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
- 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 weaknesses which is incorporated in teacher planning such as support or extension activities. We use baseline scores and chances graphs as an indication of likely attainment, 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 their analysis forms, and their Department Development Plan (DDP). The DDP is reviewed and updated over the course of the following year.

iii. In school Evaluative Assessment

The purpose of evaluative 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 such 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 these 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 10 and 12. Lower and Middle Schoolrooms undertake a range of evaluative tasks during the first half of the summer term. Not all departments will share marks or grades with the students as a result of these assessments, but they will all provide feedback to support the students' understanding of their learning and to support their progress. Upper Schoolroom have class tests during the first half of the summer term.

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 adapt their teaching and by students to enhance 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 'close the gap' between where a students' learning currently is and where we want it to be. 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.

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 enhance 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 guidance to suit their curriculum needs.

The general principles are:

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

Monitoring and Evaluation

i. Heads of Departments must ensure their departmental feedback supports the school policy. Heads of Departments should ensure that feedback enables students to progress their learning. This may involve conversations with students, work scrutiny, observations etc.
ii. 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 appropriate points during the academic year to explain the importance of the specific feedback given, and how it enhances learning.
ii. Students will have the opportunity to tell their teachers how effective or otherwise they have found the feedback they have been given.

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
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 can be a valuable tool for learning

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 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 the various 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. The frequency of each type of written feedback will vary between subjects and key stages. Some subjects that are more practical (such as Core PE) may not have much, if any, evidence of written feedback Feedback will clearly identify the strengths and strategies for improvement that students will then act upon during lesson time or 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 written feedback. Written feedback may involve the delaying of grades, not giving a grade until the final piece or not giving grades at all. Feedback may also 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
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. Where impactful, peer and self-feedback may be used regularly.

C. MONITORING AND TRACKING STUDENT PERFORMANCE

Departments will monitor student performance across the year within their subject areas. They will use a variety of evidence to ascertain a student's progress, such as participation in class, to results of preps and end of unit tests which will be recorded in their departmental data system along with baseline data. In this way, we can identify students who are under-performing. 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.

At each report round and test/exam session, a student's overall performance is reviewed and compared to the baseline data available to us for that cohort. This review is carried out by their Head of Year. For Seniors and College, the review leads to an intervention planning meeting with the Deputy Head (Academic). Further information is sought from Heads of Department at this stage, to aid and inform intervention planning. To this end, we have implemented tracking sheets (**appendix 1**) which track a student through a key stage.

D. REPORTS AND PARENTS' EVENINGS

Parents /Guardians are kept abreast of student progress through parents' evenings and reports (**appendix 2**). Both written reports and parents' evenings are provided for parents/ guardians in each 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 and guardians are encouraged to contact school if they have any concerns or questions.

Parents' evenings are held at least once a year 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. 'Full' reports communicate to parents: grades for attainment and attitude to learning, exam and test grades where appropriate, and predicted grades where appropriate as well as a written comment. 'Grade and Tutor' reports communicate grades for attainment and attitude to learning as well as a written comment from the tutor which focuses on the pastoral aspects of the student's progress.

Our reporting system is regular and rigorous, identifying:

- The skills, knowledge and understanding of students (evaluative)
- 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)

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

Appendix 1 - *Student tracking example*

Subject	Yellis	Yellis Forecast	Yellis Most Likely Grade	Set	Lower Schoolroom Spring 21	Middle Schoolroom Spring 22	Middle Schoolroom Summer 22		Upper Schoolroom Autumn 2022	Upper Schoolroom Summer 2023		Lower Senior Autumn 2023		Lower Senior Full Report Spring 2024	Lower Senior Exam Grades Summer 24
					Attainment	Attainment	Attainment	Test Grade	Attainment	Attainment	Test Grade	Attainment	Test Grade	Attainment	Test Grade
Art	118	6/7	6	11E/Ar	B	B	A	A	A	A*		7	7	8	
Drama	118	6/7	6	11F/Dr	B	A*	A*		A*	A		7		8	
English	118	6/7	6	11B/En1	B	A*	A*	A*	A*	A*	A*	7	5	8	9
French	118	6/7	7	11A/Fr	A*	A*	A	A	A*	A*	A*	6	4	7	7
History	118	7	8	11C/Hi	A	A	A	A	A	A*	A*	9	9	9	9
Latin	118			11D/La			A	A*	A	A	A	7	7	7	7
Maths	118	7	7/8	11-2AW/Ma	A	A*	A	A	A	B	B	7	8	7	6
Music	118	6/7	7/8	11H/Mu	B	A	A	A	A*	A	A	9	9	8	6
Physical Education	118			11/PE(KAH)	B	B	B		B	B		7		5	
Physics	118	7	8	11G/Ph	C				B	B	C	7	6	7	6

Policy created: September 2024
Person responsible: Deputy Head (Academic)
Review group: Education Committee
Approval group: Governors Meeting
Date of next review: September 2027

Bootham School Reporting & Assessment Schedule 2024-2025

	W/C	LOWER SCHOOLROOM (Y7)	MIDDLE SCHOOLROOM (Y8)	UPPER SCHOOLROOM (Y9)	LOWER SENIOR (Y10)	LOWER SENIOR (Y10) NEA DEADLINES	UPPER SENIOR (Y11)	UPPER SENIOR (Y11) NEA DEADLINES	COLLEGE ONE (Y12)	COLLEGE ONE (Y12) NEA DEADLINES	COLLEGE TWO (Y13)	COLLEGE TWO (Y13) NEA DEADLINES
INSET X2	26-Aug											
1	02-Sep	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION	INDUCTION
2	09-Sep	INFORMATION EVENING						GCSE Drama Portfolio Deadline Draft 2				
3	16-Sep								INFORMATION EVENING			
4	23-Sep				INFORMATION EVENING							
5	30-Sep											Music agree recital repertoire
6	07-Oct						REPORT - SB					
7	14-Oct						REPORT - TT AND PUBLISH					
	21-Oct	Half Term 18/10 16:00										
	28-Oct											
8	04-Nov											
9	11-Nov				CLASS TESTS from Wed		INTRO TO A LEVELS	Music Performance 1				
10	18-Nov				CLASS TESTS to Tues					College One Geog trip Stratford	REPORT - SB	
11	25-Nov					English Lit Modern Drama Deadline		History IGCSE Course work Hand in			REPORT - TT	
1	02-Dec	GRADE REPORT	GRADE + TUTOR REPORT	GRADE +TUTOR REPORT	GRADE +TUTOR REPORT		ART MOCK Fri-Sat	Music Compostion 1	TEACHER PARENTS EVE		REPORT - HD AND PUBLISH	Music Comp 1
2	09-Dec	TUTOR PARENTS EVE^	TUTOR AND PUBLISH	TUTOR AND PUBLISH	TUTOR AND PUBLISH		MOCK ORALS, MATHS & ENG			English Coursework Deadline	ART & FM MOCK/ REPORT - HD AND PUBLISH	NEA Geog A Level Deadline /English - Comparative and Contextual Course work Deadline
	16-Dec	Christmas 13/12/2024 16.00										
	23-Dec											
	30-Dec											
INSET 2	06-Jan			GCSE OPTIONS MORNING			ART PREP TUES, EXAMS Wed	Art Comp 2 NEA issued principle				
3	13-Jan						MOCK GCSES to Tues		CLASS TESTS from Wed			
4	20-Jan			TEACHER PARENTS EVE				Art Comp 2 NEA issued practice - Art Comp 1 Deadline	CLASS TESTS to Tues			
5	27-Jan				REPORT - SB							Art Comp Deadline 31st Jan
6	03-Feb				REPORT - TT		Exam grades inputted	Music Performance 2		College One Geog to Cranedale		1st Feb - Art Comp 2 NEA ISS to students/Music Mock recitals
7	10-Feb				REPORT - HD AND PUBLISH		TEACHER PE/ A LEV OPTS*				MOCK A LEVELS	
	17-Feb	Half Term 14/02 16:00										
8	24-Feb										MOCK A LEVELS	
	03-Mar											Poss Music examiner
10	10-Mar		TEACHER PARENTS EVE^						REPORT - SB	A Level Drama Practical	Exam grades inputted	History A Level NEA hand in 15 March/Poss Music examiner
11	17-Mar							Drama - Practical Exam Performance/Potential PE Assessment	REPORT - TT	A Level Drama Coursework	TEACHER PARENTS EVE	Poss PE A Level Moderation/Poss Music examiner
1	24-Mar	TEACHER PARENTS EVE					ART EXAM Wed - Thurs	Potential PE Assessment	REPORT - HD AND PUBLISH			Poss PE A Level Moderation/Poss Music examiner
	31-Mar	Easter 28/03 16:00										
	07-Apr											
	14-Apr											
2	21-Apr	ASSESSMENTS	ASSESSMENTS		EXAMS from Wed		MFL & EAL orals Wed - Fri	Art Comp 2 NEA deadline/Music Comp 2/DT NEA Internal Deadline/Potential PE Assessment				History A Level hand in Poss PE A Level Moderation Music Comp 2/ Poss Music examiner
3	28-Apr				EXAMS to Tues	Geography - Belncathra	IGCSE EXAMS TBC	Potential PE Assessment	UCAS evening	A Level Drama Portfolio Course work		Poss PE A Level Moderation/ Poss Music examiner
4	05-May					English Lit Heritage text deadline	IGCSE and GCSE EXAMS				ART A LEVEL Wed-Fri	Art NEA Comp 2 Deadline DT NEA InternalDeadline
5	12-May			CLASS TESTS from Wed	Exam grades inputted Wed		GCSE EXAMS				A LEVEL EXAMS	Physics Practical
INSET 6	19-May			CLASS TESTS to Tues	TEACHER PARENTS EVE^		GCSE EXAMS		EXAMS off TT		A LEVEL EXAMS	
7	26-May	Half Term 22/05 16:00										
8	02-Jun	REPORT - SB	REPORT - SB				GCSE EXAMS		EXAMS in class, plus Art		A LEVEL EXAMS	
9	09-Jun	REPORT - TT	REPORT - TT	REPORT - SB			GCSE EXAMS				A LEVEL EXAMS	
10	16-Jun	REPORT - HD AND PUBLISH	REPORT - HD AND PUBLISH	REPORT - TT			GCSE EXAMS		Exam grades inputted		A LEVEL EXAMS	
11	23-Jun			REPORT - HD AND PUBLISH		GCSE Practical Performance	25 June contingency day		TEACHER PARENTS EVE		LEAVERS' CARD/25 June cont day	
N/A	30-Jun					GCSE Drama Portfolio Deadline				Literature comparative deadline		
	07-Jul	Summer 04/07 12:30										
	14-Jul											

Year Group	Event	Date	Event	Date	Event	Date
Lower Schoolroom	Information Evening	Wednesday 11 September 2024	Tutor parents' evening	Tuesday 10 December 2024	Teacher parents' evening	Monday 24 March 2025
Middle Schoolroom					Teacher parents' evening	Tuesday 11 March 2025
Upper Schoolroom			GCSE options morning	Saturday 11 January 2025	Teacher parents' evening	Tuesday 21 January 2025
Lower Senior	Information Evening	Thursday 26 September 2024			Teacher parents' evening	Tuesday 20 May 2025
Upper Senior			Intro to A Levels	Thursday 21 November 2024	Teacher parents' evening	Thursday 13 February 2025
College One			Teacher parents' evening 1	Monday 2 December 2024	Teacher parents' evening 2	Monday 23 June 2025
College Two					Teacher parents' evening	Thursday 20 March 2025

Parents' Evenings
(^ denotes remote)
Mock Exams
Information Evenings
Public Exams
Formal assessments

Reports

Full reports, tutor, head, boarding, music peri inc marks if after tests/exams

S= Subject
B= Boarding
T= Tutor
P = Publish
H= Head
Grade and tutor

Appendix 3

Attitude to Learning	
Engagement	**Self-regulation**
Excellent 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.	Excellent Highly Independent. Prioritises and completes work out of the classroom, always meeting deadlines. Always works with determination whenever difficulties are encountered.
Good 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.	Good Independent most of the time. Prioritises and completes work outside of the classroom meeting most deadlines. Often works with determination to overcome difficulties encountered.
Inconsistent 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.	Inconsistent Some independence with work outside of the classroom but inconsistent in meeting deadlines. Sometimes works with determination when encountering difficulties.
Concern 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.	Concern 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.