



Broughton Hall Catholic High School

Assessment Policy 2025-26

DOCUMENT STATUS

Version	Date	Action
Revised	01.12.2025	By S Connolly, Assistant Headteacher
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To be reviewed annually

Assessment Policy

Principles of Assessment taken from EEF, Dylan Wiliam, Rosenshein's, Hattie and Timperley, Workload Advisory Group, Assessment Reform Group, Sutton Trust, Ofqual Research:

Roles and responsibilities

Subject Leaders

- Ensure assessments are curriculum-aligned and standardised.
- Lead moderation practices.
- Monitor assessment quality and impact.

Senior Leaders

- Provide clarity on assessment expectations.
- Ensure workload remains manageable.
- Use assessment information to inform strategic decisions.

Pupils

- Act on feedback to improve their work.
- Take responsibility for understanding their progress.

Parents and Carers

- Engage with reporting information.
- Support pupils in acting on feedback.

Assessment should be purposeful and have clear impact

- Assessments will reflect the school's curriculum intent, focusing on core knowledge and skills.
- Assessments will include retrieval of previously taught content to strengthen long-term retention.
- Assessment will have a *clear purpose*: to support learning and inform it (formative, e.g. low stake quizzes, live marking, cold calling, mini whiteboard responses, peer and self-assessment.), or measure attainment (summative e.g. end of unit assessments, mocks, standardised assessments).
- Assessment should avoid unnecessary or overly time-consuming marking that does not improve pupil progress.
- Teachers should use assessment to identify misconceptions early and adapt teaching accordingly.
- Assessment should measure the learning, not just that the curriculum is covered.

All assessment must be inclusive and fair

- Assessments should not disadvantage pupils due to special educational needs, background, or language barriers.
- Adaptations should preserve the validity of the assessment.
- Access arrangements should be applied fairly and in line with JCQ guidelines.
- Teachers should use ongoing assessments to identify emerging needs and flag these to SEND dept.in timely manner.

- Departments should use varied practice when appropriate, ensure reading load and vocabulary are accessible, and apply consistent moderation to ensure fairness across classes.

Pupils should receive clear success criteria and shared standards

Students learn more effectively when they understand:

- What high-quality work looks like.
- How their work will be judged.
- How to achieve the next level of performance.

Staff may use exemplars and models, they may co-construct success criteria with students, they may provide rubrics which are concise and not overly complex.

- Pupils should be given sufficient notice in order to prepare for summative assessments.

Retrieval Practice as part of formative assessment

Research shows that frequent, low-stakes retrieval improves long-term memory. Formative assessment should repeatedly revisit “forgotten” knowledge to strengthen learning. This may include activities such as:

- Do-Now recap questions.
- Weekly quizzes.
- Cumulative tests that revisit old content.

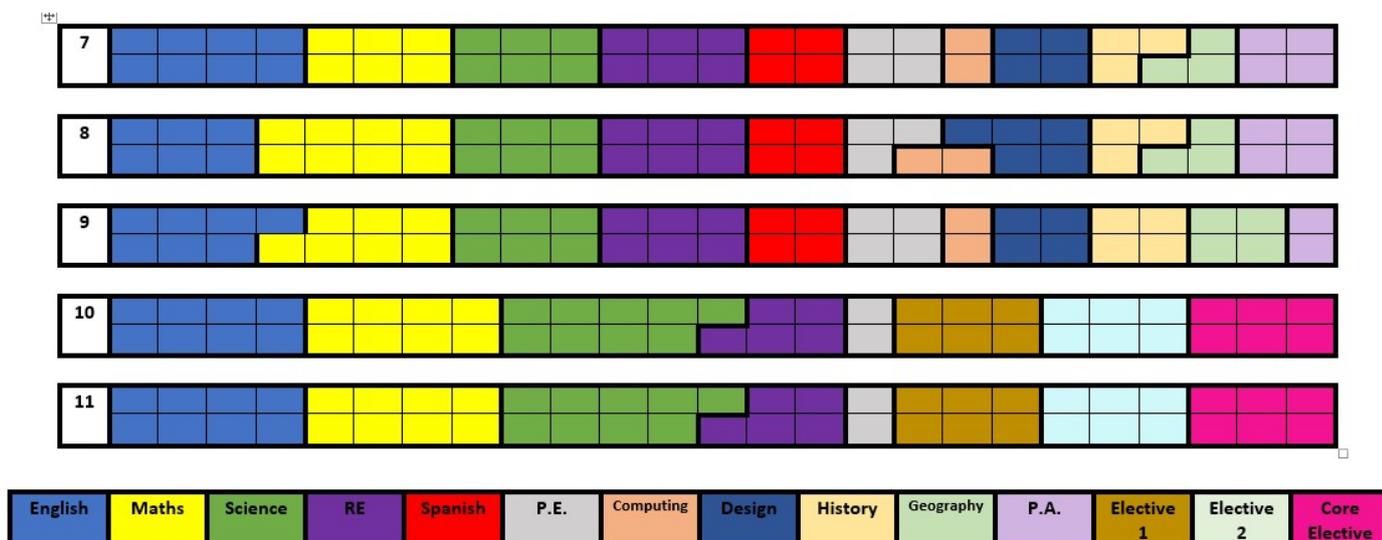
Marking should be efficient but not excessive

- Research has shown that selective marking is more effective than marking everything (not everything needs marking, just pieces that will advance a pupils learning)
- Whole-class feedback (summarise common strengths and areas for development), live marking (gives immediate guidance and supports rapid correction of errors), and verbal feedback can be more impactful.
- Self-assessment with checklists or peer marking with clear criteria are valid methods of assessment.

In order to mark less frequently but deeply and to address common errors, departments have developed their own marking timescale guidance. This takes into consideration the contact hours they see each year group for and their curriculum intent. In subjects such as English and Maths with a large proportion of contact time this includes:

- One piece of Summative Marking per half term (Completed on pink paper.).
- At least one piece of SPAG Maintenance Marking per half term (Which will be done using highlighter pen and will direct pupils to no more than five corrections which will prioritise tier three vocabulary.).
- One Deep Mark of a specific piece of work identified by the Head of Department per half term for comparison of pupil performance across the department (Marking will be in red pen.).
- Ongoing formative assessment during lesson time.

The following tables show the lesson distribution by year group:



Feedback should be high quality to have impact.

Feedback should be:

- Specific and focused on the task, not the student.
- Actionable and gives pupils clear steps to improve with the time to do so.
- Timely so it is close enough to the learning event to be meaningful.
- Manageable so it is not excessively detailed or time-consuming for teachers.

The feedback should allow the pupil to reflect on their learning. It should set clear goals, show what is successful, what needs improvement and give precise actions on how to do this (e.g. redrafting sections, correcting misconceptions, completing targeted practice activities).

Pupils response to marking will be completed in green pen.

We must use data wisely

Data should be:

- Accurate
- Proportionate
- Actionable

In order to avoid excessive data drops that create workload, each data collection cycle has a clear purpose and is communicated to staff in advance.

Assessment outcomes are used to:

- Identify pupils at risk of underachievement.
- Communicate progress to pupils and parents.
- Use trends to inform curriculum planning, grouping, and interventions.
- Allow teachers to identify patterns of misconception, plan responsive interventions and support departmental discussions on progress and curriculum adjustments.

Data is not be used to rank pupils publicly or compare teacher performance.

Type of Assessment	Stationary to be used
Summative Assessment	Printed on pink paper and marked in red ink
Deep Marking	Marked in red ink and responded to by students in green ink
Maintenance Marking	Errors identified in highlighter with corrections in the margin and responded to in green ink by students.
Formative assessment	Not always recorded in books but if applicable to be written in red ink and responded to in green in by students.