Policy: Assessment and Feedback Policy

Approval: Headteacher

Date: November 2021

Next review: November 2022

CHELTENHAM
BOURNSIDE
SCHOOL

Policies

Contents

1. Rationale

Cheltenham Bournside School fully recognises the importance of effective assessment and feedback to support student learning and maximise progress. This policy aims to ensure a consistent approach to the way learning is assessed and feedback provided.

2. Aims

2.1 For Students:
2.11   To support effective learning by ensuring that students:

- know their FFT20 target grade
- are aware of their current rate of progress in each subject, in relation to their target grade and through effective feedback, the necessary knowledge, understanding and/or skills required to bridge any gap
- know and understand any assessment / success criteria being used
- are encouraged and motivated through the respect given to their work and the celebration of their achievement.

2.12   Feedback to students should be:

- **Meaningful -** The dual purpose of feedback is to advance student progress and to inform teachers' planning. Therefore, the type and frequency of this feedback will vary depending on the age group, subject and piece of work.
- **Manageable –** The frequency and complexity of written feedback, as well as the cost and time-effectiveness of providing it, will be significant considerations in deciding on the most appropriate mechanism for feedback.
- **Motivating –** Feedback should motivate students to progress. An important aspect of this is to acknowledge students' work.

2.2 For Teachers:

2.21   To inform planning for future lessons
2.22   To measure the academic progress of individual and groups of students to inform feedback
2.23   To benchmark the progress of individual and groups of students against national standards (FFT20), given the level of progress that students' prior attainment would predict

2.3 For Parents:
- To be informed of their son/daughter's academic progress in each subject
- To be able to monitor their son/daughter's progress and standard of work.

3. Supporting Procedures and Practices:

3.1   During lessons, a key question is used by teachers to share the purpose of the lesson
3.2   Students are assessed in-line with the school's agreed assessment plan (Annex 1)
3.3   A common language is used when teachers FAR mark student's work

3.31 Careless mistakes are marked incorrect and where necessary, marking codes are used as follows:

> Sp = Spelling
> C = Capital letter
> Gr = Grammar
> P = Punctuation
> ?? = Doesn't make sense
> // = Paragraph
> ^ = Missing word

3.32 Errors resulting from misunderstanding are addressed by being marked incorrect and then providing an 'action', which addresses the misconception

3.33 Praise should be specific and linked to assessment criteria that aids students' progress.

3.4 For all students, some of their work will be assessed by a teacher, who will then provide an opportunity for the student to respond to this feedback. This approach is called FAR (Feedback, Action & Response) and is outlined below:

3.51 Student work assessed using FAR is done so as follows:

Feedback – In order to motivate and encourage students' learning, teachers will provide a feedback comment on the work that emphasises the positive aspects and what they have done well.

Action – As a means to clarify or challenge students' learning, teachers will provide a specific subject-related task that will be focussed upon the further development of knowledge, understanding and/or skills. Students are expected to attempt the challenge posed in the 'action' section of the feedback.

Response – This is the students' responsibility. It is evidence of how students have engaged with the teachers' feedback in order to make progress. This might be the answer to a challenge or task that has been set, or it may be evidence of feedback application in a subsequent piece of work. There will be time allocated by teachers in lessons to respond to the feedback, this is called DIRT (Dedicated Improvement and Reflection Time)

3.52 FAR marking will occur **at least once, in every 10 lessons a student has in that subject**

3.53 Assessed work, that is FAR marked, should be returned as soon as possible to the student so that they are able to reflect on any comments provided. A minimum expectation is that work submitted for written feedback is returned to the student within two school weeks.

3.54 Subjects exempt from conducting FAR are Education for Life, Core PE and Computing. There will also be times during a course when FAR is not permitted due to exam regulations e.g. in BTEC courses and during NEA units.

3.6 The time scales and type of feedback provided for any work submitted for public examinations and/or requiring internal and external moderation, will depend on the regulations specified by the examination board and OfQUAL.

3.7 Teachers' are required to use the school's performance data management system to support them in identifying students who may require specific intervention. At fixed points during the academic year, interventions are initiated for students whose progress is not in line with expectation. Such academic interventions will trigger a discussion between the subject teacher and the student concerned, which clarifies for the student the reason for the intervention and also the support that will be offered to close the gap. These interventions are logged and communicated to parents when appropriate.

3.8 A range of student performance indicators, are formally reported to parents three times per year.

3.9 Parent/Teacher Consultation Evenings are usually held once per year.

4   Quality Assurance

4.1 The role of the Head of Department (HOD)

4.11   The HOD will play a key role in monitoring the quality and standard of assessment and feedback to students. This may be done through lesson walks that are recorded on SISRA Observe, book scrutinies, and department meetings throughout the academic year.

4.12   The HOD will document evidence of the quality and standard of assessment and feedback to students and also record it in their Department Development plan where appropriate

4.13   The HOD will use evidence collected from the monitoring of assessment and feedback to identify strengths in the department and take action where areas for improvement are identified. Opportunities will be provided for HODs to moderate and share best practice between departments too.

4.2   The role of the Senior Leadership Team (SLT)

4.21   The SLT line manager should work alongside each HOD that they line manage during the year to quality assure the work of the HOD.

4.22   The SLT line manager must ensure that the monitoring of assessment and feedback is carried out in a supportive and challenging manner, to ensure high standards are achieved in the departments they line manage.

4.23   The member of SLT with responsibility for teaching and learning will ensure that all of SLT use a consistent framework agreed annually to quality assure across departments.