



# North Bridge House Senior School

## Assessment Marking and Feedback Policy

### Introduction

It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning intentions. This encourages pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Assessment is the means by which we identify and monitor the standards reached by our pupils.

Assessment for Learning (AfL) is the process of seeking and interpreting evidence by teachers and pupils in order to decide where the child is in their learning – what is the next step for them AND how to get there.

Strategic Assessment (SA) uses the data generated to inform the overall picture of the schools performance in Teaching & Learning (T&L). It also informs the strategic priorities and progress of the school – indicating strengths and weaknesses, T&L, resource and training needs.

Assessment is a KEY function and responsibility of the school and is delegated to a variety of levels for a variety of purposes.

### At NBH we use:

- To identify the Levels/Stage reached: what the child knows understands and can apply.
- To identify the rate of progress.
- To give an indication of potential.
- To reveal pupils' strengths and weaknesses.
- To ensure early identification of pupils with S.E.N. as well as those G & T pupils who require extension and challenge
- To generate accurate information about the child that is useful to teachers, pupils, parents, and other educational agencies.

### Marking and feedback should:

1. Be manageable for teachers
2. Give pupils recognition and support further effort
3. Give pupils clear strategies for improvement and not just tell pupils when they are wrong
4. Allocate time for pupils to:
  - i. Read
  - ii. Reflect
  - iii. Respond to written feedback
5. Inform future planning for classes and groups of pupils
6. Verbal feedback to a pupil or class is as good as written feedback

### Strategies for assessment used at NBH

Observation - watching the pupils on task.

Questioning/discussion with the pupils.

Photographing/videoing/audio taping work in progress.

Examining pupils' written work.

Marking pupils' work, according to the marking policy.

Teacher devised tests to assess progress at the end of units of study

Formal assessments:

- biannual NBH internal examinations for Years 7-10
- External testing for Midyis, Yellis and INSIGHT scores

NBH Hampstead Assessment, Marking and Feedback Policy

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- Mock GCSE examinations for Year 11 in November/December
- GCSE Examinations May-June

### How do we mark pupils' work?

The school makes use of four forms of marking and feedback: acknowledgement of work, verbal, summative and formative 'deep' feedback.

### Acknowledged feedback/marking

All work should be acknowledged; this might take the form of:

- i. pupils marking their own work
- ii. peer marking
- iii. the teacher ticking work to check that it has been completed to a satisfactory standard and that sufficient effort has been put in by the pupils.

### Verbal feedback – every lesson

It is important for pupils to have verbal feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the learning intention and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. Verbal feedback might also be given to a class typically explaining common misconceptions and/or difficulties. Where verbal feedback is given pupils should be given opportunities to then act upon this feedback.

### Summative feedback/marking – normally every half-term

Typically every half-term work will be assessed to evaluate pupil learning this will coincide with the end of a unit or scheme of work. Pupils will receive:

- i. In Key Stage 3 – a National Curriculum Level
- ii. In Key Stage 4 – a GCSE Grade

Pupils review their work in class making use of mark schemes and exemplar work, their teacher guides this. Normally targets are set following their performance in the assessment and these are recorded in their exercise books or on reflection sheets.

Assessments such as these are typically kept by the teacher and returned to pupils at the end of the school year.

### Formative 'deep' feedback – normally every 6 to 9 lessons

When teachers are marking in depth they will:

- i. Read the entire piece of work.
- ii. Highlight examples of where the pupil has met the learning intention; typically this is called **'WWW' which means 'what went well'**.
- iii. Highlight areas of the work that could be improved; typically this is called **EBI which means 'even better if'** and is a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

Comments given to pupils do not need to be long but they should be focused and address at least one area of need.

### Assessment for Learning

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- To inform future planning and target setting: to ensure continuity and progression in our work with the pupils, and thus;
- To set high but realistic expectations with each individual child. They know HOW to reach the targets they have agreed with their teachers.
- To ensure a clarity of purpose for each lesson and/or unit of study.

### Assessment activities at NBH – roles and responsibilities.

It is expected that all teachers will have and contribute to robust strategies for Assessment. Heads of Department collect and use Assessment data in their areas. Through the data they have a clear picture of the standards reached in their area of responsibility. They use this data in their development plans and priorities, which in turn feed-in to the School Development plans which are co-ordinated and prioritised by the Senior Leadership Team. It is the responsibility of the Deputy Head and the Data and Assessment Manager, in the first instance to collate and display all data pertinent to school performance. It is the responsibility of the Senior Leadership Team to ensure that performance data evidence is noted and acted upon with a view to ensuring school improvement.

### How will pupils respond to the comments that have been put at the end of their work?

Marking and feedback is part of a high quality 'dialogue' between teacher and pupil, therefore when comments are made by the teacher time must be set aside for the pupil to engage and respond to these. Pupils might:

- i. Re-draft a section (or all) of an answer
- ii. Provide corrections to factual information
- iii. Provide additional factual information
- iv. Make corrections to answers
- v. Answer further questions that have been set to deal with a misconception

Pupils might be asked to respond to the feedback as part of an exercise in class, possibly a starter activity or they might be set a homework activity that addresses the feedback given.

In order for the marking to be formative, the information must be used and acted on by the pupils. When work has been 'quality marked', time should be given during the following lesson for pupils to read and then make one focused improvement based on the improvement suggestion.

### Homework

- We believe that homework should be meaningful: it should be designed to consolidate or extend a pupil's learning, and not be set merely as a token gesture.
- Homework is set at the beginning or end of the lesson and the teacher should check that all pupils have written the instructions into their planners. If pupils do not have their planner then this should be recorded onto the Form Book as an 'organisation' issue, and an Organisation detention will then be set.
- If completed homework is to be handed in to the teacher then time should be set aside to check that all pupils have completed the work. A consequence should be set for a pupil who has not completed their work.
- All homework must be marked either by the pupils, this might be by peer assessment, or by the teacher.
- In Key Stage 3 pupils will be set homework once per week for each subject, with the exception of English and Maths which will set two pieces (sometimes this may be one longer task). Each homework should take a maximum of 45 minutes to complete. In English and Maths, homework will take a maximum of 90 minutes each week to complete.



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- All homework will be recorded on the website Show My Homework. On a weekly basis a summary of homework set will be circulated to Heads of Departments who will then follow up with subject teachers in their team if there are any omissions on the list.

### Monitoring

1. It is expected that teachers keep their own informal records to assist filling in school Assessments. Teachers use forms of record keeping that are fit for purpose and which assist in the overall process of Assessment and securing progress.
2. Heads of Department are expected to regularly check that homework tasks have been set as per the homework schedule.
3. The Senior Leadership Team will sample the quality of feedback in their subject areas.
4. The Senior Leadership Team will also seek views of pupils about marking and assessment.

### Moderation

Regular moderation takes place each term under the supervision of the Deputy Head. Departmental staff analyse pupils' work against National Curriculum level descriptors. Staff throughout the school participate in the moderation of work, and assist each other in making final judgements. Output from these meetings also informs school development planning.

### Reporting to Parents

Parents are invited to attend a parents' evening each term at which staff discuss progress and targets for their child. Each term parents receive a half-termly interim report on their child's progress, culminating in a comprehensive End of Year Report at the close of the 1st and 3rd terms. Year 11 pupils receive post-mock analysis sheets at the end of the 1st term, which will then in turn inform focused revision over the Christmas break. Full reports for Year 11 are issued in advance of GCSE study leave in May.

### Parents' involvement

Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.

### Conclusion

Assessment is the central tool used for school self-analysis and school improvement. At the strategic level it generates key data. At the classroom level it generates information for each teacher to act upon with each child in order to raise standards. It is the responsibility of the Deputy Head and Assessment and Data Manager to ensure that provision is optimised and developed within the given resource constraints. Thus Assessment policy and practice at NBH is in constant evolution, and will be under constant review.

Signed:   
Georgina Masefield  
Headteacher