



Feedback, Marking, Assessment and Reporting Policy

DENE MAGNA SCHOOL

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Feedback and Marking

Aims

1. That students are provided with quality feedback (oral and written) which enables them to make progress in their learning in line with their potential
2. That there is a consistency in the quality and frequency of written feedback from staff
3. That feedback in books is easy to follow and makes reference to success criteria or GCSE/A-Level grade criteria
4. The feedback given to students is added to other assessment data to inform reports on the progress a student is making in all years
5. That the school complies with the regulations concerning assessment, recording and reporting student progress
6. That this policy deals with the cycle of effective written feedback

*To support this process, we have developed a set of criteria to help the effective cycle of written feedback. **These features will be consistently applied in all lessons (practical subjects will use suitable progress sheets to record these where books are not used):***

1. All WALT ("We Are Learning To")/WILFs ("What I'm Looking For") will clearly link to success criteria from schemes of work or GCSE/A-Level grade criteria.
2. If using class books/note books, all students will write the date and title/WALT neatly in their books and underline it. This is done to help with consistency in presentation. Any child who struggles to write should be given a copy of the WALT/WILF to stick in.
3. Written feedback for students will use WWW (what went well) and EBI (even better if). Staff should ask challenging questions to promote deeper thinking and reference can be made to the Socratic question stems/ Bloom's taxonomy at the end of this policy.
4. Detailed written feedback should be given to students at least twice per half term. Class books with obvious evidence of sustained writing/study should have written feedback. Staff are encouraged to provide brief feedback throughout the term where they see fit and use their judgement on how they do this. This includes both internal and external assessment.
5. Self/Peer assessment is a valuable part of the feedback/assessment cycle but students need to be guided in effective self/peer assessment. If this has been used then staff will ensure that they comment on the accuracy of self/peer assessment and that where possible, this self/peer assessment is supported by success/grade criteria.
6. As part of the cycle of effective feedback, each lesson following written feedback will start with students working on any feedback given via WWW and EBI. This should last no more than 10 minutes and where large gaps appear in student understanding, the teacher will lead a group to address these gaps while the classwork on their feedback. In some situations, the feedback may lead to a change in lesson focus and more time will be spent ensuring that the learning is consolidated and applied and any needs are addressed. To support staff workload in marking there are designated marking weeks where the school brings in more supply so that every teacher has an uninterrupted week of non contact time and PPA.
7. Support staff are encouraged to add their comments as feedback using agreed strategies. These may change depending on new ideas that we are trialling,

To support this all departments will:

1. Ensure that student progress is tracked in an appropriate detailed mark book (either electronic or paper form) Books will be regularly sampled by Heads of Department and LG in

a rotation according to which Year group is in focus that half term. Book samples will always look at a mix of students (including PP, SEN etc...)

2. Ensure that students are guided to track their own progress by making explicit reference to progress towards GCSE/ A-Level grades
3. Develop student understanding in lessons through deep and rich questioning
4. Teach students how to explore ideas and ask appropriate questions themselves
5. Use support available in lessons (TA, technology etc...) to develop students

This effective feedback forms part of the larger cycle of assessment and reporting at Forest of Dean Trust.

Target Setting (GCSE)

Flightpaths for students at the Forest of Dean Trust are plotted on the basis of targets for better than expected progress from Y7 – 11 (this forms our target grade). Targets are set using KS2 data (or CATS, primary school data where appropriate) English and Maths are taken directly from English and Maths KS2 scaled scores and other subjects are set using an average. Flightpaths are evaluated each year and those students making excellent progress can be moved to a new flightpath. It is not our policy to move student targets to a lower grade unless there has been an error of recording.

Target setting (A-Level)

Targets are set using ALPS (Alternative Learning Programs and Schools), which will extrapolate a target grade based upon GCSE results.

Tracking and Assessing Student Progress

*The recording of progress that students make happens within departments. At Dene Magna **each teacher will:***

1. Maintain an accurate and detailed mark book which easily displays the progress a student is making over the year
2. Use a variety of assessment data (class work, ILT (Independent Learning Task), assessed tasks, controlled assessments etc...) to gauge a picture of how well a student is doing in that subject
3. Be aware in that mark book of the PP, SEND, MAT group details of students in that class 4. Focus on correcting errors in spelling for subject specific keywords. This will reinforce the spelling tests that take place during RFL each week.
4. Have a detailed understanding of any additional needs a student may have and any additional support they may get (see MP/+ and SEND Pen Portraits on EPortal and Shared Drive)
5. Make the Head of Department aware early on of any concerns with students' progress.

Each department will:

1. Ensure that each member of the team fulfils their duties as written above
2. Meet regularly to moderate student assessment as per meeting schedule and more if needed
3. Ensure that any grades entered into the reports system are a reflection of the entire portfolio of work being done by a student (class work, ILT, assessed tasks, controlled assessments etc...) and not a 'one off' grade

4. Develop innovative and accurate methods of assessing student progress and attend training where needed to ensure that all of the department are providing a consistently accurate picture of assessment
5. Plan for interventions where students are seen to not be making the desired progress (additional spotlight when year group is in focus)
6. Ensure that any concerns regarding progress which may indicate a Special Educational Need (SEN) are shared with the SENCO
7. Note the changes in Reading and Spelling Ages as per released data.

Reporting Student Progress:

Staff can amend student progress data at any time but snapshots are taken each half term for analysis on a timetabled basis. Parents will be able to see this progress data via 'Parent Access' on the Mychildatschool App.

The reporting schedule for Dene Magna School is as follows;

Student progress is communicated using four categories:

Excellent Progress = on track to exceed target grade

Good Progress = on track to achieve target grade at GCSE or A-Level

Expected Progress = on track to achieve one grade below target grade

Working Towards = not yet on track to make expected progress

Any student who is 'working towards' will be highlighted for support and parents will be contacted. As we focus on a year group each half term, there will be a detailed analysis of gaps in learning and interventions will happen.

In every report, parents will be told the following information for each subject:

- Target GCSE/A-Level grade (these can move upwards to challenge students even further)
- Current progress
- Attendance so far for the year
- KS2 levels where appropriate

The data from these reports is analysed by all staff and where needed, success is celebrated and support given. Staff use a variety of other data sources to support students through their academic journeys (CATS, FFT, SEN and also soft data on school moves and socio-economic factors). This is vital in ensuring that students have genuinely personalised experiences but that their targets are always aimed for.

Progress data is analysed at a department, pastoral (house), SEN and whole school level by all staff and time is given to staff to thoroughly analyse and plan for any changes the data suggests need to be made. The member of Leadership responsible produces class by class breakdowns for teachers and group breakdowns for pastoral staff to allow focused planning for intervention and support. To make this manageable, we focus on a year group each half term to ensure that EVERY student has the chance to be highlighted and supported in a way that is not possible if you analyse every year group each term.

Progress of students is reported to Governors at every meeting with a focus on Y11/13 at each meeting and a rolling programme of year groups at each meeting. Governors are encouraged to ask

questions of the data and one Governor will visit the school to find answers to any questions asked. HODs will present to the LGB on a cycle and LGB members will be part of a deep dive into that subject area.

Students are supported at all stages of their time at Dene Magna by Student Support Mentors, Academic Mentors, Wellbeing Practitioners, Student Mentors, Staff Mentors in Y11/13 to name but a few.

Monitoring and Evaluation

1. The reporting system is self-monitoring to an extent. Staff, students and parents are evaluating the effectiveness of the report every time the system is used. The member of Leadership responsible will monitor and table any changes/issues as appropriate.
2. The system of School Development Partners (LG members managing HODs) ensures that departmental progress is analysed and a solutions focused approach is used in partnership to ensure that student progress is in line with expectations. Students not making progress will be supported by the appropriate agency/staff and departments not making expected progress will also be supported by training or support where needed. This focuses on one year group per half term with Y11, 12 and 13 running in the background each half term.
3. The changes to our reporting system are ongoing and this policy will be updated regularly in response to the views of key stakeholders.