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## Assessment and Feedback Policy

July 2017

All school policies are reviewed by Governors annually

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### 1. Rationale

Cheltenham Bournside School and Sixth Form Centre 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 target level/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 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, 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, learning objectives are used by teachers to share the theme of the lesson and a range of differentiated learning outcomes, clarifying for students how their progress will be measured.

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 provide written feedback to 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 a hint/probing question, which addresses the misconception

3.33 Generic praise such as "well-done" or "excellent" is avoided, in view of educational research indicating that it does not add significant value to students' academic progress.

3.4 Written feedback from teachers will take one of two forms: 'FAR/DIRT' – see (3.5) and 'Scanning' – see (3.6)

3.5 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.

3.52 The time allocated by teachers in lessons to respond to the feedback is called **DIRT** (Dedicated Improvement and Reflection Time)

3.53 In the following subjects, FAR/DIRT will occur **at least three times per academic year**:

Year 7, 8 and 9: art & design, computing, design technology, drama, geography, history, modern foreign languages, music, physical education and religious studies

3.54 In the following subjects, FAR/DIRT will occur **at least six times per academic year**:

Year 7, 8 and 9: English, mathematics and science

Year 10, 11, 12 and 13: all examined subjects

3.6 In addition to FAR/DIRT, every students' work (exercise books, folders and/or Showbie) will also be '**scanned**' to inform future planning. (Scanning in this context means reviewing completed classwork and homework in students' exercise books and/or folders)

3.61 Staff will use this as an opportunity to:

- Identify any common misconceptions
- Plan probing questions to be used in subsequent lessons that will address (a) and advance student learning
- Identify individual students worthy of recognition/reward
- Identify individual students who require further support
- Ensure students' work is well organised and supports student learning

3.62 Written comments may also be provided if appropriate.

3.63 In the following subjects, 'scanning' will occur at least every two weeks:

Year 7, 8 and 9: English, mathematics and science

Year 10, 11, 12 and 13: all examined subjects

3.64 In the following subjects, 'scanning' will occur when appropriate:

Year 7, 8 and 9: art & design, computing, design technology, geography, history, modern foreign languages and religious studies

3.7 Assessed work 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.

3.8 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.

3.9 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.

- 3.10 A range of student performance indicators, are formally reported to parents three times per year.
- 3.11 Parent/Teacher Consultation Evenings are held once per year (Twice in year 7)