

Assessment, Reporting and Feedback Policy

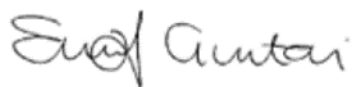
In toto ed Ltd

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Aim

- To create a policy that enables professional and consistent assessment and feedback opportunities for students to support them to make further progress and develop skills through their responses; and to support effective teaching strategies.
- To support the commitment to continuous improvement culture within the school through a policy that ensures timely assessment and feedback opportunities.

Legislation

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1

Research

This policy links to guidance from the EEF:

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

Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Exams Policy

Daily timetable

Key Stage 3 and 4	
Registration	8.40-8.45am
Period 1	8.45-9.45am
Period 2	9.45-10.45am
Break	10.45-11.00am
Period 3	11.00am-12.00pm
Period 4	12.00-1.00pm
Lunch	1.00-1.30pm
Period 5	1.30-2.30pm

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Allocation of curriculum time (in hours)

Subject	Key stage 3	Key stage 4
English	3	4
Maths	3	4
Science	3	1
PSHE	1	1
Core PE	2	
Computing	1	
Food Technology	2	
Art	2	
DT inc. Food Technology	2	
Humanities	5	
Music	1	
Option 1:		5
Option 2:		5
Option 3:		5

Teacher expectations

- Uphold the high standards of teaching and professional conduct, as guided by the national Teaching Standards.
- Create learning experiences that are meaningful, engaging, and stretch students to grow confidently and continuously.
- Work in partnership with parents, carers and external professionals, keeping them closely involved in their child's journey and achievements.
- Provide regular, thoughtful updates and clear, constructive reports that reflect each child's individual progress and next steps.

Teaching assistant expectations

Our Teaching Assistants play a vital and deeply valued role in our school community. Their presence in every lesson brings an extra layer of support that makes a real difference to our students.

Each lesson includes a dedicated Teaching Assistant who works in close partnership with the class teacher. Together, they ensure that every child is supported to access their learning, make strong progress, and reach their potential.

Planning

Planning at In Toto Ed is a shared, collaborative process that supports joined-up learning across the curriculum. Our teaching teams work together to design purposeful, engaging sequences of learning, and all plans are saved on our shared on SharePoint so they're easy to access, update, and build upon.

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Medium-term plans are in place for every subject and are reviewed annually to keep learning fresh, relevant, and ambitious. As part of our ongoing commitment to quality, SLT monitors planning to ensure it aligns with our values and priorities.

We use a clear, child-centred cycle to shape our work:

Assess – Plan – Do – Review.

This approach helps us stay responsive, reflective, and always focused on what’s best for our students.

Our vision for assessment

At In Toto Ed, assessment is a tool for growth—for students, staff, and our whole community. It helps us understand, respond to, and celebrate every student’s journey.

- We place assessment at the heart of teaching and learning, using it as a daily tool to guide our practice and shape progress.
- We ensure continuity and connection as students move through school, using assessment to build seamless transitions and a coherent learning journey.
- Assessment helps us identify areas for development, giving students and staff the insight they need to move forward with confidence and clarity.
- We believe in raising achievement and self-esteem, offering regular, high-quality feedback that is specific, constructive, and genuinely supportive.
- We share progress clearly with all involved—students, parents, staff, and partners—so that everyone understands the journey and can contribute meaningfully.
- Our assessment approach is inclusive, fair, and free from bias. Every student has the right to succeed, and we work to remove barriers and unlock potential.
- Students are encouraged to take an active role in their learning, reflecting on their progress and, where possible, helping shape their next steps.
- We celebrate strengths and use assessment to diagnose areas for growth—always with the aim of supporting purposeful, tailored learning.
- Finally, we record and report achievement in ways that matter, ensuring the information is timely, relevant, and helps drive meaningful action.

Commitment to learning

Commitment to learning refers to a student’s dedication, motivation, and consistent effort towards academic growth and personal development. We use a grading system from 1-4.

Excellent	1
Good	2
Progressing	3
Requires Improvement	4

Assessment: Key Stage 3

Attainment and Progress will be measured through student progression using the In Toto Ed Thresholds:

Exceeding

Securing

Emerging

Our In Toto Ed Thresholds are defined by what a student must know, understand and be able to do before they can make progress in their learning. We define each threshold by considering the concepts, knowledge and skills taught within each year and unit of work and how these would look for:

- Students who are *exceeding* – *above expected levels of progression*
- Students who are *securing* – *working at the expected level*
- Students who are *emerging* - *students who are working towards expectations for their year group*

Teachers use these thresholds to structure progress within each year and unit of work, using the thresholds to provide students with feedback about how they can improve and what they are doing well. Across years 7, 8 and 9, each threshold will show increasing levels of demand in terms of expectation, so that a student working within that threshold will be on the flightpath towards their GCSE target grade.

The In Toto Ed threshold refers to a student's achievement in relation to expectations for their age group in each subject.

Exceeding: This student is exceeding in relation to expectations for their year group in this subject. They are working beyond their minimum expected outcome.

Securing: This student is secure in relation to expectations for their year group in this subject.

Emerging: This student is working towards expectations for their year group in this subject.

Initial assessment

In tracking progress and reporting to parents and carers, we will look at performance relative to students' 'baseline threshold'. We do this by BKSB initial testing for English and Maths as well as a reading test. We do not assign target grades to students at key stage 3 as we do not want to put any limits on their aspirations. We want to encourage the mind-set where all students strive for excellence and a culture of '*I can't do yet*' rather than '*I can't do.*'

KS3 Thresholds	GCSE Grades	Statement
Exceeding	7-9	Knowledge and skills are mastered. The student can create new ideas, adapt approaches and demonstrate higher order thinking skills.
Securing	4-6	The key concepts, knowledge and skills are developing in line with expectation. The students can know and recall the majority of information that has been taught.
Emerging	1-3	The student has only learned part of the curriculum, knowledge has not been understood and skills are in their infancy

As seen in the illustrative framework above, each student's threshold is linked to a GCSE 'flightpath' – the GCSE outcome the student should achieve if they make good progress from their starting point. If a student maintains their baseline threshold, they will be on the correct flightpath towards their end of KS4 target grade. Of course, we hope that students will even exceed their baseline threshold and GCSE flightpath by making progress towards *excellence*.

Assessment data will be collected at key points in the year to establish the progress students are making relative to their thresholds. There will be two key assessment points in each school year – a mid-year progress check around Christmas and an end of year check in the Summer Term. Each year group will sit end of year tests during the summer term to help make reliable judgements about the progress they are making towards success in their GCSEs. The outcomes of these end of year tests will be reported to parents and carers.

What are the benefits of In Toto Ed Thresholds?

We believe that the In Toto Ed Thresholds model of assessment will enable us to simplify assessment and allow teachers to focus on teaching and learning and the effective delivery of our curriculum. Directly linking the assessment of students attainment and progress to our curriculum means that our assessments should be better tied to our curriculum content: the big

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ideas, powerful knowledge and key skills our students should acquire by the end of each scheme of learning, year and key stage.

We expect to see the following benefits from our assessment system:

- Smoother transition between key stages
- The development of a “growth mindset” where students are focused on progress more than attainment, so that false ceilings are not placed on their achievement
- An increased emphasis on effort and engagement
- Stretch and challenge for all our students, no matter what level they are working at

Assessment: Key Stages 4 and Post-16

Initial assessment

All students are assessed at the point of entry. We use BKSb to assess levels for maths, reading and writing. If students have passed English and Maths GCSE.

GCSE pathway

GCSE predicted grades are broken down using +, = and -. These translate in the following way:

+	Top third of the GCSE grade
=	Middle third of the GCSE grade
-	Bottom third of the GCSE grade

Below grade 1 +	1+	2+	3+	4+	5+	6+	7+	8+	9+
Below grade 1 =	1=	2=	3=	4=	5=	6=	7=	8=	9=
Below grade 1 -	1-	2-	3-	4-	5-	6-	7-	8-	9-

A Level pathway

Below grade E	E	D	C	B	A	A*
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Vocational qualification pathway

Distinction (if applicable)
Merit (if applicable)
Pass
Below Pass

Reporting: All year groups

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Internal data drop	Grade Cards Key Stage 3 Parents Evening		Key Stage 4 Parents Evening Grade Cards		Grade cards

In addition to formal data drops and Parents' Evenings, we also communicate with parents through the following forums:

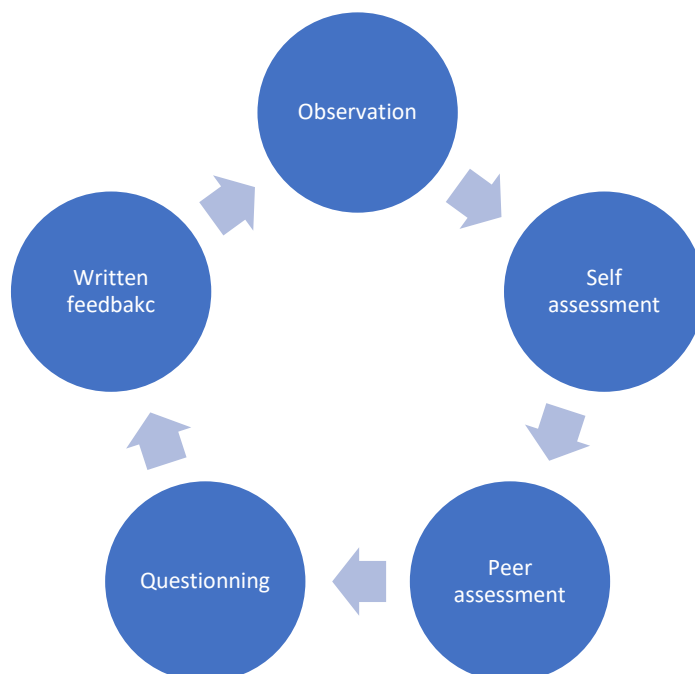
- Annual reviews (for students with EHCPs)
- SENCO Coffee mornings
- Annual Creative arts exhibition
- Year 11 Leavers event

Feedback: All year groups

SPAG

Marking of spelling and punctuation across the curriculum. The marking of spelling can be a contentious issue for schools. At In Toto ed we are clear that any marking of spelling should be designed to help the student progress. Teachers will decide whether they are focusing on the marking of spelling at the outset of a piece of work and this will be shared with students e.g. it may not be appropriate to focus on spelling in some pieces of work.

Day-to-day formative assessment



Written feedback

It should be clear from reading any In Toto Ed student's books that they have received regular written feedback that is having an impact on their learning and shows progress.

- It is understood that immediate verbal feedback is the most effective feedback; however written feedback is also an important feedback tool.
- Marking student's learning should be a means to 'closing the gap' between a learning outcome and a learning objective; or to move the student on and extend their ability.
- Marking should be meaningful and be a key part of the assessment of learning process.
- Quality written feedback does not involve responding to every piece of learning that a student produces as this will not be achievable; however, it is expected that all students will have their work marked in depth, 3 times per half-term.
- Teachers will aim to feedback-mark responsively during lessons. This will enable them to have a clearer picture of the students' understanding against the learning objective.

Type and frequency of marking

Key Stage 3	<ul style="list-style-type: none">• Verbal feedback: When engaged in practical activities students will receive verbal feedback based on their practical skills and outcomes. Clear targets for development and improvement will be communicated in lesson time.• Written feedback: Indicated throughout students' folders/books on key pieces of work. Students will receive time to read and implement the feedback comments.• Self /Peer assessment: Students will carry out peer and/or self-assessment against the assessment statements. Teacher feedback comments will identify good practice with targets for further progress.• Questioning and dialogue: Students will be questioned to check their understanding and to ensure their thinking is stretched.
Key Stage 4: GCSEs and Functional Skills	<ul style="list-style-type: none">• Verbal feedback: Students will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.• GCSE/Vocational Marking Criteria: Examination style questions will be set frequently. Feedback will be related to examination mark schemes/outcomes.• GCSE Grades: On specific summative pieces of work a comparable GCSE grade will be awarded. Feedback will provide an explanation of the grade with clear development targets.• Non examination assessment: Work will be monitored at key points. Feedback

	<p>will identify strengths and will follow the JCQ/AQA regulations.</p> <ul style="list-style-type: none"> Exam questions: Specific questions from practice papers/practice questions will be marked against the given mark schemes.
Vocational Qualifications/PFA	<ul style="list-style-type: none"> Verbal feedback: Students will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated. All outcomes require written feedback and where appropriate, grades (P,M,D) are given for each outcome. Summative assessment is also required for each unit completed. There should be regular formative assessment evident throughout student work. Students should have time to respond to initial feedback

Marking codes

Ö	Correct/good point/well written
Sp	Correct a spelling mistake
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
??	This needs to be clearer
T	You need to use the correct verb tense
II	This part needs rewording/rephrasing
WWW	What Went Well
EBI	Even Better If
MRI	My response is
Subject specific codes	

Inclusion

On some occasions, and only with the agreement of the SENCo, we may use alternative assessment systems to monitor the progress of children working significantly below the national expected levels of attainment or are following a bespoke programme of study linked to EHCP or IEP targets.

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. In Toto Ed recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- In Toto Ed When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

See our homework policy for more information on how students can and cannot use AI for their assignments.

Review

This policy is reviewed annually.

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