

## BISHOP WORDSWORTH'S SCHOOL

### ASSESSMENT AND FEEDBACK POLICY

**Definition:** *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.*

#### PREAMBLE

1. Assessment is an essential part of teaching and learning, allowing students and teachers to gain insights into the learning achieved, encouraging students to continue to improve and providing a pathway for communicating both of the above with parents / guardians. The assessment and feedback policy must therefore provide a means of ensuring that teaching is clearly targeted, and that shortcomings in any aspect of a students academic life are identified and remedied.
2. The systematic and regular recording of each student's attainment allows for progress to be determined and strategies to be put in place to support and challenge students so that they can be as successful as possible.
3. An essential part of this process is providing feedback, i.e. evaluative commentary which can guide opportunities for improvement/progress. Feedback can be provided both written and verbally, and may be given to individuals or groups.
4. Reporting is a form of feedback that is also a major part of communication with students and their parents. The school must produce reports which are easily accessible, timely and suitably detailed that students and their parents feel empowered to act however it is recognised that there is no 'one-size-fits-all' approach to the assessments which constitute the report data, as each department will have their own requirements.

#### FEEDBACK

5. Feedback is provided in a variety of ways depending on the nature of the subject and the task, and may be:
  - a. Group/whole class feedback;
  - b. From one student to another;
  - c. Provided by the student themselves on work they have done or that is in progress;
  - d. Verbal feedback by correcting misconceptions or by interacting with the student through questioning and conversation;
  - e. Written feedback;
  - f. Provided electronically via Teams.

6. Departments have their own policy on feedback that is consistent across the department. This is defined for each Key Stage, as part of their curriculum implementation, and is published on the School's website.
7. Detailed developmental feedback is given at least once every half term. This matches the student's needs, and offers support and encouragement by praising success/progress and identifying areas for improvement.
8. Students are given time to read, reflect and act on the feedback they have been given.

## **ASSESSMENT**

9. Formative, summative and peer assessments are used to determine the level of progress achieved by students.
10. Each department conducts a formal assessment, marked by the teacher, at least once a half-term. These are clearly identified to students in advance.
11. The exact frequency of these formal assessments will vary depending on the subject and the Key Stage. Precise details for each department should be published on the School's website and are referred to in the reports.
12. Where other assessments are used by departments, these may take a variety of forms and frequency, and may be diagnostic rather than summative, but will be consistent across cohorts.
13. Outcomes from assessments are used to:
  - a. Measure a student's performance against the expected performance for a student of their age.
  - b. Compare an individual's present performance with their previous performance in order to gauge progress and set targets.
  - c. Inform planning of departmental schemes of work.
  - d. Analyse the performance of students both individually and in groups to measure value added against baseline data (such as 11+ and GCSE results).
  - e. Allow for whole school tracking by the pastoral offices to identify students who may be having academic difficulties.
  - f. Generate, in addition to professional judgement, current performance grades (CPGs) and target grades at all key stages.

## **MARKING AND RECORDING**

14. This follows the School's Scheme of Assessment (Annex A) or examination marking criteria, although there is flexibility to reflect individual departmental requirements and assignments. Where mark schemes are provided, these are written in such a way as to enable students to understand their individual attainment.

15. For formal assessments, standardisation and moderation are used to ensure fairness, accuracy and consistency across classes where these are taught by different teachers.
16. Peer- or self-marking is used to encourage the students to reflect on what contributes to successful learning, and to help them gain a better understanding of what is required in examinations.
17. Results from assessments are recorded in BromCom and may also be recorded in department tracking sheets. The BromCom record of assessments is available to parents and students via MCAS as well as staff within school for purposes of tracking both pastoral and academic concerns. Appropriate information is also made available when students transfer to another school or college. Such records are stored, used and deleted in accordance with the School's Data Protection Policy and the General Data Protection Regulation (GDPR).

## **REPORTING**

18. Assessments recorded on BromCom contribute to termly data drops which in turn are used to generate each student's report. In addition to academic performance three "Attitude to Work" (AtW) metrics are scored at all key stages (see Annex B) which fit the requirements of students at their age.
19. Termly data drops are used to produce reports for students and their parents as detailed in the Report Cycle (Annex B). Grading and AtW metrics are applied in accordance with the Guidance for Completing Reports (in the Staff Handbook, section 15).
20. Reports are published electronically through My Child at School (MCAS) and Student Portal in accordance with the school calendar available on the BWS website.

## **IMPLEMENTATION & MONITORING**

21. Heads of Departments, working with members of their Department, are responsible for developing appropriate methods of assessment in accordance with the guidance in the appendices below. Details of assessment procedures are to be submitted on Teams and then published to the reporting area of the school's website. Heads of Departments and teachers working in the department are responsible for reviewing the assessment process on a regular basis and at least annually.
22. Heads of Department are responsible for checking that members of their Departments are following their assessment procedures as well as the school's policy on marking and feedback, and will provide evidence that this is so during their mid-year, and end of year, appraisal with their line manager.
23. Members of Leadership Team who line manage HoDs monitor Departmental compliance with this policy.
24. The Assistant Head with responsibility for Assessment monitors the assessment and reporting data generated by Departments, as well as its use by teachers in raising student performance.

## MONITORING AND EVALUATION

25. This Policy is to be reviewed annually by members of the Leadership Team and Governors. The last 3 years' update history is below:

27 <sup>th</sup> June 2019	Minor updates
25 <sup>th</sup> June 2020	Minor updates
13 <sup>th</sup> June 2023	Minor updates
4 <sup>th</sup> June 2024	Major updates

### Annexes:

- A. Scheme of Assessment.
- B. Report Cycle.
- C. Attitude Grade descriptors.

## SCHEME OF ASSESSMENT

### CURRENT PERFORMANCE GRADES\* IN THE SIXTH FORM

A\*    A    B    C    D    E    U    A Level grading system

#### Grade descriptor for parents to accompany reports:

The grade awarded indicates the potential outcome at the end of the course if your son/daughter maintains their current rate of progress.

### CURRENT PERFORMANCE GRADES\* IN YEAR 9

All subjects are to use numbers 9-1 (9 being the highest).

#### Grade descriptor for parents to accompany reports (Year 9):

The grade awarded indicates the potential outcome for your son if he were examined at GCSE level on the content he has studied so far. These are therefore given using GCSE grades of 9-1, where 9 is the highest grade. They are not intended to be target or predicted grades, but simply to give an indication of how well your son is currently performing.

### CURRENT PERFORMANCE GRADES\* IN YEARS 10-11

All subjects are to use numbers 9-1 (9 being the highest).

#### Grade descriptor for parents to accompany reports (Years 10-11):

The grade awarded indicates the potential outcome for your son if he were examined at GCSE level on the content he has studied so far.

\*CPG is used as an abbreviation for Current Performance Grades

## PERFORMANCE INDICATORS FOR YEARS 7 & 8

Yr7 & 8 assessments are to be judged against the following ability bands:

Ability Band	Broad Definition (Subjects will have their own specific descriptors)
<b>Foundation</b>	A discretionary band indicating that your son has a basic knowledge and understanding of the subject at this level and can employ basic skills with guidance, achievement in this band indicates progress has been limited.
<b>Developing</b>	Indicates that your son is starting to show broader knowledge and understanding of the subject at this level and can offer solutions in familiar situations. He has greater familiarity with different skills and can employ them with some accuracy to achieve outcomes.
<b>Secure</b>	Indicates that your son has a good knowledge and understanding of a range of elements of the subject at this level and is beginning to show greater independence when finding solutions. His skills can be appropriately selected and their use is generally accurate and precise.
<b>Confident</b>	Indicates that your son has detailed knowledge and understanding of the subject at this level and can use these to develop quality solutions independently. He can routinely select and use skills precisely and accurately.
<b>Exceptional</b>	Indicates that your son is able to synthesise ideas to deal with unfamiliar situations and has detailed knowledge and understanding which can be used to evaluate and analyse in a manner which exceeds expectations for his age. He can creatively use his skills.

It is the responsibility of each Department to make students aware of their specific ability band descriptors. These broad definitions are to appear on reports and be compared against their initial ability band to indicate the degree of progress made since the start of the year:

Assessment	Progress made
Same as initial assessment	As expected
One band above / below initial assessment	More than / less than expected
Two bands above / below initial assessment	Much more than / much less than expected

### Additional Guidance:

1. The grade/ability band descriptors for Reports in Yrs7-11 will be available to parents through Insight.
2. CPGs **must not** be higher than a student's Target Grade. However, a one-off piece of class- or homework might be higher than their Target Grade, in which case it is entirely acceptable to give a grade appropriate to the quality of the work. A grade achieved in internal exams can also be higher than their Target Grade.

**REPORT CYCLE FOR ACADEMIC YEAR (2023-24)**

Year Group	Target Grade	Reporting to Parents (month issued / format)		
		Autumn Term	Spring Term	Summer Term
<b>7</b>	Target Grades are not currently set across the school for students in these years	Data Drop 1	Parents Evening Data Drop 2	Data Drop 3
<b>8</b>		Data Drop 1	Data Drop 2	Parents Evening Data Drop 3
<b>9</b>		Data Drop 1	Data Drop 2 Parents Eve	Data Drop 3
<b>10</b>	Initial grade based on Yr9 Exam	Data Drop 1	Data Drop 2	Data Drop 3 Parents Evening
<b>11</b>	Yr10 Target Grade modified in light of performance in Yr11 exams	Data Drop 1 Parents Evening	Data Drop 2	/
<b>12</b>	Initial Yr12 grade generated from GCSE results analysis based on historic data. This is then modified by staff.	Data Drop 1	Data Drop 2	Data Drop 3 Parents Evening
<b>13</b>	Yr12 Target Grade modified in light of performance in Yr12 exams	Data Drop 1	Data Drop 2 Parents Eve.	/

**ATTITUDE GRADE DESCRIPTORS (Lower and Middle School)**

<b>Grade</b>	<b>Involvement in class</b>	<b>Organisation &amp; meeting deadlines</b>	<b>Attitude to Work</b>
1	Regularly makes constructive contributions in class and actively involved in the lessons.	Well organised and consistently meets deadlines.	Work consistently reflects a high level of care, motivation and interest in the subject.
2	Works steadily and/or contributes only when asked.	Meets most deadlines and generally well organised.	Work usually reflects care and interest in the task.
3	Not always attentive and/or requires occasional teacher intervention.	Inconsistent at meeting deadlines and poorly organised.	Work is sometimes unsatisfactory and therefore more time/effort should be spent on these tasks.
4	Often inattentive and/or sometimes disruptive.	Few if any deadlines met and very disorganised.	Most work shows little evidence of care or effort. Significant improvement is now required.

**NOTES:**

1. The attitude grades are to be given on all reports for students in years 7-11.
2. PE & Games only report on Involvement in Class. Drama does not report on Organisation and Meeting Deadlines.
3. Staff are to take a 'best fit' approach to awarding the attitude grades.
4. Grade descriptors are to be available to both students and their parents in all reports.

### ATTITUDE GRADE DESCRIPTORS (Sixth Form only)

Grade	Attitude to Work (AtW)	Organisation & Deadlines (O&D)	Independence & Reflection (I&R)
1	Work consistently reflects a high level of care, motivation and interest in the subject.	Well organised and consistently meets deadlines.	Consistently takes initiative for own learning inside and outside classroom. Seeks feedback and reflects on work.
2	Work usually reflects care and interest in the task.	Meets most deadlines and generally well organised.	Usually takes initiative for own learning inside and outside classroom. Uses opportunities provided to reflect on own work.
3	Work is sometimes unsatisfactory and therefore more time/effort should be spent on these tasks.	Inconsistent at meeting deadlines and poorly organised.	Inconsistent at taking own initiative for own learning inside and outside classroom. Poor at using opportunities provided to reflect on own work.
4	Most work shows little evidence of care or effort. Significant improvement is now required.	Few if any deadlines met and very disorganised.	Rarely, if ever, takes initiative for own learning inside and outside classroom. Fails to use opportunities provided to reflect on own work.