



Assessment and Feedback Policy

Document Control

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1. Introduction

This policy outlines the principles, practices and structures for assessment and feedback at Vega College.

2. Policy Aims

- To ensure assessment is purposeful, accurate and supports progress over time.
- To ensure feedback is timely, specific, and actionable, allowing students to improve their understanding.
- To support high-quality teaching informed by accurate diagnostic, formative and summative assessment.
- To maintain consistency in assessment and feedback practice across subjects.
- To promote student independence and self-reflective learning habits.
- To meet statutory requirements and best practice in curriculum design and delivery.

3. Principles of Assessment

- Aligned with the curriculum: assessment must reflect curriculum content and purpose.
- Inclusive: assessment must support all students, including those with SEND and EAL.
- Reliable and valid: using standardised and moderated tasks where appropriate.
- Formative and summative: a balance of ongoing classroom-based assessment and end-point assessments.
- Diagnostic: used to identify misconceptions and gaps in knowledge.
- Progress-driven: assessments must support progress towards clear, age-appropriate endpoints.

4. Feedback Principles and Practice

- Should be specific, precise and focus on how improvement can be made.
- Opportunities for students to act on feedback must be built into lesson (live marking with purple pen)
- A combination of verbal, whole-class, self and peer marking, and written feedback is to be used appropriately.
- Feedback must not create unnecessary workload for teachers.
- Feedback should recognise effort and achievement to motivate learners.

5. Subject-Specific Assessment and Feedback Approaches

GCSE English Language

- Termly formative assessments aligned to AQA/Edexcel/Eduqas exam specifications.
- Regular writing tasks reviewed using criteria based on AOs (Assessment Objectives).
- Feedback focuses on structure, vocabulary, grammar, and analytical skill.
- Past exam questions/exam style questions assessed using GCSE mark schemes.

GCSE English Literature

- Assessment of knowledge, understanding and analysis of texts via essays and short-answer questions.
- Feedback targets embedding of contextual understanding, analytical development and critical response.
- Students regularly reflect and improve upon their own work by responding to live marking (purple pen), closing the gap activities and teacher feedback (pink pen) after the termly data drop.

GCSE Mathematics

- Regular low-stakes quizzes to support retrieval practice.
- Topic-based assessment every term with questions mapped to Edexcel/AQA/other awarding body domains.
- Feedback model ensures misconceptions are identified and addressed immediately via live marking.
- Students regularly reflect and improve upon their own work by responding to live marking (purple pen), closing the gap activities and teacher feedback (pink pen) after the termly data drop.

GCSE Science

- Topics assessed sequentially with both multiple-choice and open-response items.
- Assessments review conceptual understanding and scientific investigation skills.
- Feedback includes identification of misconceptions in practical and theoretical tasks.
- Students regularly reflect and improve upon their own work by responding to live marking (purple pen), closing the gap activities and teacher feedback (pink pen) after the termly data drop.

Equality and Diversity Level 2/Nutrition and Health Level 2

- Students build a portfolio of evidence with classroom lessons.
- Students complete an assessment independently which meets the NCFE specification.
- The Internal Assessor marks each question of the assessment (pink pen).
- The Internal Assessor follows the college Assessment and Feedback Policy but also provided feedback at the end of each of section of the assessment.
- The Internal Assessor provides Summative Feedback at the end of each Level 2 qualification using NCFE template.

PSHE

- Feedback is primarily verbal and formative, ensuring student development of values and life skills.
- Students regularly reflect and improve upon their own work by responding to live marking (purple pen), closing the gap activities and teacher feedback (pink pen) after the termly data drop.
- SMSC (across curriculum)
- No formal grading
- Students reflect upon the activities they have taken part in and what they have learned from this and how they will apply this in the real world.

Literacy Framework

- All subjects contribute to literacy progression, including vocabulary, reading, and extended writing. Subject leads to include cross-curricular links and keywords on Medium Term Plans.
- Literacy marking codes used consistently across subjects.
- Reading and spelling ages tracked bi-annually; intervention assigned if required.
- Feedback prioritises correction and re-drafting of extended responses.
- Knowledge Organisers provided to students in all subjects.

6. Types of Assessment

Formative Assessment (Assessment for Learning)

- Integral to lessons: includes questioning, exit tickets, mini-whiteboards, and verbal responses.
- Used to inform planning and responsive teaching.

Summative Assessment (Assessment of Learning)

- Teaching staff use data to ascertain the grade a student is currently working at in GCSE core subjects.
- Teaching staff track coverage and understanding of PSHE and SMSC each half term, identifying gaps in learning and providing students with activities to close gaps.
- Data is used to inform tracking, intervention and reporting to parents.
- Data is used to plan effective retrieval activities in class.

Diagnostic Assessment

- Target grades are provided by a student's mainstream setting.
- SEN/D and literacy levels assessed using NGRT or equivalent.

7. Recording and Reporting

- All assessed work is to be supported by a clear mark scheme or success criteria.
- Assessment outcomes recorded on college's central tracking system per data entry point.
- Reports to parents derive from assessment data and professional judgement.
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8. Moderation and Standardisation

- Departments undertake regular internal moderation of assessments.
- External moderation (e.g., with other colleges or trust participants) is carried out where appropriate.
- Staff are trained on applying awarding body mark schemes accurately.

9. Roles and Responsibilities

Teachers:

- Deliver meaningful assessment integrated in curriculum.
- Provide feedback that leads to progress.
- Maintain records and plan regular opportunities in lesson for students to reflect on their own progress.

Subject Leaders:

- Ensure consistent assessment practice.
- Where appropriate (GCSE English Language and Literature) seek external moderation.
- Review data and identify patterns or intervention needs.

Senior Leadership:

- Monitor implementation through lesson observation, book scrutiny, and student voice.
- Ensure feedback policies reduce workload while remaining effective.
- Report assessment outcomes to Doncaster Local Authority.

10. Use of Data

Data will be analysed to:

- Identify trends in progress and attainment.
- Inform group/intervention planning.
- Identify an individual's gaps in learning and provide retrieval activities to address these.
- Support student review meetings.

11. Equality and Inclusion

- Assessment must be accessible, giving all students, including those with SEND and EAL, fair opportunity to demonstrate their knowledge. Please see Adaptive Teaching information stored on Vega College SharePoint under Curriculum Planning /Adaptive Teaching.
- Reflection of personal, cultural and linguistic backgrounds in assessment content, especially in English, Equality and Diversity Level 2, PSHE, and SMSC.

12. Monitoring and Review of Policy

- This policy will be reviewed annually.
- Subject leaders provide input based on departmental QA procedures.
- Policy revised based on changes to GCSE specifications, Ofsted framework or DfE guidance.