



"The glory of God is  
a human being fully alive!"

# St Joseph's Catholic High School

## Assessment & Reporting Policy

2026-27

Date of Review: April 2026

Date of Next Review: April 2027

## **Intent:**

*Effective assessment is about the credibility of the information gathered, the conclusions drawn from it, and its impact on student learning.*

*Memory is the residue of thought. The frequency and complexity of thought drives long-term memory of knowledge. Therefore, assessment is critical to learning.*

This document serves to lay out the intentions of our assessment strategy at St Joseph's Catholic High School. It is our plan to ensure that assessment within the school is highly effective at driving pupil progress and curriculum development. This means a system of assessment that is meaningful, manageable and motivational and a strong understanding of the principles of effective assessment.

- Meaningful, because it gives us valid and reliable information about learning that drives fluency and flexibility of knowledge, application of skills and curriculum evaluation.
- Manageable, because it is not too onerous for teachers compared with the resultant benefits to pupils' learning.
- Motivational, because feedback is clear, addresses gaps in learning and builds confidence in learning.

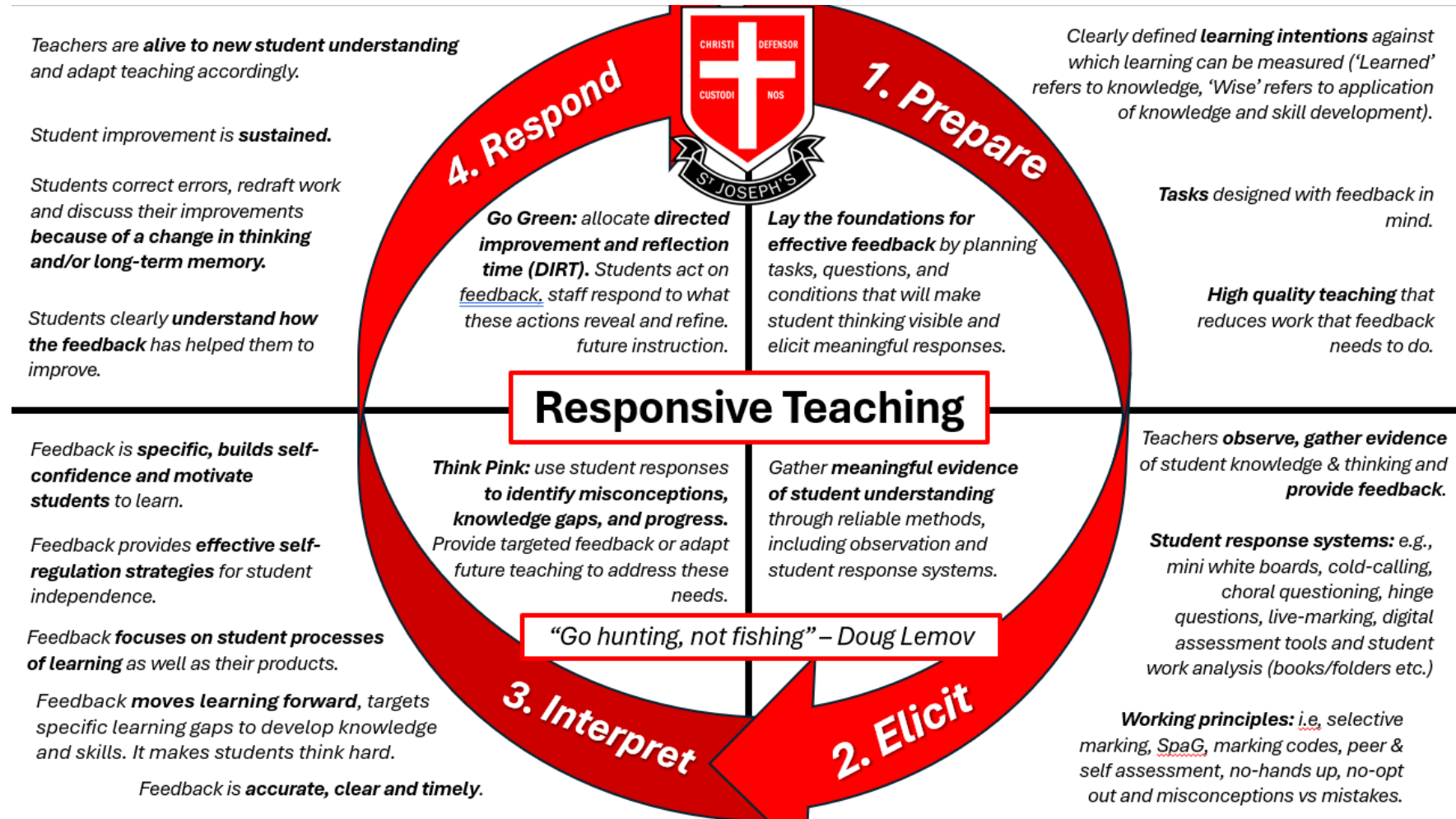
This document works in unison with our 'feedback policy', which serves to lay out the procedures through which we will achieve our intentions below.

## **Contents:**

- Responsive teaching - page 3
- Assessment models – page 4
- Quality of Assessment and Feedback – page 5
- The Standard of Student Books, Folders and Digital Work – page 6
- Approaches to Feedback – page 6
- Reporting information – page 9

## Responsive Teaching

At St Joseph's, our approach to assessment is rooted in the principle that the highly effective feedback happens *in the moment*, within the classroom, as part of **responsive teaching**. The core principle is that: *teachers **prepare** with feedback in mind, **elicit** meaningful evidence of student thinking, **interpret** this evidence insightfully providing targeted feedback and adaptations to ensure students **respond** through reflection, redrafting and sustained improvement.*



## Assessment Models

Curriculum Leaders are responsible for developing subject systems of assessment that:

- Uses a balanced range of **formative and summative assessment** to check understanding, inform teaching, and evaluate curriculum implementation.
- Assesses **critical knowledge and key concepts** to support the development of secure mental models and long-term memory.
- Ensures assessment is **carefully sequenced within the curriculum**, building the knowledge and skills required to reach curriculum end points.
- Identifies **misconceptions and gaps in understanding**, using this information to inform curriculum design and lesson planning.
- Incorporates **regular retrieval practice** to strengthen foundational learning and consolidate learning over time.
- Provides **high-quality feedback and feedforward** that supports improvement for all students, including SEND and disadvantaged learners.
- Maintains **high standards in student workbooks, folders, and digital portfolios**, ensuring they are effective tools for learning and revision.
- Includes **regular book scrutiny** to monitor quality and provide targeted feedback to staff.
- Enables **Curriculum Leaders to evaluate curriculum effectiveness**, including sequencing and impact on learning.
- Collects and uses data through a **departmental assessment tracker** to provide a holistic view of student progress for reporting.

### Assessment systems will include:

**Formative assessment** - routine classroom activities that check understanding of specific aspects of the lesson or curriculum. They elicit evidence of student thinking, enabling teachers to identify misconceptions, provide immediate feedback, and adapt subsequent teaching. These moments act as hinge points, ensuring students secure key concepts needed to build accurate mental models and make progress through the learning journey.

#### **Examples:**

- Starter – recall of foundational knowledge required for the lesson
- Hinge points – systematic testing of student understanding before moving on
- Exit tickets - systematic testing of student understanding that informs next steps in planning
- Way point testing – a snapshot of recent key concepts to assess retention for the next phase of the learning journey

**Summative assessment** – refers to activities that evaluate learning over a broader range of knowledge and skills across the curriculum. They assess students' ability to retain and apply knowledge over time, providing a measure of progress towards curriculum end points. These assessments contribute significantly to reporting and curriculum evaluation, given their comprehensive coverage and extended scope. While primarily evaluative, they can also be used formatively by identifying key gaps in learning, with feedback focused on key areas or larger scale Question Level Analysis (QLA) interventions.

#### **Examples:**

- Essay questions
- Past papers
- End of topic tests

## Quality of Assessment and Feedback

### Curriculum Leaders will:

- Monitor the **quality and consistency of student work** in line with whole-school expectations.
- Evaluate the **impact of written and verbal feedback** within the subject.
- Carry out **regular work scrutiny**, providing targeted feedback and support to staff.
- Use assessment data to **evaluate curriculum implementation and impact**, making meaningful adjustments where required.
- Ensure the **validity and reliability of assessment**, providing training where needed.
- Analyse exam performance using post-results services (e.g. Results Plus, e-AQA) to inform curriculum development.
- Ensure assessment data used for reporting is **appropriately weighted**, considering:
  - the complexity of knowledge and skills assessed
  - the validity and reliability of the assessment

### Classroom teacher will:

- Plan lessons that **build on prior knowledge** and align with learning intentions.
- Routinely **check pupil understanding** using a range of formative assessment strategies.
- Apply the principles of effective assessment through strategies such as:
  - Cold calling
  - Mini whiteboards
  - Hinge questions
  - Self and peer assessment
- Assess at key points within lessons:
  - **Beginning** – to assess prior knowledge (e.g. Do Now/Connector)
  - **During** – to check understanding and adapt teaching (mini-plenaries)
  - **End** – to evaluate learning and inform next steps

## The Standard of Student Books, Folders and Digital Work

### Student Work – books, folders and digital work

Student work is a revision tool and a demonstration of potential. It should reflect pride, scholarship and love of learning. Please uphold the following non-negotiables in student work:

- ✓ **PROUD** – books are neat, dates/titles are underlined with a ruler and work is stuck in.
- ✓ **PLC/Curriculum Map** – books contain a curriculum map and Personalised Learning Checklist (PLC) in the front and should serve as a reference point for learning.
- ✓ **Knowledge organizer** – each book must have knowledge organizer(s) appropriate to the topic.
- ✓ **Recall** – student work demonstrates opportunities for recall used as a foundation for learning i.e. it is required to access the task or lesson.
- ✓ **Goal setting** – assessment data is tracked by students and they provide an informed reflection on their next steps.
- ✓ **Metacognition** – books demonstrate evidence of opportunities for planning work and reflection upon performance.
- ✓ **Adaptive teaching** – student work demonstrates where adaptations have been made so that students can access the full ambition of the curriculum e.g. scaffolding.

### Approaches to Feedback

#### In-class feedback

At St Joseph's, the most effective feedback takes place in the classroom, as part of responsive teaching. Student work should demonstrate sustained opportunities for feedback through:

- **Teacher feedback** by:
  - Active Observation (circulation), oral feedback and student correction,
  - Live marking using tools such as the visualizer and student correction,
- **Peer and self-assessment** as appropriate and compliments teacher feedback.

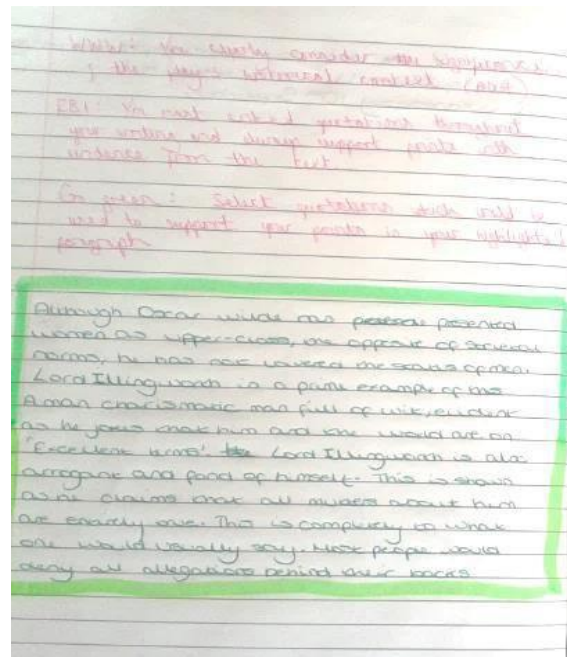
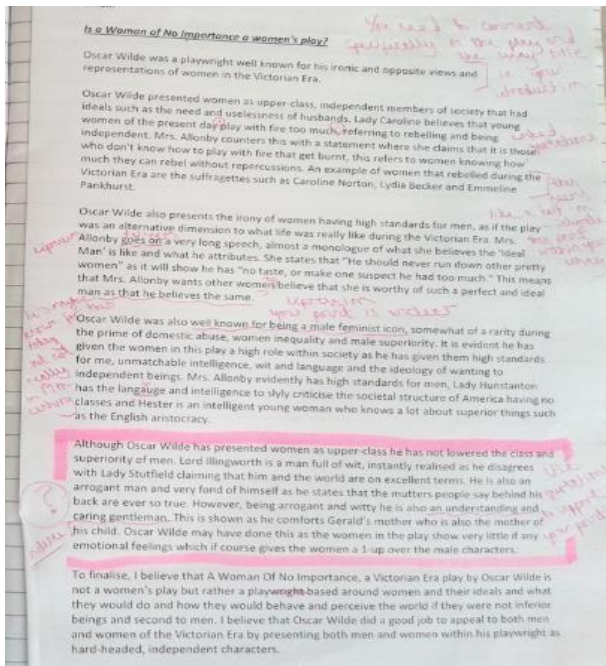
*These approaches ensure that feedback is timely, actionable, and directly informs student thinking and improvement.*

#### Think Pink, Go Green (TPGG)

**Think Pink, Go Green** is the core method for written formative feedback in books, folders, and digital portfolios.

- **Think Pink** – Teachers provide focused written feedback in pink pen, using comments, prompts, or cues to guide reflection.
- **Go Green** – Students respond to feedback by correcting errors and improving their work, demonstrating a change in understanding.

Here is an example:



Written feedback typically follows the structure:

- **WWW (What Went Well):** Highlights effective aspects of the work, guiding students on what to continue or develop,
- **EBI (Even Better If):** Identifies specific areas for improvement through clear prompts or questions.

### Feedback methods and cadence

*Student work is reviewed at least twice per half term, using a range of efficient and impactful approaches, including:*

- Formative written comments in pink pen,
- Whole Class Feedback sheets,
- Feedback by task – *an activity is aimed at addressing the misconceptions of students discovered whilst reviewing student work,*
- Recorded oral feedback using digital tools,

The chosen method should be proportionate, focused, and designed to address the most important gaps in learning.

Across all approaches, feedback should:

- Be specific, clear, and focused on the most important learning
- Make students think hard and engage in reflection
- Lead to visible student response and improvement over time
- Be manageable and sustainable, reducing unnecessary workload while maintaining impact

Staff are encouraged to **adapt and refine their approach**, provided these cores principles remain central.

**Go Green** – students respond to feedback by making corrections in original work and work that demonstrates application of new and/or improved understanding.

### **Literature Review:**

- Responsive Teaching: Cognitive Science and Formative Assessment in Practice (Fletcher-Wood, H. 2018)
- Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College (Lemov, D. 2021)
- What makes effective assessment? (Crocker, S. 2022) CEM Blog: [https://www.cem.org/blog/what-makes-effective-assessment?hs\\_amp=true](https://www.cem.org/blog/what-makes-effective-assessment?hs_amp=true)
- Teach Feedback to Improve Pupil Learning – Guidance Report (Education Endowment Foundation, 2021)
- Formative Action: A brilliant, refreshing take on formative assessment and responsive teaching (Sherrington, T. 2023) <https://teacherhead.com/2023/10/18/formative-action-a-brilliant-refreshing-take-on-formative-assessment-and-responsive-teaching/>

### **Key Stage 3 Reporting Information (Years 7 – 9)**

This term we have been providing pupils with a range of formative assessments. This is a type of assessment where pupils are regularly assessed in all aspects of their learning, given feedback and then are supported in addressing their areas for development.

From this series of assessments, we are providing you with an **Overall Assessment Percentage**. In addition, we are also providing you with a target percentage that has been set according to prior data. **The aim is for your child to consistently meet / exceed this percentage target throughout the entire Key Stage.**

### **Key Stage 4 Reporting Information (Years 10 -11)**

Year 11 – Pupils will be provided with a Pre-Public Examination Grade for each Progress Drop.

Year 10 - Pupils are given a holistic 'Working At' Grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments. GCSEs are Graded 1 to 9. Pupils in Years 10 and 11 will therefore have targets based on aspirational target grades set by the Fischer Family Trust (KS2 Data & Project Performance). These entail the expected grade to be achieved at the end of Year 11.

Grades are sub-levelled; 3.2 – just reaching a grade 3, 3.5 – is a comfortable grade 3 and 3.8 is a strong grade 3, approaching a grade 4.

### **Key Stage 5 Reporting Information (Years 12 – 13)**

Year 13 – Pupils will be provided with a Pre-Public Examination Grade for each Progress Drop.

Year 12 - Pupils are given a holistic 'Working At' Grade which is made up of an accumulation of class assignments and exam assessments. Exam assessments are weighted more than class assignments. A Levels are Graded A\* - E. BTecs & Cambridge Nationals are Graded D\* - P. Pupils in Years 12 and 13 will therefore have targets based on aspirational target grades set by their GCSE Data and projected performance. These entail the expected grade to be achieved at the end of Year 13.

Grades are sub-levelled; C3 means just reaching a grade C, C2 means a comfortable grade C and C1 represents a very strong grade C.

### **Reading Age**

We regularly test the reading age of our students. You will see this figure in the following format: 'Year/Month', for example '12/7' (or 12 Years and 7 Months). This means that your son or daughter's reading age is equivalent to that figure and signifies how far ahead or behind they are their actual age. Staff use this information to support them in class but this is important information for parents/guardians in order to support with reading at home."

#### **Heads of Year Email:**

Year 7 - [j.cooper-santos@st-josephs.slough.sch.uk](mailto:j.cooper-santos@st-josephs.slough.sch.uk)

Year 8 – [s.viegas@st-josephs.slough.sch.uk](mailto:s.viegas@st-josephs.slough.sch.uk)

Year 9 – [t.hunt@st-josephs.slough.sch.uk](mailto:t.hunt@st-josephs.slough.sch.uk)

Year 10 – [c.whiteside@st-josephs.slough.sch.uk](mailto:c.whiteside@st-josephs.slough.sch.uk)

Year 11 – [m.joseph@st-josephs.slough.sch.uk](mailto:m.joseph@st-josephs.slough.sch.uk)

Year 12 – [l.finn@st-josephs.slough.sch.uk](mailto:l.finn@st-josephs.slough.sch.uk)

Year 13 – [s.stevens@st-josephs.slough.sch.uk](mailto:s.stevens@st-josephs.slough.sch.uk)

### **Attitude to Learning Grade**

4 = Excellent	The pupil has worked to the best of their ability. The pupil is well organised and fully equipped for lessons.
3 = Good	The pupil has worked well and used the time effectively. The pupil is generally organised and equipped for lessons.
2 = Minimal	The pupil has made the minimum effort; improvements can be made. The pupil can be disorganised or forget their equipment.
1 = Lacking Effort	The pupil has not applied themselves adequately. The pupil is disorganised and regularly forgets their equipment.

### **Homework Grade**

4 = Excellent	Homework is always completed on time. Excellent effort and understanding is shown, it is detailed and work is well presented.
3 = Good	Homework is completed on time. Good effort is shown and it is presented to a good standard with secure understanding and detail.
2 = Needs Attention	Homework is sometimes not completed on time. Some effort is shown but work often lacks detail and understanding and requires improvement with presentation.
1 = Needs Significant Attention	Homework is not often completed on time. Work lacks effort and understanding with little detail and is presented to a poor standard.

### **QWC Target**

Each subject will provide a Quality of Written Communication Target. The code provided indicates a specific target for you to focus on to improve your Quality of Written Communication. (Codes on the next page).

### **WWW / EBI**

Each subject will provide information on 'what went well' and 'even better if'. The code provides you with areas of your learning that you are either succeeding in (www) or need to improve upon (ebi). (Codes on the next page).



## WWW/EBI Codes

<b>Al</b>	Algorithm Writing	<b>Mo</b>	Motivation
<b>An</b>	Analysis	<b>Nu</b>	Numeracy
<b>Ap</b>	Application	<b>On</b>	Organisation
<b>Cb</b>	Collaboration	<b>Or</b>	Oracy (verbal communication)
<b>Cf</b>	Confidence	<b>Pl</b>	Planning Responses to Questions
<b>Cl</b>	Attend Extra-Curricular Clubs	<b>Pc</b>	Practical (or Visual) Work Quality
<b>Cm</b>	Composition Skills	<b>Pe</b>	Performance Skills
<b>Co</b>	Coursework	<b>Rf</b>	Response to Feedback (Go Green)
<b>Ev</b>	Evaluation	<b>Re</b>	Review Lesson Content Regularly
<b>Ex</b>	Explanation	<b>Qu</b>	Questioning
<b>Fo</b>	Focus/Attention	<b>So</b>	Problem Solving
<b>In</b>	Independence	<b>Su</b>	Super Curricular Learning
<b>Kn</b>	Knowledge Recall	<b>Un</b>	Understanding Command Words
<b>Me</b>	Meeting Deadlines	<b>Us</b>	Use of Evidence/Sources

## QWC Target Codes

<b>Ca</b>	Use of Capital Letters	<b>Pu</b>	Punctuation
<b>De</b>	Development of Answers	<b>Sc</b>	Use of Full Sentences
<b>Gr</b>	Grammar	<b>Sp</b>	Spelling
<b>Ha</b>	Handwriting	<b>T2</b>	Embedding Tier 2 Words
<b>Pa</b>	Use of Paragraphs	<b>T3</b>	Embedding Tier 3 Words
<b>Pr</b>	PROUD	<b>Wo</b>	Show Working Out