



Marking, Feedback, Assessment & Predicted Grades Policy 2025

Policy title:	Marking, Feedback, Assessment & Predicted Grades Policy 2025
Function:	For information and guidance about safeguarding at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	<p>Statutory Guidance:</p> <ol style="list-style-type: none"> 1. The Education (Pupil Information) (England) Regulations 2005 2. SEND Code of Practice: 0 to 25 years 3. Secondary Accountability Measures (DfE, 2025) 4. Education Inspection Framework (Ofsted, 2025) <p>Best Practice Guidance:</p> <ol style="list-style-type: none"> 5. UCAS Predicted Grades Guidance (2025)
Audience:	Students, Parents, Staff, Leaders, Trustees, Local authority, General public
Ownership:	Trustee Board, Headteacher, Deputy Headteacher (PDBA)
Last reviewed:	September 2025
Reviewed by:	Full Trustee Board
Next review:	Every year – September 2026

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1) Purpose

This policy sets out the school's approach to assessment, marking, feedback, reporting and predicted grades across all subjects and key stages. It aims to:

- Monitor and support student progress effectively.
- Provide reliable evidence to inform teaching, interventions, curriculum design and predicted grades.
- Ensure assessment is fair, consistent, transparent and inclusive.
- Guide reporting to students, parents/carers and external agencies.
- Ensure predicted grades (KS5/UCAS) are evidence-based, aspirational and realistic.

2) Policy Statement

At The Blue Coat School, assessment is integral to teaching, learning and curriculum design. Carefully constructed assessment enables teachers to diagnose what students know and can do (in lessons and over time) and, critically, to provide feedback that moves learning forward. Assessment and meaningful feedback help students master key content and make sustained progress.

3) Principles of Assessment

- **Validity:** Assessments measure intended knowledge, skills and understanding.
- **Reliability:** Consistency across students, teachers and time.
- **Transparency:** Students and parents understand what is assessed and how.
- **Inclusivity:** Equitable access and reasonable adjustments where needed.
- **Formative/Summative Balance:** Assessment supports ongoing learning and final outcomes.
- **Aspirational Realism:** Targets and predictions are ambitious yet achievable.

4) Assessment Approaches

We use three overarching forms of assessment:

In-school formative assessment – ongoing, embedded in daily teaching.

- **Examples:** verbal questioning; mini-whiteboards; low-stakes quizzing and retrieval; self/peer assessment against success criteria.
- **Purposes:** identify understanding/misconceptions; adapt teaching and planning; help students gauge progress and take ownership.

In-school summative assessment – end-of-unit/topic tests, internal exams and mocks.

- Centrally set and standardised within departments; structures vary appropriately by subject and year.
- Should sample broadly across taught content (with ~20–25% prior content).
- **Purposes:** track attainment over time; inform feedback and interventions; inform parents; support curriculum refinement.

Nationally standardised summative assessment – GCSEs (end KS4) and A Levels (end KS5).

- Enable comparison with national standards and support whole-school evaluation and improvement.

5) Marking & Feedback

Teacher feedback supports understanding of task, subject content and self-regulation.

Minimum written feedback: at least one WWW (What Went Well) and one EBI (Even Better If) per half term on a key piece.

DIRT (Directed Improvement & Reflection Time): scheduled opportunities for students to act on EBIs; student responses in green pen.

Marking conventions: teachers mark in red pen; student improvements, self- and peer-assessment in green pen.

Workload and frequency:

- Classwork/homework is marked in depth when teacher-led intervention is required to move learning on.
- Books/folders are checked at least every 3 weeks for completion, organisation and misconceptions (in-lesson checks and/or sampling encouraged).
- Time-efficient methods (e.g., department codes, whole-class feedback, sampling) are encouraged.

6) Evidence of Learning

- Generated through appropriately challenging tasks (reducing excessive copying of notes).
- Students are guided to plan, monitor and evaluate their learning (metacognition).
- Books/folders should evidence self-regulated learning, peer/self-assessment, feedback and DIRT.

7) Recording & Reporting

Recording: In-school and national summative outcomes recorded on departmental mark sheets/management systems to support tracking, analysis and intervention.

Reporting to parents/carers: Three times per year (two written reports + one parents' evening). Reports differ by key stage/year.

Good Student Habits (GSH) – Effort & Organisation (1–5):

Effort		Organisation	
1 or 2	Goes beyond expectations in lessons and with home learning.	Goes beyond the expectation for organisation by demonstrating a willingness to go the extra mile.	
3	Consistently good effort with all work set.	Well organised, bringing equipment, books etc to each lesson.	
4	Effort is sometimes good, but not always consistently applied.	Organisation can sometimes be lacking, forgetting equipment or class materials on occasion.	

5	Shows a poor attitude in lessons or to home learning.	Consistently fails to meet expectation by forgetting equipment and class materials.
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Key Stage 3 (Years 7-8)

We do not issue grades. Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf

- Students will receive an assessment % score based on assessments completed in the subject.
- This will generate a statement as to whether they are on/above or below track based on prior attainment data.
- Students will receive a score for effort and organisation to reflect their attitude to learning in each subject.

Key Stage 4 (Years 9-11)

In addition to the GSH information that KS3 students receive (as outlined above) Year 9, 10 and 11 will also be provided with the following information: -

Year 9

- A current grade range is given e.g. 7-8 as students are just starting their GCSE's, a fine current assessment grade is not given.

Year 10 and 11

- A target grade (9-1 GCSE grade)
- A current working grade (9-1 grade) – fine grading will be used e.g. (8, 8+ 8-), this is to give students are more accurate understanding of how secure the level is that they are currently working at.

Key Stage 4 target grades are aspirational for all our students so that they make outstanding progress, both individually and collectively. We use a combination of Key Stage 2 test results and assessment data from Key Stage 3 to set targets that are challenging and meaningful. Students will receive subject specific target grades to reflect their strengths in particular subjects and to ensure that all students are challenged to reach their full potential. The 'current grade' is their forecasted grade based on their current level of progress.

Key Stage 5 (Years 12-13)

In addition to what KS3/KS4 students receive, KS5 will also be provided with the following:

Year 12

- A target grade (A*-U A-level grade)
- A current grade range (A*-U A-level grade) – This is just in the 1st term of year 12 as they are starting their A-levels.

- A current grade (A*-U A-level grade) – This will be for the 3rd term and then for the remainder of their A-level. Fine grading will be used e.g. (A, A+, A-) to give students a more accurate understanding of their current grade.

Year 13

- A target grade (A*-U A-level grade)
- A current grade (A*-U A-level grade) – Fine grading will be used e.g. (A, A+, A-) this is to give students a more accurate understanding of how secure the level is that they are currently working at.

Key Stage 5 target grades are set with reference to a student's Key Stage 4 attainment profile and are subject specific to reflect their strengths in particular subjects. All targets are challenging and aspirational so that students make outstanding progress, both individually and collectively. The 'current grade' is their forecasted grade based on their current level of progress.

The annual parents' evening will provide an opportunity where parents can discuss their child's progress with subject teachers. Parents' evenings are conducted both face to face and online depending on the year group.

2025-26

Year Group	Date	In School/Online
Year 11	20 th January 2026	In School
Year 8	27 th January 2026	Online
Year 13	3 rd March 2026	In School
Year 9	14 th April 2026	In School
Year 7	28 th April 2026	In School
Year 12	6 th May 2026	Online
Year 10	16 th June 2026	Online

8) Predicted Grades (KS5 / UCAS)

Purpose: Professional judgements of the most likely A-level outcomes assuming sustained effort; used for UCAS decisions.

Evidence base:

- Internal assessments (Y12 summer/resits; Y13 mocks; class tests).
- Coursework/classwork/homework quality and consistency.
- Prior attainment (GCSEs; ALPS/FFT benchmarks).
- Professional judgement (progress trends, resilience, barriers).

Process: Teacher drafts → Department moderation → Whole-school (SLT) review → Student feedback → Appeals.

Timeline:

- End Y12: draft predictions (inc. July/Sept resits).
- Sept/Oct Y13: mocks + departmental moderation.
- By end of September half-term (Y13): final predictions confirmed for UCAS.
- Post-results: accuracy reviewed for QA.

Transparency: Process shared with students/parents at start of Y12; annual briefing and written guidance provided.

9) Assessment for Learning (AfL)

- Regular, specific feedback that identifies next steps.
- Students self-assess and reflect routinely.
- Assessment informs planning and closes gaps early.

10) Moderation & Standardisation

- Departmental moderation ensures consistent marking within subjects.
- Whole-school moderation/standardisation aligns judgements across subjects and year groups.
- Department exam wrappers/post-mortems recommended for summative/key pieces.

11) Inclusion & Special Considerations

- High expectations for all, including students with SEND.
- Assessment used diagnostically for early identification (including literacy barriers).
- Wider development valued and reported meaningfully where appropriate.
- Reasonable adjustments/alternative formats provided in line with the Equality Act 2010.
- For students working below national expectations, progress is judged relative to starting points and learning difficulty.

12) Training & Professional Development

- Ongoing CPD on evidence-informed assessment and feedback.
- Engagement with professional associations, curriculum networks, exam board training and cross-school standardisation.
- Department structures for regular standardisation across key stages.

13) Roles & Responsibilities

- Teachers: set, deliver and record assessments; provide feedback; propose predicted grades.
- Heads of Department/CTLs: ensure policy minimums; support efficient marking/feedback; plan assessments/criteria; moderate.
- Senior Leadership Team: oversee implementation, QA, data reviews and reporting.
- Students: engage with assessments/feedback; complete DIRT; self-regulate.
- Parents/Carers: understand feedback/predictions; support learning.

14) Monitoring, Quality Assurance & Review

- SLT monitor assessment practices via moderation oversight, learning walks, book scrutiny and data meetings.
- Termly department/SLT reviews of outcomes and predicted grades, analysis of trends and discrepancies.
- Post-results comparison of predicted vs actual to improve practice.
- Annual policy review to ensure statutory compliance and best practice alignment.

Appendix A – Teacher Guide (Predicted Grades)

- Principles: Evidence-based; consistent and transparent; aspirational yet realistic.
- Evidence: Y12 summer/Y13 autumn mocks; coursework/classwork/homework; GCSE results; ALPS/FFT; professional judgement.
- Process: Draft → Dept moderation → Whole-school review → Student meeting (explain evidence & how to improve).
- QA: Annual review of prediction accuracy; share with leadership/governors; adjust if systematic over/under-prediction observed.
- Timeline: End Y12 drafts; July/Sept resits; early Y13 mocks + moderation; October half-term final UCAS predictions.

Appendix B – Student & Parent Guide (Predicted Grades)

- What are they? Best estimates of likely A-level results used by universities to make offers.
- How was this decided? Internal exams (Y12 summer, Y13 mocks), classwork/homework/coursework, GCSEs/national data, teacher judgement.
- Why do they matter? UCAS decisions are made before final exams; predictions sit alongside the personal statement and reference.
- Are they final? No—final grades come from exams. Predictions should be realistic and evidence-based.
- Questions? You'll have a meeting to hear the evidence, understand how to improve, and agree any intervention plan/resits.

Appendix C - Good Student Habits: To promote good progress in school and beyond

Effort		Organisation
1 or 2	Goes beyond expectations in lessons and with home learning.	Goes beyond the expectation for organisation by demonstrating a willingness to go the extra mile.
3	Consistently good effort with all work set.	Well organised, bringing equipment, books etc to each lesson.
4	Effort is sometimes good, but not always consistently applied.	Organisation can sometimes be lacking, forgetting equipment or class materials on occasion.
5	Shows a poor attitude in lessons or to home learning.	Consistently fails to meet expectation by forgetting equipment and class materials.

Appendix D - Progress Indicator

Students will receive a progress indicator for Physical Education, Religious Studies and Personal Development. Please see the grading below.

	Knowledge and understanding	Skills and attributes	Reflection and application
<p>M</p> <p><i>More than the expected level</i></p>	<p>Students are making outstanding progress in developing knowledge and understanding in relation to the four strands of Personal Development.</p> <p>Complex situations are understood, and a wide range of sources can be evaluated to form rational opinions.</p>	<p>Students demonstrate exceptional independence, articulate their learning and their views with great confidence and work constructively with others.</p> <p>Students have developed discernment and resilience and know how to resist peer pressure effectively. They understand very well how to seek further help and would actively do so, should they need it.</p>	<p>Students can critically evaluate/reflect upon/respond to/challenge the key concepts of the lesson.</p> <p>Students understand well the links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p>O</p> <p><i>On the expected level</i></p>	<p>Students are making good progress in developing knowledge and understanding in relation to the four strands of Personal Development.</p> <p>Circumstances, causes and consequences are understood and can be explained.</p>	<p>Students demonstrate growing independence, communicating their views, and working with others.</p> <p>Students demonstrate good levels of resilience and know how to resist peer pressure. They know how to seek further help and guidance should they need it.</p>	<p>Students can consider/assess/analyse the key concepts of the lesson.</p> <p>Students are beginning to make links between Personal Development and other learning opportunities in the wider curriculum.</p>
<p>L</p> <p><i>Less than the expected level</i></p>	<p>Students are making limited progress in developing knowledge and understanding in relation to the four strands of Personal Development.</p>	<p>Pupils rarely demonstrate independence or take initiative and lack the confidence/ability to clearly articulate their views.</p> <p>Students have begun to develop the skills of resilience – they are learning how to cope with peer pressure but do not always know where to go to seek further help and advice.</p>	<p>Students can identify/recognise/describe the key concepts of the lesson.</p> <p>Students may not understand the links between Personal Development and other learning opportunities in the wider curriculum.</p>