PROCEDURE TITLE: Assessment and Feedforward

STATUS: Non-Statutory

DATE OF REVIEW: September 2026

Assessment and Feedforward processes at The Latimer Arts College are tools for improving the learning of the students and they:

- Are underpinned by the belief that every student can improve and aim for aspirational outcomes;
- Ensure Feedforward Guidance enables students to recognise next steps to feedforwards, make progress or achieve excellence;
- Allow students the time to reflect and act on the guidance given;
- Encourage the retention of core knowledge by regularly checking the understanding of subject specific content;

These aims are incorporated into the routine of everyday teaching and learning at The Latimer Arts College, with assessment processes, both formative and summative, used to inform lesson planning.

Summative Assessment Processes

Summative assessment enables:

- Teachers to evaluate learning at the end of a unit or series of lessons and the impact of their own teaching.
- Students to understand how well they have learned and understood a topic or series of lessons and provides opportunities to feedforwards on any key areas of learning.

Summative assessment will be used in all year groups, across all key stages and the results will inform the data which is entered onto the school's central system. These outcomes will feed into the school's tracking and reporting systems.

In Year 7, 8 and 9, student work will be assessed according to four bands: Emerging, Developing, Secure and Excellence. Across Year 7, 8 and 9, students will be provided with a Personal Learning Checklist (PLC) that measures learning at the end of specific units. PLCs will be printed out on blue paper, secured in a student's exercise book or folder and sent home electronically to parents and carers.

In Years 10 and 11, students will be assessed in line with GCSE gradings of 1-9, with 9 being the highest grade. For other Level 2 qualifications, students will be assessed using the appropriate exam board grading of Pass, Merit, Distinction, Distinction*.

In Years 12 and 13, students will be assessed in line with A level or Applied gradings of A*-E or BTEC Level 3 gradings of Pass, Merit, Distinction, Distinction*.

Reporting

- All year groups will receive two full reports electronic reports via our MIS.
- Additionally information on assessments may be shared via our MIS depending on subject assessment calendars.

Formative Assessment

Formative assessment enables:

- Teachers to identify how students are performing on an on-going basis and to use this information to provide appropriate support or challenge, to evaluate the impact of teaching and to plan future lessons.
- Students to measure their knowledge and understanding against learning questions and identify areas in which they need to secure their knowledge, skills and understanding.

Feedforwards guidance should comprise of strengths and actional tasks for improvement areas:

- The students' present position will be assessed and identification of where or what the student has done well will be provided;
- The targeted areas for improvement will be identified;
- A way to feedforwards may be identified.

Feedback and Assessment Methods

Style	**A** Written Guidance	**B** Verbal Guidance	**C** Retention of Knowledge checks	**D** Self and Peer evaluation
Purpose	The teacher will assess current attainment. It will test students against an agreed success criteria. Clear and definite advice will be made to either feedforwards or challenge a student, this could be whole class or in assessment books/folders or IT documents. Where SPAG is awarded in exams students should be given appropriate SPAG marks and provided opportunities to rectify misconceptions. If the presentation of work deviates from the school's presentation policy, it will be commented upon. Students will respond to feedback in red pen or font	The teacher will assess ongoing progress and identify common misconceptions and address these. Advice may be provided through strategies such as live marking or 1-1 conversations. Students will respond to feedback in red pen or font. The teacher will check accuracy of disciplinary literacy and give guidance on any necessary improvements.	To review understanding and ensure retention of knowledge (ROK). Common misconceptions identified and re-taught as/when relevant. Disciplinary Literacy should form part of ROK checks	Students use models of excellence and scaffolded mark schemes to gain familiarity and expertise which will help them become self-aware learners when reviewing their own or their peers' work. Disciplinary literacy will form part of peer reviews
Marks / Grades	Fine grading matched to the Year 7,8 and 9 assessment descriptors, GCSE or A Level grade (or relevant level 2 or 3 qualification grading) **will** be used for key assessments Year 7,8 and 9 / GCSE/ A-Level Mark schemes/ success criteria **must** be used for all other assessments.	No grade needs to be provided – but advice will be focused on how to feedforwards.	A percentage or a mark *may* be given. The teacher should re-teach common areas of misunderstanding or errors	Students will be able to identify what they need to include to improve performance.
Feedforwards Guidance	Actionable guidance enables students to complete an feedforwards activity. Feedforwards activities are completed in response to guidance after assessed pieces of work. Literacy guidance will focus on work being correct, clear and confident.	Specific guidance is provided about how to overcome a common misconception or obstacle to progress. Feedforwards activities are completed in response to guidance after assessed pieces of work.	Students are re-taught common misconceptions or errors.	Teachers will check a students' understanding of excellence and utilise of the model of excellence to demonstrate it.