

Assessment, Feedback and Reporting Policy

Review Date: April 2023

Reviewed By: Curriculum, Standards and Progress Committee

Context

The Core Values of the Academy which relate specifically to this policy state that we are working together to form relationships based on:

- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.

Such values contribute to our common purpose of ‘Striving for high quality education with a strong Christian ethos’, and, as such, underpin assessment, marking and reporting procedures within the Academy.

Introduction

At Bishop Stopford School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. This policy should therefore be read in conjunction with:

Bishop Stopford School:

- Career Stage Expectations;
- Monitoring, Evaluation and Review Policy; Presentation of Work Guidelines

Other sources of guidance:

- ASCL: Guidance Paper: Marking and Feedback (2018)
- DfE: Teacher Standards (update 2013)
- DfE: School Workload Reduction Toolkit (2019)
- Ofsted: The Education Inspection Framework (2019)

Definitions

- **Assessment:** the generic term for procedures which measure the outcomes of students’ learning, in terms of knowledge acquired, understanding developed and skills gained.
- **Assessment for Learning:** the overarching principle that the purpose of assessment should always be to support students’ learning
- **Diagnostic Assessment:** an intervention to establish a baseline, showing students’ aptitudes and readiness for the next stage of learning, and to identify any potential deficits
- **Formative Assessment:** use of information from ongoing assessment of what students currently understand to inform future planning and support progress
- **Summative Assessment:** assessments used to determine knowledge and understanding at the end of a specified period of study
- **Self- and peer- assessment:** methodologies whereby students reflect on their own work and that of their peers, giving feedback to themselves and each other

Principles

Assessment, feedback and reporting are fundamental to teaching and learning. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher’s or the learner’s actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort

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- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

The Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor to workload.

Therefore:

A teacher should only write in a student’s book if it is going to impact on progress.

Aims

- To raise standards and attainment by ensuring that students receive regular, focused feedback
- To interact with, motivate and encourage students, helping them to become independent learners
- To gain insight into each individual student’s learning in order to inform subsequent teaching
- To enable teachers to track students’ progress in order to provide support where necessary
- To ensure that students are given time to respond and act on feedback
- To ensure feedback is a collaborative process involving student and teacher

Types of feedback

It is vital that teachers evaluate the work that students undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

At BSS, these practices are seen as follows:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Involves gathering feedback from teaching including Q&A, mini-whiteboards, book work etc. • Takes place in the lesson, often with individuals or small groups • Often given verbally to students for immediate action • May re-direct the focus of teaching or task • May include highlighting/annotating according to written expression code 	<ul style="list-style-type: none"> • Lesson observations or learning walks • Discussions with students
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity of evaluation of learning in the lesson • Will take the form of self or peer assessment against an agreed set of criteria • May involve written comments in the WWW, EBI and MRI format • Will guide a teacher’s review and subsequent planning 	<ul style="list-style-type: none"> • Lesson observations or learning walks • Discussions with students • Peer or self assessment in green pen
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • Will involve written feedback in the WWW & EBI style • Will provide time for students to respond (MRI) and make improvements/changes to work 	<ul style="list-style-type: none"> • Acknowledgement of work • Written comments • MRI work • Lesson observations or learning walks • Discussions with students

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	<ul style="list-style-type: none"> • Will enable teacher to assess understanding of learning • May lead to adaptation of future lessons 	<ul style="list-style-type: none"> • Peer or self assessment in green pen
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Assessment Approaches

A teacher should only write in books if...

- they are pointing out a good attribute that a student must continue to use
- they are pointing out a literacy error
- they are pointing out an area for development (this can be highlighted in the text)
- The work will conclude with a tangible next step to move learning on.

Written feedback will be provided thus:

- What Went Well (WWW) = A comment indicating strengths
- Even Better If (EBI) = A comment indicating areas for development
- My Response Is (MRI) = The student response to the feedback

Assessment & marking in each subject area adheres to the following Assessment Model for a unit of work:

A typical unit



Individual subject areas have identified a standard in terms of regularity of feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based. In addition, all subjects will adopt the following approach:

Formally Marked Work – FMW (the minimum entitlement for all students)

Every student should receive **Formally Marked Work** as follows:

- Years 7-9, Maths/English & Science = every half term
- Years 7-9, all other subjects = every term
- Years 10 & 11, all subjects = every half term

FMW must:

- Be a substantial piece of work that allows for effective and constructive feedback
- Provide feedback in the format of WWW, EBI & MRI
- Be followed with time to allow for whole-class feedback on the piece of work and for students to complete effective MRIs

Frequency of Marked Work

The type and extent of other written feedback is agreed on a subject/faculty level and is likely to include coded or whole class feedback. However the following approach will be adopted:

- All students in all subjects will receive written feedback every half term; this is likely to be more frequent for core subjects of Maths, English & Science.
- All teachers will address literacy in their marking and will adhere to the Literacy Code (Appendix 1)

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- Marking which provides no constructive feedback is **not** required
- Self or Peer assessment is **essential**. When used, students must complete this with a green pen.
- No ticking of work is required
- Formal verbal feedback is essential. The teacher must plan so that this will be retained by the students.

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