



Assessment and Feedback Policy

HBB-POL-16 | Academic Year 2026–27

Policy reference	HBB-POL-16
Version	2026–27 v1.0
Policy date	October 2026
Date of next review	August 2027
Policy owner	Headmaster
Policy lead	Deputy Head (Academic)
Reviewed by	Leadership Team (LT)
Approved by	Board of Governors
Intended audience	Teaching staff, with information for pupils and parents
Location	Staff Portal and Parent Portal
Related policies	Academic Honesty Policy (HBB-POL-15); ICT and AI Acceptable Use Policy (HBB-POL-08); Data Protection Policy (HBB-POL-09); Communication Policy (HBB-POL-10); Admissions Policy (HBB-POL-13); IBDP Assessment Policy; Learning Support Policy

1. Purpose and scope

- 1.1 Assessment and feedback are central to good teaching. This policy sets out how teachers at Haileybury Bhaluka assess pupils' learning, give feedback, and record and report progress.
- 1.2 The policy applies to all teaching in Years 7 to 13. IB Diploma Programme procedures (including internal assessment deadlines and moderation) are set out in more detail in the IBDP Assessment Policy, which follows the principles of this policy.

2. Principles

- 2.1 The purpose of assessment is to give teachers valid and reliable information about what pupils know and can do, so that teaching can be adapted promptly. Every assessment should have a clear purpose and a plan for how its results will be used.
- 2.2 Most assessment is formative: it happens during learning and shapes the next step. Summative assessment is used at key points to measure progress against the curriculum.
- 2.3 Feedback is only useful if pupils act on it. Written comments are one way of giving feedback, but not the only one, and not always the best. Marking should be proportionate, so that teachers' time goes into planning and teaching rather than lengthy comments that pupils do not read.
- 2.4 Progress is measured against the curriculum. Departments use common assessments for each unit so that results can be compared fairly across classes.

3. Types of assessment

Baseline assessment

- 3.1 New pupils sit the Cognitive Abilities Test (CAT4) on entry (see the Admissions Policy). GL Progress Tests in English, Mathematics and Science are taken in April (T3). Together these give a baseline against which progress can be judged and help to identify pupils who need extra support or challenge.

Formative assessment

- 3.2 Formative assessment includes questioning, quizzes, mini whiteboards, low-stakes tests, drafts and classwork. It is not graded as a final judgement.

Summative assessment

- 3.3 Summative assessment includes end-of-unit assessments, internal examinations, mock (trial) examinations and external examinations (IGCSE and the IB Diploma). Departments use common assessment instruments for each year group, and results are recorded centrally on iSAMS.

4. Assessment and reporting calendar

- 4.1 Assessment and reporting follow the cycle below. Exact dates are published each year in the Academic Calendar and on the Parent Portal.

Term	Years 7 to 10	Year 11	Years 12 and 13 (IB Diploma)
T1	CAT4 for new pupils; first feedback report; parents' conference	First feedback report; parents' conference	Feedback report; parents' conference; IA and Extended Essay milestones
T2	Grade card; formal assessments	Mock examinations; mock report	Year 13 mock examinations and predicted grades; Year 12 feedback report
T3	GL Progress Tests; internal examinations; full end-of-year report	IGCSE examinations	Year 12 internal examinations and full report; Year 13 IB examinations

5. Marking and feedback

How much work is marked

- 5.1 About a quarter of pupils' work is marked closely by the teacher: roughly one piece per class each week. Other work may be lightly marked, self-marked, peer-marked or automatically marked. Pupils' books and digital work should show this pattern.

Three stages of feedback

- 5.2 Feedback is given in three stages, in order of priority:
- **Immediate feedback** at the point of teaching, for example through questioning and checking work in the lesson. This is the most powerful form of feedback.
 - **Summary feedback** at the end of a lesson or task, for example a quiz, a model answer or whole-class feedback on common errors.
 - **Review feedback** away from the lesson, including written comments on a closely marked piece of work.

- 5.3 Whole-class verbal feedback is acceptable where the same advice applies to many pupils. Technology should be used to make feedback quicker and more useful, not to add to workload.

What good feedback looks like

- It focuses on next steps and on the targets set previously.
 - Pupils are given time in lessons to act on it and improve their work.
 - Formative work does not receive effort grades or terminal examination grades, except for examination-style practice towards the end of a course.
 - Numerical marks are shared only where they are meaningful to the pupil.
- 5.4 The quality of feedback can also be seen through lesson observation and through the progress pupils make, not only through written marking.

6. Recording and reporting

- 6.1 Every teacher keeps a mark book for each class. Summative results are entered on iSAMS by the dates set by the Deputy Head (Academic).
- 6.2 Results are reported as follows:
- numerical scores only where they make sense;
 - CAT4 and GL Progress Test results as standardised scores;
 - internal examinations on the Haileybury Bhaluka Scale (see section 12);
 - mock (trial) examinations as a raw score and a Haileybury Bhaluka Scale score, with a predicted grade on the awarding body's scale (IGCSE grades for Year 11 and IB grades 1 to 7 for Years 12 and 13).
- 6.3 Reports are published to parents on the Parent Portal. Parents' conferences are held at least once a year for each year group, in line with the Communication Policy.

7. Pupils with additional needs

- 7.1 Teachers adapt assessment so that all pupils can show what they know. Pupils with special educational needs or disabilities, or who are learning English as an additional language, receive support in line with the Learning Support Policy.
- 7.2 Access arrangements (for example, extra time or a reader) in internal examinations reflect the arrangements the pupil is entitled to in external examinations, where there is evidence of need. External access arrangements follow the IB and Cambridge rules and are managed by the Exams Officer and the IBDP Coordinator.

8. Academic honesty and AI

- 8.1 All assessment is subject to the Academic Honesty Policy (HBB-POL-15). Teachers state, for each assessed task, whether AI may be used.
- 8.2 Teachers may use School-approved AI tools to help prepare questions, mark schemes or feedback. The teacher remains responsible for every mark and judgement. AI must not be used to decide grades, and pupils' personal data or work must not be entered into any AI tool that the School has not approved (see the ICT and AI Acceptable Use Policy).

9. Quality assurance

- Departments standardise marking of common assessments before results are recorded.
- Coursework and IB internal assessments are internally moderated in line with awarding body requirements.
- Heads of Department sample marking and feedback in their department each term.
- The Deputy Head (Academic) reviews assessment data each term, carries out work scrutiny and reports on progress to the Leadership Team and the Board of Governors.

10. Roles and responsibilities

- **The Deputy Head (Academic)** leads this policy, sets the assessment and reporting calendar and monitors its quality.
- **Heads of Department** set common assessments, standardise marking and monitor feedback in their department.
- **Teachers** assess, give feedback and record results in line with this policy.
- **Tutors** review reports with their tutees and help them set targets.
- **The IBDP Coordinator and the Exams Officer** manage external assessment, internal assessment deadlines and access arrangements.
- **Pupils** act on feedback and take responsibility for their progress.
- **Parents** read reports, attend parents' conferences and discuss progress with their child.

11. Data protection

- 11.1 Assessment data is personal data. It is stored on School systems only and kept in line with the Data Protection Policy (HBB-POL-09) and the Data Retention Policy.

12. The Haileybury Bhaluka Scale

- 12.1 The Haileybury Bhaluka Scale gives a single, consistent way of reporting internal examination results across all year groups and subjects. Scores are given to one decimal place.
- 12.2 A pupil's raw score (X) is converted using the mean and standard deviation (SD) of the cohort taking the same examination:

$$\text{Scale score} = 30 + 5 \times (X - \text{cohort mean}) \div \text{SD}$$

- 12.3 The cohort mean therefore becomes 30, and each standard deviation is worth 5 points:

Scale score	Meaning
40 or above	Exceptional: roughly the top 2.5% of the cohort
35	One standard deviation above the mean: roughly the top 16%
30	The cohort average
25	One standard deviation below the mean: roughly the bottom 16%
20 or below	Roughly the bottom 2.5% of the cohort

- 12.4 About two-thirds of pupils score between 25 and 35. There is no theoretical maximum or minimum. The scale assumes that results are roughly normally distributed, so it is less reliable for very small cohorts; teachers should use judgement when interpreting results for small groups.

13. Review record

Summary of changes (October 2026 review)

Area	Change made
Dates	Policy date October 2026 (the previous version was dated September 2023 and was due for review in September 2024); next review August 2027.

Area	Change made
Scope	Extended to Years 7 to 13 (the previous calendar covered Years 7 to 10 only). Link made to the IBDP Assessment Policy for IB-specific procedures.
Calendar	Assessment and reporting calendar set out by term (T1, T2, T3) and year group, including Year 11 mocks and IB predicted grades.
Systems	"Eschool" replaced with iSAMS, the School's information management system. CAT4 named as the baseline test, in line with the Admissions Policy.
Inclusion	New section on pupils with SEND and EAL, and on access arrangements.
AI	New section: AI in assessed tasks (linked to the Academic Honesty Policy) and teachers' use of approved AI tools for feedback, with teachers responsible for all marks.
Quality assurance	Standardisation, moderation, work scrutiny and termly reporting set out. Roles of Tutors, pupils and parents added.
Scale	Haileybury Bhaluka Scale kept, with an interpretation table. The policy owner is the Headmaster, with the Deputy Head (Academic) as policy lead. Moved to the standard policy template.

Version history

Date	Version	Reviewed by	Notes
September 2023	2023-24	Deputy Head (Academic)	Original Assessment & Feedback Policy
October 2026	2026–27 v1.0	Headmaster (SOG)	Full review: dates, statutory references, roles and consistent Haileybury Bhaluka policy format

Approved by the Board of Governors	
Signed (Chair of Governors)	
Date	