



# Bradfield School

## Assessment and Feedback Policy

| Document version control table        |             |   |   |
|---------------------------------------|-------------|---|---|
| <b>Author (name &amp; job title):</b> |             | Mrs D Banks – Deputy Headteacher<br>Deputy Head Teaching and Learning |   |
| <b>Version number:</b>                |             | V2  |   |
| <b>Date approved:</b>                 |             | July 2019   |   |
| <b>Approved by:</b>                   |             | Governing Body Subcommittee Teaching and Learning                     |   |
| <b>Date of review:</b>                |             | July 2020   |   |
| Document Version History              |             |   |   |
| Version                               | Date        | Author  | Note of revisions                       |
| V1                                    | July 2019   | C Wilson DHT  |   |
| V1.2                                  | Sept 2019   | D Banks   | Addition of subject specific appendices |
| V2                                    | August 2020 | D Banks   |   |
|                                       |             |   |   |

## Assessment and Feedback

The purpose of all feedback and assessment is inform teaching and learning, allowing teachers to assess the impact of their teaching on students' progress towards a clear learning goal and adapt accordingly, and informing students of their next steps.

### Definitions

- Acknowledgement marking: written comments or ticks on a piece of work that do not offer comments about next steps in learning
- Assessment: using student's work to assess what they have understood, recalled, applied or been able to demonstrate practically, with or without a grade
- Feedback: comments about a student's work, either verbal or written, guiding them towards achieving a learning goal
- Formative assessment: assessment for learning; use of a student's work to inform the next steps in learning for the student and in teaching for the teacher / teaching assistant
- Live feedback: as feedback, on a student's work in the classroom, often as it is being completed
- Marking: any written comments about a student's work
- Moderation: a process of teams looking at students' work and agreeing that success criteria have been applied consistently
- Peer and self marking: students marking their peers or their own work, according to guidance from the teacher, linked to the learning goal
- Standardisation: a process of teams agreeing pieces of work that exemplify agreed success criteria
- Summative assessment: assessment of learning; a final grade given to a piece of work

## Principles of feedback and assessment

- Our approach to feedback and assessment is evidence based in terms of impact on pupils' progress, in line with The Education Endowment Fund research (EEF).
- Our approach to feedback and assessment is mindful of teacher workload and the best use of teacher time to impact pupils' progress, in line with Department of Education workload survey recommendations.
- The Education Endowment Fund research summary into written marking found that evidence showed:
  - 'awarding grades for each piece of work may reduce the impact of marking, especially if pupils become preoccupied with grades at the expense of a consideration of the teacher's formative comments';
  - 'the use of targets to make actions as specific and as actionable as possible is likely to increase pupil progress';
  - 'pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking';
  - 'some forms of marking, such as acknowledgement marking, are unlikely to enhance pupil progress';
  - schools should 'mark less in terms of the number of pieces of work marked, but mark better'.
- The Independent Teacher Workload Review Group noted that marking should be 'meaningful, manageable and motivating'.
- Feedback in any form is planning: formative assessment informs us of the impact of our teaching and informs our next steps in teaching.
- 'Pure' summative marking is rare; until a student is taking a final exam, all marking has a formative element to it.
- We do not mark books unless we are clear of its importance and impact on student progress.
- Detailed written feedback giving next steps in learning should be completed in response to around 25% of the work students produce over the year; 50% of work should be self and peer assessed with teachers monitoring the quality of this; teachers should skim read the remaining 25%, usually in the classroom, in line with research informed by Dylan Wiliams. Detailed written feedback can be often more meaningful when given 'feeding forward' in the middle of the piece of work, allowing students to respond and improve the work. \*\*
- Effective feedback ensures that the students do more work than the teacher as part of the feedback process, responding to next steps given. This is often done in green pen.
- Timely feedback is provided to all assessments on the calendar; this may be written and verbal.
- Whenever possible, code marking (when consistent and simple to understand for all) and whole class written or verbal feedback are advised, ensuring any codes are understood by all students.

## Responsibilities and expectations

The Senior Leadership Team are responsible for:

- The writing, updating and implementation of this policy
- Sharing this policy with staff
- Ensuring that feedback and assessment is manageable for staff
- Ensuring Subject Leads undertake effective quality assurance of assessment and feedback across staff in the subject, supporting them as needed
- Reporting to governors on the impact of this policy on the progress and learning of all students, especially of students with special educational needs and / or in receipt of the pupil premium

Subject Leads are responsible for:

- Giving clear, timely guidance to staff about feedback and assessment expectations within their subjects
- Ensuring that feedback and assessment is manageable for staff
- Reviewing and updating assessment and feedback guidance as the curriculum develops
- Undertaking quality assurance to ascertain that assessment and feedback, including with homework, is consistently used and impacts positively on student progress, across staff in the subject, supporting staff development where needed; this will include student voice, work scrutiny with colleagues and students, lesson walks
- Reporting to SLT links on the impact of this policy at subject level on the progress and learning of all students, especially of students with special educational needs and / or in receipt of the pupil premium
- Leading standardisation and moderation in the department at both key stages

Classroom teachers are responsible for:

- Following the principles of this policy
- Following the guidance from Subject Leads about feedback and assessment expectations within their subjects
- Using a range of feedback styles that suit the students and the subject
- Checking that students understand and act on the feedback given, reformulating this feedback as needed
- Recording assessment grades as required
- Recording homework completion as required
- Giving timely acknowledgement of homework
- Marking assessed pieces in a timely way
- Using the rewards and consequences systems to support feedback and assessment, recording on Bromcom as required
- Considering the needs of students with special educational needs and / or the needs of those students in receipt of the pupil premium, adapting feedback accordingly
- Prioritising the needs of students with special educational needs and / or the needs of those students in receipt of the pupil premium in the classroom and in homework

Students are responsible for:

- Responding well to feedback given by teachers and asking for help if unsure
- Trying their best in all classwork and homework

Parents & carers are responsible for

- Encouraging students to respond well to feedback given by teachers, and to try their best with all class and homework
- To work with the school to support students to complete homework to the best of their ability and promptly

## **Frequency of feedback and assessment**

**Lessons:** live feedback should be given and acted on every lesson in the form that best suits the lesson and the students. This may include verbal feedback to the class and / or to individuals, live marking in class – for instance, using a visualiser, live modelling responding to students' work / answers.

**Homework:** meaningful homework should build on the learning in the lesson; it should provide opportunity to build in low stakes testing and recall where possible, deepen students' understanding of a topic and / or provide structured independent learning. Homework at key stage four should be set once a week for an hour; at key stage three it should be set once every three lessons for around 45 minutes. Teachers should ensure students have at least 3 working days to complete homework and should try and set homework in a routine way. Teachers may mark homework as part of the overall marking in the year, provided, as noted above, this marking will have direct impact on the students' progress. All homework should be acknowledged by the teacher in a timely way.

**Assessment calendar:** longer assessed pieces, common across year groups in each subject, should form part of the assessment given twice a year in the assessment calendar, three times a year for Year 11. These pieces should be moderated, using standardised pieces of work to support.

\* **Yellow feedback sheets:** at least twice a year, staff and students should complete yellow Bradfield School feedback sheets to give clear feedback to students and ensure students have responded meaningfully to it. This is a new part of the policy and will be rolled out over the academic year.

**PROUD principles :** use a pen; rule lines using a ruler; organise work neatly; underline dates and titles; draw using a pencil.

## **\*\* Covid guidelines on feedback**

- Books can be taken in to mark, but staff are advised to leave the books / work for 72 hours before marking and / or use hand sanitiser or wash hands thoroughly before and after the marking is done.
- Where marking in class, or looking at books / work in class, staff are advised to use hand sanitiser before and after handling a book – for instance, when putting the book under the visualiser to comment on.
- Where marking in class or looking at books / work in class, staff are advised to not stand face to face with students, but side by side, two metres away where possible or one metre plus.
- Use of mini whiteboards, low stakes quizzing, practical demonstrations (in line with agreed H+S implications in the subject) or other means of demonstrating students' work / understanding in class is advised to allow staff to ascertain students' progress and understanding in the lesson and feedback accordingly.
- Use of homework to demonstrate student progress and understanding of work undertaken in class, that can be marked remotely such as through Bromcom Homework or Microsoft Forms, is advised where possible.

