

TUDOR GRANGE ACADEMEY REDDITCH



Assessment and Feedback Policy

Document Title

Assessment and Feedback

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1

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Rationale of the Assessment and Feedback Policy:

To ensure that all students have feedback on their work in such a way that it is likely to deepen their understanding and encourage their proactivity as a learner; develop their self-confidence; raise self-esteem and provide opportunities for self-assessment.

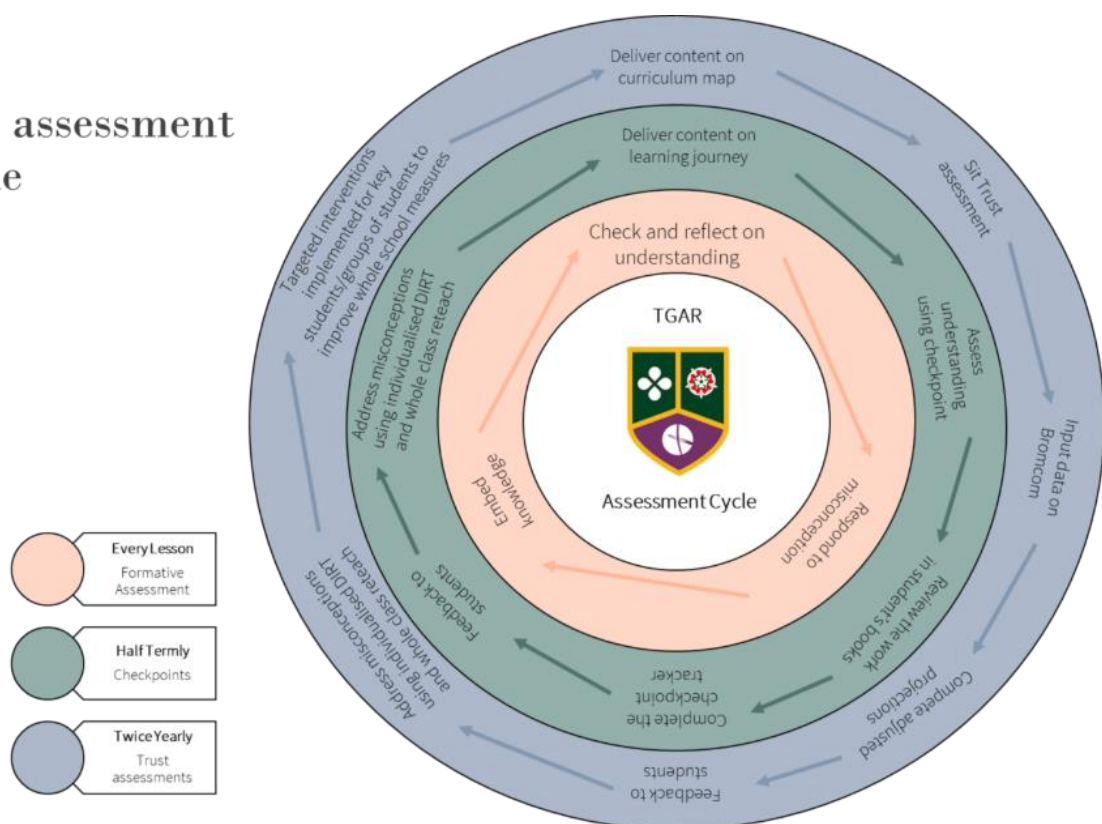
TGAR Principles

- Effective feedback is a dialogue between the teacher and the student.
- Feedback should recognise and praise improvement and should encourage accuracy rather than over-emphasise technical errors.
- When written feedback is provided to students, time should be allowed for students to read the comments and targets that the teacher has written and respond accordingly (DIRT activity).
- Whilst personalised feedback is expected, additional focus on specific target groups (whole class feedback) through the learning checkpoint feedback sheets will also be provided.

The Assessment Cycle

At Tudor Grange Academy Redditch, our assessment cycle outlines the three key types of assessment we use, their frequency, and the forms of feedback students receive:

The assessment cycle



Formative assessment

Teachers will regularly conduct low-stakes learning checks throughout lessons to gauge pupils' understanding and adapt their teaching accordingly. A range of pedagogical strategies are used to check for understanding, including—but not limited to—the use of mini whiteboards and 'Turn and Talk' activities. These checks are embedded within our 'Check, Reflect, Respond' process, which runs through each stage of our 'I do, We do, You do' delivery model.

Checkpoints

A checkpoint is a formative assessment method used to evaluate pupils' understanding of the fundamental knowledge that has been taught—essentially assessing what students 'know'. In core subjects, students complete two checkpoints each half term; in non-core subjects, they complete one. Feedback is provided via a whole-class feedback sheet.

Each feedback sheet includes:

- A RAG rating of the fundamental knowledge assessed.
- Three targeted feedback points:
 - What the student has done well.
 - An individual area for development, with a linked DIRT (Dedicated Improvement and Reflection Time) activity.
 - A whole-class area for development, with a corresponding DIRT activity.

Students are given time to complete these DIRT activities using green pen, promoting reflection and improvement.

As there is no formal expectation for staff to mark every piece of work in students' books, feedback is also provided through live marking, self-assessment, and peer assessment. A summary of this feedback is captured on the whole-class feedback sheet also.

Trust Assessments:

Twice a year, each student will complete a Trust Assessment. These assessments are common across all Tudor Grange schools where the curriculum is aligned, ensuring consistency and comparability. Trust Assessments follow the same feedback structure as described above and count as one of the marking activities for that half term.

The key distinction between a Trust Assessment and a checkpoint is that the results from Trust Assessments are collected across all schools in the trust. A projection model is then used to estimate the GCSE grade a pupil is likely to achieve, assuming they maintain their current level of effort and engagement.

This data is used by teachers and leaders to reflect on curriculum delivery and to identify where intervention may be needed to support students who are not on track to make expected progress.