Marking, Feedback, Assessment & Predicted Grades Policy 2026

Policy title:	Marking, Feedback, Assessment & Predicted Grades Policy 2026
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:	Statutory Guidance: 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) Best Practice Guidance: 5. UCAS Predicted Grades Guidance (2025)
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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. Predicted grades are professional judgements of the grade most likely achievable assuming sustained effort and progress. Predictions should be aspirational but realistic. 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.
- Predictions must be fair, inclusive, and applied consistently. Students and parents should understand how predictions are set and how they can influence them.

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 significant task. All subjects will follow the same principles of developing the assessment criteria and providing feedback for significant tasks. This involves designing tasks at key points in the curriculum that assess what teachers expect students to **know, remember and be able to do**. Each subject will have the flexibility to take a nuanced approach to the design of and marking of the tasks but the principles will be consistent.

DIRT (Directed Improvement & Reflection Time): after every significant task there will be scheduled DIRT/Therapy lesson where all teachers will **re-teach** any areas where misconceptions have arisen. Students will then have the opportunity to **re-do** anything that needs improving from their EBI's and if necessary, teachers will **re-task.** During DIRT lessons, student responses will be done in purple pen on significant tasks.

Marking conventions: teachers mark in red pen; student improvements, self- and peer-assessment and any ongoing student annotations are to be completed 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 data collections + 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.

Key Stage 3 (Years 7/8/9)

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

- In the majority of subjects at KS3 (excluding Art, DT, Music and PE), Students will receive an assessment % score based on the summative assessments completed in the subject.
- This will generate a statement as to whether they are on/above or below track based on their own prior attainment data.
- A year group average % will be provided to give context to relative student performance.
- Students will receive a score for effort and organisation to reflect their attitude to learning in each subject.
- For KS3 Art, DT, Music and PE will be assessed against subject based criteria for substantive and disciplinary knowledge and skill application. Students will be graded summatively on their class and final product work using the following 4-point grade system (see appendix D for more detail). progression frameworks for subjects are available on the school website.

Exceptional	Secure	Developing	Emerging

Key Stage 4 (Years 10 -11)

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

- A target grade (9-1 GCSE grade)
- % achieved in the summative assessments and a year group average for those assessments.
- A current working grade (9-1 grade) – based over various assessments.

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)

Year 12

In addition to the GSH information outlined above, Y12 will be provided with the following:

- A target grade (A*-U A-level grade)
- A current grade (A*-U A-level grade) based over various assessments.
- % achieved in the summative assessments and a year group average for those assessments.

Year 13 Term 1

As the Y13 mock exams take place after Christmas, the Term 1 progress report for Y13 Students will demonstrate their progress towards their UCAS predicted grade. Students will be given a rating of how securely they are working towards their predicted grade.

Year 13 Term 2

- A target grade (A*-U A-level grade)
- A current grade (A*-U A-level grade) based over various assessments.
- % achieved in the summative assessments and a year group average for those assessments.

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.

2026-27

Year Group	Date	Location
Year 11	10th November 2026	In School
Year 13	24th November 2026	In School
Year 10	14th January 2027	In School
Year 9	11th February 2027	In School
Year 8	4th March 2027	In School
Year 12	23rd March 2027	In School
Year 7	22nd April 2027	In School

8) Predicted Grades (KS5 / UCAS)

Purpose: This policy sets out how predicted grades for A-level (and equivalent) courses are determined for UCAS applications. The aim is to ensure predictions are:

- Evidence-based
- Consistent across subjects
- Transparent to students and parents
- Aspirational but realistic

Predicted grades are a professional judgement about the grade a student is most likely to achieve at the end of their course, assuming sustained effort and progress.

- Predictions should encourage students while remaining achievable.
- Predictions must be supported by clear evidence of performance.
- The process should be fair, inclusive, and applied consistently.
- Students and parents should understand how predictions are set and how they can influence them through continued work.

Evidence base:

Teachers will use three pre-determined summative assessments from across y12 to determine the predicted grade, the final of which will be the y12 summer mock.

Subjects with coursework will use coursework performance to support their predictions.

Process:

1. Drafting: Subject teachers propose predicted grades based on evidence.
2. Departmental moderation: Departments meet to review predictions across classes, ensuring consistency and alignment with standards.
3. Whole-school review: Senior leaders review all predictions to check for fairness, consistency, and accuracy compared to historical outcomes.
4. Communication with students: Predicted grades are shared with students.
5. Appeals: Students may raise concerns only if they feel there has been a clerical error.

Quality assurance:

- After each exam season, the school compares predicted grades with actual results.
- Findings are reported to senior leadership and governors/trustees.
- If consistent over- or under-prediction is identified, departments will review and adjust their approach.

Timeline:

- Autumn y12 – Performance data sent home to parents.
- Spring y12 – Performance data sent home, and parents evening takes place, giving strong indication of a student's performance and likely predicted grades.
- End of Year 12: Teachers make predictions based on 3 x internal assessments from across y12. These are moderated at department level and by SLT, before being shared with students at the end of y12. Predicted grades will not change after this date.
- Appeals: Students may raise concerns only if they feel there has been a clerical error.
- Post-results: Review of prediction accuracy for quality assurance.

Roles and responsibilities:

- Subject teachers: Gather evidence, propose predictions.
- Heads of department: Moderate and ensure consistency.
- Senior leadership team: Oversee final predictions and ensure fairness across the school.
- Students: Engage with feedback, act on guidance to improve outcomes throughout y12.
- Parents: Support student learning and understand how predictions are set.

Transparency:

- This policy is shared at the start of Year 12.
- An annual meeting for students and parents explains the process and timeline.
- Written guidance (student/parent summary) is provided alongside this policy.

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, act on guidance to improve outcomes.
- Parents/Carers: understand feedback/predictions; support student learning.
- Students: engage with feedback, act on guidance to improve outcomes.

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.
- Findings are reported to Senior Leadership and Trustees.
- If consistent over- or under-prediction is identified, departments will review and adjust their approach.

Internal assessment windows

The table below states the key dates for each year groups assessment windows that will be used to inform the data collection for progress reports.

Year group	Week(s) Commencing
7	**Assessment window 1** - 30th November 2026
	Assessment window 2 – 7th June 2027
8	**Assessment window 1** - 30th November 2026
	Assessment window 2 – 7th June 2027
9	**Assessment window 1** - 30th November 2026
	Assessment window 2 – 7th June 2027
10	**Assessment window 1** – 9th November 2026
	Assessment window 2 – 7th June 2027
11	**English/Maths Mock Exams** – 12th October 2026
	Other Mock Exams – 30th November 2026
12	**Assessment window 1** – 9th & 16th November 2026
	Assessment window 2 – 1st and 8th February 2027
	Summer Mock Exams – 7th & 14th June 2027
13	**Mock Exams** – 4th & 11th January 2027

Appendix A: Teacher Guide

Purpose: To ensure predicted grades are open, consistent, and transparent.

Principles:
- Evidence-based, consistent across subjects, transparent to students/parents.
- Aspirational but realistic: reflect the grade most likely achievable if current effort continues.

Evidence Sources:
- Teachers will use six pre-determined assessments from across y12 to determine the predicted grade, the final of which will be the y12 summer mock.
- Subjects with coursework will use coursework performance to support their predictions.

Process:
1. Drafting: Subject teachers propose predicted grades based on evidence.
2. Departmental moderation: Departments meet to review predictions across classes, ensuring consistency and alignment with standards.
3. Whole-school review: Senior leaders review all predictions to check for fairness, consistency, and accuracy compared to historical outcomes.
4. Communication with students: Predicted grades are shared with students.
5. Appeals: Students may raise concerns only if they feel there has been a clerical error.

Quality Assurance:
- Annual review: compare predicted vs actual grades.
- Share results with leadership and governors.
- Adjust processes if consistent over/under-prediction emerges.

Timeline:
Autumn y12 – Data collection
Spring y12 – Data collection and parents evening.
End of Year 12: Teachers make predictions based on 3 x internal assessments from across y12. These are moderated at department level and by SLT, before being shared with students at the end of y12. Predicted grades will not change after this date.
Post-results: Review of prediction accuracy for quality assurance.
October half-term y13: Predicted grades submitted to UCAS.

Appendix B: Student & Parent Guide

What are predicted grades?
Predicted grades are teachers' best estimates of the A-level results you are most likely to achieve in your final exams. Universities use them to decide whether to make you a conditional offer.

How are they decided?
- Teachers will use six pre-determined assessments from across y12 to determine the predicted grade, the final of which will be the y12 summer mock.
- Subjects with coursework will use coursework performance to support their predictions.

Why do they matter?
- UCAS applications are made before you sit final exams.
- Universities use predicted grades, plus your personal statement and reference, to decide on offers.

Are they final?
They're predictions, not guarantees. Your final exam results are what count. But they should be realistic and fair, based on evidence.

Can I ask questions?
Throughout y12 you can discuss with your teachers:
- Hear the evidence behind your prediction
- Understand how to improve before the exams

After predictions have been shared:
- Raise any concerns if you feel the prediction has been made in error.

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

In the following subjects at KS3 (Art, DT, Music and PE) student progress will be reported using the following 4 areas. Students will be assessed against subject based criteria for substantive and disciplinary knowledge and skill application. At KS4, students will be assessed against the same areas for Core PE and Core Religious Studies.
A generic description of how knowledge and skills are graded is provided below but specific subject progression frameworks are available on the website.

Exceptional	Consistently exceeding year-group expectations through an exceptional depth of knowledge and understanding. Applies subject-specific skills with confidence, precision, and independence, making insightful connections between concepts and transferring learning successfully to new and unfamiliar situations. Demonstrates sophisticated reasoning, critical thinking, and a mature ability to analyse, evaluate, and justify ideas.
Secure	Demonstrating a thorough and well-developed understanding of the key concepts, knowledge, and content taught throughout the year. Applies subject-specific skills confidently and independently, using evidence, reasoning, and appropriate methods to explore ideas and solve problems. Regularly demonstrates accuracy, resilience, and thoughtful reflection when engaging with learning.
Developing	Showing a growing understanding of the key knowledge, concepts, and processes expected for the year group. Applies subject-specific skills with increasing confidence and can explain ideas and use learning effectively in familiar contexts. Is beginning to think more critically and work with greater independence, although some areas require further consolidation and practice.
Emerging	Developing an understanding of the key knowledge, concepts, and skills expected for the year group. Can apply learning in supported or familiar situations but may require guidance to recall information, make connections between ideas, or use subject-specific approaches consistently. With continued practice and support, confidence and independence are growing.