



**BURTON  
BOROUGH  
SCHOOL**

## **Assessment and Feedback Policy**

<b>Policy Reviewer</b>	Mr Boden Vice Principal	<b>Date of Review</b>	May 2022
<b>Date Presented to Governors</b>	13 <sup>th</sup> June 2022	<b>Date of next Review</b>	June 2023

## Assessment and Feedback

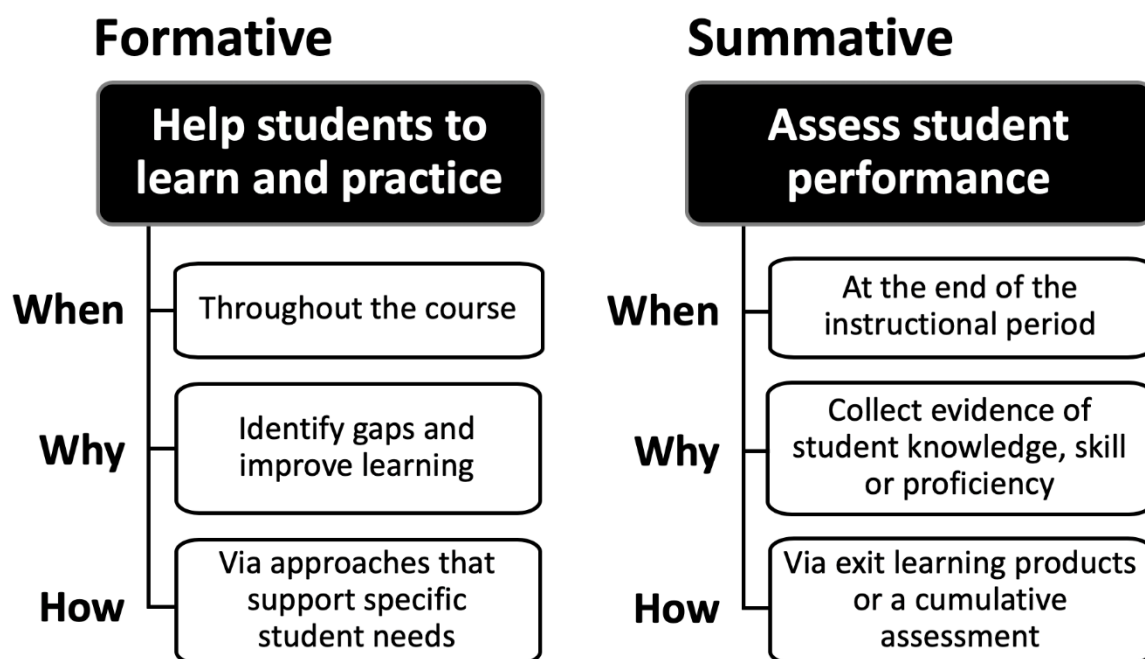
At Burton Borough School, we pride ourselves on collecting accurate, valid and reliable data. This data provides quality information for teachers to regularly evaluate their impact. This, then, acts as feedback to the teacher which influences their practice and informs their next steps in teaching. Assessment 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 stages: formative and summative assessment. The below diagram illustrates why and how we use formative and summative assessment at Burton Borough.



### Formative Assessment

As identified above 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 and subject knowledge.

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.

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

## Measuring progress

At Burton Borough we want to ensure that every student makes excellent progress as we believe this gives them the best start in life.

When students enter Year 7 they will have a Key Stage 2 Scaled Score that they have gained from their SAT's.

We will then use this information combined with the GL Assessment data to generate a BBS Target grade.

The flight path opposite illustrates the progress that we believe students should make while they are with us at Burton Borough.

Additional intervention sessions will be put in place for students who are not making the expected levels of progress. These sessions are targeted to ensure that we get the most out of the students that we are working with. Additional intervention begins as soon as students start at BBS.

KS2 Scaled Score	Year 7			Year 8			Year 9			Year 10			Year 11		Target GCSE Grade
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	
															9a
															9b
															9c
															8a
															8b
															8c
															7a
															7b
															7c
															6a
															6b
															6c
															5a
															5b
															5c
120	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c	5c
118	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a	4a
116	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b	4b
115	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c	4c
114	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a	3a
113	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b	3b
112	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c	3c
110	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a	2a
108	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b	2b
106	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c	2c
104	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a	1a
102	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b	1b
100	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c
96	B3a	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c	1c
92	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b	B3b
88	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c	B3c
84	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a	B2a
80	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b	B2b
	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c	B2c
No Scaled Score	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a	B1a
	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b	B1b
	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c	B1c

## **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

### **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
- 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

### **Senior leaders make sure:**

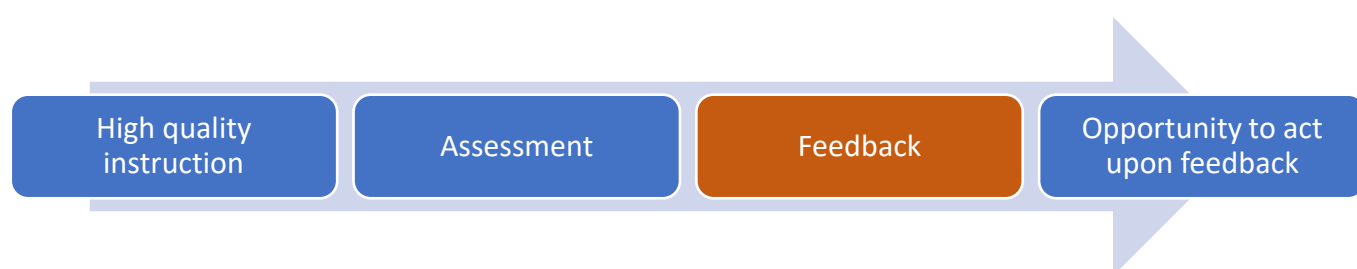
- They monitor the performance of student's cohorts
- They identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- All staff are properly trained
- Subject leaders are monitoring quality and accuracy of assessments
- 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.

### 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
<b>When is it used?</b> Following key summative assessment points <b>and at key points in schemes of learning (determined by each department)</b> in academic subjects.	<b>When is it used?</b> In every lesson.	<b>When is it used?</b> In every lesson.
<b>What is it?</b> Personalised written comments <b>and/or</b> the use of proformas provided by teachers to individual students.	<b>What is it?</b> Any way students are provided with feedback at the point of learning. It can be teacher or peer led and delivered to individuals, groups, or a whole class.	<b>What is it?</b> Teachers talking in dialogue directly with students about their work. It can be delivered to individuals, groups, or a whole class.
<b>How is it quality assured?</b> Book looks.	<b>How is it quality assured?</b> Lesson drop-ins and/or book looks will identify how accelerated progress is made following	<b>How is it quality assured?</b> Lesson drop-ins and/or book looks will identify how accelerated progress is made following the use

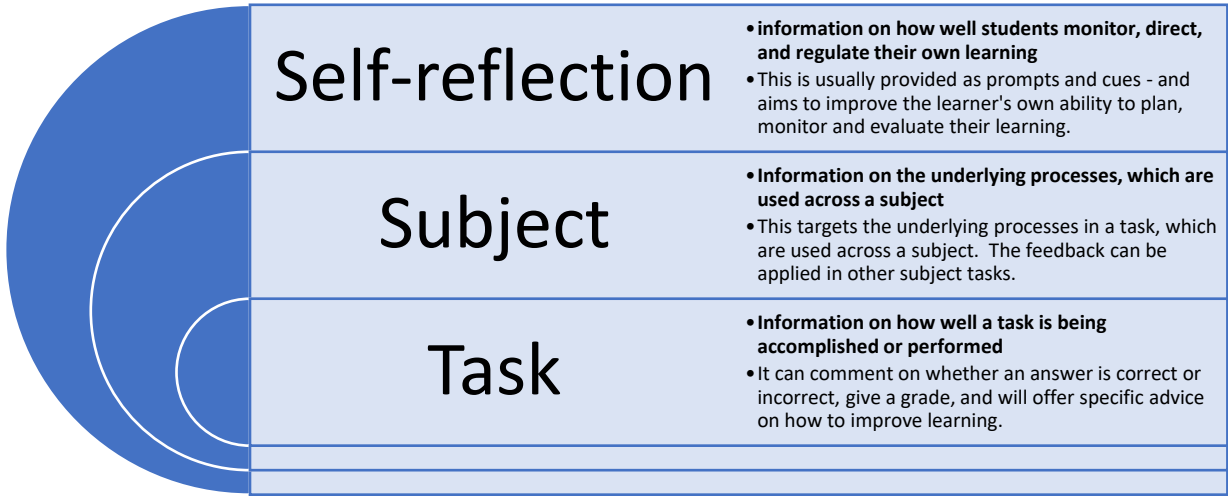
	the use of effective Live Marking.	of effective Verbal Feedback.
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We believe that, in all methods of feedback, it is important that feedback given to students:

- Is specific, accurate and clear.
- Compares what a learner is doing right now with what they have done wrong before.
- 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.

**Types of feedback**

We believe that effective feedback focuses on moving learning forward and is driven by providing students with specific, clear, and accurate information that enables students to make progress. To do so, we target feedback at task, subject and self-reflection level.



## Appendix 1- Assessment Calendar 2022-23

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								GCSE Examinations											
10													AW	M/D	PE													AW	M		D/R	1										
9								AW	M/D/3	PE													AW	M		D/R																
8															AW	M/D	PE												AW	M		D/R										
7	2															AW	M/D	PE																	AW	M		D/R				

### Codes

AW- Assessment Window

M/D- Marking & Data input

PE- Parent Evening

1/2/3- Additional Parents Events





## **GL Assessments**

Every child that enters Y7 will complete the CAT4 assessment. These assessments give us the opportunity to assess students' knowledge as they enter secondary school and help us understand a child's particular strengths and areas for development. When your child has completed the CAT4 assessments, we then analyse the data and put the necessary intervention in place so that your child can be as successful as possible.

Following the CAT4 assessment you will receive your own copy of your child's report. The report is incredibly beneficial as it explains areas of strength linked to future career choices and enables you to support us as a school by targeting any areas for development.

The below paragraphs explain the CAT4 assessments in more detail.

### **What is CAT4?**

The Cognitive Abilities Test (CAT4) is an assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

### **How is CAT4 used?**

CAT4 provides teachers with information that can form the basis for discussions about how best a student can learn and reach their potential in school.

Teachers are provided with an individual profile of learning preference along with a range of indicators of likely future performance. Used with other information, this data can support teaching and learning for all children.

### **Should my child revise or train for CAT4? Can I get practice tests?**

We strongly advise against any kind of practice ahead of a CAT4 test as this will alter the reliability of test scores. The point of CAT4 is that it is not a test of learnt knowledge and it needs to be as unaffected as possible by any external factors, such as practice. Think of it like an eye test; if you practice ahead of an eye test and memorise the card, your diagnosis may not be correct and valuable information may be missed.

### **What happens if my child is absent during the assessment window?**

If your child is absent from school, they will have the opportunity to complete the assessments when they return.

## Reporting

As parents you will receive two reports per year, a progress report and annual report. Each report is written following an assessment window. The first report is a progress report which is written after the first two-week assessment window, this is immediately followed by a parent's evening event. This means that you can talk directly to your child's teaching staff and address any areas of concern that you or your child may have.

The second report that you will receive is an annual report. This illustrates the progress that your child has made across the whole year and will provide specific targets around how they can make progress in each subject moving forward. All communication regarding your child's progress will be shared with you on the MCAS app.

Below is a brief overview of the new reporting structure that we are going to use for the new academic year. As you can see below, the report is broken down into four sections; Progress, Homework, Attitude for learning and behaviour for learning.

### Report Guidance KS3:

#### Progress

<b>Above Track</b>	Based on current work and assessment, it is likely that the student will exceed their GCSE target grade/number IF they continue to work at a consistent rate.
<b>On track</b>	Based on current work and assessment, it is likely that the student will meet their GCSE target grade/ number IF they continue to work at a consistent rate.
<b>Below Track</b>	Based on current work and assessment, it is likely that the student will not meet their GCSE target grade/ number IF they continue to work at their current rate.

#### Homework

<b>Outstanding</b>	Homework is always completed thoroughly. Deadlines are always met.
<b>Good</b>	Homework is completed to a good standard. Vast majority of deadlines are met.
<b>Requires Improvement</b>	Homework is rarely completed and / or Homework is completed to an unsatisfactory standard and / or Deadlines are missed.