



# **St Joseph's Catholic High School**

## **Assessment & Reporting Policy**

**2026 - 2028**

Date of Review: February 2026

Date of Next Review: February 2028

## **Intent:**

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

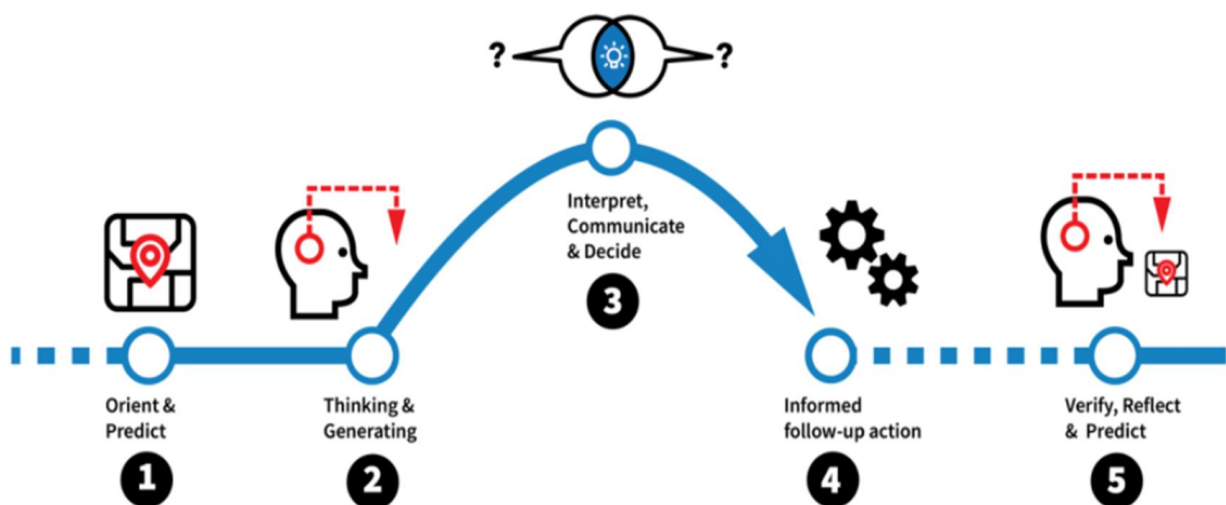
- Meaningful, because it gives us valid and reliable information about learning that drives fluency and flexibility of knowledge, application of skills and curriculum evaluation.
- Manageable, because it is not too onerous for teachers compared with the resultant benefits to pupils' learning.
- Motivational,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

## **Responsive Teaching**

The main principle that belies our approach to assessment, is that of responsive teaching. The limitations of the 'assessment', within the term formative assessment, is that it puts emphasis on form of testing activity or linear process, such as 'Think Pink, Go Green'. Responsive teaching is 'formative action'; a reworking of the idea of formative assessment as described by Dylan Wiliam.

In a responsive teaching situation, teachers need to set and clarify learning goals, get students to engage and then elicit evidence of the learning so that teachers can and then adapt their teaching, and the curriculum, accordingly. This is a process that is truly formative, dynamic, real-time, leading to actions by students to improve their learning individually and as a cohort.



## **Assessment Models**

Curriculum Leaders are responsible for developing a system of assessment that:

- Utilises a range of types of assessment, for the right purpose and the right time. It will be scheduled into the scheme of learning and adjusted as necessary.
- Tests pupil understanding of critical units of knowledge that form key concepts, facilitating the effective formation of mental models.
- Predicts and misconceptions, which drives lesson planning.
- Tests long term memory, with regular recall opportunities, consolidating knowledge over time.
- Provides high quality feedback and feedforward that improves pupil progress of all students, including SEND and disadvantaged students.
- Ensures high standards of student work books, and folders, makes them an effective tool for learning and revision.
- Ensures regular work book scrutiny, providing feedback to staff.
- Allows curriculum Leaders to evaluate their curriculum, playing a vital role in curriculum sequencing.
- Gathers data in a central mark sheet to provide a holistic grade for student reports.

Assessment systems will include:

**Waypoint assessments** - activities that routinely assess understanding of specific parts of the curriculum, allowing for student recall, teacher feedback, and guidance on the cohort's progress. They highlight and address student misconceptions of key concepts essential for forming effective mental models. These assessments contribute to the overall reporting grade but may have a lower weighting as they cover a small, recent part of the curriculum and involve less complex skills and knowledge. Think of them as filtration points that students must pass before progressing, informing lesson planning and providing specific feedback on student understanding.

### **Examples:**

- Quizzes
- Vocabulary tests
- Short written answers

**End point assessments** – activities that summarise learning by evaluating a broader range of knowledge and skills across the curriculum, testing students' long-term memory throughout the key stage. These assessments contribute significantly to the overall reporting grade, given their comprehensive coverage and extended time frame. They involve more complex knowledge and skills, emphasizing long-term memory and summarizing learning over an extended period. These can be used formatively, with care given to provide feedback the most important gaps in learning, avoiding cognitive overload.

### **Examples:**

- Essay questions
- Past papers

## **Quality of Assessment and Written Feedback**

Curriculum Leaders will:

- Ensure the standards of student work books, and folders, makes them an effective tool for learning and revision.
- Monitor the impact of written and verbal feedback in the subject.
- Ensure books record curriculum maps/personalised learning checklist, tracker and SPaG stickers.
- Carry out regular work book scrutiny, providing feedback to staff.
- Regularly use the data collected to evaluate the quality of their curriculum and its implementation. As a result, they will make meaningful curriculum adjustments.
- Monitor the validity and reliability of data collected, making improvements and training staff where necessary.
- Review exam performance using examination board post results services (for example, through Edexcel Results Plus and AQA e-aqa).
- Ensure that various bits of data that contribute to student reporting is weighted based on the scope of the test. Consider:
  - Complexity of knowledge and skills tested.
  - Validity and reliability of data collected.

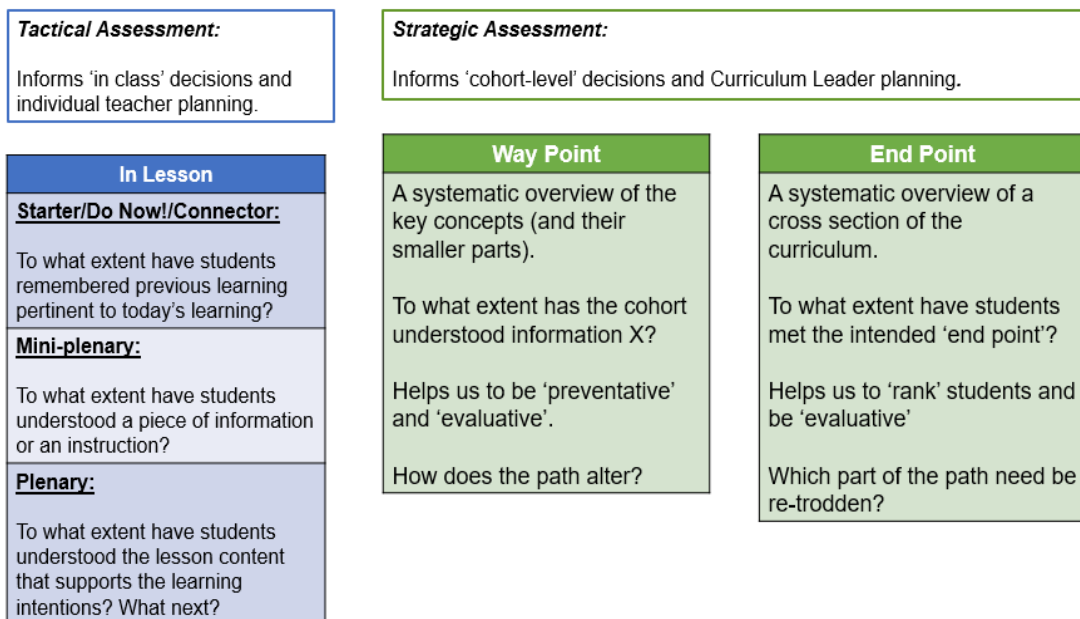
Classroom teacher will:

- Plan the links to prior knowledge necessary for the lesson.
- Regularly check pupil understanding in lessons through a variety Assessment for Learning (AfL) activity.
- Prioritise understanding the principles behind effective assessment, for the skilful delivery of a range of strategies, such as:
  - Cold-call questioning
  - Mini white boards
  - Hinge questions
  - Self/peer assessment
  
- Classroom teachers will assess at the following points:
  - Lesson beginning – to assess prior learning, pertinent to the learning intentions of the lesson (e.g. a Do Now! Or Connector task).
  - Mini plenary – at points within the lesson, to check student understanding of instructions or chunks of information.
  - Plenary – at the end of the lesson, to assess the extent to which students have understood the lesson content and how this informs next steps.

## A Mental Model of Assessment

Below is mental model of **when and why** assessment will be deployed strategically and tactically within the subject:

- Strategic assessment are Way Point and End Point assessments routinely planned into the assessment model in order to assess learning in the longer term and provide global level data.
- Tactical assessments are the routine activities completed by a teacher to assess student understanding of knowledge and instructions specific to the lesson.



## Written Feedback: Think Pink; Go Green

Think Pink; Go Green (TPGG) is our way of providing written formative feedback after assessment. Diagnostic comments are in pink and pupils are expected to 'Go Green' which involve strategic corrections or redrafting. This has been incredibly valuable in ensuring that pupils do not see a class assignment or assessment as the end point but as part of the journey.

This could be as per the example below or through the use of:

- Highlighted boxes within student work
- Peer/self-assessment sheets
- Progress through feedback sheets and/or booklets
- Whole Class Feedback sheets
- eMarking systems and digital technologies

We encourage staff to adapt and experiment with strategies, ideas and resources as long as the key principles of effective assessment are evident. *Strategies that reduce workload, whilst maintain effective feedback are encouraged.*

*Is a Woman of No Importance a women's play?*

Oscar Wilde was a playwright well known for his ironic and opposite views and representations of women in the Victorian Era.

Oscar Wilde presented women as upper-class, independent members of society that had ideals such as the need and uselessness of husbands. Lady Caroline believes that young women of the present day play with fire too much, referring to rebelling and being independent. Mrs. Altonby counters this with a statement where she claims that it is those who don't know how to play with fire that get burnt. This refers to women knowing how much they can rebel without repercussions. An example of women that rebelled during the Victorian Era are the suffragettes such as Caroline Norton, Lydia Becker and Emmeline Pankhurst.

Oscar Wilde also presents the irony of women having high standards for men, as if the play was an alternative dimension to what life was really like during the Victorian Era. Mrs. Altonby goes on a very long speech, almost a monologue of what she believes the 'ideal man' is like and what he attributes. She states that "He should never run down other pretty women" as it will show he has "no taste, or make one suspect he had too much." This means that Mrs. Altonby wants other women to believe that she is worthy of such a perfect and ideal man as that he believes the same.

Oscar Wilde was also well known for being a male feminist icon, somewhat of a rarity during the prime of domestic abuse, women inequality and male superiority. It is evident he has given the women in this play a high role within society as he has given them high standards for men, unmatched intelligence, wit and language and the ideology of wanting to be independent beings. Mrs. Altonby evidently has high standards for men. Lady Huncartton has the language and intelligence to slyly criticise the societal structure of America having no classes and Hester is an intelligent young woman who knows a lot about superior things such as the English aristocracy.

Although Oscar Wilde has presented women as upper-class he has not lowered the class and superiority of men. Lord Illingworth is a man full of wit, instantly realised as he disagrees with Lady Stutfield claiming that him and the world are on excellent terms. He is also an arrogant man and very fond of himself as he states that the matters people say behind his back are ever so true. However, being arrogant and witty he is also an understanding and caring gentleman. This is shown as he comforts Gerald's mother who is also the mother of his child. Oscar Wilde may have done this as the women in the play show very little if any emotional feelings which if course gives the women a 1-up over the male characters.

To finalise, I believe that *A Woman of No Importance*, a Victorian Era play by Oscar Wilde is not a women's play but rather a playwright-based around women and their ideals and what they would do and how they would behave and perceive the world if they were not inferior beings and second to men. I believe that Oscar Wilde did a good job to appeal to both men and women of the Victorian Era by presenting both men and women within his playwright as hard-headed, independent characters.

*Wilde: He clearly considers the importance of the play's historical context (1892)*


*PEI: He must not let his own opinions about his own writing and always support people with evidence from the text*

*In conclusion: Select quotations which could be used to support your points in your introduction!*

Although Oscar Wilde was presented women as upper-class, an aspect of several names, he has not lowered the social of men. Lord Illingworth is a prime example of this. A man charismatic and full of wit, he is not as he goes back and she would not do "Excellent work" the Lord Illingworth is also arrogant and fond of himself. This is shown as he claims that all matters about him are exactly over. This is completely on what one would usually say. Most people would deny all allegations behind their backs.


## The Feedback Policy


The Feedback Policy, below, serves as a non-exhaustive list of **how** strategies by which we seek to achieve the intentions of the Assessment Policy laid out above. It is procedural.




# Feedback Policy

*The Key to Unlocking Belief*



	<ul style="list-style-type: none"> <li>• Every lesson will begin with <b>Recall: Checking Prior Skills and Knowledge</b>.</li> <li>• Departments will publish <b>Knowledge Organisers</b> sharing the important knowledge that will be taught in each sequence of their curriculum for students, teachers and parents to use.</li> <li>• <b>Learning Intentions</b> - The <i>Learned</i> will identify key knowledge and <i>Use</i> how it will be used.</li> <li>• <b>Targeted Hands Down Questioning</b> will systematically probe understanding of key concepts.</li> <li>• Teachers will use <b>Choral Questioning and Verbal Repetition</b> to secure key vocabulary.</li> <li>• Students will carry <b>Mini-Whiteboards</b> to support recall and knowledge checks.</li> <li>• Teachers will use <b>Peer and Self-Assessment</b> regularly including regular A3 sheets.</li> <li style="padding-left: 20px;"><b>Peer and self-assessment is completed in green pen.</b></li> <li>• Teachers will use their visualisers to <b>Live Mark</b> students work and provide instant feedback.</li> <li>• Children's needs will be met through <b>Adaptive teaching</b> with task sheets/additional scaffolding where appropriate.</li> <li>• <b>Responsive Teaching</b>—The teaching should adapt to the learning with regular adjustments made addressing misconceptions with plenaries used to secure student learning and confirm the next steps in teaching.</li> <li>• Teachers will use curriculum time to allow students to <b>Respond to Feedback</b>. It is an expectation that students should spend significantly more time responding to feedback than teachers spent providing it. Teachers will adapt lessons to respond to the needs of student learning.</li> <li>• <b>Literacy and Oracy</b> – Speaking prepares students to write by allowing expression and discussion of ideas. All teachers will support students' use of formal spoken language, challenging mispronunciation and grammatical errors. Students to use 3B4ME (Brain, Book, Buddy before the teacher).</li> </ul>
<p><b>Half-Term</b></p>	<ul style="list-style-type: none"> <li>• All written feedback will use <b>Think Pink Go Green</b> where students will be advised WWW (What Went Well) and EBI (Even Better If) to <b>Think Pink</b>. They will then be given specific tasks to <b>Go Green</b> in order to improve their work or develop their understanding.</li> <li>• Teachers will use <b>Whole Class Feedback</b> to identify WWW and EBI across the class using the school template. This will provide feedback on common misconceptions, spelling and grammatical errors and <b>Go Green</b> feedback tasks.</li> <li>• <b>Literacy Marking</b> will include the use of marking codes on selected work and whole class feedback responses.</li> <li>• Each Department will publish their own <b>Formative Feedback Schedules</b>. These will include written, spoken, practical, physical assessments and/or online platforms, which will generate the performance data reports for parents.</li> <li>• Teachers will use <b>Regular Formative Feedback</b>, as per their departmental schedule, in and out of lessons with <b>at least 2 pieces of work receiving teacher feedback per half-term at KS3/KS4. For KS5 this should be every two weeks.</b></li> <li>• Departments may use <b>PLCs (Personal Learning Checklists)</b> as part of the feedback they provide for students.</li> </ul>
<p><b>Year</b></p>	<ul style="list-style-type: none"> <li>• <b>Yearly Summative Assessments</b>, which are staggered across Key Stages 3, Year 10 and Year 12 alongside regular PPEs for Years 11 and 13. These will be reported home at the end of an academic year.</li> <li>• <b>Intervention</b> - Curriculum Leaders will monitor data and address knowledge gaps. Pastoral leaders will focus on removing learning barriers by supporting students whose learning is effected by pastoral issues or by behavioural issues that impact multiple subjects. The SLT will support and create opportunities for intervention to take place.</li> <li>• <b>Curriculum Evaluation and Adjustment</b> - Curriculum Leaders will monitor learning across sequences of lessons and evaluate the impact of that teaching making adjustments to future learning.</li> </ul>



**Feedback is Intentional and Prophetic**

1. **The Intentional** - For teachers it helps us show you the way.
2. **The Prophetic** - For students it lights the path to future learning.

**Student Response to Feedback is KEY**

## **Impact**

This policy seeks the following outcomes:

- Pupils are able to articulate their curriculum journey in their subjects, clearly understanding the purpose to learning within the bigger picture.
- Pupils appreciate a far wider range of skills through class assignment.
- Broader aspects of our curriculum are assessed (for example, vocabulary and oracy)
- Pupils have a record of assessments that give them a portfolio of their learning and what their next sequential steps are. This will also aid them in long term memory retrieval.

## **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)
- Assessment – what are inspectors looking at? (Harford, S. 2018) DfE blog:  
<https://educationinspection.blog.gov.uk/2018/04/23/assessment-what-are-inspectors-looking-at/>
- 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/>
- The School Inspection Handbook (Ofsted. 2024)  
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#grade-descriptors-for-quality-of-education>

### **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) – Pupil Progress Platform**

**Year 11** – Pupils will be provided with a Working At / 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 a Pre-Public Examination Grade in the Summer Term.

**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-) = just reaching a Grade 3, (3) = a secure Grade 3 and (3+) = a strong Grade 3, approaching a Grade 4.

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

**Year 13** – Pupils will be provided with a Working At / 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 a Pre-Public Examination Grade in the Summer Term.

**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 (2025/2026):**

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.joesph@st-josephs.slough.sch.uk](mailto:m.joesph@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>PI</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