



UG School Assessment & Feedback Policy 2026–2027

Owner	Head of School
Reviewers	Director of Studies, Head of Secondary
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1. Aims and Objectives

Assessment and feedback at UG School establish a consistent approach across Preschool–Year 12. The goal is to ensure students understand how well they are doing and how to progress, creating a continual **learning dialogue** between student and teacher.

Objectives:

- Help students learn and progress by identifying strengths and areas for development.



- Involve students in questioning and self-evaluation.
- Enable teachers to plan lessons that meet specific needs.
- Provide personalised formative feedback.
- Deliver meaningful information about attainment to students, parents, and staff.

2. Assessment

Effective Assessment for Students

- Know and articulate the purpose of assessment.
- Understand achievement against objectives.
- Identify how to progress toward targets.
- Engage in peer/self-assessment and target setting.

Effective Assessment for Teachers

- Share criteria and use them to give feedback.
- Provide opportunities for students to respond to feedback.
- Use exemplars/model answers to illustrate standards.
- Monitor performance and use data for planning.

Feedback Approaches

- **Acknowledgement:** Simple recognition of completed work.
- **Summative with formative comments:** Written or oral feedback.
- **Detailed feedback:** Formal assessment with effort and achievement grades.

Marking Cycles:

- Work marked within two weeks of submission.
- At least two formal assessments per half term.



- Peer/self-assessment evaluated by teachers for accuracy.

End-of-Unit Guidelines

- Feedback highlights strengths, areas for development, and subject-specific targets.
- Marks recorded for monitoring.
- Students review grades and reflect on targets.
- Parents encouraged to review end-of-unit tests.

3. Roles and Responsibilities

Role	Responsibilities
Teacher	Mark work in line with policy, share good practice, record assessment data.
Head of Faculty	Monitor quality and consistency of marking, conduct book checks, provide feedback, ensure coherent assessment milestones.
Leadership Team	Ensure consistency, conduct book scrutinies, provide guidance, and promote excellent standards of feedback.

4. Appendix – UG School Assessment Criteria

Key Stage 1–2

- Emerging, Developing, Secure, Mastery descriptors used for attainment.

Key Stage 3



- Grades 5- 10: from exceeding expectations (10) to significantly below expectations (5).

Key Stage 4

- A -E grading aligned with IGCSE standards.
- All students have access to upper grades if producing work of that quality.

Key Stage 5

- Year 11: A–E grading.
- Year 12: A*–E grading.

Grades represent progress toward final examination outcomes

5. References

- UG School Curriculum Policy
- UG School Differentiation Policy
- UG School Teaching & Learning Policy
- UG School EAL Policy
- SEN & MAT Policies
- Homework Policies
- Behaviour Policy
- Marking & Feedback Policy