



ASSESSMENT, FEEDBACK AND REPORTING POLICY

This policy is for the Senior School and replaces the current Assessment Policy. A separate policy exists for the Junior School.

This policy aims to:

- Outline our approach to assessment including formative and summative assessment
- Outline our approach to feedback and marking
- Explain how we monitor student progress and report to parents

A. ASSESSMENT

Our working definition of assessment is that it 'is a process which provides information on the experience and achievement of the individual students, identifies what the student knows, understands and can do, and provides information to guide future learning'. (TGAT Report).

The overall progress of each individual student is a central theme of the philosophy which underpins everything that we aim to achieve from our curricular and extra-curricular activities. The school recognises the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning. We are committed to engaging all staff and students in the use of assessment strategies that promote learning.

i. Principles of Assessment

The following principles underpin this policy:

- All assessment activities are an essential part of the teaching and learning process, informing lesson and curriculum planning in order to shape the next steps in the learning process
- Assessment underpins student progress and enables students to know what they need to do to improve
- Assessment should highlight strengths and areas for development but should also emphasise the positive achievement
- Assessment should give students the time and opportunity to reflect upon and improve their work, and to encourage students to plan the next stages of their learning
- All students are fully involved in the assessment process so that they have a clear understanding of their current levels of performance and are able to identify their individual strengths and areas for improvement
- Regular assessment points should be included in the schemes of work including regular 'low stakes' assessment

- All staff, students and parents have access to appropriate, clear and informative assessment data
- All systems for the recording and reporting of assessment data are efficient and effective

ii. Nationally standardised summative assessment

At Bootham, we use nationally standardised summative assessment from the CEM centre, Cambridge. We use MIIDYIS for schoolrooms (yrs 7-9), YELLIS for seniors (yrs 10+11) and ALIS for college (yrs 12+13). On an individual level, we are able to access IPRs which are useful to highlight individuals' strengths and weakness which is incorporated in teacher planning such as support or extension activities. We use chances graphs to inform conversations between teachers and students about potential, future performance and the strategies students need to employ to reach their desired outcomes. We use baseline scores as an indication of ability and according to which we compare attainment grades in order to assess progress and identify underperformance - please see section C: Monitoring and Tracking Student performance.

On a whole school level, baseline data enables us to assess and monitor the performance of different cohorts, identifying where interventions may be required and to understand how pupils are performing in comparison to pupils nationally. After results days, each Head of Department is asked to conduct an in-depth review in the autumn term of their exam results and how students performed compared to their baseline scores. Each HOD will meet the Head and the Deputy Head Academic to discuss the performance of the students in their cohorts and identify any areas for improvement which are noted on an action plan to be reviewed the following year.

iii. In school Summative Assessment

The purpose of summative assessment is to evaluate the students learning at a particular point in time by comparing it against some standard or benchmark. For younger students, the assessment criteria will be set by the departments, and for exam classes, staff will make increased use of exam board criteria. The goal of summative assessment is to evaluate students learning at the end of a topic, unit, term or year. This helps students to understand how well they have learned and understood a topic, a unit or a course and identify where there are any gaps in their skills or knowledge. The frequency of summative assessments are determined by individual departments, outlined in schemes of work, and carried out through the year.

As a result, teachers are able to evaluate learning and student progress at the end of a certain period of time and to review the impact of their own teaching. In the summer term, there are internal end of year exams for years 7, 8, 9, 10 and 12.

In a Quaker environment, we encourage students to measure themselves against their own best standards and not against others, so we do not therefore publish rank orders.

iv. In-school Formative Assessment

The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Students need to know what they are working towards, where they stand in relation to the criteria and how to get there. This formative assessment is given verbally and in written form. Formative Assessment includes a wide variety of activities, ranging from the discussion of progress with teachers during lessons, questioning in class, the quality of comments on corrected work and reports, peer and self-assessment and by grades for attainment and attitude to learning. Evidence suggests that a combination of these approaches works best. The best feedback will give students a clear understanding of how they can improve, with students then acting on this guidance.

B. FEEDBACK

Feedback is the communication of vital information which serves to improve future learning and, thus, attainment. It should focus on the learner's performance relative to learning goals. The feedback can be verbal or written and given from the teacher to student, from student to student or from student to teacher. Feedback can be about the learning activity itself, about the process of the activity or about the student's management of their learning.

The studies of feedback reviewed by the Education Endowment Foundation, found on average that the provision of high-quality feedback leads to significant progress over the course of a year. As you can see from the graphic below, research suggests that providing feedback is one of the most effective ways of improving students' learning.

Bootham School's feedback policy aims to promote consistently high standards of feedback.

Forms of Feedback

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Effective teachers use a combination of these, choosing the appropriate form to fit the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. Each department will ensure the quality and consistency of giving and receiving feedback whilst maintaining their own distinct individuality e.g. a particular department such as Art may rely more heavily on verbal feedback than say English.

Aims of Feedback

There are several possible aims of feedback for both student and teacher which apply where and when relevant:

- i. To enable students to make progress by reflecting upon their learning
- ii. To encourage students to respond to feedback and make improvements
- iii. To provide strategies for students to improve
- iv. To inform planning for the next phase of learning
- v. To create a dialogue between student and teacher
- vi. To facilitate subject specific target setting for the student

Principles of Feedback

Bootham's feedback policy aims to promote the consistent application of high-quality feedback. In doing this, there must be a consistency of approach to ensure that in all subjects, across all abilities, students are given the same opportunities to maximise their learning and achievement.

This policy sets down the general principles which subjects must use to draw up their own policies to suits their curriculum needs.

The general principles are:

- i. Students understand the importance of Feedback
- ii. Feedback moves learning forward
- iii. Peer and self-feedback is a valuable tool for learning that should occur regularly
- iv. Students should be given time to reflect critically and act upon their feedback.

v. **Monitoring and Evaluation**

- i. Heads of Departments must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects.
- ii. Heads of Departments should ensure that feedback enables students to progress their learning. This may involve conversations with students, work scrutiny, observations etc.
- iii. LM will regularly monitor the quality of feedback in the departments for which they are responsible.

Practical Application of Principles

a) Students understand the importance of Feedback

- i. Class time will be given at the start of each year to explain the importance of feedback and how it enhances learning.
- ii. According to the class or key stage, students will be provided with a helpful feedback guide from each subject which will explain to students the departmental policy, practices and expectations with regard to feedback.

b) Feedback moves learning forward

- I. Feedback should be in the context of clear assessment criteria or learning goals.
- II. Feedback should highlight what has been done well and focus on what a student needs to improve e.g. 3 stars and a wish; WWW, EBI.
- III. Students will be given specific goals/targets to improve on important tasks or detailed pieces of work e.g. once per half term (See Departmental Feedback Policies)
- IV. Where possible, feedback will ask probing questions which provoke thinking and suggest next steps for improvement. Therefore, it should provide hints and clues but make students work for ‘the answer’
- V. Feedback needs to be timely so students can engage with and act upon the comments/guidance.

c) Peer and self-feedback is a valuable tool for learning that should occur regularly

- i. Students need to be clear what the success criteria are and what constitutes “success” against the criteria.
- ii. Peer and self-feedback should be modelled as part of a classroom culture which is kind, specific and helpful. All comments should focus entirely on the work. Peer feedback should be done in a different colour pen.

d) Students should be given time to reflect critically and act upon their feedback.

- i. When Feedback is given to students it is essential to allow “R n R”(Reflect and refine) time in class for students to read the comments, engage with the feedback and reflect critically on how to improve their work.
- ii. Acting on feedback could include redrafting of a whole piece of work, redrafting a section of the work, redoing something (for example a graph), answering a question or questions or editing.
- iii. In all curriculum areas, students may be provided with progress sheets, which log all feedback comments in one place. It is easy for students to see what their previous targets were and for a teacher to see if a student has taken on board comments from previous work or not.

Type and Frequency of Feedback

a) Type and frequency of verbal feedback

- i. Verbal Feedback is the most frequent form of feedback
- ii. It has immediacy and relevance as it should lead to direct student action
- iii. Verbal feedback may well be directed to individuals, groups of students or the whole class; these may or may not be formally planned.

b) Type and frequency of written feedback

- i. Written feedback can be broadly categorised as detailed or maintenance. The frequency of each type of written feedback will vary between subjects and key stages. Some subjects that are more practical may not have lengthy written feedback (See individual department policies for alternative strategies)
- ii. Detailed feedback will clearly identify the strengths and strategies for improvement that students will then act upon during R n R time or during prep. A number of pieces per subject will be marked in-depth across the year. Schemes of work should highlight which pieces of work will include detailed feedback (see department policies for frequency)
- iii. Written feedback may involve the delaying of grades, not giving a grade until the final piece or not giving grades at all. (See individual department policies)
- iv. Maintenance marking may identify specific issues such as key words, literacy/vocabulary, misconception and presentation issues. There will be variation depending on nature of subject.

c) Type and frequency of self-feedback/peer feedback

- i. Using peer and self-feedback well can have a transformational effect on learning
- ii. It can reduce teacher workload with effective structure and modelling.
- iii. Teachers should share success and/or assessment criteria where appropriate
- iv. Self-assessment can help to develop meta-cognitive skills involving students in evaluating their own work and progress and that of their peers. Through self-assessment, students can become more independent learners.
- v. Where helpful, Peer and self-feedback should be used regularly on pieces of work and built into "R n R" time. (See individual department policies).

C. MONITORING AND TRACKING STUDENT PERFORMANCE

Teachers will monitor student performance across the year within their subject areas. They will use a variety of evidence to ascertain a student's progress from participation in class, to results of preps and end of unit tests which will be recorded in their mark books along baseline data. At each report round and test/exam session, a student's performance is reviewed and compared to the baseline data available to us for that cohort. In this way, we can identify students who are under-performing. To this end, we have implemented tracking sheets (**appendix 1**) which track a student through a key stage. Students are regularly discussed at departmental meetings, tutor meetings and whole staff meetings and support and appropriate intervention are agreed upon. Students are encouraged to reflect upon their own performance during the one-to-one interviews which take place between tutor and tutee each term and during which objectives for improvement are set.

D. REPORTS AND PARENTS' EVENINGS

Parents /Guardians are kept abreast of student progress through parents' evenings and reports (**appendix 2**). There are two written reports and a parents' evening per year group. It is also expected that any significant concerns, either academic or pastoral, will be communicated to parents directly, in between any reporting periods or parents' evenings, either by phone, email or letter. Parents are encouraged to contact school if they have any concerns or questions.

Parents' evenings are held annually for the parents or guardians of all year groups. Students in all year groups are invited to these occasions. Information is provided which is objective, namely, marks and grades achieved, courses undertaken, difficulties encountered and success gained. The opinions of staff when offered are based on their professional expertise and on the aims of the school. If parents are unable to attend, a written summary of progress from each teacher will be collate and sent by the student's tutor.

Reporting provides communication between teachers, tutors, students and parents/guardians. Reports are intended to provide accurate information about progress, aptitude and where appropriate, attitude of students to their studies and other activities (**appendix 3**). This is with a view to encouragement, positive achievement and recognition of skills: self-esteem is one goal of a Quaker education and reporting contributes to this. Reports communicate to parents: grades for attainment and attitude to learning, exam and test grades, and predicted grades where appropriate and a written comment.

Our reporting system is regular and rigorous, identifying:

- The skills, knowledge and understanding of students (summative)
- The student's strengths and areas for improvement (diagnostic)
- Objectives for the students' learning (formative)
- Actions the students must take to meet the objectives(formative)

Policy created: September 2021
Person responsible: Deputy Head (Academic)
Review group: LM/Education Committee
Approval group: Governors Meeting
Date of next review: September 2022

Note: This policy will be reviewed on an annual basis for matters of fact and process.

Appendix 1 - Student tracking example

| Subject | MidYis | Yellis | Lower Schoolroom | | Middle Schoolroom | | Upper Schoolroom | | Lower Senior | | |
|---------|--------|--------|------------------|-------------|-------------------|-------------|------------------|-------------|------------------------|------------------------|------------------------|
| | 115 | 117 | Spring 2018 | Summer 2018 | Spring 2019 | Summer 2019 | Autumn 2019 | Summer 2020 | Autumn Attainment 2020 | Autumn Test Grade 2020 | Summer Attainment 2021 |
| Ma | | | A | A | A | A* | A* | A | 9 | 9 | 9 |
| En | | | C | B | A | C | B | C | 5 | 6 | 7 |
| E Lit | | | - | - | - | - | - | - | - | - | - |
| Bi | | | A | A | A | A | A | A | 8 | 7 | 8 |
| Ch | | | B | A | A | A | B | A | 7 | 7 | 8 |
| Dt | | | B | B | B | B | B | C | 6 | 6 | 6 |
| Gm | | | - | A | A | A | B | A | 6 | 4 | 7 |
| La | | | - | - | A* | A* | A | A | 7 | 7 | 8 |
| Mu | | | A | A | C | A | A | B | 6.5 | 7 | 7 |
| Ph | | | A* | A* | A | C | A | A | 7 | 7 | 6 |

Appendix 2

| REPORTING AND ASSESSMENT SCHEDULE - 2021 - 2022 | | | | | | | |
|---|--|----------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
| | Lower Schoolroom | Middle Schoolroom | Upper Schoolroom | Lower Senior | Upper Senior | College One | College Two |
| 30-Aug-21 | TD INSET - Thursday and Friday - 2nd and 3rd September | | | | | | |
| 06-Sep-21 | Induction | Induction | Induction | Induction | Induction | Induction/CI Presentatio | Induction |
| 13-Sep-21 | Information evening | | | | | | |
| 20-Sep-21 | | | | | | | |
| 27-Sep-21 | | | | | | | |
| 04-Oct-21 | | | | Information evening | Exams | | |
| 11-Oct-21 | V Short Report - SB | | | | | | |
| 18-Oct-21 | V Short Report - TP | | | | | | |
| 25-Oct-21 | Half Term - 4.00 p.m. Wednesday 20th October to Monday 1st November | | | | | | |
| 01-Nov-21 | | | | Class Tests | | Class Tests | Reports SB |
| 08-Nov-21 | | | | | V Sh Rep+ Exam Res | | Reports T |
| 15-Nov-21 | | | Reports - S B | | Into to A Levels | Reports SB | Reports HP |
| 22-Nov-21 | Parents' Evening - P | | Reports - T | Reports SB | | Reports T | Progress reviews |
| 29-Nov-21 | | Parents' Evening - T | Reports - HP | Reports T | | Reports HP | Progress reviews |
| 06-Dec-21 | | | | Reports HP | MFL MockOrals | Progress reviews | Mock Art + FM |
| 13-Dec-21 | Christmans Holdlay - 12.30 p.m. on Saturday 11 December to Wednesday 5 January (INSET - Tuesday 4 January) | | | | | | |
| 20-Dec-21 | | | | | | | |
| 27-Dec-21 | | | | | | | |
| 03-Jan-22 | | | | | Mock Exams | | |
| 10-Jan-22 | | | | | Mock Exams | | |
| 17-Jan-22 | | | | | | | |
| 24-Jan-22 | | | Parents' Evening - R | | | | |
| 31-Jan-22 | | | | Parents' Evening - P | Mock Results | | |
| 07-Feb-22 | | | | | Parents' Evening - R | | |
| 14-Feb-22 | | | | | | | |
| 21-Feb-22 | Half term - 4.00 p.m. on Friday 18th February to Monday 28th February | | | | | | |
| 28-Feb-22 | Reports SB | Reports SB | | | | | Mock Exams |
| 07-Mar-22 | Reports T | Reports T | | | | Parents' Evening - P | Mock Exams |
| 14-Mar-22 | Reports HP | Reports HP | | | | | |
| 21-Mar-22 | | | | | | | Mock Results |
| 28-Mar-22 | | | | Exams | MFL Orals | | Parents' Evening - R |
| 04-Apr-22 | Easter Holiday - 4.00 p.m. on Friday 1 April to Monday 25th April | | | | | | |
| 11-Apr-22 | | | | | | | |
| 18-Apr-22 | | | | | | | |
| 25-Apr-22 | | | | | Art GCSE | | |
| 02-May-22 | | | | Reports - S B | Public Exams (CIE) | | |
| 09-May-22 | | | | Reports - T | Public Exams | | |
| 16-May-22 | | | | Reports - HP | Public Exams | | Art A Level |
| 23-May-22 | Exams | Exams | Exams | | Public Exams | | Public Exams |
| 30-May-22 | Half term - 4.00 p.m. on Thursday 26 May (INSET - Friday 27 May) to Monday 6 June | | | | | | |
| 06-Jun-22 | | | | | Public Exams | | Public Exams |
| 13-Jun-22 | Reports - S B | Reports - S B | Reports - S B | | Public Exams | Exams | Public Exams |
| 20-Jun-22 | Reports - T | Reports - T | Reports - T | | Public Exams | Exams | Public Exams |
| 27-Jun-22 | Reports - HP | Reports - HP | Reports - HP | | | Res to Parents+PE - R | Leavers' Cards |
| 04-Jul-22 | | | | | | | |

Appendix 3

| Attitude to Learning | |
|--|--|
| <u>Engagement</u> | <u>Self-regulation</u> |
| <p>Excellent</p> <p>Highly engaged in class, always on task and asking insightful questions. Enthusiastically seeks to develop new understanding and skills to further their learning. Highly reflective, always responding constructively to feedback.</p> | <p>Excellent</p> <p>Highly Independent. Prioritises and completes work out of the classroom, always meeting deadlines. Always works with determination whenever difficulties are encountered.</p> |
| <p>Good</p> <p>Actively engaged in class, mostly on task and regularly asking thoughtful questions. Seeks to develop new understanding or skills to further their learning. Reflects on their work, responding to feedback most of the time.</p> | <p>Good</p> <p>Independent most of the time. Prioritises and completes work outside of the classroom meeting most deadlines. Often works with determination to overcome difficulties encountered.</p> |
| <p>Inconsistent</p> <p>Moderately engaged in class, sometimes asks questions. Does the work in front of them but does not always seek to use it to further their learning. Occasionally reflective, responding to feedback some of the time.</p> | <p>Inconsistent</p> <p>Some independence with work outside of the classroom but inconsistent in meeting deadlines. Sometimes works with determination when encountering difficulties.</p> |
| <p>Concern</p> <p>Needs to show greater engagement in their learning. Lacks motivation and focus. Needs to reflect more on their work and to act more constructively on feedback.</p> | <p>Concern</p> <p>Frequently needs help to be independent with work outside of the classroom. Needs to prioritise better, focussing on meeting deadlines and needs to show a greater determination.</p> |