GIGGLESWICK
SCHOOL

Assessment and Feedback Policy

Lead Author(s)	**Director of Studies**
Approval Committee	**Academic and Co-Curricular, November 2025**
Last review	**November 2025**
Review frequency	**Annually**
Next review	**November 2026**
Policy Type	**External**

Aim

This policy aims to provide clear guidelines and a coherent approach to assessment and feedback. It aims to promote consistency across departments. It ensures continuity for pupils as they move through the school. It aims to raise the achievement and self-esteem of pupil by providing them with regular, high quality, diagnostic feedback about their work. Assessment data is used to identify pupils who are not making expected progress and to trigger targeted support (intervention plans, SEND or EAL referrals, mentoring). This policy supports the School's obligations under the ISI inspection framework (quality of education and leadership & management) by ensuring assessment drives teaching, curriculum sequencing and targeted support for pupils.

Shared Principles of feedback

- Teachers must ensure pupils understand why feedback is necessary and important. It is part of the Growth Mindset.
- It provides opportunities to celebrate and acknowledge achievement, progress and effortas well as an effective medium for ensuring that pupils know how to improve.
- It provides opportunities for high quality, constructive and regular written or verbal feedback to the pupil. Written feedback may be provided in exercise books, on TEAMS, in a One-Note Class Notebook or .
- Feedback is directly related to the task and the pupil.
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- Teachers and pupil follow up agreed targets/questions/improvements to see how far they have been achieved and what next steps should be taken.

Practice

Pupil are:

- required to respond to the feedback made by teachers **in GREEN PEN.**
- given the opportunity to self-assess/peer assess/group assess.
- given time to act upon feedback given, either in a lesson or as homework to re-draft/improve work.

Teachers

- follow the department feedback policy and this overarching policy.
- comment on positive aspects of work and areas to improve/develop.
- recognise effort as well as quality and reward using the reward system in ISAMS.
- use the information gathered to inform and adapt lessons, curriculum planning and learning strategies.
- adapt feedback comments to take into account the age and ability of the pupil.

Types of Assessment

Formative (feedback for Learning)

- regular, low-stakes testing using a range of Assessment for Learning strategies
- a constructive comment (target) is given either verbally/in written/whole class or individually.
- Peer/self assessment is good practice to ensure pupils are part of the assessment process and understand the success criteria.
- feedback is given as part of classroom practice.
- informs the teacher of the progress of every pupil.

Summative (feedback of Learning)

- formal testing as outlined on the department assessment plan.
- work is graded or levelled and feedback relates to this. Any levels or grades will relate to the departmental skills ladder or exam board mark schemes and reported on the PPR
- Testing outcomes will be used to make a progress judgement against CEM centre data on the PPR to establish if a pupil is working towards, working at expected level or working at greater depth, above their expected level.

Peer/Self Assessment

Monitoring and Evaluation

- Pupil Progress Reports (PPRs) are collected every 6 weeks using isams and then published to parents on the School Portal.
- The Director of Studies analyses the PPR data against CEM centre data, coordinates follow up action and monitors impact via Heads of Department and Senior House Staff.
- The quality and frequency of feedback is monitored throughKey Performance Indicators:

    - % of pupils demonstrating progress at each PPR (reported to governors termly),
    - number of pupils receiving targeted intervention (reported to governors termly)
    - summary of QA outcomes (reported to governors termly)
- The Quality Assurance (QA) cycle comprises of termly Learning Walks, Book Looks and Pupil Progress Interviews. These are conducted on a department and whole school level as led by the Director of Studies. The results are shared at whole school INSET, lunchbytes and department meetings to share good practice and develop the quality of assessment and feedback.
- Lesson observations are conducted as part of the QA cycle and appraisal by the SLT and Heads of Department and recorded on Bluesky.
- The department annual report to the Governors provides a formal analysis and evaluation of assessment and feedback outcomes.
- Any concerns regarding the quality of feedback are taken up with the teacher's line manager and/or the Director of Studies.
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CPD/Moderation

- The School provides regular CPD on assessment and feedback and conducts cross-department moderation, book looks and pupil progress interviews to ensure consistent standards.
- Recent CPD has included CEM centre data analysis, Assessment and feedback journey case studies and adaptive teaching strategies. Teaching staff have also been directed to form coaching groups to further inform and develop teaching and learning, all progress is documented on BlueSky.

Governors are invited to participate in the QA cycle on their governor visit days.

Jessica Mahler
Director of Studies
November 2025

Assessment & Feedback Policy – Monitoring and Key Performance Indicators (KPIs)
Giggleswick School

Area of Monitoring	Key Performance Indicators (KPIs)	Owner / Responsible Role	Frequency	Evidence / Documentation	Reporting & Oversight
Quality of feedback and marking	• Evidence of formative comments in line with school guidance. • Pupil responses visible (green-pen reflection or equivalent). • Consistency across departments.	Heads of Department (HoDs)	Termly	Departmental work scrutiny; Book samples; Learning walks, Pupil Progress Interviews, department meeting minutes	Reported to Director of Studies (DoS) in termly QA report, meeting with DoS/Assistant DoS.
Use of assessment data to inform teaching	• Teachers use assessment outcomes to adjust planning. • Evidence of reteaching or adaptive teaching strategies. • Assessment informs curriculum sequencing.	Subject Teachers; HoDs	Ongoing; reviewed half-termly	Lesson plans, Schemes of Work, Assessment tracker entries, Meeting minutes	HoDs' departmental reports/meetings with DoS and Assistant DoS
Identification and intervention for underperformance	• Pupils below expected progress identified within 2 weeks of data drop. • Interventions recorded and reviewed. • Impact evaluated termly.	Director of Studies; Tutors; SENDCo, DSL, Head of EAL	Half-termly data reviews	ISAMS / Assessment tracker; Pupil progress meeting minutes	Termly Academic Committee report
Consistency and reliability of grading	• Evidence of moderation across teachers within departments. • Participation in cross-department "book looks." • Standardisation of grade boundaries.	HoDs; DoS	Twice yearly	Moderation records; meeting minutes	QA evidence in Departments, Bluesky, report to DoS.
Pupil engagement with feedback	• ≥90% of pupils act on formative feedback within set timeframe. • Pupil surveys reflect ≥85% agreement that feedback supports progress.	HoDs; Tutors	Annual review	Pupil survey data; book look documentation on BlueSky, Pupil Progress Interview documentation	Annual review summary to Governors
CPD on assessment practice	• All teaching staff complete annual CPD on effective	DoS + AH (staff)	Annual	CPD attendance logs; INSET records	CPD summary in Annual Academic Report

Area of Monitoring	Key Performance Indicators (KPIs)	Owner / Responsible Role	Frequency	Evidence / Documentation	Reporting & Oversight
	assessment/feedback. • New staff inducted within first term.				
Governance oversight	• Governors receive assessment outcomes and QA summary termly. • Actions tracked to completion.	Director of Studies;	Termly	Academic Committee minutes; QA summary, Governor feedback from visits	Ac and Co-Co Governors – termly review

Notes:

- This annex demonstrates that assessment and feedback are *systematically monitored*, *evaluated for impact*, and *reported through established governance channels*.
- Evidence samples are available in departmental QA folders and meeting minutes, Bluesky and ISAMS assessment dashboards.
- The Director of Studies maintains oversight of this monitoring cycle.