Brentwood Ursuline Convent High School Policy

Assessment and Feedback

> Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School
> Date 20th September 2023
> Signature ....
> Effective date of the policy 20th September 2023
> Review date of policy September 2026

This policy is written in the light of the school mission statement.

Brentwood Ursuline Convent High School (BUCHS) believes that assessment and feedback is an integral part of teaching and learning, and an important element of the professional responsibility of teachers.

Aims and Principles

Effective assessment is accurate, manageable, consistent, and informative. Our assessment and feedback procedures will:

- Establish a shared understanding of each individual student's academic achievement by the student, their parents/carers, and their teachers.

- Provide timely, accurate, reliable and meaningful information, on students' achievement; to students, their parents/carers and other key stakeholders.

- Involve a range of techniques which recognise individual progress and achievement, allowing for its reward, and help identify the learning needs of individual students so future learning strategies can be determined.

- Ensure students are involved in their assessment as much as possible and understand how they are to be assessed and how they may achieve a successful outcome

- Assist
  o students in improving their motivation by providing specific information on how to improve and make progress,
  o teachers in planning future learning objectives and targets,
  o the school in its strategic planning and predicting future performance.

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- Action intervention strategies swiftly for students who are at risk of not achieving their potential.

The Assessment and Feedback Process

Roles and Responsibilities

The Deputy Head Teacher (Curriculum) has overall responsibility for the implementation and monitoring of assessment, recording and reporting policy / practice.

The Assistant Head Teacher (Quality of Education) has responsibility for the implementation and monitoring of Assessment for Learning.

The Examinations Officer has responsibility for all aspects of public examinations.

The Assistant Head Teacher (Disadvantaged and SEND Pupils) is responsible for:

- Having a positive impact on the progress of all disadvantaged and SEND students;
- Analysis of assessment data; quality assurance of student progress and liaising closely with the Leadership Team as well as HoDs and teachers;
- Monitoring and supporting teachers in adhering to this policy;
- Liaising closely with the Exams Officer in accordance with the Examinations policy;
- Implementing and monitoring appropriate assessment, intervention, recording and reporting strategies;
- Agreeing with their staff the advice and information which is to be given to Disadvantaged and SEND students to enable them to adequately prepare for internal and external assessments.

HoDs and HoYs are responsible for:

- Having a positive impact on the progress of all students within their subject / year;
- Analysis of assessment data; quality assurance of student progress and liaising closely with the Leadership Team
- Monitoring and supporting their staff in adhering to this policy;
- Liaising closely with the Exams Officer in accordance with the Examinations policy;
- Implementing and monitoring appropriate assessment, intervention, recording and reporting strategies within their subject area(s);
- Agreeing with their staff the advice and information which is to be given to students to enable them to adequately prepare for internal and external assessments.

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The SENDCO is responsible for:

- Having a positive impact on the progress of all SEND students;
- Analysis of assessment data; quality assurance of student progress and liaising closely with the Leadership Team as well as HoDs and teachers;
- Monitoring and supporting their staff in adhering to this policy;
- Liaising closely with the Exams Officer in accordance with the Examinations policy;
- Implementing and monitoring appropriate assessment, intervention, recording and reporting strategies;
- Agreeing with their staff the advice and information which is to be given to SEN students to enable them to adequately prepare for internal and external assessments.

Teachers are responsible for:

- The progress of all students they teach;
- Assessing, recording and reporting in accordance with this policy;
- Following agreed departmental guidance on assessment;
- Identifying the particular needs of individual students and developing and planning their lessons accordingly;
- Ensuring that green pen reviews form a regular part of their students journey of progress.

Tutors are responsible for:

- Ensuring that students are tracking of their own progress in their diaries and highlighting areas of underachievement for discussion with HoDs / HoYs

Teaching Assistants are responsible for:

- Aiding the progress made by EHCP and SEND students in their care;
- Assisting the teacher, HoD and SENDCO, when necessary, in holding and recording EHCP student academic target setting meetings.

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Appendix 1

The Assessment Process

Assessment Methodology – Reporting and Assessment Calendar

The school operates an objective-based assessment and target setting system which reflects departmental half-termly curriculum plans.

Assessment of students follow a two-pronged approach each half-term comprising:

- Summative information - gathered from formal half-termly assessment. This information is used to track students at a class, departmental and whole school level.
- Objective-based formative information – facilitated through subject 'Knowledge and Skills' booklets. This information is used to provide tailored feedback to students and parents to develop next steps.

Assessing Student Progress

All schemes of work should clearly highlight the skills, concepts and knowledge to be assessed, the methods of assessment to be used and the criteria by which judgements will be made.

Formal Assessment – Each Half Term

Formal assessment should be appropriately challenging and provide an accurate analysis of student progress. Such assessment must be:

1. **Rigorous**, i.e. under exam conditions, based on exam material, marked and moderated according to exam criteria
2. **Cumulative**, i.e. each assessment should include significant elements of all previous material studied (not just the most recent topic/s), so that students are required to keep on top of the whole course up to that point. This will gradually accustom students to the demands of public, summative exams.

Teachers will record their assessment of the students' learning in their own records. Formal assessments will be recorded on SIMS on a half-termly basis. The exact timing of the assessments will be determined by individual departments, at an appropriate point in the curriculum sequence for each year group.

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HoDs and department staff will carry out work scrutiny, in order to regularly moderate examples of students' work to ensure that grading of work is consistent across the department. Each subject area will outline its own procedures for standardising or moderating assignments.

Reporting and Tracking

Reports

Reports are generated on a half-termly basis for all year groups and are uploaded to the SIMS Parent App. Reports will contain the following information for each subject:

- Assessment percentage
- Class median
- Cohort median
- Current subject quartile
- Current working at grade (for KS4 and KS5 where appropriate)

Following each half-termly data drop, HoDs will check every marksheet to ensure they are complete and free of errors prior to the IPRs being published.

Following each yearly form tutor report input, HoYs will check every report to ensure they meet the standards relating to content and are free of errors prior to the reports being published.

Parent Consultation Evenings

Parents' evenings for each year group will be held annually in accordance with the Reporting and Assessment Calendar. The aims of Parent Consultation Evenings' are to inform the parent/carer of:

- the student's progress to date in relation to their base data
- the student's progress towards consolidating subject specific objective-based targets
- what the student needs to do to improve their work and rate of progress and how this can best be achieved.

Years 11 and 13 will have two Parent Consultation Evenings.

Student Academic Target Setting Meetings

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Student Academic Target Setting meetings will be held by HoD and/or HoY, A student will have a target setting meeting if data demonstrates that a student is considerably falling below target or is coasting.

The aims of Student Academic Target Setting meetings are to:

- Discuss with each student their lack of progress/challenge. Praise them for their successes and address the concerns they have regarding their personal achievements.
- Set short term personal curricular targets with the student
- Inform intervention strategy planning for the school.

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Appendix 2

The Feedback Process

BUCHS is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback and acting on feedback, is therefore part of the active learning process throughout a student's course of study.

Nature of Feedback

1. ### Written Feedback

There are four main types of written feedback that teachers can use and students can expect to see.

- Acknowledgement checking
- Teacher feedback
- Peer and self –assessment
- Use of Online Learning Platform

The frequency of each type that is used will vary between key stages. However, there should not be a gap of more than a month without evidence of checking or feedback in a student's book/folder.

A. ### Acknowledgement checking

- In order to support teacher feedback at key points in the learning process, other work should be checked in less detail. Students' work will be checked for accuracy and completion. Teachers will acknowledge such work variously through the use of a tick or some other straightforward sign agreed by departments. Students should have the opportunity to make any corrections/amendments to their work using GREEN pen.

B. ### Teacher feedback

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- Written feedback will usually only relate to half-termly formal assessments

- Teacher feedback should provide students with an explanation of what they have done well and the steps they could take to improve.

- Following feedback from the teacher, students should be given the opportunity regularly to respond, using **GREEN** pen stating where they think they have succeeded in their learning and/or what they think they need to do in order to improve. They should also be able to indicate any concerns they have in their learning which may be preventing them from progressing further.

C.   Peer and self-assessment

- This can be an effective activity if carried out in a context where students have been taught to do this in a safe environment. Students should be trained to use the agreed success criteria for each of their subjects so that they confidently assess and feedback accurately on their own and others achievements. This should enable students to gain a better understanding of where they are and what they need to do in order to progress further.

- Peer and self-assessment should be completed in **GREEN** pen in order to highlight it as student response rather than teacher feedback.

D. Use of Online Learning Platform

- Work may be set via an Online Learning Platform (e.g. Teams, Educake, Kerboodle). All student scores will be acknowledged by the teacher and appropriate feedback given to students, either by typed comment on the work or via verbal feedback in subsequent lessons.

2. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. It involves frequent use of open and probing questions and an on-going dialogue as work progresses towards the learning intention/success criteria.

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The importance of individual and whole class verbal feedback is recognised but students themselves should record how such feedback has helped them improve and move forward in their studies using **GREEN** pen.

3. Formative and Summative Feedback

Acknowledgement checking, teacher feedback, peer and self –assessment and verbal feedback are all **formative** in nature. They inform the teacher and student of the learning process, identify the next steps and how best they can be taken. This type of feedback is distinct from formal, half-termly assessments which are summative in nature, judging student attainment and therefore the progress made at a given point in time.

Summative Assessment should be carried out **regularly and at key transitional points in a student's learning –once every half term.**

Summative assessments must be:

1. **Rigorous**, i.e. under exam conditions, based on exam material, marked and moderated according to exam criteria
2. **Cumulative**, i.e. each assessment should include significant elements of all previous material studied (not just the most recent topic/s), so that students are required to keep on top of the whole course up to and including that point. This will gradually accustom students to the demands of public, summative exams.

Feedback may be found in a variety of places, depending on how the assessment has been set. The key principle is that the measure of good feedback is not its quantity but the positive effect it has on each student's progress.

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Appendix 3

The Target Setting Process

Aims and principles

Rationale for Target Setting - Target setting is a significant strategy for improving achievement. Targets should be challenging, measurable, but also realistic and take into account the starting point for each individual pupil.

At BUCHS we are committed to giving all our pupils every opportunity to achieve the highest of standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our pupils.

Summative target setting/tracking

Students' relative performance is tracked half-termly against both prior attainment and performance relative to the cohort.

KS3 target setting

- End of KS2 maths/ reading/ CATs data are used to generate a student's position from the 1st – 5th quintile in each measure within the cohort. This comprises a student's target quintile in each of their subjects. A student's quintile performance is calculated on a half-termly/termly basis within each subject alongside variance from the median. This data forms the basis for analysing student progress and determining the need for intervention.

KS4 target setting

- KS4 – End of KS3 performance is used to generate a baseline quintile to reflect attainment at KS3. Performance at KS4 will be tracked against both end of KS2 and KS3 measures.

- GCSE target grades are generated for the beginning of year 11. These are generated utilising FFT20 with performance in year 10 taken into consideration.

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GCSE working at grades are generated at the end of year 10, the point at which coverage of the core content within each subject area will allow for a robust grade to be generated.

Objective-based target setting/tracking

- Objective based target setting is completed through utilisation of the Knowledge and Skills booklets.
- The nature of cumulative assessments ensures that knowledge within the booklets can be revisited throughout the course of the academic year.

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