Unified Academy

ASSESSMENT POLICY

2026/2027

Quality assessment is an integral element of effective teaching and learning and is of the utmost importance in securing student progress. The key objectives for all types of assessment at Unified Academy is that all students know how to improve through the guidance of a robust assessment, policy.
Marking can promote self-confidence, independent learners, raise self-efficacy and provide wide ranging opportunities for student self-assessment, target setting and reflection. It is a powerful tool through which teachers maintain ongoing diagnostic records of student achievement; moreover, marking is fundamental when planning a targeted individualised curriculum for each of our learners.
Consistent and targeted assessment, marking and feedback encourages a dialogue through which learning is consolidated, challenged and promoted so that each student can recognise their achievements and understand how to continue to make progress. It is a key factor in challenging underachievement and raising aspiration.

Aims of Assessment

For Students:

- To inform students of their progress and motivate them to improve their performance
- To encourage students to take pride in their work
- To teach students to recognise what they do well and in which areas they are to improve
- To develop student's ability to accept criticism and praise so they learn to reflect effectively upon what and how they have learned
- To equip students with the skills of constructive self-criticism so that they can become independent lifelong learners
- To guide students so they can identify ways in which they can progress through setting themselves challenging, and achievable targets

For Teachers:

- To inform of the progress that students are making
- To diagnose individual learning needs
- To evaluate the impact of the teaching on students' knowledge, understanding and skills
- To become reflective practitioners
- To reinforce expectations and students' sense of purpose
- To provide opportunities to give praise and encouragement and show students that their work is valued
- To maintain an on-going diagnostic record of student achievement
- To indicate whether or not teaching has been effective
- To inform planning and preparation of lessons

Principles of Effective Marking

Effective marking and feedback takes a variety of different forms including both formative and summative depending upon the demands of the particular piece of work, module and scheme of work. The principles which follow, are intended to provide a framework through which staff can plan and evaluate their practice in marking student's work.

Marking and Feedback

Written feedback should:

- Be provided on a weekly basis
- Include a teacher comment outlining the strengths of the student's work (www) as well as a development point or question for the student to respond to (next steps)
- Be written in green pen by the teacher so that this can be easily distinguished from the student work
- Include a student response to the teacher comment written in purple pen
- Include use of the academy marking codes where appropriate
- Engage with subject specific knowledge, understanding and skills
- Support consistently high expectations of the quality and presentation of students' work
- Set out targets in order to make assessment meaningful for the student and manageable for the teacher
- Be legible and expressed in clear language appropriate to the needs and abilities of the individual student
- Guide the planning of future teaching activities

Marking Code

	What went well Teacher feedback written in green pen outlining how you have been successful
	Next Steps Teacher feedback written in green pen suggesting what your next step should be
	Student response Students should write their response to teacher feedback using **purple pen**
	SPaG This shows students where they need to check spelling, punctuation or grammar
	Reading This shows where a student has completed a reading activity in the lesson
S	Piece of work was completed with support
N	Student not in class

Formative Assessment

Formative assessment will be carried out as part of the everyday teaching and learning process and may include:

- Questioning using a range of strategies to encourage deeper thinking
- Opportunities for repetition to encourage knowledge retention
- Observation of student's work
- Verbal feedback
- Plenaries summarising what students have learnt
- RAG Rated Success Criteria's allowing the opportunity for students to assess their own understanding

Summative Assessment

Summative assessment provides opportunities to assess and monitor student learning over a period of time. Examples of summative assessment to be completed include:

- A CAT score which allows for comparative judgement of each student performance, monitoring of progress and identification of learning strategies that can be used by the teacher to support the student based on how they learn
- Half termly recording of assessment data on Evidence for Learning **including grades for examination subjects and Educator grading for Key Stage 2 and 3 students**.
- External qualifications

Self and Peer-Assessment

Cooperative and collaborative learning enhances student motivation, social cohesion and personalised learning. At Unified Academy a variety of peer and self-assessment practices are used to enhance the quality of learning within the classroom. Self-assessment allows students the opportunity to reflect on the work that they have completed, how well they have understood it and/or how they felt about it. This is to promote positive reflection and raise self-esteem.

Reporting to Parents or Carers

Student progress will be reported on a termly basis to parents. Progress reported will include an attainment grade and an attitude to learning grade as well as a subject specific comment.
In Key Stage 4, attainment grades will be provided as appropriate to qualifications being studied.

Monitoring and Moderation of Assessment

Senior leaders will quality-assure marking and feedback and will provide appropriate support through the Teacher Evaluation Schedule. Work scrutinies will be conducted on a half-termly basis to sample each class teacher's marking and evidence of work.

Book reviews will focus on ensuring that the academy's assessment policy is being applied consistently and effectively, that feedback supports students to make progress, and that the planned curriculum is being followed. Teachers will receive a written record of feedback addressing the quality of teacher feedback, student responses, the application of marking codes, the presentation of student work, and the progress students are making in relation to

curriculum expectations. Any actions required for further development will also be clearly outlined.

Schemes of work will also be reviewed half-termly to ensure curriculum planning remains coherent, sequenced and aligned with academy expectations. Well- planned schemes of work provide students with a clear, coherent learning journey that builds knowledge and skills in a logical and sequenced way ensuring that all students make sustained progress.

Teachers will also take part in half-termly lesson walks and lesson observations. These will be led predominantly by the Assistant Principal for Quality of Education, and at times supported or facilitated by other members of the leadership team. The schedule for formal lesson observations will follow this structure:

- **Term 1:** Assistant Principal for Quality of Education
- **Term 2:** Assistant Principal for Quality of Education and either the Assistant Principal for Behaviour and Pastoral or the SENCO
- **Term 3:** Assistant Principal for Quality of Education and the Deputy Principal or Principal

This structured approach ensures that teaching quality is monitored consistently and that teachers receive targeted, developmental support throughout the year.