	1	
	88%	2	1	2	



## **Appendix 2: Interventions**

Interventions are a positive step to supporting a student and ensuring accessibility and security in learning. They need to be communicated to students in this manner. Where it is identified that a student may need intervention to clarify a learning point, consider the actions below. This list is not exhaustive and it may be that a teacher needs to discuss a student on an individual basis with the 1:1 tutor, Head of Key Stage and parents or carers may need to be consulted where necessary.

Some suggested interventions:

Use a breakout room to clarify the learning point and check understanding.

After checking with Head of Key Stage and parents or carers, meet with the student outside the bounds of the lesson at a pre-arranged time using the school learning platform to offer 1:1 discussion to clarify and aid learning.

Work with the 1:1 tutor to provide them with the opportunity to check learning with the student and to allow further work to be done to check understanding. The tutor may be able to identify any possible barriers to learning.

Consider a range of strategies dependent on the student's style of learning and their specific needs.

Present the work in a different manner; some students really benefit from a practical approach to a learning point if this is a possibility.

Make clear notes with the student on the item that needs to be covered further.

Work on a shared document in OneDrive, a collaborative space in Class Notebook or directly in a MS Teams Assignment so that all the student's notes are in a place that you are able to direct them to.

Ensure that as a teacher you are up to date with the needs of the student, are they dyslexic, do they find working with figures challenging (dyscalculia), consider changing the font that you are using or the background colour that you are using for slides or worksheets, this can make it far more restful for the student.

In the event that 1:1 support is needed for a student for an assessment, this needs to be discussed with the Head of Key Stage and arrangements will be made as appropriate.

If a teacher has any concerns about a student regarding accessibility to learning, they must in the first instance, discuss this with the Head of Key Stage, particularly as any identified interventions may need to be applied across the curriculum.

Where a student has identified needs, these will be communicated to all teachers who are working with that student.

### Appendix 3: Wendover Online School reporting cycle

Date	Year Group	Information included in each subject report
Half Term 1 Mid Term Report	All year groups half term report for every subject studied. Primary KS3 KS4 KS5	Topic of study for each subject studied: Strengths: Review of half term including how students have settled in, what has gone well and what they need to work on.
Half Term 2 End of Term Report	Primary KS3 KS4 KS5	Topic of study for each subject studied: Strengths: To work on: Next steps / targets: Scores for Effort / Behaviour / Homework / Attainment End of Term Test Score % Average Test Score for the year to date %
Half Term 3 Mid Term Report	Primary	Reports on progress in Literacy and Numeracy together with report from Tutor to reflect performance in other subjects across the school
	KS3	Reports on progress in Core Subjects Maths, English, Science together with report from Tutor to reflect performance across the school
	KS4	Year 10 reports on progress in Core Subjects Maths, English, Science together with report from Tutor to reflect performance across the school No Year 11 reports issued until after the mock examinations in March – half term 4
	KS5	Year 12 reports on progress in all subjects studied together with report from Tutor to reflect self-management and progress No Year 13 reports issued until after the mock examinations in March – half term 4
Half Term 4 End of Term Report	Primary KS3 KS4 KS5 (All subjects studied)	Topic of Study for each subject studied: Strengths: To work on: Next steps / targets: Scores for Effort / Behaviour / Homework / Attainment End of Term Test Score % Average Test Score for the year to date %
Half Term 5 Mid Term Report	Primary	Reports on progress in Literacy and Numeracy together with report from Tutor to reflect performance across the school
	KS3	Reports on progress in Core Subjects Maths, English, Science together with report from Tutor to reflect performance across the school
	KS4 (Year 10 only)	Topic of study for each subject studied:

		<p>Strengths:</p> <p>To work on:</p> <p>Next steps / targets:</p> <p>Scores for Effort / Behaviour / Homework / Attainment</p> <p>End of Term Test Score %</p> <p>Average Test Score for the year to date %</p>
	KS5 (Year 12 only)	<p>Reports on progress in all subjects studied together with report from Tutor to reflect self-management and progress</p>
Half Term 6 End of Year Report	<p>Primary</p> <p>KS3</p> <p>KS4 (Y10 only)</p> <p>KS5 (Y12 only)</p>	<p>Topic of Study for each subject studied:</p> <p>Strengths:</p> <p>To work on:</p> <p>Next steps / targets:</p> <p>Scores for Effort / Behaviour / Homework / Attainment</p> <p>End of Year Test Score %</p> <p>Average Test Score for the year %</p>
	KS4	<p>Year 11 End of Year reports compiled by HOKS and Principal to include overall comments that encapsulate their time at the school, i.e. effort, behaviour, participation, progress and good luck for final results</p>
	KS5	<p>Year 11 End of Year reports compiled by HOKS and Principal to include overall comments that encapsulate their time at the school, i.e. effort, behaviour, participation, progress and good luck for final results</p>