



ALTERNATIVE PROVISION

Assessment Policy

Approval Date: [January 2026](#)

Revision Due Date: [January 2027](#)

Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

It is linked closely to our teaching and learning policy.

Assessment and Feedback

“Good feedback leaves learning with the learner”

Dylan William

Where assessment & feedback enhances great learning and progress:

Effective feedback is essential to the progress and attainment of our students. At its heart, it is an interaction between teacher and student:

- A way of acknowledging students' work
- Checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress

All of our students should be able to answer two questions about their learning:

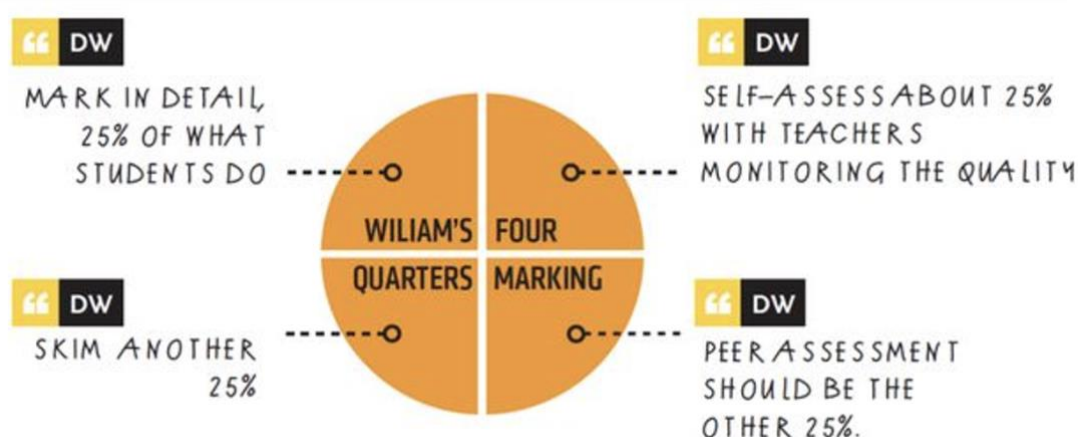
- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

Marking is part of feedback. The 3 principles of effective marking are that it should be:

- Meaningful: marking varies by subject and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and to use this to be responsive in their teaching, incorporating the outcomes into subsequent planning and teaching

- Manageable: This should be sensitive to workload and proportionate to the impact it has on pupils' progress. Feedback should be more effort for the recipient than the donor.
- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work. Other forms of feedback can be as valuable as written marking. It will be the professional judgement of the teacher on which form of feedback will be most likely to secure student progress.

Dylan Wiliam, recommends a balanced diet that he calls 'four-quarters marking' and we would encourage all departments to incorporate this approach:



- Teachers should assess students' written and verbal work regularly using the 4 quarters feedback model.
- A variety of assessment activities and methods should be used, engaging and challenging students to think deeply, participate in their learning, develop their working memory capacity and their ability to retrieve content from their long term memory;
- Assessment will take many forms including: working memory stimulating quizzing/games, retrieval practice opportunities; tests and exams; independently completed home learning tasks; responses in class questioning; plenary activities; extended writing of a variety of types; group and paired activities; exit tickets;
- Summative examinations and end of unit tests will be used in a timely fashion to gather progress data and in order to mimic and prepare pupils for terminal assessment activities;
- Students will be provided with opportunities to retake assessment activities in order to 'move on following successful experiences', having had the opportunity to learn from the previous feedback;

- Teachers will understand the difference between and make use of both summative and formative assessment so as to feedback frequently in each manner to pupils as appropriate;
- Assessment criteria will be made clear through the learning objectives / outcomes for each lesson or series of lessons;
- Individual teachers should have a mark book which records student progress in relation to their curriculum understanding. This will allow for whole department conversations on what aspects of the curriculum have been learnt and what have not. There is no specified format for this. Analysis of assessments and tracking data (as well as PLCs) will inform teaching and the structure/type of intervention strategies at a class and student level. This will allow for reactive/responsive teaching to take place.
- Curricular targets will focus on aspects of the curriculum, knowledge, skills and concepts that have been covered well and can now be sustained as well as those areas that need to be improved;
- We encourage teacher feedback when in written form to be sensitive to work load at all times. Individual comments in student books are not encouraged. Feedback may take different forms such as grids, tables, electronically generated forms, or whole class feedback sheets.

'Feedback should be more work for the recipient than the donor'.

Dylan William

- When feedback has been given students should be given the time to review their learning and improve. When given the opportunity to identify their own improvements, pupils are more likely to remember this in the future;
- Students provided with live verbal feedback will be expected to make those adaptations in the moment.

Departments

Subject Leaders are responsible for setting their faculty feeding and marking policy and ensuring that it is consistently applied across teachers and class groups. Subject Leaders must consider the cost/reward impact when considering any department wide written feedback that they ask colleagues to deliver and must look at how to be sensitive to workload.

Tracking pupil progress

All teaching colleagues have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against the department's curriculum aims. This is reported to parents/carers termly. All teachers will identify

students in their class in need of additional support, including vulnerable groups such as disadvantaged students, SEND students and the most able, and intervene at the point of need in lessons as well as in their planning and in department interventions.

All Subject Leaders have the responsibility to monitor assessment across their department, to analyse data, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to help students catch up and get back on track. Mark books should be featured within this conversation as a way of understanding what students have and have not grasped within particular topics.

The Head of Provision will use the department data for those they line manage to discuss intervention for individuals and groups of students, as well as to set, with Subject Leaders, ambitious targets for excellence in terms of the quality of teaching and learning.

For excellent teaching and learning to be sustained, the review cycle of it is ongoing, regular, and reflective for all, involving:

- Performance Development objectives, discussions and professional development ideas;
- Lesson observations;
- Learning Walks and Micro Views;
- Work scrutiny;
- Student surveys;
- Individual (or peer to peer) use of filming/sharing best practice;
- Curriculum conversations with curriculum areas.

Quality Assurance: Excellent Monitoring and Evaluation of Teaching and Learning via Line Management, Performance Development, Lesson Observations/Learning Walks will:

- To help inform judgements of the quality of teaching and learning across the provision
- Monitor the enacted curriculum and to work with curriculum areas to see how well it is being implemented
- Monitor and evaluate the progress of students during a lesson and over time
- Identify group and individual professional development needs and opportunities across the teaching and support staff.
- Involve teachers in self-evaluation of their own subject knowledge and understanding of changing curricular and pedagogical initiatives;
- Involve teachers in self-evaluation of the quality and effectiveness of their own teaching and classroom climate, and in involving themselves in high quality professional development;

- Involve teachers in monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;
- Necessitate teachers contributing to thorough and honest examination analysis documents following terminal examinations, which have a reflective eye to the past and a robust look to the future as to how excellent teaching and learning will either be sustained or achieved.

Informal learning walks will be conducted weekly allowing for ‘micro view’ into the curriculum. These are intended to be developmental and stimulate conversation about how well the curriculum aims are being achieved within lessons.

RAISE-AP implement a coaching model of lessons observations. Currently, in this school, teachers’ lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example ECT’s, staff in need of additional support, staff on development programmes).

Roles and Responsibilities

The **RAISE-AP** educational directors are responsible, in consultation with the Head of Provision for establishing the policy and for reviewing it at the appointed date.

The Head of Provision is responsible for leading and embedding a culture of excellent teaching and learning and professional development across the provision.

The Head of Provision is responsible for the implementation and day-to-day management of the policy and procedures. They will evaluate the quality of teaching and learning in the whole provision and offer support and professional development to maintain high standards.

Subject Leads are responsible for ensuring the curriculum meets the needs of the learners; that standard operating procedures are implemented across the department; monitoring and evaluating the quality of teaching and learning; providing support and professional development to enhance teaching and learning across their department and for tracking the progress of pupils, intervening accordingly

All colleagues are responsible for applying the provision’s teaching and learning policy and procedures to provide high quality learning experiences for all students.

Raise Values

Our [RAISE-AP values](#) (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Assessment policy.
