

The West Bridgford School



Assessment Policy



East Midlands
Education Trust

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The West Bridgford School Assessment Policy

Ethos: The Best We Can Be

Assessment, marking and feedback are central to supporting students to achieve their best in any curriculum.

At The West Bridgford School, assessment is embedded in daily classroom practice. Drawing on Rosenshine's *Principles in Action* (2019), teachers use approaches such as **explicit modelling, checking for understanding and structured questioning (including cold calling)** to continually assess student learning and address misconceptions in real time. This ensures that assessment informs teaching responsively and supports students in securing knowledge over time.

All students should be able to answer two key questions about their learning:

- *What am I doing well in this subject?*
- *What do I need to do to improve?*

Our assessment practices consider the needs of all learners, including those with SEND, ensuring that appropriate adaptations and access arrangements are in place. This inclusive approach supports long-term learning and retention, informs adaptive teaching, and enables students to understand their strengths and next steps, with the ultimate aim of securing sustained progress for all students.

Research by the Education Endowment Foundation in *A Marked Improvement* (2016) and the DfE Marking Policy Review Group Report (2016) significantly shaped national thinking on marking, establishing the principle that feedback should be “meaningful, manageable and motivating”. This has been further developed through the EEF guidance report *Teacher Feedback to Improve Pupil Learning* (2021), which highlights the importance of carefully considering how feedback is delivered, received and acted upon by students.

We recognise that feedback takes many forms and that written marking is only one part of an ongoing learning dialogue between teacher and student. While written marking can play an important role, it can also be time-consuming; as such, it should be used purposefully as part of a broader approach that includes verbal feedback, whole-class feedback, and live assessment within lessons. The most effective feedback is that which is acted upon by students and leads to improved subsequent performance.

Delivery of Feedback & Professional Judgement

The quantity of feedback should not be confused with its quality. High-quality feedback is reflected in how effectively students can apply it to subsequent work and think deeply about how to improve. As recommended in *Teacher Feedback to Improve Pupil Learning*, feedback should focus on addressing “specific gaps that pupils exhibit” and moving learning forward, rather than simply evaluating performance.

A range of approaches may be equally valuable, including verbal feedback, self-assessment, peer feedback, whole-class feedback and comparative judgement, provided these are carefully scaffolded and lead to meaningful student response. The method of delivery is less important than ensuring that feedback is purposeful, actionable, and used by students to improve.

Teachers should exercise **professional judgement** when selecting the most appropriate form, timing and method of feedback. This should take account of:

- The nature of the task
- The needs of the individual pupil
- The level of understanding across the class

Feedback must be integrated into teaching in a way that ensures students are given opportunities to **respond, reflect and improve**, enabling the feedback loop to be completed and learning to progress.

Departmental Assessment Policies

Each department will develop a **concise, single-page assessment policy** that sits within the whole-school framework and reflects the specific demands of the subject discipline. These policies will be reviewed during the Autumn Term and will ensure consistency in approach while allowing for appropriate subject-level variation.

Department policies will be published on the **school website** to provide clarity for students and parents. Teachers will explicitly introduce students to subject-specific assessment expectations to ensure a shared understanding of how learning is assessed and supported.

Departmental assessment approaches must:

- Ensure that the **frequency and timing of assessment and feedback** allow for high-quality teaching to remain the priority
- Provide students with **clear, actionable feedback** that identifies next steps
- Include opportunities for students to **respond to feedback**, enabling them to close gaps in their understanding
- Avoid unnecessary workload by prioritising **efficient and high-impact feedback strategies**, including the use of whole-class and verbal feedback where appropriate
- In all instances, departments should implement strategies which ensure that **disadvantaged students are first in mind** for any assessment feedback

Not all work requires grading. Evidence suggests that the overuse of grades can reduce the impact of feedback, particularly where students focus on outcomes rather than engaging with the learning process. As recommended in *'Teacher Feedback to Improve Pupil Learning'*, departments should therefore prioritise approaches that emphasise formative feedback, improvement, and long-term learning, rather than frequent summative judgement.

Departments are expected to use professional judgement when designing assessment and feedback policies, ensuring alignment with whole-school principles while enabling subject-specific approaches within a shared framework.

Key Assessments

All departments will identify **summative assessment points as 'Key Assessments'** within their curriculum. These provide important checkpoints to evaluate student understanding and inform subsequent teaching. The design and implementation of Key Assessments should reflect the following principles:

- The number and frequency of Key Assessments should reflect curriculum time, with a guideline of **no more than one per half term, and at least one per term**, ensuring meaningful assessment without over-assessment.
- Key Assessments should be designed to reflect **curriculum intent** and incorporate principles of **retrieval and spaced learning**, enabling students to demonstrate both current understanding and retention of prior knowledge.
- Students must be given **clear advance notice** of Key Assessments, including:
 - What content will be assessed and how to prepare for the assessment
 - How it will be assessed
 - The criteria for success
- Assessment design and delivery must consider **access arrangements and individual student needs**, ensuring that all students are able to demonstrate their knowledge and understanding effectively.
- Key Assessments should be clearly **identified within curriculum roadmaps and schemes of learning**, ensuring transparency and coherence across the curriculum.

- The **timing of Key Assessments** will be coordinated through the school assessment calendar, to avoid unnecessary clustering and manage workload for both students and staff.
- Where a Key Assessment is missed, students should be given an appropriate opportunity to complete the assessment, ensuring that teachers have an accurate understanding of student attainment.

Grading & Reporting

The school uses **Arbor** as the central platform for recording and managing assessment data.

Key Assessment outcomes are recorded centrally to ensure consistency and accuracy across subjects. **Formal reports remain the primary method of communication** with parents and carers.

Grading is used to provide clarity about current performance, but is always supported by feedback to ensure students understand how to improve.

Our grading systems are designed to reflect student progress appropriately at each key stage, ensuring clarity for students, staff and parents, while supporting learning rather than simply reporting outcomes.

Assessment and Grading by Key Stage

Key Stage 3 (Years 7–9)

Assessment at Key Stage 3 is based on the **mastery of curriculum knowledge and skills**, rather than the prediction of GCSE outcomes. Students are assessed using a three-point mastery scale:

- **Accomplished**, where students exceed expected standards and demonstrate a deep level of understanding
- **Secure**, where students meet expected standards and demonstrate consistent understanding
- **Developing**, where students are working towards expected standards and require further support

In addition to attainment, students receive an **Effort Grade** (Above Expected, As Expected, Below Expected), which reflects their engagement, resilience and commitment to learning.

Key Stage 4 (Years 10–11)

Assessment at Key Stage 4 is aligned with **GCSE expectations** and supports students in understanding their progress towards external outcomes. Students are given a single **Target Grade**, providing a clear and aspirational benchmark, and a **Predicted Grade**, based on current performance and trajectory.

Attainment in Key Assessments is reported using the **9–1 GCSE scale**. Students also receive an **Effort Grade**, indicating the consistency and quality of their engagement with learning.

Key Stage 5 (Years 12–13)

Assessment at Key Stage 5 is aligned with **A-Level expectations** and supports progression to advanced study and post-18 pathways. Students are given a **Target Grade**, reflecting aspirational expectations, and a **Predicted Grade**, based on current performance and trajectory.

Key Assessments provide regular checkpoints within courses and are reported using the **A*-U scale**. Students also receive an **Effort Grade**, reflecting their commitment, independence and approach to study.

Quality Assurance

Heads of Department are responsible for ensuring that assessment and feedback practices within their subject are **consistent, effective, and aligned with whole-school expectations**. This includes ensuring that departmental approaches support high-quality teaching and lead to improved student outcomes across all groups.

Quality assurance focuses on the **impact of assessment and feedback on learning**, rather than compliance with processes. It will take place through a range of mechanisms, including:

- Learning walks conducted by middle leaders and senior leaders
- Ongoing dialogue through departmental Professional Growth sessions.
- Regular whole-school reviews of departmental practices and their impact on student progress
- Moderation and liaison with EMET subject directors.

Line management meetings between SLT and Heads of Department will include **regular discussion of assessment, feedback, and student outcomes**, ensuring that practice remains responsive, consistent, and focused on improvement. Where appropriate, quality assurance will include a focus on how effectively students are responding to feedback and improving over time.

References

Sherrington, T. (2019), *Rosenshine's Principles in Action*

Education Endowment Foundation (2016), *A Marked Improvement*

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking>

Department for Education (2016), *Reducing Teacher Workload*

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

Education Endowment Foundation (2021), *Teacher Feedback to Improve Pupil Learning*

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>