



# BCCS Assessment and Feedback Policy

Bristol Cathedral Choir School is shaped by the Christian vision: ***Gathered together, that all may thrive***. Underpinned by the core values of **kindness, courage** and **hope**. All students are encouraged to discover and achieve their full potential. BCCS is a community that values and celebrates diversity in which everyone has a unique role to play.

Aims & Objectives of this policy:

- *To establish a shared approach to how our students receive feedback*
- *To explain the purpose of different forms of marking and feedback*
- *To establish marking at BCCS as meaningful, motivating and manageable*
- *To explain the intention behind assessments and establish a timetable for when assessments are carried out*
- *To explain how we report on students progress, effort and responsibility for learning.*

Assessment is an integral part of teaching and learning. We recognise assessment as serving four main functions:

1. Giving feedback to students to improve or extend their learning
2. Providing knowledge for teachers to adapt the curriculum and its delivery
3. Monitoring for school leaders to check standards of teaching and learning and to identify areas of priority
4. Reporting to parents/carers/key adults/outside professionals.

We expect our marking and feedback to be read by students as kind and hopeful; we expect students to act with courage to improve their work so that they can thrive academically.

This policy sets out the following:

1. BCCS Assessment Map
2. Marking for Progress detail
3. Reporting of Assessment

## 1. BCCS Assessment Map

<b>Timescale/ Purpose</b>	<b>Formative Feedback for Students</b>	<b>Formative Knowledge for Teachers</b>	<b>Summative Monitoring for School Leaders</b>	<b>Summative Reporting to Parents and Carers</b>
<b>Yearly</b>	Classroom subject assessments (Y7-9)  Mock Exams (Y10, 11 and 13)  Progress Exam (Y12)  Introductory assessment (Y12)	Classroom subject assessments (Y7-9)  Literacy Screening NGTR (Y7-9)  Cognitive Ability Testing (Y7)  Mock Exams (Y10, 11 and 13)  Progress Exam (Y12)  Introductory assessment (Y12)	Classroom subject assessments (Y7-9)  English, Math and Science GL Progress Tests (Y7-9)  Literacy Screening NGTR (Y7-9)  Cognitive Ability Testing (Y7)  Mock Exams (Y10, 11 and 13)  Progress Exam (Y12)	Cognitive Ability Testing (Y7)  Mock Exams (Y10, 11 & 13)  Progress Exam (Y12)  Written Report
<b>Termly (3 per year)</b>	Reporting of Effort, Homework, Responsibility (BRAG)		Reporting of Effort, Homework, Responsibility (BRAG)	Reporting of Effort, Homework, Responsibility (BRAG)
<b>Half Termly (6 per year)</b>	Marking of work/in class assessments - as per whole school and department marking and feedback policies	Marking of work/in class assessments - as per whole school and department marking and feedback policies		
<b>Weekly/ Daily</b>	Feedback every lesson through questioning and 'Live marking'	Feedback every lesson through questioning and 'Live marking'		

## 2. Marking for Progress

### Context & Introduction

The Marking for Progress policy detail below is considerate of our unique setting, informed by discussion with our expert teachers and subject leads and supported by key evidence drawn from educational research. The policy has been formulated, written and refined in collaboration with teachers, students and parents. At BCCS we recognise the conclusions made by the EEF toolkit research into Feedback (2016 and 2021), namely:

- Feedback should focus on the specific learning gaps that pupils exhibit and aim to move learning forwards. This might be by focusing on the task, the subject, or on self-regulation strategies.
- Feedback will be most meaningful when it has been planned for as part of a coherent curriculum. Teachers and subject leaders must identify which work should be marked and what the purpose of the marking should be.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking. Teachers should, therefore, implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it.
- Teachers should provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
- Some forms of marking, including acknowledgement marking and feedback commenting on pupil's personal characteristics, are unlikely to enhance pupil progress.
- Schools should mark less in terms of the number of pieces of work marked, but mark better.

Whilst we recognise the common features of effective marking and feedback identified above we recognise the uniqueness of the subjects across the curriculum. Because of this we have empowered subject leaders to develop marking policies appropriate for the students who learn their subject. For example, the delivery of effective feedback in Maths and Science is different to that of Art or English in frequency and type.

The detail:

BCCS teachers will:

1. Mark according to their **subject specific** Marking policy and the whole school frequency schedule.
2. Identify when to give individualised feedback in the form of RARs and when to give whole class feedback using the school template.
3. '**Live Mark**' students as directed by Subject Leads using the shared approach: 1) *Acknowledge & praise progress made* 2) *Check for, and address misunderstandings* 3) *Agree next steps to prepare for further learning*.
4. Provide **RaRs** that help students move their learning forward and provide students with time to respond to these in green pen.
5. Explicitly teach students how to recognise **progress** in the subject.
6. Monitor books for **standards** and act to ensure they are upheld. Where standards are poor ensure students improve their books.
7. Promote positive literacy by using marking codes and **modelling** how to correct inaccurate SPaG. Mark for **disciplinary literacy** as per department marking policies, with PP students receiving literacy feedback at least once per half term.
8. **Time their marking** to allow for accurate reporting on progress and with a knowledge of the gaps in learning at key assessment points.
9. Plan and utilise AfL techniques in order to **verbally respond** to learning throughout lessons.

## Whole School Marking Frequency Schedule

Key Stage 3	Key Stage 4	Key Stage 5
<p>½ termly individual feedback in each students book To include emphasis on technical accuracy of written work using whole school marking codes and quality of books</p>	<p>½ termly individual feedback in each students book To include emphasis on technical accuracy of written work using whole school marking codes and quality of books</p>	<p>Fortnightly individual feedback or whole class feedback; individuals to receive feedback at least twice a ½ term. To include emphasis on technical accuracy of written work using whole school marking codes. Quality of folders to be checked once per ½ term.</p>
<p>½ termly whole class feedback (stuck in) plus individual feedback in PPSEND books. To include emphasis on technical accuracy of written work using whole school marking codes and check for quality of books</p>	<p>½ termly whole class feedback (stuck in) plus individual feedback in PPSEND books To include emphasis on technical accuracy of written work using whole school marking codes and check for quality of books</p>	

NB: All of the above applies to all BCCS students, including those who complete work electronically. Teachers should not expect students to print off work on a regular basis but will mark work on google docs.

### **Whole School Marking Codes:**

😊	Model work
HP	<i>House Point</i>
Sp	Spelling (Write the correct spelling and Sp <sub>x3</sub> and expect student to write the spelling out correctly 3 times)
P	Punctuation (including apostrophe)
Ca	Capital letter required
//	New paragraph
?	This word or sentence doesn't make sense yet – read and correct
^	Word(s) missing
↻	Reproduce this work
V	Vocabulary choice could be improved
O	Missing full stop

### **Common acronyms used at BCCS:**

RAR	Read and respond
DIRT	(Dedicated Improvement and Reflection Time)
SIT	(Silent Improvement Time)
WWW	What Went Well...
EBI	Even Better If...

### **BCCS students will:**

1. Act on teacher/tutor feedback and instruction.
2. Complete all RaRs, sp<sub>x3</sub> and ↻ in **green pen** and within a week of them being set.
3. Reflect on their feedback from teachers and take ownership of making progress in their learning.
4. Make the most of SIT as an opportunity to improve on their work or reflect on their learning.

### **BCCS parents/carers are invited to:**

1. Talk to your children about the progress they are making in their subjects. Help them reflect on how they might improve.
2. Help your children to come equipped with exercise books so they can make the most for their SIT (Silent / Self Improvement Time).
3. Offer help with the completion of RaRs "Can you show me what RaRs you are working on?" If children say they do not know how to complete the RaR, please encourage them to follow up with their subject teachers.
4. Celebrate mistakes as well as successes and praise where your child has improved their work.

### 3. Reporting of Assessment

CURRENT 23 - 24	CAT4	NGRT/ NGST	Maths English (& Science ) GL Progress Test	Progress BRAG Against CATs/SAS/ teacher knowledge	Teacher target (always reviewed at KS4/5)	Proj grade	Effort BRAG	Homework BRAG	RFL BRAG	Comment with Next Steps
Y7	Sept	Sept	Sept June*	Mar July	-	-	Oct (internal)  Mar July	Oct (internal)  Mar July	Oct (internal)  Mar July	July
Y8	-	Feb	July*	Nov (internal) July	-	-	Nov July	Nov July	Nov July	July
Y9	-	Feb	July*	-	Jan	Jan	Jan June	Jan June	Jan June	June
Y10	-	-	-	-	Sept	Sept Jan	Sept Jan	Sept Jan	Sept Jan	Sept
Y11	-	-	-	-	Oct Jan Mar	Oct Jan Mar	Oct Jan Mar	Oct Jan Mar	Oct Jan Mar	Jan
Y12	-	Sept (Lucid)	-	-	Nov Feb Jun	Nov Feb Jun	Nov Feb Jun (Study habit)	Nov Feb Jun (Study habit)	Nov Feb Jun (Study habit)	June
Y13	-	-	-	-	Nov Feb Apr	Nov Feb Apr	Nov Feb Apr (Study habit)	Nov Feb Apr (Study habit)	Nov Feb Apr (Study habit)	Apr

### 3b. Written Reports - Guidance for lower school reporting:

#### Comment and Next Steps MUST

- be written to the parent/carer NOT the student
- be between 40 and 80 words
- acknowledge the person
- state the reason for the progress made
- use specific and meaningful next steps
- use constructive language

#### Example Comment and Next Steps

*Bushra has excelled in class over the course of this year because of her commitment to learning and revising her vocabulary outside of class. The presentation 'Mes Vancances' she made to the class was very well planned and delivered with attention to her pronunciation. To move forward Bushra would benefit from studying the cultural practices of France via the VLE MFL pages.*

*Keiran is an energetic young person with an interest in class activities. Keiran has not made expected progress this year because his interest becomes more social than academic; from talking to him I believe this may be owing to his developing literacy skills. Keiran has made good contributions to discussion, for example his questions and thoughts on Just War were well considered and respectfully delivered. Keiran's next step is to talk with his partner to compare how they will begin their written tasks in class before picking up his pen.*

### 3c. The KS3 BRAG

#### Progress:

Above	Expected	Below	Significantly below
Student is exceeding academic expectations.	Student is meeting academic expectations.	Student has not met academic expectations.	Student has not met academic expectations and his/her performance is a very serious concern,

#### *The KS3 & 4 BRAG*

#### Effort:

Above	Expected	Below	Significantly below
Student is willing to work hard when facing a challenge and to see mistakes as an opportunity to improve.	Student is willing to attempt all learning challenges with rigour and enthusiasm.	Will benefit from increasing self motivation and acting on advice about how to improve learning.	Student is not attempting work or acting on guidance. Serious concern.



Homework:

Above	Expected	Below	Significantly below
Homework extends to rigorous and effective independent study. Additional challenges are undertaken and sought out by the student.	Homework is completed on time and to a quality standard.	Homework is usually done but deadlines need to be adhered to in the future and/or the quality improved. standard.	Homework is persistently missing, late or completed to a low standard. Serious concern.

Responsibility for Learning:

Above	Expected	Below	Significantly below
The student's presence in the classroom is advantageous to the learning of others. S/he always demonstrates active listening, responds exceptionally to RARs and uses SIT (Silent/self Improvement Time) highly effectively to make progress. S/he is able to talk about personal progress confidently.	The student is organised and punctual. S/he engages fully with lessons through active listening. S/he always completes RARs and works well during SIT (Silent/self Improvement Time) to make progress.	The student has not developed the appropriate level of skill in timekeeping or organisation. RARs are not consistently completed to a good standard. SIT is not always being used effectively. S/he is not always fully focussed or able to demonstrate active listening in class.	The student has not responded to support to develop skills in timekeeping, organisation and active listening. RARs are regularly incomplete. There is little or no evidence of appropriate use of SIT. Attitude and behaviour in class is hindering their own or others' progress.

Points for Teachers:

- If there is a 'Significant' concern it is likely that actions have taken place before this report is sent home.
- Important question: If a student is persistently above expectations, are our expectations high enough?
- Consider: For some students, would it be useful to have an individual conversation with a student about their BRAGing before it is sent home.
- Amber is not a fail, it means there is room for improvement and can be helpful to trigger support.

### 3d. KS4 Targeting and Grading

A student's Minimum Target Grade (MTG) is set according to the Fischer Family Trust (FFT) FFT calculates estimates from the Value-Added score of pupils in the previous year's results datasets. Each student has a unique set of estimates which are calculated from the results and Value-Added scores of students similar to them. Similar students are identified by their: Prior attainment (their previous Key Stage assessments), Gender, Month of birth. See [FFTFAQ](#) for more information. So, FFT is reviewed every year, and due to the changes in 1-9 Summer 2017-10 exams we will have had a more significant shift in data this year.

Teachers will generate a Teacher Set Target for students at the start of the KS4 curriculum delivery. The Teacher Set Target will be the only target grade shared on reports and with students. Teachers should set whole grades at or above the FFT for all students, with the exception of PP students for whom they should set for at least 1 grade above the FFT. Teachers will voice any concerns they have with this target setting for individuals. All Teacher Set Targets are to be checked by Subject Leaders and then by SLT links. A student should be targeted a pass as a minimum; where this is not possible alternative curriculum will be considered.

Teachers enter accurate Projected Grades at points as shown in the below table. A Projected Grade is the grade decided by the teacher according to the students' current work and rate of progress; in short, it is the grade they are likely to achieve should they continue to work as they are at the current time. Projected grades will never be higher than Teacher Set Target grades for the obvious reason of expectation. Teachers will enter Projected Grades as fine grades, see example here:

5-	An insecure grade 5. This could shift to become a 4 grade.
5	A fairly secure grade 5.
5+	A secure grade 5. This could shift to become a 6 grade.

Effort, Homework and Responsibility for Learning are BRAGed as outlined above in this document.

### 3e. KS5 Targeting and Grading

In Key Stage 5 pupils achieve grades on a scale from A to E. We use ALPS to generate predicted grades for each student based on their GCSE scores. These predictions are based on the average attainment of A level students from across England (from the most Y13 recent cohort) with a similar GCSE profile. We refer to this target as a Minimum Target Grade (MTG) and strongly believe that all students can exceed this prediction. All students at BCCS should have a MTG of a C or higher.

Teachers will also report 'Projected Grades' using the fine levels shown below. These projections may change as the year progresses and the teacher possesses more data. These projections are based on the student's current performance, the teacher's knowledge of both the student and the curriculum, and the assumption that the student will continue to work as they are at present - as such, they will take into account the current 'effort' grade and 'independent learning' grade.

A1	A 'very-secure' grade. The teachers are very confident that the grade can be achieved and believe that the grade above is a possibility if progress continues.
A2	A 'secure' A-grade. The teachers are confident this grade will be achieved.
A3	An 'insecure' A-grade. The teachers believe it is possible, but more progress is required to consolidate.

#### References & Further Reading

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)  
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  
<https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>  
<https://www.tes.com/news/why-school-reports-matter-and-4-ways-make-them-better>  
<https://ofqual.blog.gov.uk/2018/03/02/gcse-9-to-1-grades-a-brief-guide-for-parents/>  
<https://www.gov.uk/government/news/new-gcse-9-to-1-grades-coming-soon>  
<http://www.cem.org/blog/would-you-let-this-test-into-your-classroom/>