Bullers Wood School

Assessment and Feedback Policy

Quod Potes Tenta
Strive to your Utmost

Policy created by: **Deputy Headteacher**	Date of Adoption: July 2021	Date to be Reviewed: July 2023

ASSESSMENT AND FEEDBACK POLICY

GUIDING PRINCIPLES

The main purpose of assessment and feedback is to support and promote the progress and development of the individual student. We believe, therefore, that assessment and feedback is part of the process whereby students come to feel valued as individuals, to acquire a positive self-image and to take pride in their achievements.

Individual teachers need to know which assessment evidence would indicate mastery of a topic area and ensure that data provided by assessments are of real, practical use to inform next steps in student learning

Assessment should be effective for the purposes it fulfils, and efficient in its implementation. Consistent excellent practice across the school alongside high quality feedback will ensure all learners achieve their full potential.

ASSESSMENT DEFINITIONS AND APPROACHES

At Bullers Wood School for Girls, we view assessment as an integral part of teaching and learning, inextricably linked to our curriculum. It is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. We use a broad range of assessments including informal teacher assessments, whole school formal assessments and nationally standardised assessments as defined below.

INFORMAL ASSESSMENT:

Techniques used include marking and feedback, questioning, presentations, research, short recall test, oral discussion, homework, self and peer-assessment and/or observations. These are used to assess knowledge, skills and understanding and to identify any gaps and misconceptions. Students are encouraged to take an active role in informal assessment.

WHOLE SCHOOL ASSESSMENT:

Students are formally assessed once every half term across all subject areas. Assessments may take the form of end of unit/topic tests, practical assessments, written assignments and are standardised across Departments. The assessments will be completed and feedback given in line with the whole school assessment calendar.

Students will receive feedback on all whole school assessments via a Whole Class Feedback Proforma which will identify common misconceptions and errors, as well as identify strengths and areas for development.

Students will evidence their response to feedback through use of Directed Improvement Time (DIT)

NATIONALLY STANDARDISED ASSESSMENT:

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

INDEPENDENT STUDY

Independent study is an integral part of effective assessment and provides a very important learning experience for all students. Good practice is promoted through independent study which is set regularly across all departments according to the needs of the students and within the context of agreed whole school and departmental policies and timetables.

FEEDBACK DEFINITION AND APPROACHES

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Effective feedback is a crucial aspect of high-quality teaching and has a powerful impact on student progress. Teachers should provide students with incisive feedback, in line with the school's assessment policy, about what they can do to improve their knowledge, understanding and skills. Feedback encourages students to take responsibility for their learning and therefore to become more independent. It also creates a dialogue between teacher and student about learning.

There is a need to ensure that we maximise the effectiveness of teachers, and therefore those feedback strategies identified by research as being the most effective (such as whole class feedback) are essential.

DEPARTMENTAL PROCEDURES

Each department should have a separate document outlining their procedures that is consistent with and acts as a supplement to the whole school policy. The document should include details of

- Feedback/grading criteria for coursework and controlled assessments.
- Copies of bespoke whole class feedback proforma
- Success criteria by which students work will be assessed including homework
- How consistency of teachers' assessments and feedback is monitored within the department
- How the department uses student data to inform progress, planning, reporting, target setting and to identify underachieving students.
- How students track their own progress and set their own targets.
- How feedback is differentiated to give students SMART targets

MONITORING AND EVALUATION

It is the responsibility of SLT, Heads of Department and Subject Leaders to ensure that all class teachers assess work regularly and deliver effective feedback in line with school policy and keep clear and appropriate records. The effectiveness of assessment and feedback will be monitored in a number of ways:

- Student outcomes
- Student progress over time through students' books or folders, SIMS data, reports
- HODs evaluation of the effectiveness of assessment practices within their department
- Quality Assurance processes, including Learning Walks, work scrutiny and academic reviews.

COLLECTION AND USING DATA

All data relating to assessment outcomes will be stored centrally on SIMS to enable effective monitoring and analysis. Collection will take place in accordance with the whole school assessment calendar. All whole school formal assessment data should be easily available for HODs, Senior Leaders and the Data Manager to access.

REPORTING TO PARENTS/CARERS

Assessment data will be reported to parents/carers through termly data collections, an annual full report and parents' evenings. The data reported will include the student's punctuality and attendance record. Each whole school formal assessment will include a class average to indicate how students are performing within the context of their class. The annual full report will include information from the form tutor on the student's pastoral involvement and wider contribution to the school. House points and behaviour points will also be reported.

At Key Stage 3, we report on Classwork, Independent Study and Attitude to Learning using the descriptors Excellent, Good, Inconsistent or Unacceptable.

In addition to this at Key Stage 4, we report on student progress using the descriptors Above Expectations, On Track, Below Expectations. The students also receive a potential grade band for each subject. In their final year, students will receive professional predicted grades and target grades.

At Key Stage 5, we report professional predicted grades, target grades, Independent Study and Attitude to Learning.

INCLUSION

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

TRAINING

We are committed to providing high quality CPD for all our staff at Bullers Wood School for Girls to maintain consistently effective teacher assessment and feedback. This includes developing a shared understanding of the meaning and purpose of different assessments including validity and reliability, alongside using a common language of assessment within the school.

ROLES AND RESPONSIBILITIES

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individuals and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy.

LINKS WITH OTHER POLICIES

This policy is linked to:

- Curriculum Policy
- Homework Policy
- Teaching & Learning Policy

Appendix 1: Common language for feedback to students

Literacy

Teachers will identify mistakes using the codes below. Students will then write the corrections. Time will be allocated for them to do this, ideally during DIT.

Symbol	Literacy corrections	Action required by students
W	The wrong word has been used.	Check using a dictionary and/or thesaurus and write down the correct word.
?	Unclear meaning	Re-write the sentence so that it is clear.
Error underlined and 'Sp' in the margin.	Spelling error.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above or write a * and write it in the margin.
P	Punctuation error	Put in the correct punctuation (. , ? ! " " : ; - ') or circle the incorrect punctuation.
C	Capital letter error	Put in capital letters for proper nouns and at the start of a sentence. Change incorrect capitals to lower case letters.
//	A new paragraph is required.	Give a reason why you need a new paragraph here. Is it a change of time /place/topic/person?
F	Formality error	Rewrite the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down which tense should have been used.

APPENDIX 2: RESEARCH REFERENCES

Education Endowment Foundation: Assessing and monitoring student progress (2021)

Coe, R., Aloisi, C., Higgins, S. E., & Elliot Major, L. (2014). What makes great teaching? London: Sutton Trust.

https://www.sec-ed.co.uk/best-practice/providing-effective-feedback-and-closing-the-loop-assessment-marking-teaching-pedagogy/

Eliminating Unnecessary Workload Around Marking, Workload Challenge Working Group Report, Department for Education, March 2016: http://bit.ly/2olNzUo

Teacher Development Trust: Developing Great Teaching (2015)