

For this we stand:  
to search for truth;  
to live in love;  
to grow together.



*"Speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is Jesus Christ"*

*Ephesians 4*

## BISHOP WORDSWORTH'S SCHOOL

### **ASSESSMENT AND FEEDBACK POLICY**

**Definition:** 'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.

#### **PREAMBLE**

1. Assessment is an essential part of teaching and learning, allowing students and teachers to gain insights into the learning achieved, encouraging students to continue to improve and providing a pathway for communicating with parents / guardians. The assessment and feedback policy must therefore provide a means of ensuring that teaching is clearly targeted, and that shortcomings in any aspect of a student's academic life are identified and remedied.
2. The systematic and regular recording of each student's attainment allows for progress to be determined and strategies to be put in place to support and challenge students so that they can be as successful as possible.
3. An essential part of this process is providing feedback, i.e. evaluative commentary which can guide opportunities for improvement/progress. Feedback can be provided both written and verbally, and may be given to individuals or groups.
4. Reporting is a form of feedback that is also a major part of communication with students and their parents. The school must produce reports which are easily accessible, timely and suitably detailed that students and their parents feel empowered to act. It is recognised however that there is no 'one-size-fits-all' approach to the assessments which constitute the report data, as each department will have their own requirements.

#### **FEEDBACK TO STUDENTS**

5. Feedback is provided in a variety of ways depending on the nature of the subject and the task, and may be:
  - a) Group/whole class feedback;
  - b) From one student to another;

- c) Provided by the student themselves on work they have done or that is in progress;
- d) Verbal feedback by correcting misconceptions or by interacting with the student through questioning and conversation;
- e) Written feedback;
- f) Provided electronically via Teams.

6. Departments have their own policies for feedback that are consistent with their curriculum area. Feedback policies are defined for each Key Stage, as part of the curriculum implementation, and are published on the School's website, nested under each departmental area. All policies adhere to the same guiding principles: developmental feedback is required at least once every half term to be confident that students have retained knowledge and/or developed skills

- a) feedback should match the needs of students at their stage in education
- b) feedback should be provided to correct mistakes but also to support and encourage further learning
- c) opportunities to reflect upon feedback and to respond to feedback should be provided through the amendment or addition to existing work
- d) the effectiveness of feedback should be regularly reviewed to maximise its utility in improving outcomes

7. The utility of Generative AI and Large Language Models is recognised for improving efficiency in producing feedback. Staff however must not use the output from tools such as Google Bard, ChatGPT or Gemini without careful review or exclusively as the basis of feedback. This is true for summative feedback and formative grading and reporting.

## **ASSESSMENT**

8. Formative, summative and peer assessments may all be used to determine the level of student achievement.

9. Each department conducts a formal assessment, from which feedback from teachers is provided, at least once a half-term. These assessment points are clearly identified to students in advance.

10. The exact position of these formal assessments within the calendar will vary depending on the subject and the Key Stage. Precise details for each department should be published on the School's website.

11. Where other, non-examination style, assessments are used by departments, these may take a variety of forms and frequency and may be diagnostic rather than summative. Any assessment undertaken will be consistent across cohorts.

12. Outcomes from assessments are used to:

- a) Measure a student's performance against the expected performance for a student of their age and prior attainment
- b) Compare an individual's present performance with their previous performance in order to gauge progress and set targets.
- c) Inform planning of departmental schemes of work.
- d) Analyse the performance of students both individually and in groups to measure value added against baseline data (such as 11+ and GCSE results).
- e) Allow for whole school tracking by the pastoral offices to identify students who may be having academic difficulties.
- f) Generate, in addition to professional judgement, current performance grades (CPGs) and target grades at all key stages.

## **MARKING, GRADING AND RECORDING**

13. Marking is completed in reference to published rubrics, mark schemes or other resources and where possible these are shared with students ahead of time. Grading follows this and the grades awarded are those in the School's Scheme of Assessment (Annex A). There is flexibility to reflect individual departmental requirements and assignments where necessary however marks communicated home follow Annex A. Where mark schemes are provided, these are written in such a way as to enable students to understand their individual attainment.

14. For formal assessments, standardisation and moderation are used to ensure fairness, accuracy and consistency across classes where these are taught by different teachers. End of year examinations and non-examined assessment marks must be moderated within the department according to a schedule developed by the Head of Department.

15. Peer- or self-marking is used to encourage the students to reflect on what contributes to successful learning, and to help them gain a better understanding of what is required in examinations. End of year examinations and non-examined assessment marks are always teacher marked.

16. Results from assessments are recorded in BromCom and may also be recorded in department tracking sheets. The BromCom record of assessments is available to parents and students via MCAS as well as staff within school for purposes of tracking both pastoral and academic concerns. Appropriate information is also made available when students transfer to another school or college. Such records are stored, used and deleted in accordance with the School's Data Protection Policy and the General Data Protection Regulation (GDPR).

17. It is the duty of all staff to be vigilant for the use of AI in assessments, particularly where these have been completed at home. The school adheres to the guidance from the JCQ on the misuse of AI and follows the recommendations from the 'AI Use in Assessments' policy in respect to the spotting, acknowledgement, prevention and reporting of use of AI. This is true in any assessed work although use outside of NEA will not result in formal reporting.

## **FEEDBACK TO PARENTS**

18. Feedback to parents is recognised as integral strand of the home-school relationship and is supported systematically through parent evenings and MCAS, and on an ad-hoc basis through email and telephone conversations.

19. The calendar for feedback to parents, including dates, for report publishing and parent evenings are published in the Staff Handbook by the Assistant Head in charge of assessment and are available on the school website for parents.

20. The Assistant Head in charge of assessment has responsibility for making recommendations on the structure of reports and parent evenings to the wider Leadership Team and these should be arrived at through regular consultation of relevant stakeholders.

## **REPORTS & PARENT CONSULTATION EVENINGS**

21. Assessments recorded on BromCom contribute to termly data drops which in turn are used to generate Student Reports. In addition to academic performance three “Attitude to Work” (AtW) metrics are scored at all key stages (see Annex B) which fit the requirements of students at their age.

22. Termly reports for students and their parents must be written in accordance with the Guidance for Completing Reports (in the Staff Handbook, section 15). The Assistant Head in charge of assessment has a responsibility for quality assurance and time keeping.

23. Parents can access end of topic assessments other assessment data through My Child at School (MCAS) and regular clear communications should be issued to ensure they are comfortable using these tools.

24. Parent consultation evenings and ‘by invitation’ academic intervention evenings run according to the school calendar and all staff engaged with the specific year group are required to attend, be excused, or to follow the absence procedure for reporting absence. Attendance at ‘by invitation’ evenings is determined by academic departments in consultation with the Assistant Head in charge of assessment.

## **IMPLEMENTATION & MONITORING**

25. Heads of Departments, working with members of their department, are responsible for developing and maintaining appropriate methods of assessment.

26. Heads of Department are responsible for checking that members of their departments are following their assessment procedures as well as the school’s policy on marking and feedback, and will provide evidence that this is so during their mid-year, and end of year, appraisal with their line manager.

27. Members of Leadership Team who line manage HoDs monitor Departmental compliance with this policy.

28. The member of leadership team with responsibility for assessment monitors the assessment and reporting data generated by departments and is responsible for the analysis and distribution of analyses which can further student performance.

29. The member of leadership team with responsibility for assessment will use value added figures as part of the process of internal review with departments. At GCSE this Progress8 and at A-Level this is the L3VA measure. Calculations may be performed in house or by external agencies including the DfE.

## **MONITORING AND EVALUATION**

30. This Policy is to be reviewed annually by members of the Leadership Team and Governors. The last 3 years' update history is below:

13 <sup>th</sup> June 2023	Minor updates
4 <sup>th</sup> June 2024	Significant review of reporting cycle
11 <sup>th</sup> June 2025	Significant updates including addition of parent meetings
27 <sup>th</sup> November 2025	Minor updates

### **Annexes:**

- A. Scheme of Assessment.
- B. Report Cycle.
- C. Attitude Grade descriptors.

**SCHEME OF ASSESSMENT**

**CURRENT PERFORMANCE GRADES\* IN THE SIXTH FORM**

**A\*    A    B    C    D    E    U    A-Level grading system**

**Grade descriptor for parents to accompany reports:**

The grade awarded indicates the potential outcome at the end of the course if your son/daughter maintains their current rate of progress.

**CURRENT PERFORMANCE GRADES\* IN YEAR 9**

All subjects are to use numbers 9-1 (9 being the highest).

**Grade descriptor for parents to accompany reports (Year 9):**

The grade awarded indicates the potential outcome for your son if he were examined at GCSE level on the content he has studied so far. These are therefore given using GCSE grades of 9-1, where 9 is the highest grade. They are not intended to be target or predicted grades, but simply to give an indication of how well your son is currently performing.

**CURRENT PERFORMANCE GRADES\* IN YEARS 10-11**

All subjects are to use numbers 9-1 (9 being the highest).

**Grade descriptor for parents to accompany reports (Years 10-11):**

The grade awarded indicates the potential outcome for your son if he were examined at GCSE level on the content he has studied so far.

\*CPG is used as an abbreviation for Current Performance Grades

## PERFORMANCE INDICATORS FOR YEARS 7 & 8

Yr7 & 8 assessments are to be judged against the following ability bands:

<b>Attainment Band</b>	<b>Broad definition (subjects will have their own specific descriptors)</b>
Exceptional	Is able to synthesis ideas to deal with unfamiliar situations. Can use detailed knowledge and understanding to evaluate and analyse. Uses skills creatively.
Confident	Has detailed knowledge and understanding of the subject at this level, can use these to develop sensible solutions independently. Can select and use skills precisely and accurately.
Secure	Has good knowledge and understanding of a range of elements of the subject at this level and is beginning to show greater independence when finding solutions. Skills can be selected with some guidance and their use shows increasing accuracy and precision.
Developing	Is starting to show broader knowledge and understanding of the subject at this level and can offer solutions in familiar situations. Has greater familiarity with different skills and can employ them with some accuracy.
Foundation	A discretionary band, to be used where a student's performance in that subject is a cause for concern.

Departments have been asked to assign bandings adhering to set proportions, with a degree of flexibility built in to allow for professional judgement. As such, the bandings now represent a student's performance *relative to their peers*. The purpose of this is to make the bandings more comparable across different subjects.

Approximately two thirds of students will be assessed as being in the "Secure" and "Confident" bands. Approximately one sixth will be assessed as "Developing" and one sixth as "Exceptional". "Foundation" is now a discretionary band, to be used where a student's performance in that subject is a cause for concern.

It is the responsibility of each Department to make students aware of their specific attainment band descriptors.

### **Additional Guidance:**

1. The grade/ability band descriptors for Reports in Yrs7-11 will be available to parents through MCAS on individual reports.
2. CPGs may exceed a student's Target Grade in the short term however Target Grades are reviewed at each data drop (termly report) and overtime they should be brought into close alignment.

**ANNEX B TO  
A&F POLICY**

**REPORTING CYCLE**

Year Group	Target Grade	Reporting to Parents (month issued / format)		
		Autumn Term	Spring Term	Summer Term
7	Target Grades are not currently set across the school for students in these years. Departments place students in bands at Data Drop 1 in the Autumn Term.	Data Drop 1	Parents Evening Data Drop 2	Data Drop 3
8		Data Drop 1	Data Drop 2	Parents Evening Data Drop 3
9		Data Drop 1	Data Drop 2 Parents Eve	Data Drop 3
10	Initial grade based on Yr9 Exam and KS2 outcomes.	Data Drop 1	Data Drop 2	Data Drop 3 Parents Evening
11	Yr10 Target Grade modified in light of performance in Yr11 exams	Data Drop 1 Parents Evening	Data Drop 2 Data Drop 3	/
12	Initial Y12 Target Grades are generated using each student's GCSE average points score (APS). This can be modified by staff.	Data Drop 1	Data Drop 2	Data Drop 3 Parents Evening
13	Yr12 Target Grade modified in light of performance in Yr12 exams	Data Drop 1	Data Drop 2 Parents Eve.	/

**ATTITUDE GRADE DESCRIPTORS**

<b>Grade</b>	<b>Involvement in class *Years 7-11 only</b>	<b>Organisation &amp; meeting deadlines</b>	<b>Attitude to Work</b>	<b>Independence &amp; Reflection (I&amp;R) *Sixth Form only</b>
<b>1</b>	Consistently makes constructive contributions in class and is actively involved in the lessons.	Well organised and consistently meets deadlines.	Consistently produces work reflecting a high level of care, motivation and interest in the subject.	Consistently takes initiative for own learning inside and outside classroom. Seeks feedback and is highly self-reflective.
<b>2</b>	Usually makes constructive contributions and shows engagement; works steadily.	Usually meets deadlines and generally well organised.	Usually produces work reflecting care and interest in the task.	Usually takes initiative for own learning inside and outside classroom. Uses opportunities provided for reflection.
<b>3</b>	Occasionally makes contributions but may require teacher intervention to stay attentive	Can be disorganised and occasionally misses deadlines.	Occasionally produces work reflecting care and interest in the task. Work is sometimes unsatisfactory in quality or length.	Occasionally takes initiative for own learning inside and outside classroom but needs encouragement. Uses reflection opportunities inconsistently.
<b>4</b>	Rarely makes constructive contributions and is sometimes disruptive.	Rarely meets deadlines and is disorganised.	Rarely produces work reflecting care and interest in the task. Significant improvement is now required.	Rarely takes initiative for own learning inside and outside classroom. Fails to use opportunities provided for reflection.

**NOTES:**

1. PE & Games only report on Involvement in Class. Drama does not report on Organisation and Meeting Deadlines.
2. Staff are to take a 'best fit' approach to awarding the attitude grades.
3. Grade descriptors are to be available to both students and their parents in all reports.