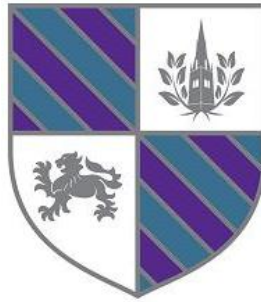


MAGNUS CHURCH OF ENGLAND ACADEMY

Assessment Policy 2026-27



“I can do all things through Christ who strengthens me” Phillips 4 v13

“You have to apply yourself each day to becoming a little better. By becoming a little better each and every day, over a period of time, you will become a lot better.” – John Wooden

The Magnus Assessment Policy 2026-27

Teacher Standard 6: Make accurate and productive use of assessment

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

The aim and reasoning behind the Assessment Policy

The main goal behind the Magnus assessment policy is to; accurately identify gaps in student's knowledge by using high quality, well-constructed assessments and then provide timely feedback to fill these knowledge gaps and to remove misconceptions. We firmly believe that all assessments should be used formatively to drive learning and lead to clear impact.

The plan below explains in detail each step of the assessment policy. The criteria will be used to complete an assessment calendar that maps the content of assessments throughout the year as well as provides a checklist of important content within the assessments. Once assessments have been completed an in depth QLA will be completed for each class to identify common knowledge gaps. This will provide the classroom teacher with essential feedback and they will then adapt their curriculum accordingly. The QLA will also generate a feedback sheet that identifies a student's strengths and weaknesses. They can use this to regulate their learning and develop metacognitive skills. The information from the QLA will also be used in many ways as can be seen below.

This policy has been developed using the expertise of HoF, discussions with SLT, feedback from teachers and has been based on current research. By using these different sources, the assessment policy will be highly effective and easily applied across the school. However, faculties will also be given the freedom to adapt the policy to suit their needs so long as the core vision of the policy is maintained.

This approach is grounded in well-established educational research. Black and Wiliam (1998) demonstrate that formative assessment has a significant impact on student progress, particularly when it is used to identify misconceptions and adapt teaching accordingly. Additionally, Wiliam (2011) highlights that responsive teaching based on ongoing assessment is one of the most effective strategies for improving learning outcomes. The emphasis on feedback and closing knowledge gaps is further supported by Hattie (2012), whose meta-analyses show that feedback has a high impact on student achievement when it is timely, specific and acted upon.

This policy is underpinned by the principles of equality and fair access. Reasonable adjustments will be made to all assessments as are appropriate to the context.

Any assessment work may be collated as evidence for JCQ for access arrangements/exceptional circumstances.

Content	Key points of each aspect of the policy	Time scale
3.1 – Adaptive Teaching	All staff have received training in effective adaptive teaching. At Magnus, we believe adaptive teaching has three key strands: - learning intentions - formative assessment - responsive teaching These three strands support each other and used effectively ensure that teachers are regularly checking students' understanding, identifying knowledge gaps as they occur and closing these gaps. This underlying principle and belief forms a fundamental part of our assessment policy. This model aligns with research on formative assessment and responsive teaching. Rosenshine (2012) emphasises the importance of regularly checking for understanding and adapting instruction accordingly, while the Education Endowment Foundation (EEF, 2021) highlights that high-quality formative assessment is essential for effective adaptive teaching.	Every lesson.
3.2 - Content of the assessments	Faculties should use a combination of: • Knowledge assessments: low stakes, multiple choice or short answer knowledge retrieval questions used as a diagnostic tool to help understand how much of the curriculum knowledge students have learnt and to be used formatively to address curriculum and teaching group gaps. These should be short and not take longer than 20 minutes to complete. • Knowledge application assessments: these assessments should provide the opportunity for students to apply the knowledge they have learnt and may include longer answer questions, extended writing tasks. These may be more extended and take longer to complete. At Key Stage 4 and 5, these will often include exam style questions and mock examinations. Each assessment must meet the following criteria: • Be based around specific areas identified within a subject's specification / LTP. • Be at the correct level of challenge for students. This can include scaffold questions if needed. Wherever possible, we will look to quality assure that assessments are at an appropriate level of quality assurance through collaboration with other teaching professionals from other schools.	This will be dependent on the subject area and subject leads should consider what works for their subject area based on the amount of curriculum time they have.

	• Retrieve prior knowledge. The amount of knowledge retrieved in each assessment should increase as the year progresses. • Where applicable assess literacy and numeracy. • Ensure common misconceptions are tested and removed. • Test the relevant skills. • Include the appropriate types of questions. The use of knowledge retrieval and application tasks is supported by cognitive science research. Retrieval practice has been shown to significantly improve long-term retention (Roediger & Karpicke, 2006), while the use of extended tasks supports deeper learning and transfer (Sweller, 2011). Ensuring assessments test prior knowledge and misconceptions also reflects the work of Bjork (1994), who emphasises the importance of desirable difficulties in strengthening memory.	
3.3 – Baseline assessments	We recognise that teachers need to be informed and aware of students' starting points to ensure they can close any gaps that may exist from a previous stage of study. Unless external QLA is available, all subjects should plan to include baseline knowledge assessments at the following transition points: - At the start of Key Stage 3 - At the start of Key Stage 4 - At the start of Key Stage 5 Establishing baseline data is crucial for measuring progress over time and identifying starting points. This approach is supported by Coe (2002), who emphasises the importance of baseline assessment in evaluating educational impact and progress accurately.	These baseline knowledge assessments should be completed within 3 weeks of the student starting the key stage.
3.4 - Marking assessment	• Assessments must be marked in a timely manner following an assessment as per the school calendar. • The marking of key assessment must be done by a teacher in green. • The marking of assessments should be moderated within faculties to ensure commonality of marking and accuracy of the grades / feedback produced. • Whilst assessments will likely be completed on paper, it must be clear in student books where an assessment has taken place and the feedback from this assessment. • Where it is appropriate and suitable, we encourage the use of AI to support with marking assessments and to reduce teacher workload.	As per faculty assessment calendars- see below.

	Effective marking and feedback practices are informed by research from the EEF (2021), which suggests that feedback should be purposeful, manageable, and focused on improvement. The use of moderation supports reliability and validity in assessment, as highlighted by Harlen (2007).	
3.5 Reporting on Bromcom	• All overall assessment marks, percentages or grades must be recorded on Bromcom for each assessment. • Bromcom marksheets will be built on faculty assessment calendars. • In addition to assessment data, for KS4 and KS5 students, we will collect the following data 3 x per year. - A current working at grade – based on all assessment information to hand - A progress grade – the predicted grade we expect students to get if they continue to work as they are. - An attitude to learning grade based on engagement and behaviour in lessons. - A homework/independent learning completion grade. - More detailed feedback for students on the SEND register to ensure learning plans are updated regularly based on teacher feedback. - For PE, a record of how many lessons the student has participated in. • For students in KS3, we will collect the following data 3 x per year. - An attitude to learning grade based on engagement and behaviour in lessons. - A homework/independent learning completion grade for English, Maths and Science. - More detailed feedback for students on the SEND register to ensure learning plans are updated regularly based on teacher feedback. - For PE and dance, a record of how many lessons the student has participated in.	As per faculty assessment calendars – see below.
3.6 - QLA	• We work on the principle that all assessments should be used formatively to inform adaptations to the curriculum, and by teachers to inform their classroom practice and delivery. • Once an assessment has been marked a question level analysis must be completed. • Following this, the 'Assessment Driving Impact' document must be updated at cohort and class level.	As per faculty assessment calendars.

	Question Level Analysis reflects best practice in using assessment diagnostically. Daisy Christodoulou (2017) argues that breaking assessment down into granular components allows teachers to identify precise gaps in knowledge and respond effectively.	
3.7 - Feedback based on assessment	• After the completion of the QLA document, time must be dedicated to providing students with feedback based on the assessment. This feedback and the actions taken should be recorded on the 'Assessment Driving Impact' document. • Feedback from the assessment must happen as soon as possible. The teacher will use the information the QLA has given them to target teaching to the common misconceptions / gaps in knowledge within their classroom. • The identified gaps/feedback must then be followed up through spaced retrieval until the learning is secured. • Feedback on assessments should be clearly identified in students' books. The emphasis on timely and actionable feedback is supported by Hattie and Timperley (2007), who identify feedback as most effective when it answers three key questions: Where am I going? How am I going? What are my next steps? Furthermore, Shute (2008) highlights that feedback is most impactful when it is specific, clear, and focused on improvement rather than grades alone.	After each assessment.
3.8 - Informing curriculum adaptations	• Once the QLA has been completed the information regarding misconceptions and gaps in students' knowledge must be targeted during lesson time. This will be clearly identified in the 'Assessment Driving Impact' document. • This aids in the interleaving and retrieving of learning within the curriculum. • The quality of the assessment should also be reflected on. Adapting the curriculum in response to assessment aligns with the principles of responsive teaching (Wiliam, 2011). The use of interleaving and spaced retrieval is supported by Dunlosky et al. (2013), who identify these as highly effective learning strategies.	After each assessment.
3.9 – Foundational Skills	• We recognise that there are certain foundational skills that support students in accessing the whole curriculum. • We will track student's reading age and times table fluency. We want all students to be reading at least at their chronological age and to be confident in their times tables. • Sparx Learning assessments will be used throughout Year 7-Year 11 to assess this.	2 x throughout the year

	Where it is felt necessary, students may also be assessed using assessments by GL assessments. The focus on reading and fluency is supported by research indicating that literacy is a key predictor of academic success across subjects (EEF, 2017). Similarly, automaticity in core skills such as times tables reduces cognitive load and enables more complex problem solving (Sweller, 2011).	
3.10 – Interventions	- We operate on the principle that any knowledge gaps should be addressed by the classroom teacher due to our belief in quality first teaching. - If interventions are necessary to support catch-up, they must be: - Time limited - Take place at tutor time or outside the school day wherever possible - Be clearly evaluated for impact - Designed so students miss as few curriculum teaching hours as possible. The emphasis on quality-first teaching reflects EEF guidance, which states that high-quality teaching is the most effective way to improve outcomes for all students, particularly disadvantaged learners (EEF, 2021). Targeted interventions are most effective when they are short, focused, and evidence-based.	Throughout the year and reviewed regularly.
3.11 – Reporting to parents	- Parents will receive reports on their child's achievement 3x per year. - For KS4 and KS5, this will include: - Attendance information - Behaviour information - Foundational skills assessment data - Achievement – current grade and progress grade - Attitude to learning grade - Homework grade - A breakdown of all assessments that they have completed - Lesson participation overview for PE - For KS3, this will include: - Attendance information - Behaviour information - Foundational skills assessment data - Attitude to learning grade	3 x per year as set out in the whole-school calendar.

	- Homework grade - A breakdown of all assessments they have completed - Lesson participation overview for PE and dance.	
3.12 – Vocational Courses	Across the Academy, we offer a range of vocational qualifications including BTECs and Tech Awards. The Academy fully follows any requirements stipulated by the exam board in relation to the delivery of these courses. Vocational Subjects Assessment Policy *there are discreet differences between exam boards and subjects; in some cases the only feedback that is permitted is formative after tasks have been completed, Content Key points of each aspect of the policy Time scale 3.12a – BTEC marking purpose · Marking needs to ensure assessment decisions are valid. · Learners should receive appropriate feedback in line with BTEC marking policies and procedures. · The integrity of PSA's and coursework must be maintained in line with BTEC regulations. During PSA and coursework windows 3.12b- Marking assessments * When students are prepping for PSA's and/or coursework this work can only have the following feedback: · Clarifying of instructions · General advice · Identification of any missing sections Feedback that is not permitted: · Giving draft feedback · Suggesting answers · Giving very precise comments/examples on how and where to improve · Indicating grades · Providing a model answer to an individual student based on the current PSA. During PSA and coursework windows 3.12c Internal coursework assignments Where a piece of coursework has been completed (Level 3) the following marking and feedback is permitted: · One piece of formative feedback · General strengths highlighted · General improvements suggested · Criteria-based guidance. During coursework windows The following marking and feedback is not permitted: · Rewriting work · Giving detailed corrections · Providing step-by-step guidance. 3.12d Resubmissions Students can enter another series to improve PSA marks. In terms of Level 3 coursework students can resubmit pieces if they meet the criteria set out in BTEC policies and procedures. Students must not be coached by teachers when re-doing; re-submitting work. During PSA and coursework windows 3.12e - Types of feedback * Feedback that is valid and permitted: · Questioning · Prompting · Signposting. Not permitted: · Direct instructions · Tailored answers · Correcting work in a way that removes student independence. During PSA and coursework windows	

References

- Bjork, R. (1994). *Memory and metamemory considerations in the training of human beings*.
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- Christodoulou, D. (2017). *Making Good Progress?*
- Coe, R. (2002). *It's the effect size, stupid*.
- Dunlosky, J. et al. (2013). *Improving Students' Learning With Effective Learning Techniques*.
- Education Endowment Foundation (EEF) (2017, 2021). *Teaching and Learning Toolkit / Feedback Guidance*.
- Harlen, W. (2007). *Assessment of Learning*.
- Hattie, J. (2012). *Visible Learning for Teachers*.
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- Roediger, H. & Karpicke, J. (2006). *Test-Enhanced Learning*.
- Rosenshine, B. (2012). *Principles of Instruction*.
- Shute, V. (2008). *Focus on Formative Feedback*.
- Sweller, J. (2011). *Cognitive Load Theory*.
- Wiliam, D. (2011). *Embedded Formative Assessment*.

Proformas

Assessment Calendar

Subject:		Year group/course:	
	W/C	WK	Assessment
Wk 1	31 Aug	1	
Wk 2	7 Sept	2	
Wk 1	14 Sept	3	
Wk 2	21 Sept	4	
Wk 1	28 Sept	5	
Wk 2	5 Oct	6	
Wk 1	12 Oct	7	
Wk 2	2 Nov	1	
Wk 1	9 Nov	2	
Wk 2	16 Nov	3	
Wk 1	23 Nov	4	
Wk 2	30 Nov	5	
Wk 1	7 Dec	6	
Wk 2	14 Dec	7	
Wk 1	4 Jan	1	
Wk 2	11 Jan	2	
Wk 1	18 Jan	3	
Wk 2	25 Jan	4	
Wk 1	1 Feb	5	
Wk 2	8 Feb	6	
Wk 1	22 Feb	1	
Wk 2	1 March	2	
Wk 1	8 March	3	
Wk 2	15 March	4	

Wk 1	22 March	5	
Wk 2	12 April	1	
Wk 1	19 April	2	
Wk 2	26 April	3	
Wk 1	3 May	4	
Wk 2	10 May	5	
Wk 1	17 May	6	
Wk 2	24 May	7	
Wk 1	7 June	1	
Wk 2	14 June	2	
Wk 1	21 June	3	
Wk 2	28 June	4	
Wk 1	5 July	5	
Wk 2	12 July	6	
Wk 1	19 July	7	

Assessment Driving Impact

<u>SUBJECT</u>		
<u>Year Group 2026-26</u>		
<u>Demographics:</u> Total: Male: Female: PP: Non PP: SEN: EHCP: Greater depth: Expected standard: Working towards:		
Baseline Information		
	Key Information	Action Taken
Whole Cohort		
Class 1		
Class 2		
Class 3		
Class 4		
Assessment 1 (provide overview of assessment)		
	Key Information	Action Taken
Whole Cohort		
Class 1		
Class 2		
Class 3		
Class 4		
Assessment 2		
	Key Information	Action Taken

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Feedback

Because teachers are frequently checking for understanding, utilising assessments formatively and circulating during lessons to monitor how students are doing, students should get regular feedback on how they are doing. This will take a range of forms including:

Strategy	How the feedback might look
Checking for understanding in a lesson	The teacher might provide feedback to the whole class, a group, or individual if when they have completed a check for understanding, they have identified that a gap in knowledge is forming.
Whole class feedback	This can be in response to classwork or an assessment. Teachers should use their faculty proforma and respond to their class's needs. Whole class feedback should clearly identify the gap or misconception that is being addressed and provide a task to address this learning gap. As a minimum, all classes should receive one whole class feedback sheet per half-term.
Responsive 'Do nows'	Where a teacher has identified a knowledge gap, and want to ensure this knowledge is embedded until it is secure, they should include questions on their 'do now's linked to this area. So that students are aware that this is a form of feedback, these questions will be demarcated with an *.

Books

Books should be utilised to support cognitive and literacy development. Students should be encouraged to develop good study habits and keep their books organised so they can be used as a learning tool.

All exercise books should:

- Use the front and rear inside covers for whole year learning tools e.g. in geography, a copy of a world map.
- Have a topic introduction page, which includes key vocabulary (see template).
- Have clearly marked whole class feedback (see template).
- Have clearly marked acknowledgement of the outcome of an assessment (and feedback if required).
- Follow Academy PRIDE expectations.

Key Stage 5 Folders

Sixth Form Folder expectations 2026-27

Why

- Recent folder checks across subjects have revealed inconsistencies in expectations surrounding work organisation across the Sixth Form.
 - By holding high expectations surrounding work organisation, all students will be in the strongest possible position for revision/coursework completion.
 - A consistent standardised approach will embed these expectations across the Sixth form.
 - Increased accountability for students at KS5.
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- All subjects to have either digital or physical folders.
 - All work completed in class and independently should contain a date and title that is clearly underlined in black or blue pen, following the main school PRIDE expectations.
 - All work must be sequenced in an order that will facilitate revision of the course. i.e chronologically and by units.
 - Each Unit in folders to contain the following sections:
 - A checklist to help students sequence their notes.
 - Qualification at a glance in folder outlining assessment requirements, papers etc.
 - Work completed in class.
 - Work completed in Independent study.
 - Exam Practice/coursework.
 - Teacher feedback.
 - Mastery Assessments.
 - Any additional paper resources.

Sequencing must be clearly organised, using folder dividers

Teachers should be able to quickly verify:

- Is the folder well organised with dividers?
- Is work sequenced correctly?
- Are sequence checklists completed?
- Is feedback present and acted upon?
- Are mastery assessments included?
- Is there evidence of independent study?
- Is progress visible over time?