



Boroughbridge High School

Feedback and Assessment Policy

Policy last reviewed	May 2021
Policy ratified by Governors	May 2021
Next Policy review due	May 2023
Due for review by Governors	May 2023
Staff Lead	Deputy Headteacher

Context and Principles

Assessment and Feedback has Assessment for Learning at its core.

'Assessment for Learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning.'

Black and Wiliam, Inside the Black Box, 2002

along with the understanding highlighted by The Sutton Trust (2011) that

'Providing effective feedback on pupils' performance, encouraging pupils to think about their own learning and getting pupils to learn from each other leads to significant gains in attainment. Implemented correctly, feedback can increase students' performance by eight to nine months in a school year.'

Assessment for Learning is a process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go, and how best to get there. Assessment should lead to feedback (or more appropriately feed forward) which increases dialogue in order to secure students' progress. This has the greatest impact when the feedback loop is closed by students acting upon feedback and creating a high quality personal learning dialogue. This is a central strand of the Attitude to Learning ladder.

Policy and practice

Written feedback

We recognise that it is not possible for us to 'quality mark' all work. Instead we agree to assess and give feedback on selected pieces of work so that feedback can be meaningful, acknowledging that we also need to give students opportunities to work out what they need to do for themselves and therefore improve their Attitude to Learning.

Our written feedback to move students forward

- uses only comments
- is specific, accurate and clear and based on learning objectives rather than effort

- compares what a student is doing now with what they have done previously to acknowledge progress made
- provides specific guidance about how to improve
- is given at a time when it can be used for students to make further progress i.e. at mid points through a learning sequence
- is used to inform future planning to ensure that students have the opportunity to demonstrate that they have acted upon feedback and made progress
- therefore involves either **correction** or mistakes of weaknesses, **consolidation** of skills or knowledge, or a **challenge** to go further or deeper (the three Cs).
- demands student action.

Therefore, the only recognisable use of marks is from exam related mark schemes. All grades/levels/marks are used formatively to identify progress made and areas for improvement.

Students are given opportunities to act upon written feedback to create an effective learning dialogue to secure student progress.

Marking for literacy will focus on ensuring that students can make gains in that particular subject by developing their literacy skills. Particular attention will be given to subject specific vocabulary.

Verbal feedback

During lessons we use positive, regular, personalised verbal feedback that helps students to understand what to do next, how to modify their work or find alternative solutions. We provide opportunities for students to act upon and respond to this verbal feedback.

Peer and self assessment

We use peer and self assessment to support students in gaining a deeper understanding of the characteristics of what makes a good piece of work and how to make progress. This may be linked to exam board mark schemes at Key Stages 4 and 5. This will be used to inform students of their progress between written feedback points from their teacher.

Frequency

Written feedback is frequent enough to ensure that students by acting upon it can make rapid progress.

Standard assessments and Data Tracking Points

In line with the school assessment calendar, departments have in place standard assessments focused on agreed activities with standardised criteria for assessment. These are referenced to KS3 levels/GCSE/GCE grade criteria. This is to ensure that there is consistency across departments and faculties. Targets set from these are shared with students and are used to enable students to make further progress. These, along with other data collected from class work and homework, are used at Progress Review Points. This is reported to parents.

As assessment is an integral part of teaching and learning this policy links to our Teaching and Learning Policy.