

THE BOLSOVER SCHOOL

Nothing but the best



Assessment Marking Feedback Policy 2025/2026

Approving Body:	The Bolsover School
Approval Date:	31 March 2025
Review Date:	31 March 2026



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.

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 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, 8 and 9 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 (SATs, 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 informal formative assessment and summative assessment.

Formative 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

Summative 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

OUR TEACHING & LEARNING FUNDAMENTALS

Do Now

A 'do now' activity will be available for students as soon as the lesson begins.

The activity should connect students with their prior learning.

The activity should take a maximum of 10 minutes.

Learning Intentions and success criteria

Learning intentions should set out what the teacher wants students to learn and provide appropriate challenge to all students.

Learning intentions can focus on knowledge (to know), understanding (to understand), and/or skills (to be able to).

They will be shared and revisited when appropriate within the lesson in a way that engages students.

When sharing the learning intentions, this should include how the lesson fits into the bigger picture of the learning journey.

Modelling

Modelling will be done using the I do, We do, You do process.

I do – the teacher models, without any student contribution. They verbalise their thought process to illustrate how an expert thinks.

We do – the teacher invites students to contribute to different aspects of the model so one is constructed collaboratively.

You do – before starting this step in the process, a check for understanding takes place to ensure students are ready for independent work. If they are, then students undertake tasks that are scaffolded appropriately. If they are not ready, the teacher responds accordingly.

Questioning

Key questions, and the way students should respond, should be carefully planned.

The vast majority of questioning should use the 'cold calling' technique.

Cold calling – the teacher selects the student (or group) who responds, this is not determined by who has their hand up.

Questions should be asked in a way that maximises the number of students that have to think of an answer. This should include an appropriate variety of:

- Targeted – questions should be targeted at students, or groups of students, to provide appropriate levels of challenge.
- Probe - challenging students thinking or understanding to develop responses.
- Bounce - students are expected to interact with and develop each other's answers.
- Challenge – a range and balance of difficulty should be used, including open and closed questions.

High expectations should be set for student responses. They should always use full sentences, communicate clearly and talk like an expert, including using subject specific vocabulary. Teachers should not accept "I don't know" as an answer.

Checking for understanding

Teachers check for understanding in a way that requires all students to respond, this should be linked to learning intentions.

Information is collected in such a way that it informs a teacher's next steps.

Teachers are responsive to the feedback they receive and plan appropriately challenging next steps for students.

Teachers should circulate the room with purpose during each activity.

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 faculty policies must be based around the following.

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.

Marking:

- Key SPAG errors will be identified and highlighted in selected pieces of work.
- 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 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.

Feedback:

Feedback is defined as information given to the student and teacher about the student's performance relative to learning intentions. It should aim to, and be capable of, producing improvement in students' learning.

Feedback can be written, and it can be verbal.

Feedback practices should be consistent across each subject at each Key Stage.

Student work and feedback will be reviewed by leaders as part of ongoing QA processes.

Aims

Raise the academic achievement of all students by:

- Teachers knowing the strengths and learning gaps of their students to inform their planning
- Students knowing the areas they have performed well in
- Students knowing their specific learning gaps and understanding what they need to do to close them
- Students having Directed Improvement and Reflection Time (DIRT) in lessons
- Students having higher levels of literacy

- Students producing consistently high-quality, well-presented work

Application

Teachers should:

- Lay the foundations for effective feedback by implementing the Trust Fundamentals
- Clarify the purpose and consider students’ motivation and confidence when giving feedback
- Provide feedback on subject level checks for understanding (usually, at least every six lessons) and in-school summative assessments (in-line with the Trust Assessment Calendar)
- Provide feedback in good time following the work upon which it is based
- When writing, use a pen colour consistent with the schools’ expectations
- Give specific details of the strengths of the students’ work
- Identify mistakes and gaps in student learning, including literacy errors
- Provide students with support by identifying actions they should take to improve a specific task type, a specific skill or the student’s own self-regulation
- Plan DIRT for students to act upon feedback by completing sufficiently challenging tasks that close learning gaps
- Establish high expectations for the way in which tasks are completed and presented, using a school-wide system, e.g. PROUD
- Record the band or grade achieved, where a sufficiently large domain has been assessed

Written feedback:

- Teachers should provide written feedback every three weeks, or six lessons, whichever is longer
- Some examples of written feedback include handwritten comments, highlighting success criteria and using codes

Students should:

- Understand the purpose and importance of feedback on their learning
- Correct their mistakes independently
- Respond to feedback and complete DIRT activities effectively to improve their learning
- Use a pen colour, different to the teacher and consistent with the schools’ expectations

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.

Assessment Policy

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.

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 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, 8 and 9 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 (SATs, Reading Age, Spelling Age) to assist staff in understanding the varying ability of the students in their classes.

Method and Frequency of Assessments:

We use three broad forms of assessment: formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative Assessment

Formative assessment is the gathering of evidence to provide a diagnostic assessment of students' knowledge, skills and understanding that informs next steps for teachers and students. This may take the form of informal or formal **checks for understanding**

Formal checks for understanding should be:

- linked to specific learning intentions and success criteria of the curriculum
- gathered from all students systematically
- carried out individually
- designed so it prepares students for summative assessment
- low stakes
- normally never given a grade or band
- recorded if appropriate
- carried out typically at least every six lessons

In-school Summative Assessment

Summative assessment is an evaluation of student learning and progress, curriculum, and teaching over time by comparing against standards or benchmarks.

Summative assessment should be:

- linked to specific learning intentions and success criteria of the curriculum
- an assessment of a large 'domain' of learning
- an assessment of the cumulative learning to that point in the curriculum
- used by teachers to inform planning and address gaps in knowledge
- used by leaders to evaluate the quality of teaching and the suitability of the curriculum
- treated as high stakes such that students prepare effectively and complete it in exam conditions
- standardised across cohorts
- given a grade or band that is recorded by teachers and leaders

- used to inform predicted grades/bands and for reporting
- carried out in line with the Trust Assessment Calendar

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.

Homework Policy

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. Students should receive two achievement points for completion of homework and one behaviour point for non-completion.

Class Charts

All homework will be set through Class Charts, an online homework setting and monitoring tool. A link to Class Charts 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.
- ✓ 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 Class Charts 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.