

‘Growing together in the spirit of Christ’s love’

All Hallows Catholic High School



Feedback & Assessment Guide

Signed by:

Headteacher: Mrs A Cooper

Chair of Governors: Mrs L Kitto

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All Hallows Teaching and Learning Vision

‘Growing Together in the Spirit of Christ’s Love’

“There are three languages: the language of the head, the language of the heart and the language of the hands; education must go forward by these three ways”. Pope Francis



Head



Heart



Hand

Head (Intent)	Heart (Implementation)	Hands (Impact)
Academic excellence for all Subject experts passing on knowledge.	Christ at the centre forming the whole child.	Create the leaders of tomorrow.
Teaching the subject not the test.	A lifelong love of learning.	Applying their knowledge.
Remove the barriers, secure the learning, and bring it back.	Living Gospel values.	Thinking, speaking, writing like a subject specialist.
Reflective and independent learners.	Seekers of truth and justice.	Finding their place in the world, their calling, their vocation.
“A good educator risks teaching students how to walk on their own”.	Standing with those less fortunate.	Expressing themselves living a life of service.
	Courageous critical thinkers challenging accepted ideas and beliefs.	

Aims: To ensure that all provide the very best teaching to promote and provide high quality learning for all our children and young people and ensuring that there is support in place for teachers to achieve this.

Objectives:

- ♦ To implement a CPD programme that ensures that all our staff have the right skills to raise standards further, deliver good teaching and learning and disseminate good practice to ensure rapid improvement.
- ♦
- ♦ To secure high quality teaching and learning.
- ♦
- ♦ To ensure every pupil has a relevant, rich and broad curriculum.
- ♦
- ♦ To ensure that all vulnerable groups make at least good progress.
- ♦
- ♦ To use assessment proportionately to inform and progress children's learning.
- ♦
- ♦ To use the very latest in educational research to inform our practice.
- ♦ Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

Aims

This guidance aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Principles of assessment

How we use assessment: We recognise that providing students with good quality feedback on their work is one of the most effective ways we can help them to know and remember more. This formative assessment or “assessment for learning” should take place regularly to create an ongoing dialogue between the teacher and student.

How we promote assessment: We promote the most effective methods and encourage consistency so that students can understand the feedback and respond to it across different subjects. However, we recognise that there is no “one size fits all” approach and allow each subject and teacher to employ the best strategies for them.

How we respond to assessment results: Assessment is most effective when it gives clear next steps and students are given the opportunity to respond to them, revisiting aspects they did not understand as well. Opportunities for this are planned for in lessons and schemes of work.

Summative assessments take place at the end of each unit of work. Data is centrally collected and analysed up to three times a year to inform teaching approaches, address common misconceptions and to plan for specific interventions where students have gaps in their knowledge.

At times, cross-subject assessments need to be administered EG reading age tests, numeracy tests, wider reading comprehension tests. These enable targeted interventions to take place and support teachers’ planning and curriculum adaptation.

Assessments should be accessible to all students and may need to be adapted to support students with SEND. However, they should cover the breadth of the curriculum rather than differentiating by prior attainment and thereby building in low expectations.

Assessment approaches

At All Hallows we see assessment as an integral part of teaching and learning, and it is inextricably linked to our knowledge rich curriculum.

We use broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

KS3 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child’s strengths and areas for development lie, and what they need to do to improve
 - Formative assessment should happen in some form in all lessons. The types of formative assessment used are:
 - “Do now” or “Live in Five” activities completed while the class is arriving to establish how much prior knowledge has been retained.
 - Teacher questioning to assess individual understanding.
 - Short activities on mini whiteboards so the teacher can see if at least 80% understand before moving on.

- “Live” marking while the students are completing an activity
- Multiple choice questions
- Self and Peer assessment in class
- In-depth teacher marking of extended writing – this is planned for to ensure that it is meaningful and does not create unnecessary workload
- Students are given time in class to respond to feedback. They are expected to correct or redraft their work using a purple pen. Teachers are expected to use the formative assessments to reshape their lessons, correct misconceptions and to ensure that at least 80% securely understand the content before moving on.

KS3 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed bi-annually by the Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior and Middle Leaders are responsible for ensuring that the policy is followed.

The Senior Leaders responsible for Teaching & Learning and Assessment will monitor the effectiveness of assessment practices across the school, through:

Moderation

Lesson Drop In’s and faculty reviews

Workbook scrutiny

Data tracking

On entry into All Hallows how will my child be grouped academically?

For pupils to progress it is important that they are placed in the group which matches their academic ability. The present system in Year 7 at All Hallows has 7 academic groups. These are split into two bands with approximately 90 pupils in each. P&G Band are equal in academic ability

P Band	G Band
P1	G1
P2	G2
P3	G3
PG (Nurture Group)	

Setting arrangements

- ◆ We will use the SATs scaled scores (80-120) to initially place pupils in the appropriate academic class.
- ◆ In Year 7, pupils will be taught in the same set for English, RE, Science, History and Geography.
- ◆ In Year 7 pupils will be set independently in Maths based purely on their Maths SATs scaled score.
- ◆ They will be taught as a P Band and a G Band or all other subjects.

How will my child be assessed during the year?

Throughout each term your child will have several assessment tasks to complete. Some of these will take the form of formal tests and others will be more informal. Each subject tends to assess in different ways and in most cases, it is ongoing throughout each term. Where a child is expected to prepare for an assessment, they will be given prior notice and time to prepare at home.

How do you decide on my child's target grades?

Target grades for each pupil are based on their previous performance at Key Stage 2 or within individual subjects at secondary school. Government statistics are also used, but the Head of each Department sets the final target. Targets are designed to be challenging yet achievable. Target grades are not communicated to pupils until Year 9 to allow two years to gather more information on the strengths of each pupil.

How will I know how my child is progressing?

Our school-home communication will be robust and supportive throughout the year. You can expect regular updates through parents' evenings, academic reports, pastoral reports, and summative assessments, ensuring you are well-informed about your child's progress and development.

What happens if my child either fails to meet their target or exceeds their target?

For pupils in Years 7 and 8, their progress is assessed against national expectations (Grade 4/5), and feedback is given on whether they are below, on, above, or significantly above these expectations. For pupils in Years 9 to 11, GCSE grades are predicted and communicated based on their current performance.

If your child is falling behind their target grades or levels, this will be noted in their academic report. If they are underperforming in multiple subjects, the Assistant Headteacher responsible for intervention and the Head of Year will address the issue, working with you and your child's teachers to help them improve. Individual targets will not be automatically lowered.

If your child exceeds their targets in certain subjects by the end of the year, their targets for the following year will be raised to ensure they always have challenging targets to strive towards.

Could my child move up or down a set?

We aim to maintain consistency in your child's education, as unnecessary moves can cause stress, undermining their confidence. However, it is important that your child is placed in the appropriate class for their academic ability. If they consistently achieve higher levels of progress than peers in a higher academic set, they will be moved up. If they perform towards the lower end of their current set, you will be notified by letter. This does not necessarily mean your child is not working hard; it could be due to others progressing faster. If this continues, it may be best to move your child to a lower set.

Does the setting arrangement change as my child moves up through the school?

In Year 7, pupils are set independently for Maths and collectively for all other subjects. In Year 8, they are set separately for Maths and English, with the same set for other subjects. In Year 9, pupils are set separately for Maths, English, and Science, and collectively for other subjects. By Year 10, all subjects can set pupils by ability in their individual subject areas.

How are pupils assessed at Key Stage 4?

Pupils begin Key Stage 4 in Year 10 and finish in Year 11, working towards their GCSE examinations. Each pupil is given a target grade for each subject, which is available on academic reports throughout the year. These reports also include a current predicted grade based on their progress, projecting the likely final grade if their current attitude and work ethic are maintained. If there is a significant gap between the target and predicted grades, intervention may be necessary, and the Head of Year will contact parents to discuss strategies to prevent underachievement.

A Common question about target grades and making progress

Progress in a subject is not always linear. For example, in PE, a student may excel in one sport but perform weaker in another. Expectations can also vary between subjects; targets are often lower in Modern Foreign Languages than in Mathematics because students have studied Languages less in depth. This applies to subjects not individually assessed in primary school, where achievement and targets may remain lower throughout much of the key stage.

All Hallows Catholic High School - Curriculum Communication

Our school-home communication will be robust and supportive throughout the year. You can expect regular updates through parents' evenings, academic reports, pastoral reports, and summative assessments, ensuring you are well-informed about your child's progress and development.

Parents Evenings

Year Group	Date
Year 7	Information Evening - 8 th October 2024 Parents Evening - 23 rd January 2025
Year 8	12 th December 2024
Year 9	Parents Evening & Options Information - 3 rd April 2025
Year 10	6 th March 2025
Year 11	27 th February 2025

Purpose:

Parents evenings allow teachers and parents to discuss students' academic progress, address any concerns, and discuss strategies to support every pupil.

Academic Reports

Year Group	Date
All Year Groups	6 th December 2024
All Year Groups	21 st March 2025
Years 7 - 10	11 th July 2025

Purpose:

This academic report provides an overview of pupil progress. Subjects will outline the curriculum covered, highlight strengths and identify areas needing improvement. For Years 7 and 8, progress is compared to national expectations, and for Years 9 to 11, GCSE grades are predicted based on current performance. Additionally, teachers comment on attitude to learning. These reports **focus solely on curriculum progress** to help you understand your child's academic development.

Pastoral Reports

Year Group	Date
7 & 11	6 th December 2024
9	21 st March 2025
8 & 10	11 th July 2025

Purpose

This pastoral report (an addition to the academic report above) reviews pupil behaviour, contributions to the school community, and involvement with our Catholic ethos and mission. The report aims to provide a holistic view of your child's development and engagement in school life specific to their year group.

Summative Assessments:

Year Group	Date
7	N/A
8	16 th June 2025 – 20 th June 2025
9	10 th February 2025 – 14 th February 2025
10	30 th April 2025 – 9 th May 2025
11	13 th January 2025 – 24 th January 2025

Purpose

The purpose of our end-of-year assessments is to evaluate the entire curriculum studied, providing students with experience and practice in retrieving information from the whole course of study, which will benefit their preparation for the GCSE exams at the end of Year 11. Parents and pupils will receive a summative statement on how pupils have achieved in these assessments approximately three weeks after the assessment