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## Assessment and Feedback Policy

Approved Summer 2016

All school policies are reviewed by Governors annually

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### Rationale

Cheltenham Bournside School and Sixth Form Centre fully recognises the importance of effective assessment of student progress to support learning and teaching. This policy aims to ensure a consistent approach to the way learning is assessed, so that marking and feedback is meaningful and has value for both the student and teacher.

### Aims

#### For Students:

To support effective learning by ensuring that students:

- know their target grade/level
- are aware of their academic progress and the development of skills
- know and understand the criteria being used
- know how to improve because of useful feedback, which encourages open dialogue between teachers and students, which can be tracked over time in students' work
- are encouraged and motivated through the respect given to their work and the celebration of their achievement.

#### For Teachers:

- To inform:
  - whole school and departmental evaluation
  - planning at all levels – whole school; departmental; class teacher including:
    - effective teaching
    - course selection
    - student grouping
    - differentiation
  - academic intervention
- to measure the academic progress of individuals, subjects and groups of learners against national standards, examination criteria and expected levels of progress
- to measure the progress of individuals in the development of Bournside Skills for Life
- to ensure consistency, which aligns with Bournside's five principles of effective marking as stated below.

1. **Purposeful** – ensure that marking and feedback is clear so that students understand it. A minimum expectation is that work submitted for marking is returned to the student within two weeks. However, as evidenced through extensive research, assessed work should be returned as soon as possible in order to maximise its impact.
2. **Partnership** – all departments adopt a **feedback, action and response** structure to feedback and marking, which is clearly visible to students, teachers and observers who may be scrutinising students work.
3. **Provokes further thought** – when work is returned to students, teachers allow sufficient *Dedicated Improvement and Reflection Time (DIRT)* to allow students to respond to feedback and marking and importantly, teachers check that any student response is accurate.
4. **Provide variety** – ensure that a variety of feedback methods are utilised including written, verbal, formative, summative ‘self’ and ‘peer’ assessment.
5. **Progress pen** - students respond to written feedback and date their response to show progress against the teacher’s action points.

#### **For Parents:**

- To be able to monitor their son/daughter’s progress and standard of work.
- To be informed of academic progress and the development of Bournside skills.

#### **Supporting Procedures and Practices:**

##### **1. Students work which is 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.

2. All students are aware of their target grade and their present level grade in each subject.
3. Teachers ensure that students are aware of what is required to reach each level/grade, through the use of level/grade descriptors.
4. 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.

5. All feedback seeks to ensure that students know what they have to do in order to make progress. Students engage with the feedback they receive on their work in accordance with FAR. As well as supportive dialogue through FAR marking, students will also receive assessment data through a variety of means, as appropriate. These may include:
  - a. Grades or levels
  - b. Levels of progress data
  - c. Verbal comment and/or dialogue. This may be on an individual or small group basis.
  - d. Self and/or peer assessment with teacher guidance
6. The time scales relating to the return of work assessed for public examinations and requiring internal and external moderation will depend on the rules of the examination board.
7. Work that does not form part of an assessment may be corrected and acknowledged with ticks, teacher signatures and/or comments in order to recognise effort and to praise or to offer general advice.
8. Teachers' are expected to support the standards of literacy and numeracy at every opportunity. Teachers' should expect correct grammar and pronunciation in oral presentations, highlight incorrect spellings using literacy codes (see below), correcting the first error in students work, encouraging the practice of different styles of writing and the application of numeracy skills whenever possible.
9. In order to promote consistency, a common approach to the marking of literacy and numeracy is used:

**Literacy:**

Sp = Spelling error  
 P = Punctuation error  
 C = mis-use of a capital letter  
 // = new paragraph  
 ?? = not clear/does not make sense  
 ^ = missing word  
 Gr = general grammatical error

**Numeracy:**

U? - Missing or incorrect units used  
 Sc? - Missing or incorrect scale used on graph or chart  
 Wk? - Working out needs to be shown  
 L? - Labels and titles missing

N.B. It is not necessary for every error to be corrected and teachers should need to prioritise the appropriate level and focus of correction for individual students, especially those with SEND, and in response to the nature of the work completed.

10. The quality of teachers' marking and student engagement with feedback is formally scrutinised three times per year (minimum) in calendared events known as work reviews.
11. Students are aware of their progress in relation to their target grades and levels through tracking and monitoring records specific to each subject. Students have easy access to this information and are regularly engaged in monitoring their own progress.
12. 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.

13. Present level or present grade, in addition to other relevant student performance indicators, will be reported to parents 2 times a year (Years 7 to 10) or three times a year in Year 11 and the Sixth Form.
14. The academic progress of all students in public examinations is closely examined and analysed on a whole school and departmental basis, against national standards. As part of the School Improvement Plan, at the beginning of the academic year, each department prepares and carries out a Departmental Response Plan (DRP) to respond to summer examination results and to ensure the highest possible standards. This plan is reviewed at three points to ensure actions are progressed throughout the academic year and each review is approved by the Headteacher.