



Archbishop Temple

Church of England High School

Assessment, Recording and Reporting (ARR), Marking and Feedback Policy

Policy Leader

Mrs Lindsey Dudaniec

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February 2026

Name of Policy: ARR, Marking & Feedback Policy

Sub-Committee Responsible: Quality of Education

Lead Responsibility in School: Deputy Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose

Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

Principles

Our overarching principle is to maximise the progress made by all pupils whilst they are a member of the Archbishop Temple Church of England High School Community.

We expect all members of the school's community to have high personal aspirations and take responsibility for their own learning and progression through the curriculum.

Summative assessment is undertaken to provide a concise, unbiased measure of progress.

Formative assessment, feedback and feeding forward - digital, written and oral - are essential aspects of teaching and learning.

Teachers' planning should take into account how work will be assessed: verbal, digital, written, self and peer assessed.

Pupils should be involved in assessment, feedback and feeding forward, and they have responsibility for self and peer assessment and feedback.

Whilst marking, assessment and feedback should be accurate and consistent across school, it will inevitably differ in application between subjects.

Assessment should:

- Inform learners' next steps to progress;
- Show that pupils' efforts are valued;
- Monitor understanding and learning;
- Inform decision-making about teaching and learning;
- Inform teachers' planning.

Feedback should:

- Identify and respond to errors, especially misconceptions, in pupils' work;
- Provide clarification of the learning objectives.

Feeding forward should:

- Exemplify how to improve the quality and accuracy of future tasks;
- Encourage pupils to persevere in their learning;
- Support and motivate pupils to aim higher.

Successful progress is everyone's responsibility and is dependent on positive, collaborative relationships between all members of our school family.

ARR, Marking and Feedback Procedure

Aspirational Expectations for All

At Archbishop Temple Church of England High School, each and every child has the opportunity to progress through a shared broad, balanced and relevant curriculum. We have high expectations of all our pupils and place learning at the very centre of school life.

We offer high quality teaching and support, delivered using the latest technology. Our vision is that we consistently teach challenging ideas and knowledge and appropriately scaffold delivery to make these accessible to all students. Our aim is that pupils are motivated to take responsibility for their own learning by identifying their own strengths and weaknesses and, with the help of teachers, aspire to achieve their best.

Furthermore, Archbishop Temple Church of England High School places great value on a holistic approach to learning. Long-term, wider outcomes such as communication and social skills, physical development, life skills, resilience, determination and independence contribute equally to the development of responsible citizens who are able to make informed decisions and shape their own pathways through life. To this end, each individual learner is encouraged to engage in self-appraisal and identify personal goals whilst members of our school community and beyond.

Key Stage 4 benchmark grades

At Archbishop Temple Church of England High School, we use Fischer Family Trust top 5% estimates as a starting point for a professional discussion between teachers, curriculum leaders and SLT about individual pupils' academic benchmark grades for the end of key stage 4. These estimated grades are combined with teachers' professional judgment and knowledge of a pupil to identify final subject specific benchmark grades for each student. Pupils' previous academic performance and current and historical pastoral and personal circumstances are considered, but only in very exceptional circumstances will we set a benchmark grade below that required to make exceptional progress. As part of the academic reporting process, teachers consider individual learners' progression towards their benchmark grades. We share the grades with pupils when they enter Year 10 however we call the estimated grades, 'Minimum Expected Grades' (MEGs). This is in line with our curriculum intent Policy where we believe EVERY child can achieve the highest grades. We share with both pupils and parents how the MEG's are created and encourage them to view them as a platform to bounce off rather than a target grade.

Key Stage 3

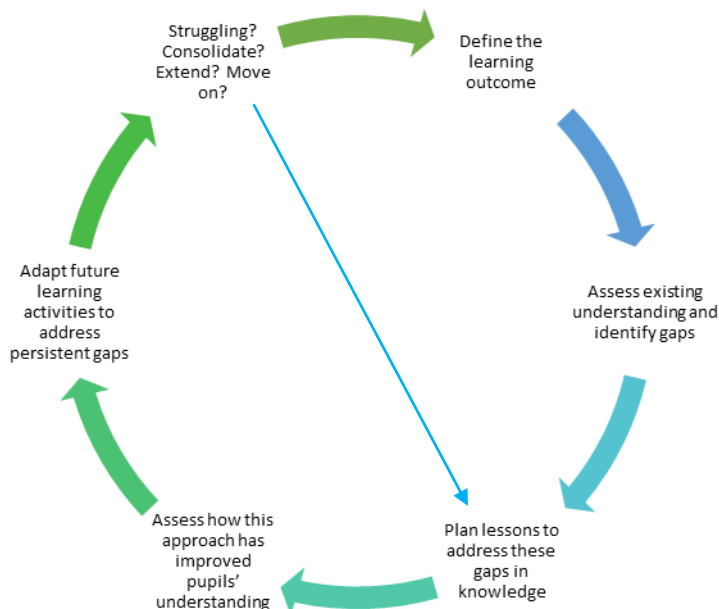
Across each year group in key stage 3, all pupils study the same broad and challenging curriculum regardless of their starting point. It is our expectation that all pupils will strive for mastery in all subjects and demonstrate in their oral, performance and written work what they know and can do. Intervention and support at the subject level plus an expectation of improved future progress are employed to encourage mastery in learning. Through the academic reporting structure, teachers communicate to learners and their parents and carers the rate at which each child is progressing through the curriculum.

ASSESSMENT

At Archbishop Temple Church of England High School, we employ a wide range of assessment methods. There is no prescriptive whole-school approach to such activities as each subject is different. However, we employ feedback-driven metacognition in all subject areas and following any feedback, pupils are given dedicated 'Time To Improve' (TTI) during lessons to ensure they can act upon the feedback given.

Formative Feedback and Assessment

High quality formative assessment is an integral part of teaching and learning. Clearly defined learning objectives and curriculum requirements are shared with learners and parents and carers through Firefly and the school website. Evaluating pupils' knowledge and understanding against this curriculum intent creates a virtuous circle of teaching and assessment. Gaps in knowledge and understanding are identified and these are focused on during the learning and teaching in future lessons. Further assessment evaluates whether the new approach has been effective; consequently, good teaching, learning, feedback and assessment reinforce each other and generate continuous improvement.



Formative assessment, feedback-driven metacognition and feeding forward might include written or oral feedback on

- Effective question and answer activities during class;
- Regular, short, low stakes oral or written re-cap quizzes /tasks;
- Scanning work for pupil attainment and development;
- Low stakes interactive online tasks;
- Self or peer assessment of work against a set of learning objectives/marking criteria;
- Marking of pupils' written, oral or performance work by the teacher; and
- Observational assessment.

Purposes of formative assessment

Pupils measure their knowledge and understanding against learning objectives and wider outcomes and identify where they need to focus their efforts to improve.

Formative assessment, feedback and feeding forward are undertaken in a variety of formats on a continuing basis. It enables students to identify when they have consolidated learning, whether they would benefit from further challenging activities and when they are ready to progress. Such assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

The undertaking of formative assessment activities assures school leaders that problems will be identified at the individual level very early so that intervention strategies can be adopted to support every child to make progress.

At Archbishop Temple Church of England High School, in addition to annual parents' evenings and information evenings, communication of key formative assessment outcomes occurs throughout the year; this might be on assessment papers, through Firefly or in exercise books. Communication may also take place via email, School Post or over the telephone. Individual departments have the freedom to identify the most effective means and frequency of doing this.

In-School Summative Assessment

At our school, summative assessments are used to provide a concise, unbiased, representative metric to measure pupil learning and the impact of teaching. These data ought to be easily understood by and communicated to parents and carers. The information enables curriculum leaders and SLT to monitor the performance of pupil cohorts and to identify where interventions might be needed to secure deep learning and mastery of concepts, knowledge and skills.

The validity and consistency of summative assessment data are achieved through

- teachers having a consistent and shared understanding of standards through regular moderation/standardisation of assessed work within departments and between corresponding departments in other schools;
- peer review and monitoring of feedback and feeding forward during department monitoring weeks and deep dives;
- provision of portfolios or exemplars of graded work;
- reference to national curriculum programmes of study and other appropriate subject specific marking criteria which are based on and exemplify the national curriculum descriptors; and
- use of examination board marking criteria and standardisation materials.

Internal summative assessment might include

- End-of-topic/unit tests for all year groups;
- End of year examinations for pupils in year 7-10;
- Mid-year GCSE Mock examinations for students in year 11.

Purposes of in-school summative assessment

Pupils will use summative assessment results to identify how well they have learned and understood a topic and how they can continue to improve.

In-school summative assessment enables teachers to measure progress in pupil learning at the end of a topic or period of time and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

Subject leaders and SLT will use in-school summative assessment results to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

End of Year examination results are reported to parents to inform them about the progress and wider outcomes of their children.

External Summative Assessment

External summative assessment will include

- GCSE examinations,
- Music, dance or drama performance examinations.

Purposes of external summative assessment

External summative assessment results enable pupils to compare their individual performance to that of pupils nationally.

External summative assessment results enable parents to contextualise their child's attainment and inform parents on how the school is performing in comparison to schools nationally.

External summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

External summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

MARKING, FEEDING BACK AND FEEDING FORWARD

Throughout every lesson, the teacher is continually assessing pupils' understanding. This is done through effective deep questioning; oral, digital or written low-stakes quizzes; scanning written work; observing performance or considering the outcomes of self and peer assessment.

Immediate oral feedback provides task specific comments that enhance pupil performance. Highlighting and responding to common misconceptions is essential feedback. Feeding forward provides constructive advice on how learners can do better in future.

For the purposes of work submitted and marked digitally on a subscription website or Firefly, marking might include a score, a grade or a brief summary statement. A suggestion of how future work might be improved – feeding forward - ought to be included. Pupils will be given dedicated time to respond to their feedback in the form of TTI (Time To Improve). This could take the form of re-drafting, attempting a similar question or deepening their understanding through further research.

The nature and frequency of marking of work is decided by curriculum leaders and is based on optimisation of the impact of marking.

RECORDING

The purpose of data is to initiate consideration of any need and the nature of subsequent individual, class, subject or whole school action and intervention; data is only one part of a wide range of information on which to base conversation.

There is no intrinsic value in recording formative assessment; what matters is that feedback is acted upon. Evidence of this is likely to be in pupils' learning conversations and their written work.

Whole-School Data Collection and Recording

Subject specific data for each student are collected three times a year for each year group. This frequency affords sufficient time for pupils to make measurable progress.

Individual departments are afforded the flexibility to record further data felt to be relevant in making secure judgements about attainment and progress and in supporting pupil tracking and other department specific uses; however, this is not a requirement, and teachers are to consider the value in recording additional data and the impact this has on workload.

The following data are entered directly into SIMS by the teacher three times each year.

For pupils in years 7, 8 and 9, the teacher is to provide

- a measure to illustrate the rate at which a pupil is progressing through the curriculum;
- a measure of effort and attitude the pupil applies to work in the classroom;
- a concern code to give parents more information around the attitude to learning grade given

For pupils in years 10 and 11, the teacher is to provide

- a Minimum Expected Grade (MEG) – Created using FFT5
- a measure to illustrate the rate at which a pupil is progressing through the curriculum;
- a measure of effort and attitude the pupil applies to work in the classroom;
- a concern code to give parents more information around the attitude to learning grade given

Year 7, 8 and 9 Interim Report to Parents



Pupil Name:
Form:
Attendance:
Number of Lates:

Light Points:
Negatives Points:

KS2 Results:
CAT Scores:
Reading Scores:

Photograph of pupil

Subjects	Review 1			Review 2			Review 3			End of Year Assessment	
	Progress	Effort	Concern	Progress	Effort	Concern	Progress	Effort	Concern	Test %	Average %
Religious Studies											
English											
Maths											
Science											

If a pupil has a C or D grade, a concern code will be added to give parents some context behind the grade given

Form Time Review

Review 1				Review 2				Review 3			
Uniform	Equipment	Participation in Worship	Effort in Form Time Activities	Uniform	Equipment	Participation in Worship	Effort in Form Time Activities	Uniform	Equipment	Participation in Worship	Effort in Form Time Activities

Key

- 1 - Above Expected Progress
- 2 - On Expected Progress
- 3 - Below Expected Progress
- 4 - Significantly Below Expected Progress

- A – Outstanding
- B – Good
- C – Some Concerns
- D – Significant Concerns

- Concern Codes**
- Be - Behaviour
 - Hw - Homework
 - Pa - Participation

- Concern Codes**
- La – Late to Lessons
 - Qu – Quality of Written Work
 - Re – Revision for Assessments

Progress is measured from KS2 Data using the FFT tool

Year 10 and 11 Interim Report to Parents



Pupil Name:
Form:
Attendance:
Number of Lates:

Number of Positives:
Number of Negatives:

KS2 Results:
CAT Scores:
Reading Scores:

Photograph of pupil



Subjects	MEG	Review 1			Review 2			Review 3			End of Year 10 Assessment	
		Progress	Effort	Concern	Progress	Effort	Concern	Progress	Effort	Concern	Test %	Grade
English												
Maths												
Science												
Religious Studies												

When pupils go into Year 10. We share their **Minimum Expected GCSE Grades** to support their learning journey (These are taken from the FFT tool that all schools nationally use. These are **NOT** a target, we do not believe in limiting pupil's aspirations. They are a starting point for them to bounce off.

Form Time Review

Review 1				Review 2				Review 3			
Uniform	Equipment	Participation in Worship	Effort in Form Time Activities	Uniform	Equipment	Participation in Worship	Effort in Form Time Activities	Uniform	Equipment	Participation in Worship	Effort in Form Time Activities

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Effort and attitude to learning

At Archbishop Temple Church of England High School, we know that success is achieved through hard work and effort. Consequently, we set students high standards of effort and attitude to learning in the classroom and at home.

In school, we expect every pupil to display the following standards, overall, throughout the year:

- Show respect to peers and staff.
- Arrive punctually to class with all the necessary equipment for the subject.
- Be attentive and engaged in the given task throughout the lesson.
- Follow instructions.
- Work with resilience and self-reliance.
- Complete and present all work to the best of one's ability.
- Maintain a high standard of uniform.

Home learning is an essential element to success. We expect all students to, overall, ensure home learning tasks

- are completed fully, presented well and proof read;
- submitted on time;
- demonstrate thoughtful engagement in the task;
- illustrate determination to fully understand the skill or concept.

Additionally, it is the expectation that students finish incomplete classwork at home and ensure work missed though absence is caught up at home.

Data analysis

Report data put into SIMS is imported into SISRA at the end of the reporting period.

Using SISRA and SIMS, teachers are able to

- track the progress of individual students or groups of students;
- set individual and group foci for improvement;
- discuss learners' progress with their parents/carers and other teachers;
- report estimated grades to examination boards as required.

Analysis in SIMS and SISRA enables curriculum leaders, pastoral leaders and SLT to

- compare the rate of progress to prior attainment of individuals, teaching groups, students on the SEND register and gender, ethnic origin and pupil premium sub groups;
- identify whether the school is on track to reach its pupil progress and attainment targets;
- determine how learners' progress and attainment in the school compares with that of other similar schools;
- determine the need and nature of intervention resources to support the future good progress of all pupils;
- report to governors of on the attainment and progress of learners.

REPORTING

Reporting to parents and carers should remain a fundamental part of the educational process to encourage, engage, motivate and ultimately move pupils on. Parents' involvement in their children's education is also consistently associated with better pupil performance. Schools have a statutory duty to report to parents and carers on general progress, the brief particulars of achievements (highlighting strengths and developmental needs), how to arrange discussions about the report, the attendance record, and grade achieved in GCSEs or other qualifications.

Progress and Attainment Reports

The results of whole school data collection are communicated as a written record to learners and their parents and carers each term.

Parents are provided with a timely, concise picture of their children's progress, attitude and effort in each of the subjects studied.

The data are used as a starting point for discussions between the students, their parents and carers and teachers at parents' evenings.

Parents' Evenings

An annual parents' evening is held in school for parents/carers of students in years 7 to 11. This dialogue with parents/carers, in addition to that with pupils, informs assessment and strategies for future improvement.

Teaching staff who are employed on a part-time basis are not required to attend the parents' evenings relevant to the classes that they teach if these fall on a day outside those contracted.

Beyond the scheduled parents' evenings, form tutors are the first point of contact for parents/carers to discuss progress and attainment. The expectation is that parents/carers will work actively with us to promote their child's progress.

Further Reporting of Assessment Data

At the subject level, individual departments are at liberty to report further summative assessment data to pupils and their parents and carers through exercise books, assessment scripts, subscription websites and Firefly. Teachers and curriculum leaders ought to be mindful of the impact this has on students' learning and teachers' planning and teaching and balance it against the workload that such reporting might entail.

RESPONSIBILITIES

Learners

- Take responsibility for their progress and performance.
- With the support of form tutors and subject teachers, identify the steps required to improve and undertake the next stage of their learning journey and achieve their best.
- Actively engage in self-assessment/reflection and peer-assessment.
- Act upon feedback and feeding forward given by subject teachers and form tutors.

Form Tutors

- Promote self-assessment, study skills and Personal Development through tutorial activities.
- Keep both students and parents informed about student progress and achievement, and bring attention to any concerns about under-performance throughout the academic year.
- Engage in direct dialogue with parents and/or carers of pupils in their tutor group as necessary.
- Liaise with the relevant head of year regarding pastoral issues and academic progress of students in their tutor group.

Heads of Year

- Monitor and track the progress of learners using assessment data. Celebrate success and identify intervention strategies to tackle underperformance.
- Liaise with the senior leadership team, particularly the Deputy Headteacher (Data, Exams & ARR), regarding academic progress of students in their year group.

Teachers

- Develop a rigorous and shared understanding of all aspects of formative and summative assessment and feedback.
- Engage in CPD and relevant standardisation and moderation activities to ensure they have an accurate and up-to-date knowledge of the acceptable standards and benchmarks against which to grade pupils' work accurately.
- Familiarise themselves with the school ARR, Marking and Feedback Policy and its guidelines and related examinations and assessment policies and documents.
- Ensure that pupils understand what is being assessed and know how to make progress.
- Use assessment results and feedback to motivate students.
- Maintain professional communication with parents/carers through formal reports and relevant parents' evenings.
- Ensure that all reports and records are produced to the required standard at the appropriate time and made available to the relevant people.
- Enter relevant assessment data onto the school's information management system.
- Provide regular formative feedback to enable pupils to recognise how to make further progress.
- Use available data on students to inform planning and personalise learning.

Curriculum Leaders

- Ensure all students have the opportunity to reach their full potential
- Ensure teachers share learning objectives and success criteria with learners
- Lead subject monitoring to ensure that teachers routinely provide formative and summative assessment opportunities for pupils, and feed forward to pupils and their parents to support further improvement.

- Ensure each teacher has access to and makes effective use of key data and provide appropriate feedback to pupils, parents and form tutors.
- Create a robust structure for the moderation and standardisation of in-school and external summative assessment work in which all teachers delivering the relevant subject are fully engaged.
- Analyse data at the cohort, group and individual level; considering achievement by gender, race, pupil premium, SEND and EAL status and prior attainment, and adapt intervention and future teaching accordingly.

Senior Leadership Team

- Develop a rigorous and shared understanding of all aspects of formative and summative educational assessment and gain confidence in the technical aspects of data, including its strengths and weaknesses.
- Support early career teachers through the provision of appropriate induction and training in pedagogy, curriculum delivery and assessment.
- Support established teachers through the provision of good quality CPD to maintain excellence in pedagogy, curriculum delivery and assessment.
- Support curriculum leaders with the department SEF review.
- Ensure key data are available to all staff.
- Promote the engagement of pupils and their parents/carers in the assessment process.
- Inform governors of standards, progress and achievement.
- Promote consistently high standards across school and, where necessary, put in place intervention strategies.
- Facilitate digital recording and reporting through the provision of appropriate computer hardware and software.

The Governing Body

- Ensure sufficient resources are made available to support the provision of good quality induction, training and on-going CPD to maintain excellence in pedagogy, curriculum delivery and assessment.
- Monitor the school's progress towards agreed whole-school targets of educational performance.

Glossary of acronyms

ARR – Assessment recording and reporting

CPD – Continuing Professional Development

EAL – English as an Additional Language

FFT – Fisher Family Trust

TTI – Time To Improve

GCSE – General Certificate of Secondary Education

MFL – Modern Foreign Languages

PLTS – Personal Learning and Thinking Skills

SEF – Self Evaluation Form

SEND – Special Educational Needs and Disabilities

SIMS – School Information Management System

SISRA - Service for Improved Schools' Results Analysis

SLT – Senior Leadership Team