



**BURTON
BOROUGH
SCHOOL**

Assessment and Feedback Policy

Policy Reviewer	Mr Boden Vice Principal	Date of Review	Summer 2023
Date Presented to Governors	7 th June 2023	Date of next Review	June 2023

Assessment and Feedback

At Burton Borough School, we pride ourselves on collecting accurate, valid and reliable data. This data provides quality information for teachers to regularly evaluate their impact. This, then, acts as feedback to the teacher which influences their practice and informs their next steps in teaching. Assessment also provides information on student prior knowledge, current needs, and future requirements.

With consideration to teacher workload and acknowledging that student-teacher feedback has a significant impact on student outcomes, we place a greater emphasis on responsive teaching than excessive marking and feedback in books.

Assessment and feedback provide information for students so that they can explain where they are in their learning, share their next learning steps, and help them to make the best progress possible.

Types of Assessment

Assessments will be split into two types: formative and summative assessment. The below diagram illustrates why and how we use formative and summative assessment at Burton Borough.

	Formative	Summative
When	At three separate check points through the learning episode.	During specific assessment windows as calendared throughout the academic year.
Why	Used to evaluate teachers impact and to adapt teaching (responsive teaching) and/or adapt learning strategies.	Collect evidence of students' long-term knowledge, skills or proficiencies.
How	Questioning (including hinge/multiple-choice questions) Retrieval activities Low stakes quizzes Exit tickets Learning conversations Observations of pupils Microsoft quizzes	Complex multiple-choice questions Extended answer questions Formal examination papers

Formative Assessment

Formative assessment enables teachers to systematically and accurately check if pupils have understood the key knowledge/skills they have been taught, teachers can then adapt their teaching where necessary (responsive teaching) to address misconceptions in learning.

Across an episode of learning there will be three check points. Each check point can be varied in length, content and time taken to suit the needs of the learning episode. The check points will always assess knowledge and skills in relation to the learning intentions identified in the learning journey.

Formative assessment/feedback takes place at the heart of learning so that we can have the greatest impact on student learning. The range of feedback strategies we use can be found in (Section 2- Feedback)

Summative Assessment

We have taken the opportunity to formalise summative assessment by creating assessment windows. Each year group will have two summative assessment windows per academic year. The summative assessment window lasts for a period of two weeks in a bid to support students' mental health. The purpose of the summative assessment window is to check the students long term recall in every subject. Each summative assessment will assess a range of assessment objectives, subject knowledge and skills.

The summative assessment helps provide information for our learner management system (SISRA) and department records that allows us to monitor and know our impact on individual students, groups of students and cohorts as a whole.

We have changed the structure of the summative assessments for each assessment window, below is an example of what these may look like.

Summative Assessment Window 1

- Multiple choice question structure
- Range of topic areas which are interleaved and spaced to test long term knowledge.
- 1 or 2 Extended questions

Summative Assessment Window 2

- Formal assessment structure which will replicate the distribution of AO's as per the final GCSE examination

A copy of the assessment plan can be found as appendix one- Assessment Plan

Roles and responsibilities

Teachers must:

- Be familiar with the exam board/specification for their subjects so that they can ensure that are teaching all the required content to the students
- Understand national expectations and assess their own performance in the broader national context
- Evaluate learning at the end of a unit or period and the impact of their own teaching
- Ensure that formative assessment is an integral part of learning
- Formative assessment is used to check students understand and address misconceptions in learning
- Provide students with a QLA which highlights strengths and areas for development post assessment
- Provide detailed revision lists for pupils prior to summative assessments
- Ensure that students know which revision strategy to use to revise key knowledge/tier 3 vocab in each subject area.

Heads of Department must make sure:

- Summative assessments include a range of assessment objectives that are relative to the overall qualification
- Summative assessment assess depth as well as breadth of study to test long-term recall
- Summative assessments are robust
- Assessments are carried out accurately and with integrity
- Summative assessments are marked and moderated to ensure that the grades are as accurate as possible- 3% tolerance
- They quality assure the data that has been entered onto SISRA
- That any data that is being entered is based on a triangulation of information, not just a raw examination score. The only exception to this is after the Y11 mock examinations
- Data moderation forms part of the QA cycle
- Students are entered for the correct tier for formal examinations in line with their professional opinion
- Staff enter data by the required deadline
- Staff provide students with QLA post assessment
- Curriculum maps are adapted post assessment to address misconceptions in learning

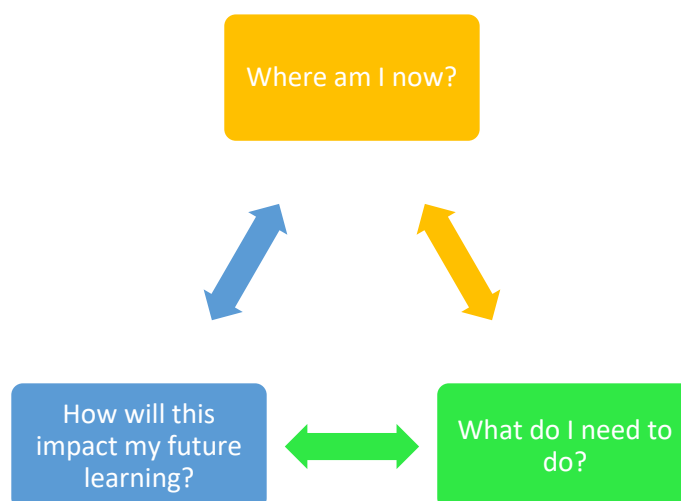
Senior leaders make sure:

- They monitor the performance of student's cohorts

- They identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- All staff are properly trained
- Subject leaders are monitoring quality and accuracy of assessments
- They are reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

Section 2- Feedback

At Burton Borough School we understand the importance of high-quality feedback. Feedback is information given to students about how well they are doing with their learning. All feedback aims to help students make improvements in their learning. Feedback can be about how well a student has completed a task; how well a student is working on a task; or how well students manage and think about their learning. As part of the feedback model, we want students to be able to answer the following questions:



The position of feedback in the learning process

Before providing feedback, our teachers give students high quality initial instruction, including the use of formative and summative assessment strategies, to set the learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will address). Following this, our teachers ensure that students are provided with opportunities to act on all forms of feedback.

Methods of feedback

At Burton Borough School, we use different methods of feedback across academic and practical subjects.

Written Feedback	Live Marking	Verbal Feedback
When is it used? Following key summative assessment points and at key points in schemes of learning (determined by each department) in academic subjects.	When is it used? In every lesson.	When is it used? In every lesson.
What is it? Personalised written comments and/or the use of proformas provided by	What is it? Any way students are provided with feedback at the point of learning. It	What is it? Teachers talking in dialogue directly with students about their work.

teachers to individual students.	can be teacher or peer led and delivered to individuals, groups, or a whole class.	It can be delivered to individuals, groups, or a whole class.
How is it quality assured? Book looks.	How is it quality assured? Lesson drop-ins and/or book looks will identify how accelerated progress is made following the use of effective Live Marking.	How is it quality assured? Lesson drop-ins and/or book looks will identify how accelerated progress is made following the use of effective Verbal Feedback.

We believe that effective feedback focuses on moving learning forward to achieve this we believe that in all methods of feedback, it is important that feedback given to students:

- Is specific, accurate and clear.
- It relates to the learning intentions set out in the learning journey.
- It identifies where students are at now, what they need to do to improve and how this skill/knowledge will benefit them in future learning.
- Encourages and supports further effort and is given sparingly so that it is meaningful.
- Provides specific guidance on how to improve and not just tells students when they are wrong.
- Is important when things are correct – not just when they are incorrect.

Appendix 1 - Assessment Calendar 2023-24

Codes

AW- Assessment Window

M/D- Marking & Data input

PE- Parent Evening

1/2/3- Additional Parents Events

Burton Borough School - Assessment and Data - 5 Year Plan																																									
HT1							HT2							HT3							HT4							HT5							HT6						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
11							AW		M/D	PE									AW	M		D/R																			
10												AW		M/D	PE												AW		M		D/R										
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8														AW		M/D	PE																								
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