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, and encouraging students to continue to improve. It provides a means of ensuring that teaching is clearly targeted, and that shortcomings 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 to improve/progress. Feedback can be both written and verbal, 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. There is no 'one-size-fits-all' approach to assessment as each department will have their own requirements.

ASSESSMENT

5.   Formative, summative and peer assessments are used to determine the level of progress achieved by students.

6.   Each department conducts a formal assessment, marked by the teacher, at least once a term. These are clearly identified to students in advance.

7.   The exact frequency of these formal assessments will vary depending on the subject and the Key Stage. Precise details for each department are published on the School's website.

8.   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.

9.   Outcomes from assessments are used to:

    a.   Measure a student's performance against the performance of other students.

    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).

MARKING AND RECORDING

10.   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.

11.   For formal assessments, standardisation and moderation are used to ensure fairness, accuracy and consistency across classes where these are taught by different teachers.

12.   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.

13.   Results from assessments are recorded in department tracking sheets to provide a set of data available across the school and may be used for both pastoral and academic purposes. 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).

FEEDBACK AND REPORTING

14.   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.

15.   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.

16.   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.

17.   Oral feedback is evidenced wherever possible.

18.   Students are given time to read, reflect and act on the feedback they have been given.

19.   Data from assessments and other work is used to produce reports for students and their parents as detailed in the Report Cycle (Annex B), are written in accordance with the Guidance for Completing Reports (in the Staff Handbook, section 15), and are published electronically through Bromcom's MCAS and Student Portal.

IMPLEMENTATION & MONITORING

20.   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 published on their 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.

21.   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 Half-Year Appraisal with their line manager.

22.   Members of Leadership Team who line manage HoDs monitor Departmental compliance with this policy.

23.   The Assistant Head with responsibility for Assessment monitors both the setting of Target Grades by Departments, and their use by teachers in raising student performance.

MONITORING AND EVALUATION

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

27th June 2019	Minor updates
25th June 2020	Minor updates
13th June 2023	Minor 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 at the end of Key Stage 4 if your son maintains his current rate of progress. 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 at the end of Key Stage 4 if your son maintains his current rate of progress.

*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)
Foundation	Has basic knowledge and understanding of the subject at this level. Can employ basic skills with guidance.
Developing	Is starting to show broader knowledge and understanding of the subject at this level, and can offer solutions in familiar situations. Has greater familiarity with different skills and can employ them with some accuracy.
Secure	Has 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. Skills can be selected with some guidance and their use shows increasing accuracy and precision.
Confident	Has detailed knowledge and understanding of the subject at this level, and can use these to develop sensible solutions independently. Can select and use skills precisely and accurately.
Exceptional	Is able to synthesise ideas to deal with unfamiliar situations. Can use detailed knowledge and understanding to evaluate and analyse. Uses skills creatively.

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. On Yr10 & 11 Reports, CPGs **must not** be higher than a student's Target Grade. However, a one-off piece of class- or homework might be better 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 (2022-23)

Year Group	Target Grade	Reporting to Parents (month issued / format)		
		Autumn Term	Spring Term	Summer Term
7	Target Grades are not currently set across the school for students in these years	~	**February** Grade Report (subject Ability Bands)	**July** Full Report (subject Ability Bands, comments + targets)
8		**December** Grade Report (subject Ability Bands)	**March** Full Report (subject Ability Bands, comments + targets)	**June** Exam Summary Report (subject exam grades)
9		~	**January** Full report (subject CPGs, comments + targets)	
10	Initial grade based on Yr9 Exam %	**November** Grade Report (subject CPGs)	~	**May** Full Report (subject CPGs, comments + targets)
11	Yr10 Target Grade modified in light of performance in Yr11 exams	**October** Grade Report (subject CPGs)	**January** Prelim Report (subject CPGs, comments + targets)	~
12	Initial Yr12 grade generated from GCSE results analysis based on historic data. This is then modified by staff.	~	**January** Grade Report (attendance summary, subject CPGs + targets)	**June** Full Report (exam grades, subject CPGs, comments + targets) Mentor Report)
13	Yr12 Target Grade modified in light of performance in Yr13 exams	**November** Grade Report (attendance summary, subject CPGs + targets)	**February** Mock Exam Summary Report (subject exam grades)	~

ATTITUDE GRADE DESCRIPTORS

Grade	Involvement in class	Organisation & meeting deadlines	Attitude to Work
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 Yrs 7-11, except for the Yr11 Prelim Report.

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 on Insight.

Grade descriptors guide staff in report writing and also for parents' evenings.