

Assessment and Feedback Policy

This policy applies to the Senior School and is published to parents, pupils and employees. Updated 1 September 2017.

Introduction

The Regulatory Requirements for the inspection of Independent Schools stipulate that schools must

- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- and have in place a framework for pupils' performance to be evaluated, by reference to the School's aims and where appropriate to national norms.

This Assessment and Feedback policy sets out how the School meets these Regulatory Requirements and deals with the purpose and nature of assessment and feedback, homework, reports and examinations.

Assessment and Feedback within the School

- This policy is an assessment and feedback framework which provides guidance to subject departments. It is accepted that individual subject areas will adapt this policy and have an individual assessment and feedback policy which, while conforming to the broad principles contained within this whole-school policy, will set out the particular characteristics of assessment and feedback that pertain to that subject area. This reflects the reality of the differing nature of the knowledge and skills that each subject is assessing.

Assessment and Feedback – General Principles

- The primary purpose of assessment and feedback, whether verbal or written, is to help pupils make progress in their learning and understanding of the subject matter by acknowledging their achievements and providing them with suggestions for improvement.
- For assessment and feedback to be effective, they must be prompt and purposeful.
- The best assessment and feedback are regular, specific and diagnostic; they point out the positive features of the work and set out the ways in which further improvements can be made.
- Assessment and feedback should encourage pupils to be self-reflective about the progress that they are making in their learning. They promote a positive attitude to learning and enhance the overall pupil learning experience.
- Consistent and effective assessment and feedback have a significant impact on raising achievement.

Formative and Summative Assessment

- Formative Assessment takes place when tasks are set and work is marked. This type of assessment is ongoing in classrooms and enables pupils to make progress. Formative assessment can take the form of marking pupils' work completed in class, pupils' work completed at home or short diagnostic tests taken in class.
- Summative Assessment takes the form of more formal assessment of pupils' understanding, most often through written tests (such as common summative assessments held at various points in the school year in individual subject areas) or examinations held in class or in an examination room. The focus here is on the outcome of an assessment. The School holds formal examinations for all year groups at certain periods in the school year, details of which are given below.

Homework

- Homework is an important part of the School's academic routines, and it provides pupils with an opportunity to revise material that has been covered in class, to deepen their understanding of this material, to reinforce their understanding where concepts have not been fully grasped in class, to demonstrate their understanding of a topic through more substantial pieces of written work and to engage in self-directed study in their own time.
- Homework also provides opportunities for teachers to assess pupils' understanding of the material, concepts and skills covered in class. As such, it is an important diagnostic tool for assessment purposes.
- Teachers are expected to set homework regularly for pupils in Years 7 to 11 in accordance with the homework schedule (see Appendix 1) and the homework timetable published by Heads of Year. Work should be marked promptly.
- Teachers are expected to set at least one piece of work per cycle for Sixth Form pupils and it is expected that this work will be marked and returned within one cycle.
- Teachers should record a Homework Offence on the School's information management system (SIMS) if a piece of homework is late, incomplete, copied or of an unacceptable standard. Appendix 4 gives further details of the sanctions that can be applied for missing or incomplete homework.
- Teachers should use the School's VLE (Firefly) to record the homework that has been set.
- Heads of Department must formulate subject specific homework policies consistent with the above and ensure that these are implemented.
- Pupils often under-estimate the time required to produce high quality coursework, Controlled Assessment or Non-Examination Assessment (NEA) for public examinations. The Assistant Head Curriculum publishes an NEA timetable in early September; this document is sent electronically to parents of all pupils in Years 10 – 13 and informs parents and pupils about deadlines for NEA.

Verbal Feedback

- Verbal feedback takes place when a teacher talks to a pupil or a group of pupils about how well they have demonstrated their understanding of the material covered in class.
- Verbal feedback takes place in the vast majority of lessons and is something which all good teachers do unconsciously and almost automatically.

Self-assessment and Peer-assessment

- Self-assessment and peer-assessment are effective assessment techniques which encourage pupils to become self-reflective and independent learners or learners who can accept constructive advice when it is offered by their peers. Peer-assessment also allows pupils to focus on the assessment criteria required for examination success.
- Teachers should endeavour to develop strategies for self-assessment and peer-assessment, but it is recognised that pupils will need proper instruction from their teacher in how to engage in peer-assessment.
- Pupils should be made aware that they should be kind (but honest), helpful and specific in their comments. The focus should always be positive and the assessment should provide helpful comments that will enable their peers to progress.

Marking of written classwork and homework

- Teachers should check written work regularly to ensure that pupils are completing tasks and to check their understanding of the material covered. This will also help to inform future lesson planning.
- Formal marking of written work is important. This will enable pupils to see how much progress they have made with a task and to learn how to make further progress in the subject.
- Marking comments should be purposeful and include specific pieces of advice on how pupils can improve their work.
- Grades that are awarded should be based on departmental marking criteria that are in place and that have been explained to pupils. Pupils should familiarise themselves with these marking criteria, for example by having them stuck in their exercise books or folders or by studying them when they are displayed on classroom walls.
- When (I)GCSE, AS or A Level tasks are set, teachers will usually mark them using the relevant mark scheme. Examination marking criteria should be explained to pupils by their class teachers.
- Teachers are encouraged to comment on the effort that has been put into a piece of written work. They may, if they wish, use the Approach to Learning grading that is used for reports (or a departmental-specific version of it) to comment on pupils' efforts when completing a piece of written work.
- The School's Commendation system may be used to recognise a particularly outstanding piece of work or consistently high levels of effort. Commendations are

highly motivating, particularly for pupils in Years 7 – 9. Teachers should make pupils aware of departmental or individual criteria for awarding commendations.

- Pupils should be given time to reflect on a teacher's written feedback when a piece of work has been marked; pupils should also be encouraged to set themselves targets, where appropriate.

Reporting

- All pupils receive at least three reports per academic year, two of which are full written reports. Appendix 2 shows the reporting schedule for the current academic year.
- All reports contain Attainment, Approach to Learning and Homework & Organisation grades and School examination results as appropriate. The School's report grades can be found in Appendix 3.
- In Years 10 to 13, pupils' reports contain GCSE, AS or A Level Target Grades and an indication of whether they are exceeding, meeting or failing to meet those targets.
- Summer exam results for Years 7 – 10 are included on pupils' reports at the end of the academic year; these reports also contain the average mark for the examination, so that parents can compare their child's performance with the mean.
- Criteria for the award of Attainment, Approach to Learning and Homework & Organisation grades are communicated to parents.
- Departments are encouraged to have their own departmental-specific version of the Approach to Learning grade. Pupils should be aware of the criteria needed to achieve these grades.

Examinations

- Pupils in Years 7 to 10 have at least one summative assessment in curriculum time in the Autumn Term and these results are stored on SIMS and on academic tracking sheets and reported on the December/January full report.
- Pupils in Years 7 to 10 have a week of school examinations towards the end of the Summer Term and their results in these examinations are included on their full report at the end of term.
- Year 11 pupils have mock examinations in the weeks either side of the February half-term holiday. Results and grades from these mock examinations are communicated to parents in writing and results from these examinations are included on their report at the end of the Spring Term.
- Year 12 pupils have a week of school examinations towards the end of the Summer Term and their results in these examinations are communicated to parents in writing at the end of term.
- Year 13 pupils sit mock examinations in the March before their A Level exams and results from these are included on a full report sent home before A Level Study Leave.

Academic Tracking

- Departments capture marks from common assessments and from formal school examinations and these marks are stored on the school's IT system in departmental areas. Results of the Autumn summative assessments, formal school exams and public exams are stored in SIMS and academic tracking sheets are generated from SIMS. These academic tracking sheets are used by Heads of Year, Heads of Department and subject teachers to monitor pupils' academic progress.
- Departments also use academic data to help to produce lists of Gifted and Talented pupils, of pupils who are under-achieving, and of pupils who may need additional support in their learning.
- All pupils in Years 7 sit the MidYIS test organised by the Centre for Educational Management at Durham University. The results of these MidYIS tests are used to give a baseline level for pupils and to predict GCSE outcomes at departmental level; they are also used, in conjunction with teachers' professional judgement, to determine the Target Grades used on reports in Years 10 and 11.
- The School uses the Advanced Level Information System (Alis) database to produce chances graphs and predicted grades for pupils in Years 12 and 13. Alis uses both GCSE scores and a Computer-Based Adaptive Test to produce these predictions. The Alis predictions, in conjunction with teachers' professional judgement, are used to determine the Target Grades used on reports in Years 12 and 13. Alis also allows Heads of Departments to monitor their departmental performance over time.
- Pupils are given Target Grades in Year 11 and Year 13, from the end of Year 10 and after Christmas in Year 12. Pupils and their parents will be informed of their target grades by letter. Target Grades should be reviewed periodically and altered if appropriate; pupils should be advised of any change to their Target Grade.

Appendix 1

Main School Homework Allocation [September 2017 to July 2018]

Homework Allocation 2017/2018														70 periods 2 week cycle		
	En	Ma	Rs	Bi	Ch	Ph	Gg	Hi		La	Mu	Ar	Dt	Gm	Fr	Tot
Year 7																
6 Forms	3	4	1	2*	2*	2*	1	1		2	-	2	-	3	3	26
*The science departments will generally set 1 homework/cycle in the Autumn Term of Year 7 (but may sometimes set 2 homeworks/cycle). In the Spring and Summer Terms, they will usually set 2 homeworks/cycle.																
26 homeworks @ 25 mins = 10 hours 50 minutes																
Year 8																
5 Forms	4	4	1	2	2	2	2	2		2	1	2	1	2	2	29
29 homeworks @ 30 mins = 14 hours 30 minutes																
Year 9																
6 Forms	4	4	2	2	2	2	2	2								32
										Option(A)	Option(B)	Option(C)	Option(D)			
										3	3	3	3			
										Art (2)	Art	Art	French (2)			
										Comp Sci	Comp Sci (2)	Comp Sci	German (2)			
										DT	DT	DT	Spanish (2)			
										French	French	German				
										German	Greek	Latin				
										Latin	Latin	Spanish				
										Music	Music					
32 homeworks @ 35 minutes = 18 hours 40 minutes																
Year 10																
6 Forms	4	4	-	3	3	3	-	-								33
										Option(A)	Option(B)	Option(C)	Option(D)			
										4	4	4	4			
										Art	Art	Art	French (2)			
										Comp Sci	Comp Sci	Comp Sci	German (4)			
										Drama	DT	DT	Spanish (2)			
										DT	Geography	French				
										French	History	Geography (2)				
										Geography	Latin	Greek				
										History (2)	Music	History				
										Music	RS	RS				
										RS	Spanish					
33 homeworks @ 35 mins = 19 hours 15 minutes																
Year 11																
6 Forms	4	4	-	3	3	3	-	-								33
										Option(A)	Option(B)	Option(C)	Option(D)			
										4	4	4	4			
										Art	Art	Art	French(2)			
										Comp Sci	Comp Sci	Comp Sci	German(4)			
										French	DT	DT	Spanish(2)			
										Geography (2)	Geography	Geography				
										History	Greek	History (2)				
										Latin	History	Latin				
										RS	Music	RS				
										Spanish	RS	Russian				
											Spanish					
33 homeworks @ 35 mins = 19 hours 15 minutes																

Appendix 2

Reporting Schedule 2017 – 2018

Year	October	December	January	March	May	June
7	Information Evening	Full		Interim		Full
8	Interim	Full		Interim		Full
9	Interim		Full	Interim		Full
10	Interim	Full		Interim		Full
11	Interim		Full	Full		
12	Interim	Full			Full	
13	Interim		Full	Full		

Appendix 3

Grades on Interim and Full Reports – Years 7, 8, 9, 10 (October, January, March), Year 12 (October)

- The majority of pupils at Bradford Grammar School are working well above national averages for pupils of their age; these grade descriptors should be understood in that context.
- We expect the vast majority of our pupils to be awarded grades in the range V/1/1 to G/2/2. A grade O is an exceptional grade. Pupils awarded grade N or grade 3 are a cause for concern.
- Recent work refers to work since the last report or (for the first report in an academic year) since the start of the academic year.

Academic Achievement

Grade	Grade descriptor
O	Outstanding Recent work has been outstanding, reflecting exceptional understanding of the material covered.
V	Very Good Recent work has been very good, reflecting thorough understanding of the material covered.
G	Good Recent work has been good, reflecting sound understanding of the material covered.
N	Need for Improvement Recent work shows a need for improvement, reflecting limited understanding of the material covered.

Approach to Learning

Grade	Grade descriptor
1	Very Good Very good approach to learning, fulfilling our expectations of our pupils. Always engaged in lessons.
2	Good Good approach to learning, generally fulfilling our expectations of our pupils, but there is room for improvement.
3	Cause for Concern The pupil's approach to learning is below our expectations of our pupils.

Organisation and Homework

Grade	Grade descriptor
1	Very Good Always brings the correct equipment. Homework always completed on time.
2	Good Usually brings the correct equipment. Generally completes homework on time.
3	Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework.

Grades on Interim and Full Reports – Year 10 (June) and Year 11

Reports in Year 10 (in June) and Year 11 will contain the following grades: **Your End of Course Target; Where you are now; Approach to Learning; Organisation and Homework.**

Your End of Course Target

- This is the grade that you are aiming to achieve with consistent and sustained hard work at the end of the course. It will be shown using the GCSE grading scale.

Where you are now

Grade	Grade descriptor
A	Above Target Currently on track to exceed the end of course target.
T	On Target Currently on track to achieve the end of course target.
B	Below Target Currently not on track to achieve the end of course target.
S	Significantly Below Target Currently at risk of significant underachievement.

Approach to Learning

Grade	Grade descriptor
1	Very Good Very good approach to learning, fulfilling our expectations of our pupils. Always engaged in lessons.
2	Good Good approach to learning, generally fulfilling our expectations of our pupils, but there is room for improvement.
3	Cause for Concern The pupil's approach to learning is below our expectations of our pupils.

Organisation and Homework

Grade	Grade descriptor
1	Very Good Always brings the correct equipment. Homework always completed on time.
2	Good Usually brings the correct equipment. Generally completes homework on time.
3	Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework.

Grades on Interim and Full Reports – Year 12 (January, April) and Year 13

Reports in Year 12 (in January and April) and Year 13 will contain the following grades: **Your End of Course Target; Where you are now; Approach to Learning; Organisation and Homework.**

Your End of Course Target

- This is the grade that you are aiming to achieve with consistent and sustained hard work at the end of the course. It will be shown using the AS / A Level grading scale.

Where you are now

Grade	Grade descriptor
A	Above Target Currently on track to exceed the end of course target.
T	On Target Currently on track to achieve the end of course target.
B	Below Target Currently not on track to achieve the end of course target.
S	Significantly Below Target Currently at risk of significant underachievement.

Approach to Learning

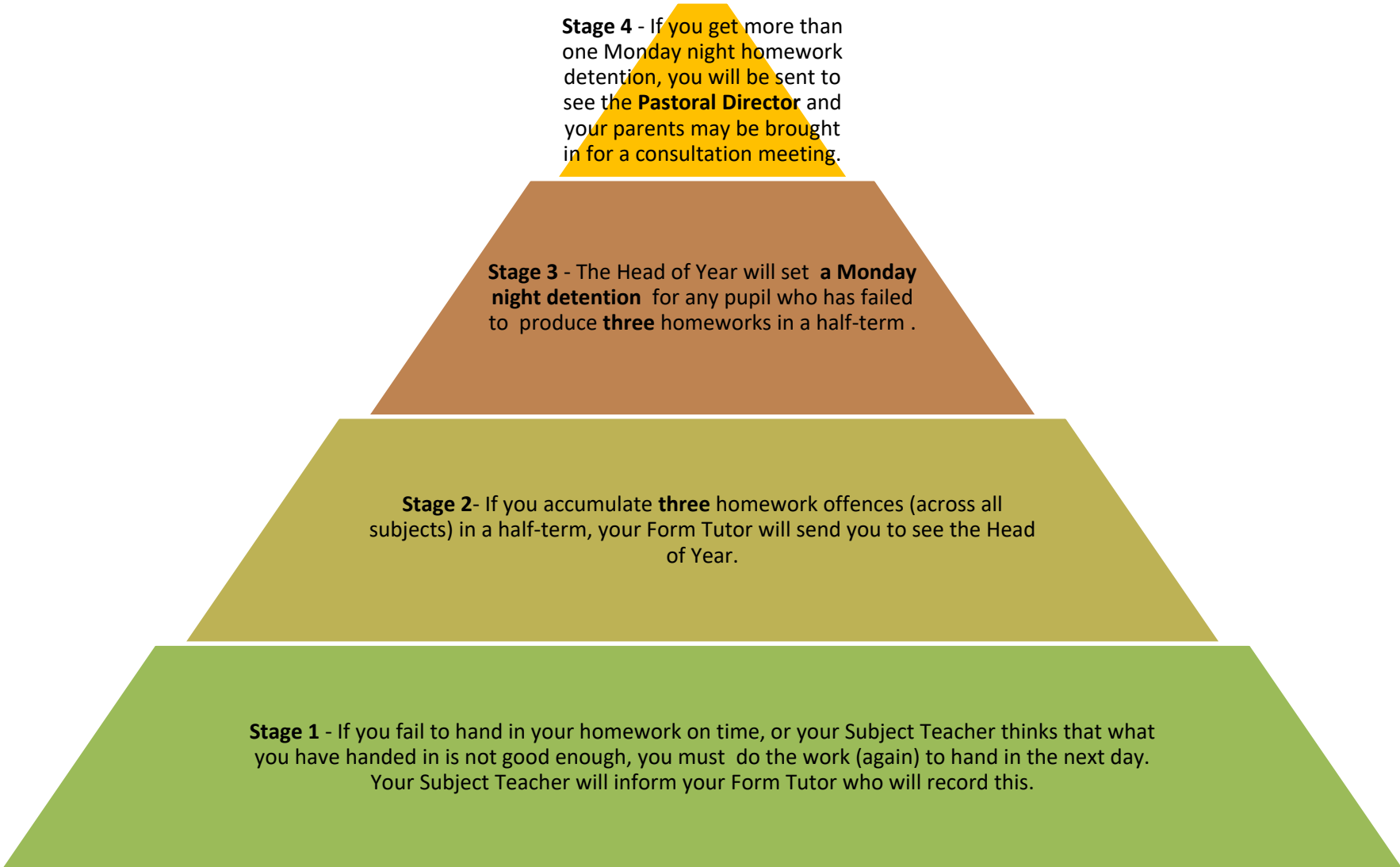
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Organisation and Homework

Grade	Grade descriptor
1	Very Good Always brings the correct equipment. Homework always completed on time.
2	Good Usually brings the correct equipment. Generally completes homework on time.
3	Cause for Concern Frequently does not bring the correct equipment. Persistently submits late or incomplete homework.

Appendix 4

Sanctions applied for incomplete or missing homework



Stage 4 - If you get more than one Monday night homework detention, you will be sent to see the **Pastoral Director** and your parents may be brought in for a consultation meeting.

Stage 3 - The Head of Year will set a **Monday night detention** for any pupil who has failed to produce **three** homeworks in a half-term .

Stage 2- If you accumulate **three** homework offences (across all subjects) in a half-term, your Form Tutor will send you to see the Head of Year.

Stage 1 - If you fail to hand in your homework on time, or your Subject Teacher thinks that what you have handed in is not good enough, you must do the work (again) to hand in the next day. Your Subject Teacher will inform your Form Tutor who will record this.