

THE BOLSOVER SCHOOL

Nothing but the best



Assessment Marking Feedback Policy 2024/2025

Approving Body:	The Bolsover School
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REDHILL ACADEMY TRUST
Exsisto Optimus



Marking, Assessment, Feedback & Presentation of Work Policy

The fundamental aim of this policy is to provide high quality marking, assessment and feedback to ensure pupils at The Bolsover School make accelerated progress.

Key Principles:

Assessment at The Bolsover School:

- is embedded in the teaching and learning process, of which it is an essential part.
- involves sharing learning goals with pupils.
- enables pupils to know and recognise the standards they are aiming for.
- provides feedback which leads pupils to identify what they should do next to improve.
- has a commitment that every pupil can improve.
- involves pupils in peer and self-assessment.
- involves pupils, parents and teachers in reviewing and reflecting on assessment information and data.
- fosters motivation by emphasising progress and achievement.
- should enable all learners to achieve their potential and have their efforts recognised.

Targets

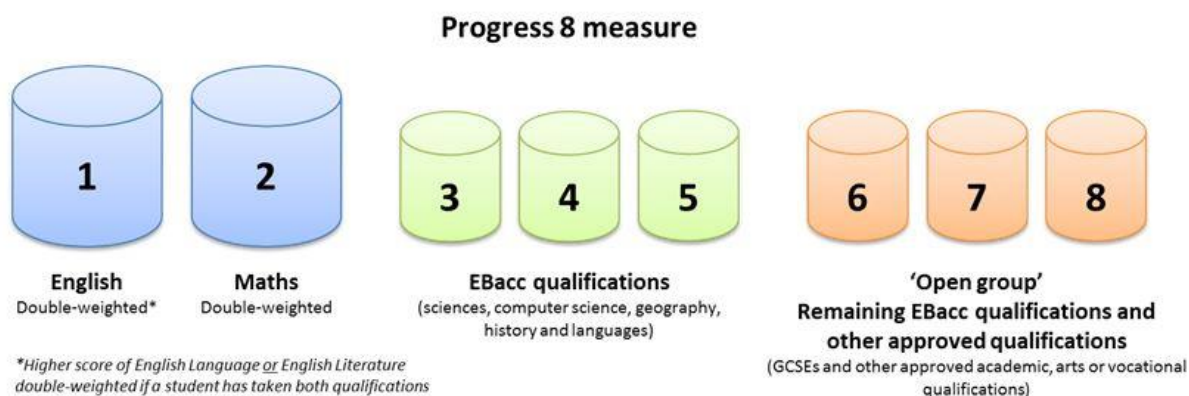
Every pupil in the school will be assigned targets based upon their KS2 test results in English and Mathematics.

The targets for all students are generated using the results of the Secondary Ready Tests completed in English Reading, English Grammar and Mathematics. Each of these tests generate a score between 80–120. The English target grade will be generated using the average of the English Grammar and Reading results. The Mathematics target grade will be generated using the Mathematics result. All other subjects will be generated using the *average* of all three tests. All subjects will have targets using the 9-1 scale.

All targets are generated with a view to producing a positive Progress 8 score for the school.

Progress 8:

The school performance measure of Progress 8 came into effect from the summer of 2016.



The national average for Progress 8 is deemed to be a score of 0. This suggests that every pupil will make the required amount of progress that is expected of them in relation to their individual starting point. To calculate a pupils' Progress 8 score the national estimate which takes into account the performance of every child with the same prior attainment needs to be calculated. This information is not released until approximately 6 weeks after the pupils receive their GCSE results. The following calculation then takes place:

$$\frac{\text{Actual Attainment 8 Score} - \text{Estimate Attainment 8 Score}}{10} = \text{Progress 8 Score}$$

Assessment terminology at Key stage 3 & 4:

Data Point:

Staff are asked to submit the following assessment information for each pupil on occasions during the year. The dates for these are set by the leadership team, in line with the Trust, and are set out on the school calendar.

Predicted Grades:

Students in Years 9, 10 and 11 are given a 9-1 number grade prediction that is what their teacher thinks they will achieve in their GCSE.

Students in Years 7 and 8 are given a Predicted Band A, B, C, D or E as shown below:

BAND	A	B	C	D	E
GRADES	8-9	6-7	4-5	2-3	B-1

Subject Targets – Specify any barriers to the student achieving their potential in a particular subject. The subject targets are as follows:

B	Behaviour	-	increased focus required in lessons and avoid distractions of any kind.
H	Homework	-	handed in on time and with the required amount of effort.
P	Participation	-	more active involvement in lessons.
R	Resilience	-	work through challenges and problems without giving up too easily.
S	Skills	-	continued work and development needed on mastering the subject skills.
W	Work-rate	-	increase amount of work produced in the time available.

Data use - The information from data collections is used in line Management meetings and monitored regularly by the leadership team in line management meetings. Internal analysis documents are produced at each data point in Year 10 and Year 11. It is used to judge whether the pupils are meeting their expected performance level and to inform Subject Leaders and teachers where there may be need for any interventions.

Use of Data:

At The Bolsover School we see the use of data as providing a starting point for underpinning the important professional judgments of our teaching staff.

All teachers have access to marksheets on SIMS for the groups that they teach. These marksheets include a range of prior and predicted attainment data (CAT, SAT, Reading Age, Spelling Age) to assist staff in understanding the varying ability of the students in their classes.

Method and Frequency of Assessments:

The Bolsover School operates a system of formal and informal assessment.

Informal assessments

Informal assessment should be evident in every lesson and provides a quick and efficient way of giving pupils feedback on what they have done and what they need to do to make further progress.

Such assessment comes out of:

- discussions with pupils
- the observation of pupils
- questioning
- marking of pupils' work
- peer and self-assessment
- short, well focused assessment tasks (especially at the start of a lesson)
- games and quizzes that check learning whilst generating enthusiasm

Formal assessments

Pupils are formally assessed in all subjects during the year. For many subjects these will be in the form of timed examinations with the remainder being undertaken on the completion of units of work or particular sections of the scheme of work. Pupils should be clear about how they are to be assessed and the criteria to be used.

Standardisation

Heads of Department are responsible for:

- ensuring that all staff share a common understanding of assessment criteria and standards.
- organising the standardisation of formal assessments through departmental discussions and paired marking.
- ensuring that all internal examinations have a clear marking scheme.

For BTEC subjects the head of department is responsible for ensuring that assignment briefs are in line with BTEC requirements and that regular formative and summative assessments are in

place. The head of department is responsible for ensuring that progress is tracked and cross moderated.

Teaching & Learning

Teaching and learning are the core purpose of what we do. High quality learning, teaching and subsequently achievement is what we want for every student within the school. We believe that the more that we have a shared understanding of what constitutes effective teaching and learning, the greater our success will be.

The key themes of our teaching and learning policy are:

The basics – consistent expectations are our most powerful tool to ensuring a climate for learning in all classrooms

A climate for learning – students make most progress when they feel respected and valued, and are developing a broad set of life-skills.

Lesson structure – clearly structured lessons promote learning.

Differentiation – our classes are made up of individual learners with a variety of needs; teaching and learning should take account of students from different cohorts and with varied abilities.

Assessment – assessment gives students clear guidance about the standard of their work and how they can improve.

Professional development – all teachers have both the right and the responsibility to engage in sustained and relevant professional development throughout their careers.

PRINCIPLES OF GOOD TEACHING

The class teacher is responsible for the learning environment

These factors create an atmosphere conducive to learning

- Pupils are organised, for example in seating arrangements using progress and behavior for learning data to underpin seating decisions
- That the learning environment is stimulating with a range of appropriate and contemporary displays including exemplars of student work. Technician support is available in support of this.
- That a prompt start is made to learning through the use of a starter/Do It Now task.
- Wherever possible the teacher will be ready to meet pupils before their arrival.
- That the time available is fully utilised for learning.
- That the teacher has a controlled start to the lesson including entry into the classroom.

The class teacher is responsible for planning effective learning

- Teachers will take into account in their lesson planning, the prior attainment of pupils and the needs of different types of learner
- Work should be differentiated to ensure that all students are supported and challenged in their learning.
- All lessons will have clear learning outcomes which are shared with the pupils and which relate to the appropriate scheme of work / programme of study.
- All lessons will have progress checks and plenary sessions in which pupils reflect upon their learning, through dedicated improvement and reflection time (D.I.R.T.).
- Pupils will engage in activities which focus on developing their learning rather than task completion
- Activities will highlight the core skills associated with our specialism.

- The class teacher has a responsibility to provide motivation of pupils
- Effective teaching is dependent upon the frequent and appropriate use of praise rather than sanctions to motivate pupils. Praise is a powerful tool for increasing learning. Use of positive stamps to coincide with the new school behavior policy.
- All teachers will use the School's reward systems to motivate pupils.

ENSURING EFFECTIVE LEARNING

- Lessons will take into account of the needs of the pupils.
- All lessons will ensure that pupils are challenged eg the use of open ended questioning and higher order skills, according to Bloom's Taxonomy and that they promote independent learning and the development of the relevant personalised learning and thinking skills.
- All pupils will be aware of the assessment criteria and what is required of them to enable them to achieve the higher grades / levels.
- Pupils will be challenged to make greater progress through the display of pupils' work and modelled pieces of work.
- All lessons will maximise opportunities to develop skills in reading, writing, communication and numeracy.
- Units of lessons will seek to develop students' social, moral, spiritual and cultural understanding (SMSC).
- Teaching and learning resources will stimulate and challenge pupils to learn. They will be appropriate to the level and needs of different learners.

RETENTION AND RECALL

- Staff should try to use a variety of engaging tasks and activities during lessons, however the focus should always be on the student's ability to retain and recall the information learnt within the lesson.
- Students should have by the end of the unit of work, concise and accurate notes and information about the topic.
- Students should be aware of exactly what the key words and phrases are which are vital to the unit of work.
- Opportunities should be provided within lessons to enable students demonstrate their retention of information. Staff should then assess the level of recall to inform them for future planning.
- Homework and starter tasks should be utilised if appropriate to encourage the retention of previous content.

Homework

Introduction

The school believes that homework is an essential part of all students' education. As such, there is a shared responsibility between teachers, parents and students to ensure that homework is set, completed, monitored and valued. The purpose of completing tasks at home is to support students in becoming independent learners, and encouraging a deeper understanding of the subject studied. It also develops skills in personal organisation and a sense of responsibility.

Homework expectations

Inevitably, the time taken to complete homework will vary based on the topic, task and ability of the student. Where a subject sets an extended task over several weeks, the expectation will be that the student will spend an average time per week as stated below. The maximum time for each piece per subject per week should be as follows:

Years 7 & 8: 30 minutes
Year 9: 45 minutes
Years 10 & 11: 60 minutes.

Sanctions

Staff should monitor non-completion of homework and intervene where students do not regularly hand it in. This may include contacting parents/School Comms, discussions with the student or a faculty detention. Staff should celebrate and praise good quality of homework wherever possible.

Class Charts

All homework will be set through Class Charts, an online homework setting and monitoring tool. A link to Satchel One can be accessed via the school website with associated instructions included. All students, parents and staff have been given log-on details in order to access this resource.

Homework study support is available in the Learning Resource Centre on a Tuesday, Wednesday and Thursday evening and is supported by a free late bus service. Students should be encouraged to use this where appropriate.

Role of the student

- ✓ To listen carefully to all homework instructions given.
- ✓ Access the work set on Class Charts via the school website or smart device.
- ✓ To attempt all work and to complete to the best of their ability.
- ✓ To plan and organise their time effectively so the workload is spread as evenly across a term as possible.
- ✓ To use a variety of resources available.
- ✓ To ensure that work is presented clearly and neatly.
- ✓ To inform the class teacher of any difficulty.
- ✓ To communicate with parents, the tasks set and the feedback given.

Role of the parent

- ✓ To support the completion of homework by checking Class Charts for tasks set.
- ✓ To encourage students to find a suitable and quiet place to complete home learning.
- ✓ To help students with time management so tasks are not left until the last minute.
- ✓ To discuss tasks with students so they can formulate their ideas.
- ✓ To suggest any useful resources.

- ✓ To encourage students to check their work for spelling, punctuation and grammar.
- ✓ To contact the class teacher / subject leader if there are any issues.

Role of the teacher

- ✓ Teachers are expected to set all homework in line with this policy on Class Charts.
- ✓ Tasks should be differentiated where necessary to benefit all students.
- ✓ Where tasks form part of the assessment of students' progress, then clear success criteria should be provided and formative feedback given.
- ✓ Homework should be marked and returned within a stated time frame.
- ✓ Effective and meaningful feedback should be given in line with the Assessment, Marking and Feedback policy.
- ✓ Levels and grades should be used as part of the assessment, recording and reporting process.
- ✓ The completion of homework should be celebrated and rewarded.
- ✓ To monitor and intervene where students do not regularly complete homework tasks.

Role of the Subject Leader

- ✓ To ensure that there are clear tasks linked to schemes of learning, and where necessary the relevant assessment information is provided.
- ✓ To monitor the setting of homework and intervene with staff to ensure consistency where necessary.
- ✓ To help the Senior Team to monitor the setting of homework across all subjects through the checking of planners and 'student voice'.
- ✓ To monitor trends in terms of students frequently failing to complete homework tasks across subjects, and monitor through homework report and parental involvement where necessary.

Role of the Senior Team

- ✓ To review the Homework Policy annually.
- ✓ To promote the importance of homework across all subjects.
- ✓ To monitor the regularity and quality of homework setting across departments, through line management and student voice.

Marking & Feedback

Marking and feedback is for one audience and one audience only: The students.

Due to the varying nature of subjects, departments are able to use subject specific feedback and marking formats that best meet the needs of their specialist curriculum area. However, to ensure whole school consistency and to allow for easy cross-moderation, all pro-forma must be based around the following.

- Making reference/highlighting areas of the student's work that is high quality (this could be in the form of a double tick ✓✓ next to the good piece of work).
- Providing specific targets for future development and improvement.
- The current achievement grade. For KS4 GCSE grades should be used.
- Pupil opportunities to comment on their work and respond to feedback in order to improve (DIRT).

Under normal circumstances, feedback from formal assessments (including homework) should be returned to pupils within 2 weeks of the handing in date.

Formal tests should be 'blind tests' set by the Head of Department to allow for accurate assessment.

The difference between marking and feedback is crucial. Marking could be as simple as indicating to a pupil the percentage they achieved in a test or exam. It could be a summary grade for a piece of work or the correction of a spelling, punctuation or grammatical error. On its own, marking is of superficial value, combined with accurate, focused and relevant feedback, the two facets are invaluable.

Marking:

- SPAG errors will be identified and highlighted.
- Corrections i.e. spellings or grammar will be rectified by the pupil in the margin of their work or in the most appropriate place.
- It will be necessary and indeed compulsory for staff to allow opportunities for pupils to make these improvements and for the staff to ensure such improvements have been made. This should be built into the lesson as Dedicated Improvement and Reflection Time (DIRT) and not seen as a bolt-on.
- All staff should mark using a green pen.
- Peer marking, where classmates correct / improve work will be completed using a purple pen.
- Any self-assessment/DIRT should be completed in purple pen.
- Generic classwork marking should be completed at intervals that are reflective of the subject's curriculum allocation, with Heads of Department agreeing the length of cycle

Feedback:

Verbal feedback by staff:

The value of constructive staff comments, be they teacher or TA based, cannot be underestimated and should form an integral part of the lesson. Written evidence that verbal feedback had occurred is not encouraged.

Written feedback by staff:

Written feedback should complement the other types of feedback a student receives. The format of this will be specific to the subject area and should include the aspects detailed above. This may also be given during the lesson as 'live feedback'.

Peer assessment/feedback:

This can take many forms, all of which are beneficial and should be utilised where possible. All peer feedback should be completed in purple ink. Where appropriate, students should have relevant criteria in which to assess their peers work.

Reducing unnecessary workload

Instead of...	The teacher...	The student...
Writing the same explanation on every piece of work when the same mistake is made by many students.	Goes over the question in class.	Writes their own correct answer.
Writing long and extensive comments.	Give short, concise but specific WWW/EBI.	Completes the EBI either as part of DIRT or during future work.
Marking every piece of work in detail.	Marks the most important questions where the greatest gains can be made.	Uses self-assessment or peer assess work where appropriate.

Marking every piece of classwork.	Uses a whole class feedback crib sheet.	Completes improvements as part of DIRT.
Writing out a full solution when a student gets a question wrong.	Writes a short hint or the next step.	Completes the correction.
Writing "well done you have...next to good aspects of the work.	Puts a double tick next to the best parts of the work.	Can add a reason for the double tick if necessary.