



# Assessment and Feedback Policy

## Bow School

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## Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment, and feedback
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment and feedback practice will be monitored and evaluated

## Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## Section A - Assessment

### A.1 Assessment Principles

*Assessment is, indeed, the bridge between teaching and learning- Dylan Wiliam*

At Bow, we believe that assessment in all of its forms, mapped against the curriculum, is key to supporting curriculum design, lesson planning and high quality feedback to students. Such assessment and feedback is *essential* therefore to ensuring that students *and* staff know what has been achieved, where learning gaps still exist, and thus to the continued progress of young people.

Assessment refers to all of the ways in which we seek to measure the progress each student is making, in a lesson, across a scheme of work, throughout a term or academic year and across each key stage.

Assessment can of course be formative in nature, through periodic assessments and the pedagogical approaches of *assessment for learning* and summative seeking to understand what has been learned at, for example the end of a scheme of work or cumulatively across a number of schemes of work, term or school year.

Thus, at Bow, we expect that there are well-planned summative and formative assessments planned into and mapped against each subject's well-designed, coherently sequenced and ambitious curriculum.

Formative assessments can be made of a wide-range of strategies, which seek to support excellent teaching and timely feedback to students, which impact positively on their learning and enable them to reflect successfully on feedback received from teacher, peer, and self-assessments, as well as on their own targets for improvement. Assessment for Learning is at the heart of the teaching and learning process as it empowers students to take ownership of their progress and attainment.

In addition to formative assessment that allows teachers to evaluate students' understanding of key concepts and skills on a daily basis, teachers are expected to provide opportunities for students to sit regular milestone and formal summative assessments. These summative assessments, which should be mapped against and planned into each subject's curriculum should enable teaching staff, and leaders, to appraise how well students have retained, retrieved and applied learning over a period of time and whether each student is on track.

These principles, for assessment, apply equally at all Key Stages. However, what differs is the methodology through which we *measure* and *describe* the outcomes of assessments *and* the progress made.

At Key Stage 3, students' comprehension is evaluated against our STEPS Assessment framework (see below), whilst at Key Stages 4 and 5, regular summative assessment allows teachers to make judgements about students' understanding relative to normalised, national standards in the form of Subject Specification examination assessment criteria and grading

### A.2. Assessment approaches

As stated, earlier, assessment is an integral part of well-planned, coherent sequenced and ambitious curriculum. Assessments, therefore, are informed by and inform planning for teaching and learning.

At Bow, we categorise and use three broad overarching forms of assessment, these are described below:

(In-class) Assessment for Learning (AfL) –

These are ongoing diagnostic assessments, which provide regular opportunities for teachers to reflect on pupils' thinking, learning gains, and learning gaps.

Our expectation is that all teachers use a range of assessment strategies in every lesson that support and inform 'responsive teaching' – this is where ongoing use of AfL strategies allow teachers to receive live 'feedback' which enables them to fine tune and adapt the next stage of the pupils' learning.

Such assessments can take the form of:

- Questioning
- Low stake quizzes
- Multiple choice questions
- Mind maps
- Understanding/Progression Traffic lights
- Activities for students to summarise the learning
- Hand signals
- Exit tickets

### **Milestone assessments**

These are key pieces of work, identified in the scheme of work and mapped against the appropriate assessment criteria in the form of the subject STEPS framework (KS3) or the relevant grade descriptors at KS4 or 5. They are, therefore, assessments that assess students against the intended learning outcomes for that scheme of work in line with relevant subject standards at each Key Stage. Thus, these assessments should provide opportunities for teachers to understand what has been learned, identify any whole class or individual learning gaps, and to provide clear feedback to students to further develop their knowledge, skills and understanding. Milestone assessments do not assess students over a longer period of time, but at a particular point in time.

### **Formal assessments**

Formal assessments are more cumulative assessments which aim to understand what knowledge, skills and understanding students have secured *and* retained over a longer period of time.

As such, these formal assessments, will take place twice a year for KS3 and three times a year for KS4 and 5 and will:

- Be mapped against the curriculum, STEPS framework (KS3) and Assessment Criteria at (KS4/5)
- Be cumulative in nature, not only testing what's being taught in the scheme of work, but also in the previous term(s), but also testing what's being taught in previous years
- Provide a summary judgement about what has been learned by each student at a specific point in time.
- Show what students can achieve without support from their peers, parents or staff ➤ Inform any subsequent curriculum planning and intervention activities.

### **A.3 Applying these assessment principles and approaches at each key stage**

As stated earlier our principles of assessment and the approaches described above apply equally at each Key Stage, what differs is the criteria against which progress and learning is measured. Our method for describing this progress, however, is uniform across the school.

The diagrams below explain how the assessment principles apply at each key stage; these are then unpacked further in the text below.

## KS3 and 4

KS2 Standard Score	KS3 STEP (Expected)	Assessed Against	KS4 TGT Grade (based on KS2 SS)	Assessed Against
0 – 88	Step 2	Subject specific descriptors for student achieving Step 2	2	GCSE Descriptors
89-95	Step 3	Subject specific descriptors for student achieving Step 3	3	GCSE Descriptors
96-101	Step 4	Subject specific descriptors for student achieving Step 4	4	GCSE Descriptors
102-106	Step 5	Subject specific descriptors for student achieving Step 5	5	GCSE Descriptors
107-110	Step 6	Subject specific descriptors for student achieving Step 6	6	GCSE Descriptors
111-114	Step 7	Subject specific descriptors for student achieving Step 7	7	GCSE Descriptors
115+	Step 8	Subject specific descriptors for student achieving Step 8	8	GCSE Descriptors

## KS5

Average GCSE grade at KS4	A LEVEL Target grade at end of KS5	Assessed Against
7.5	A*	A Level Descriptors
7.0	A	A Level Descriptors
6.0	B	A Level Descriptors
4..0	C	A Level Descriptors
0 to 3.9	D	A Level Descriptors
n/a	E	A Level Descriptors

Average GCSE grade at KS4	BTEC LEVEL 3 Target grade at end of KS5	Assessed Against
5.67	D*D*D*	BTEC Level Descriptors
4.76	D*D*D	BTEC Level Descriptors
4.38	D*DD	BTEC Level Descriptors
3.31	DDD	BTEC Level Descriptors
2.58	DDM	BTEC Level Descriptors
0 – 2.57	DMM	BTEC Level Descriptors

You can see here that our KS3 STEPS Framework is broken down into steps mirroring the grading system at KS4.

This table demonstrates, clearly, the idea that a pupil entering the school with a particular KS2 score is given an expected (minimum) target grade at the end of KS4. In the example, above, you can see that a pupil entering the school with a KS2 Scaled Score of between 96-102 is set a minimum KS4 target of a grade 4.

Thus to be 'on track' to achieve this Grade 4 TGT they would be expected to be achieving at Step 3, as described in subject specific STEP descriptors, during KS3.

#### **A.4 How does our KS3 STEPS framework work?**

Our Key Stage Three assessment STEPS framework uses subject specific criteria based on the key knowledge and skills that will build towards success at, the appropriate TGT grade, the end of Key Stage Four. These steps describe the standard to be achieved by a student by the end of KS3. Setting really clear and robust assessments linked to learning objectives for each year group, and the standardization folders will be crucial in this process. I.e. assessments will need to be age appropriate and linked to the STEPs. The same methodology that we use for KS4 (grade descriptors) will be used to decide/measure this.

Note – A KS3 STEP is not saying that a student is 'working at' or 'achieving' the relevant GCSE grade but rather that they are achieving the standard, at KS3, which puts them on track to achieve a particular grade at the end of KS4.

Our Steps assessment framework:

- Builds on the KS2 National Curriculum
- Allows for progression through the KS3 National Curriculum
- Prepares students for the KS4 curriculum
- Is written in language that is easily understood by students, parents and teachers
- Supports formative and summative assessment, helping pupils understand how to improve and helping teachers to plan for and assess this improvement

- In our Steps framework pupil attainment will be assessed against descriptors. The descriptors for each subject discipline can be found in our KS3 STEPS framework guide.
- Each 'Step' describes the skills, knowledge and understanding within the KS3 curriculum that students must master by the end of KS3, in order to be on-track for a given GCSE Level by the end of Year 11. For example, if a pupil achieves Step 5 in Mathematics by the end of KS3 then the teacher is indicating that they are 'on-track' to achieve a Grade 5 in their GCSE Examination
- The tracking of pupil progress and attainment and reporting to parents, at KS3, will follow the KS3 STEP system.

In order for the STEPS framework to function effectively, assessments set MUST be made against each subject's specific STEPS framework.

Results of these assessments, when submitted, centrally will be recorded as laid out in section A.14 of this policy.

#### **A.5 KS4**

At KS4, students will move from being assessed against the KS3 STEPS framework to being assessed against the relevant, subject specific, assessment criteria and grade descriptors.

As at KS3, subject leaders and teachers will be expected to set assessment that are designed into the curriculum and mapped against the appropriate assessment criteria and grade descriptors.

The range of approaches to assessment outlined above, as well as the principles of assessment apply equally at KS4. This is to say that at KS4 teachers will plan for and offer a range of assessment opportunities that include:

- In-Class Assessment for Learning
- Milestone Assessments
- Formal Assessment (\*at least one of which will take place during the school's scheduled PPE Examinations for KS4)

These PPE examinations are designed to inform interventions, support students in their application for FE or 6F and will allow teachers, and pupils, to gain a picture of the depth of understanding, to identify misconceptions and learning gaps, which need to be addressed in class, and to identify any underachieving students who require intervention and support.

Results of these assessments, when submitted, centrally will be recorded as laid out in section A.14 of this policy.

#### **A.6 KS5**

Again, at KS5 students will move from being assessed against KS4 GCSE criteria to the relevant, subject specific, KS5 assessment criteria and grade descriptors.

As at KS3 and 4 In-class Assessment for learning practices remain integral to learning and teaching at KS5.

Again, subject leaders and teachers will be expected to set assessments that are designed into the curriculum and mapped against the appropriate assessment criteria and grade descriptors

The range of approaches to assessment outlined above, as well as the principles of assessment apply equally at KS4. This is to say that at KS4 teachers will plan for and offer a range of assessment opportunities that include:

- In-Class Assessment for Learning
- Milestone Assessments
- Formal Assessment (\*at least one of which will take place during the school's scheduled Y12 UCAS Examinations for KS5)

These UCAS examinations are designed to inform interventions, support students transition into Y2 of their programmes of study, in their applications for HE and will allow teachers, and pupils, to gain a picture of the depth of understanding, to identify misconceptions and learning gaps, which need to be addressed in class, and to identify any underachieving students who require intervention and support.

Results of these assessments, when submitted, centrally will be recorded as laid out in section A.14 of this policy

### **A.7 Supporting students in understanding what is being assessed**

Just as students have a right to good quality teaching, and regular and informative feedback, they also have a right to understand when their learning is going to be assessed, how it is going to be assessed and what is going to be assessed.

In order to achieve this, we adopt a 'no-surprises' approach to assessment by making it clear to students what it is they are being expected to learn, how they will demonstrate this learning through achieving clear success criteria and, finally, how they're learning. This approach is *essential* in support students to prepare well and give of their best in any assessment

One of our main methods for providing this clarity, here at Bow, is through the use of topic sheets, which are given to each student to stick in their book, at the beginning of each scheme of work. These topic sheets contain useful information including:

- The topic being taught and what is to be learnt
- The learning chunks of the unit – how the topic will be broken down across lessons
- What will be assessed (linked to the STEPs Framework at KS3 or the appropriate assessment criteria/grade descriptors at KS4/5)
- When and how the learning will be assessed (in terms of any milestone or formal assessments)
- Any marking codes which will be used to support feedback through 'live' or other forms of marking (see below)

Other ways teachers and leaders can support students understanding of what is being assessed can include:

- Providing clear and unambiguous materials to support revision
- Helping students to understand the broad 'areas' being assessed to focus their preparation

### **A.8 Collecting and using assessment data**

The school collects data, centrally, for all YGs on the following basis:

1. KS3 x 2 Per Year
2. KS4 x 3 Year 10 and Year 11

### 3. KS5 x 3 Per Year

At each data collection teachers are required to input information into our management information system. The data collected at each Key Stage is as follows:

Key Stage 3	Key Stage 4	Key Stage 5
The child's current progress against their target STEP NB – You will enter 'above', 'below' or 'on track'	The child's predicted GCSE grade for the end of Y11 NB – You may also be asked to enter the outcome of a particular	The child's predicted grade for the end of Y13 NB – You may also be asked to enter the outcome of a particular
	assessment/examination	assessment/examination
The system will then work out if a child is 'above', 'below' or 'on track' etc.		
An effort grade	An effort grade	An effort grade
E = Excellent Effort, G = Good Effort, I = Inconsistent Effort, U= Unsatisfactory Effort		

Teachers should note, that with the exception of when specific assessment outcomes are requested (i.e. PPE Results), they should be drawing on all available data and evidence to make their judgement.

Subject leaders should train staff on how to use their Subject Tracker, A.9 to make their judgements.

It is important that no single piece of evidence or data skews the professional judgement they make and the data they submit. The range of evidence to be considered should include:

- The quality of a student's work in class and at home.
- The quality of any extended or project based work set.
- The student's performance in any milestone assessments or formal assessments.
- The student's completion of Super-curricular activities.

#### A.9 Subject Data Collection – Subject Trackers

Underpinning an accurate and robust submission of progress data, centrally, to the school should be a robust approach for the collection, quality assurance and storing of data at the subject level. Such an approach supports subject leads in their ability to 'see' the bigger picture of achievement and progress within their subject, to spot patterns, identify strengths and diagnose problems so that intervention can be put into place.

As a result, it is expected that each subject area has its own *shared* tracker in which the outcomes of milestone and formal assessments are stored. This *shared* tracker should be designed by the subject lead so that the data collected, from each teacher, and for each class is in a standardized format enabling ease of use and ease of analysis.

It will be for each subject leader to *design* their shared tracker as they are best placed to understand the appropriate data which should be stored, and the format in which it is stored (i.e. grade, number, STEP, PLC etc.) but they must make sure that this tracker supports the collection of evidence which will support robust and accurate submission of progress data to the school's centralized system.

Any data entered into a *shared* subject tracker should reflect those assessments milestone and formal assessments mentioned earlier in this policy, as well as any additional data the subject leader feels is necessary to collect. Note it is the responsibility of each teacher to ensure that data is entered into the shared tracker in line with the schedule and deadlines set by the subject leader. Other points to note:

- All milestone and formal assessments to be taken throughout the year should be placed on a subject tracker for each year group.
- Subject trackers should be populated after every milestone or formal assessment
- Subject trackers should be reviewed every half-term during Department meetings to identify and review gaps in learning, as well as looking at potential curriculum amendments

#### **A.10 Ensuring that data is robust, accurate and matches expectations**

An essential feature of good quality assessment, and feedback, to students is that this is based on clear, robust, shared standards and expectations, which in turn, support the submission of accurate data centrally to the subject leader (through the department tracker) and to the school. Without these robust, shared standards feedback to students and the data submitted to the school will be imprecise and will hinder, rather than aid further planning. As a result, both *standardisation* and *moderation* are an *essential feature* of the assessment cycle at Bow.

#### **A.11 Standardisation**

To this end, at Bow, each Subject Area *must have* standardisation folders in place which support teachers in making judgements about the quality of a student's work over time. These folders should contain 'exemplar' materials which 'unpack' for staff the standard of what is expected for any particular milestone or formal assessment for any unit of work.

At KS3, given that our STEPS framework provides descriptors at each step for the *end of* KS3 – it is vital that staff are supported with standardisation materials which, in the first instance, will be developed by Subject Leads to help them to judge the quality of a student's work, learning and progress, and the STEP which they are achieving.

To this end, at KS3 subject folders should be collated, for each unit of work, to provide exemplar materials for Step 1-9 work against which staff can judge the quality of work achieved by pupils in each of the three year groups.

At KS4, these should be collated to provide exemplars for a grade 1-9 in years 10 and 11

At KS5, these should be collated to provide exemplars for a grade A\*- E

The expectation is that standardization folders are used by every teacher at every assessment point.

Standardisation folders should be live documents and constantly be reviewed during Department meetings.

#### **A.12 Moderation**

Subject leaders must also plan regular opportunities, throughout the year, for their teams to moderate work in each YG. These activities will support the subject leader in understanding the quality of assessment, the accuracy of marking and the extent to which staff are making appropriate assessment judgements against the standardization materials.

It is the expectation that moderation should take place at every point that data is submitted centrally to the school, as a minimum.

Scheduled assessment meetings, see below, as well as fortnightly subject briefings and Department Meetings provide ample opportunity for moderation to take place.

### **A.13 Assessment Meetings**

In order to support the work, highlighted above, there is an opportunity in the calendar for departments to meet, each ½ term for meetings focused on the outcomes of assessments. These are meetings which are *distinct* and *different* for the scheduled Department Meetings.

These meetings will give departments opportunities to:

- Reflect and review the curriculum that has been taught, making any adaptations as necessary.
- Moderate milestone and formal assessments against the non-negotiables\*
- Share pupils' work and add to standardisation folders
- Use the subject trackers to address any gaps in skills and knowledge across cohorts or classes, planning forward to address these gaps in the coming term
- Identify trends of pupils who may be underachieving, discuss and decide interventions to improve pupil progress
- Discuss the curriculum and assessments for the coming term, ensuring clarity and consistency.
- Have 1:1 Teacher/Subject Leader meetings if required and outcomes to be shared with SLT line manager.

\*Non-negotiables

*The assessment covers 60% of the current unit*

*The assessment covers 40% of the previous unit*

*The assessment includes 40% recall questions*

*The assessment includes 40% application of knowledge questions*

*The assessment includes 20% linking questions*

*There are key concepts included which link to our Big ideas*

*The assessment includes substantive knowledge*

*The assessment includes disciplinary knowledge*

*The assessments for Year 7 to 9 covers all the STEPs from 1-9*

*The challenge for each assessment is cumulative*

### **A.14 Submitting Assessment data onto Arbor**

When entering data onto Arbor, teachers should take into consideration the following factors for each pupil:

- Formative in-class assessment activities they have carried out.
- The quality of other work produced in class or at home
- Reference to the subject tracker and the outcomes of any milestone assessments or formal assessments
- At KS3, reference to the grade STEP descriptors for the pupils' target STEP
- At KS4 and 5, reference to the GCSE, BTEC or A Level grade descriptors
- Reference to any moderation activities that have been carried out and their findings

Entering your judgment into Arbor

Having considered all of the above information when required to do so at the main data collection points, each teacher will record their judgement into SIMs following the method outlined above (Page 8). This will include entering the following information:

Key Stage 3	Key Stage 4	Key Stage 5
The child's current progress against their target STEP NB – You will enter 'above', 'below' or 'on track'	The child's predicted GCSE grade for the end of Y11 NB – You may also be asked to enter the outcome of a particular assessment/examination	The child's predicted grade for the end of Y13 NB – You may also be asked to enter the outcome of a particular assessment/examination
The system will then work out if a child is 'above', 'below' or 'on track' etc.		
An effort grade	An effort grade	An effort grade
E = Excellent Effort, G = Good Effort, I = Inconsistent Effort, U= Unsatisfactory Effort		

At this point the system will then automatically identify whether a student is 'on-track' to achieve their KS3 STEP TGT, GCSE or GCSE TGT grade. This will work as shown in the worked examples below.

### KS3

	KS2 SS	Expected Step (KS3)	Actual Step Entered	Diff	Outcome
Student 1	96-101	Step 4	Step 2	-2	Below
Student 2	96-101	Step 4	Step 3	-1	Slightly below
Student 3	96-101	Step 4	Step 4	=	On track
Student 4	96 – 101	Step 4	Step 5	+1	Slightly above
Student 4	96-101	Step 4	Step 6	+2	Above

### KS4

	KS2 SS	TGT Grade (KS4)	Predicted Grade Entered	Diff	Outcome
Student 1	96-101	Grade 4	Grade 2	-2	Below
Student 2	96-101	Grade 4	Grade 3	-1	Slightly below
Student 3	96-101	Grade 4	Grade 4	=	On track
Student 4	96 – 101	Grade 4	Grade 5	+1	Slightly above
Student 4	96-101	Grade 4	Grade 6	+2	Above

### KS5

	GCSE Ave	TGT Grade (KS5)	Predicted Grade Entered	Diff	Outcome
Student 1	5/6	C	E	-2	Below
Student 2	5/6	C	D	-1	Slightly below
Student 3	5/6	C	C	=	On track
Student 4	5/6	C	B	+1	Slightly above
Student 4	5/6	C	A	+2	Above

## A.15 Reporting to parents

Parents will be sent their child's progress data every time data is submitted centrally to the school during the academic year, to inform them of their child's progress in all subject areas. This will include at least two data 'cards' generated from SIMs and one formal written report during the academic year, normally produced in readiness for each YGs Parent's evening.

These report cards/report will contain the following information, as in the worked example below.

Name	Subject	TGT Step	Status	Effort
Student 4	English	5	Slightly below	G

Parents' Evenings to discuss pupil progress are calendared once a year for each year group.

## Section B - Feedback

*Feedback should move learning forward- Dylan Wiliam*

Aims:

- To provide clear guidance related to the expectations of how feedback should be offered to students
- To layout the principles of, and approaches to feedback, adopted at Bow School

Rationale

At Bow school we believe it is important to provide constructive feedback to students, focussing on the individual's successes and areas for development, through regular formative and summative assessment strategies.

All teachers *are expected* to use a combination of strategies names in this policy, choosing the most appropriate to the learning, and the specific needs of their classes and/or individual students at any given time.

The most effective feedback will be that which gives students a clear sense of the progress they have made, and how they can improve further, with students responding and making progress as a result.

While it is clear that students have an entitlement to feedback and that it is a *core* responsibility of the teacher to provide such feedback, we also believe that feedback, will only be effective if it is:

- Manageable
- Meaningful
- Motivating.

**Manageable:** Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback.

**Meaningful:** Feedback varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Motivating: Feedback should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

### **B.1 Principles of giving feedback**

In order to make feedback both manageable and meaningful, teachers must plan lessons and sequences of lessons in such a way that these lay the foundations for giving feedback - this means planning lessons, in line with the subjects well designed, coherently sequenced and ambitious curriculum. It means planning lessons, which provide appropriate opportunities for students to recap prior learning, to experience high quality modelling from their teacher, to be supported through guided practice before having opportunities to practice independently. It means the sharing of clear success criteria and the setting of assessment clearly mapped against these and the assessment outcomes as designed into the curriculum. It also means:

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

### **B.2 Deliver appropriately timed feedback that focuses on moving learning forward**

It is our expectation that feedback is provided to students in a timely manner. The importance of this cannot be underestimated if feedback is to be both *meaningful* and *motivating* to students. For example, feedback that is overly delayed in delivery will be more difficult for students to connect with their learning and may no longer be meaningful to the student's learning and, thus, their progress has moved on.

This said, it might also be the case that immediate feedback is not helpful either particularly if a student has found something particularly difficult and is not in the right frame of mind to receive feedback.

Teachers then should:

- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set and the individual pupil.
- Ensure that any feedback, whether immediate, or delayed is provided in a timely manner so that the student can connect this feedback with their learning
- Ensure that any feedback, whether immediate, or delayed is provided in a timely manner so that it supports the students in moving learning on targeting the specific learning gaps that pupils exhibit.
- Ensure that any feedback is of high quality feedback. Such feedback may focus on the specific task (and its success criteria), wider subject knowledge or subject domain specific skills, wider metacognition or learning behaviours, features of work such as literacy, SPAG, numeracy, extended writing skills and self-regulation strategies i.e. writing under timed conditions.

### **B.3 Plan for how pupils will receive and use feedback**

Feedback then, although it may be given verbally and in the moment, is something that in the main should be planned for and, thus, should be a *deliberate* part of any planned learning sequence. Teachers are expected, therefore, to consider how and when they will provide feedback, the method they will use to do so and how they will expect students to receive and use this feedback. In so doing, teachers should:

- Be aware that student's motivation, self-confidence, their trust in the teacher, and their capacity to receive information can affect feedback's effectiveness.

- Implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Recognise that feedback strategies may need to differ from class to class or student to student and plan accordingly.
- Provide opportunities for pupils to use and respond to feedback. Such activities *must* be given sufficient time to be *meaningful* and *motivating*. Only then will the feedback loop be closed so that pupil learning can progress.

### B.3 Feedback Approaches

At Bow, we encourage a range of approaches to providing feedback to students. These approaches are designed to support our principle that feedback should be *manageable*, *meaningful* and *motivating*. Exactly how each subject area or teacher applies these approaches to feedback will be dependent on the specific disciplines of their subject or the needs of their classes.

This said, our overarching approach to, and methods of feedback at Bow are:

- Live Feedback
- Verbal Feedback
- Milestone and Formal Assessment Feedback

### B.4 Live Feedback

At Bow, Live feedback is one of the central ways in which we approach providing written feedback to students, in their books. Live feedback is where the teacher *provides* feedback to *individual students* in their books during lessons. This can be providing feedback on the work being completed *in the lesson* or by *looking back* over work that was completed previously.

Live feedback as well as providing relatively immediate feedback to students, and promoting dialogue between the teacher *and* individual pupil has the benefit of *reducing the amount of feedback and marking* which teachers need to complete outside of lessons. This has a positive benefit on teacher workload and *freed up* valuable time for lesson planning/resource development.

While it is for the individual teacher to plan how and when to provide live feedback, the 'apply' section of our Bow Lesson phases, often provide a good opportunity to do this as students work independently.

Live Feedback can be conducted by:

- Circulating the classroom and address any misconceptions, modelling and correcting any issues in individual pupils' books Live Feedback Methodology
- Using marking codes for that unit of work to help inform pupils what they need to do to improve.
- Marking codes or symbols e.g. 'A= add more detail to your justification', 'B= analyse your quotation in more depth', or '? = I do not understand-rewrite to make your point clearer', can be used for ease of speed, but must be clearly outlined on unit topic sheets for pupils to refer to. Please refer to the live feedback 'How to' guide for more detail.
- Using the visualiser to 'live mark' pupils work to the class, thus clearly modelling expectations and addressing common misconceptions.

Live Feedback Minimum Expectation

- The minimum expectation is that live feedback should be carried out for each pupil at least twice during each taught unit of work.

### **B.5 Milestone and Formal Assessment Feedback**

In addition to the live feedback, mentioned above, it is the expectation that students receive more detailed, extended feedback, on any work they produce as part of the planned milestone or formal assessments. The feedback that, again, should be provided in a timely manner should also be *manageable, meaningful and motivating*.

In order to support teachers with providing such feedback, subject leaders are expected to provide a subject guide that will support teachers in providing such feedback.

Teachers should note therefore that:

- All milestone and formal assessments require feedback to be given to pupils in accordance with your subject guide.
- The minimum expectation for this type of feedback is at least once each taught unit of work- please refer to your subject guide on feedback for more detail.
- Pupils should be given clear, diagnostic feedback with a clear focus on moving learning forward/what the pupil needs to do to improve. The feedback needs to be timely and clearly in line with the success criteria for the assessment set. Effective diagnostic feedback should:
  - Give students clear and specific targets to improve with time to respond.
  - Use modelling to demonstrate how a student could move their learning forward
  - Should take the students' individual personalities into account. Some students need a strong push; others have to be handled gently or they become discouraged.
  - Be about specific skills, subjects or weaknesses. Please refer to the 'how to' guide on diagnostic feedback for examples of what this looks like in practice.
- Teachers should use the outcomes of assessments placed on the *shared* subject tracker *along with* patterns in feedback to *analyse gaps* in knowledge/skills which can inform lesson planning as well as whole class feedback

### **B.6 Pupil response to feedback**

Just as students are entitled to understanding how, and when, they will be assessed they are also entitled to be given the opportunity to respond to feedback on their work and progress. Teachers, too, who will commit considerable time to providing feedback to students, are entitled to expect that their feedback is digested, responded to and acted upon.

In order to ensure this, teachers must:

- Ensure that time for pupil response to feedback is clearly planned into lessons
- Plan for DIRT tasks, particularly following milestone and formal assessments. Such tasks should be clear and specifically linked to pupils improving their work, thus moving learning forward.

When planning for DIRT tasks it is particularly useful to think about the 5 'R's of action feedback which are:

R1 Redraft and Redo	R2 Rehearse or Repeat	R3 Revisit and Respond	R4 Re-learn and Re-test	R5 Research and Record
Go back to edit and improve certain areas of the work	Go back and practice again and again to master particular skills	Go back and practice by answering more similar or challenging questions	Provide an opportunity to re-test to ensure that learning has really been secured	Provide an opportunity for students to develop their work with new information, deeper insight and wider references

A dialogue, both verbal and written, should be created between teacher and student. When books are returned to students, it is essential to allow time for students to process the comments and engage with the feedback.

In order to ensure that the dialogue between student and teacher is evident in books we have the following expectations.

Blue or Black pen	Student's work
Red pen	Teacher's feedback
Green pen	Student's response to marking/self-assessment/peer-assessment.

Please refer to the 'What feedback looks like in....' subject guide for more detail on individual subject areas.

### Section C - Support

For more support on how to apply the school's policy on Assessment and Feedback, please refer to our 'How to...' guides focussing on questions to ask when:

Creating a Topic Sheet
Writing and constructing milestone and formal assessments
Collating standardisation folders
Moderation
Entering Data
Creating Feedback Codes
Live Feedback
Planning for Pupil Response to feedback
Planning for in-class (AfL) assessment opportunities
Giving diagnostic feedback

## **Section D - Inclusion**

The principles of this assessment and feedback policy applies to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **Section E - Roles and responsibilities**

### **E.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **E.2 Headteacher**

The Head teacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **E.3 SLT Line Managers are responsible for:**

- Ensuring that the policy is adhered to by the SL
- Working with SLs to analyse pupil progress and attainment, including individual pupils and specific groups
- Working with SLs to prioritise key actions to address underachievement
- Monitoring standardisation folders across all key stages with SLs
- Monitoring subject trackers and the patterns emerging
- Following up on actions from Department meetings
- Working with SLs to undertake work scrutinies, deep dives, learning walks and lesson visits to monitor the impact of assessment and feedback.

### **E.4 Subject Leaders are responsible for:**

- Ensuring that the policy is adhered to by all members of their department

- Working with their department to analyse pupil progress and attainment, including individual pupils and specific groups
- Leading moderation of assessments, along with post holders
- Leading assessment meetings with clear agenda items and following up on agreed actions
- Leading the collation of standardisation folders, along with post holders
- Monitoring subject trackers and following up on patterns emerging.
- Working with post holders and SLT LM to undertake work scrutinies, deep dives, learning walks and lesson visits to monitor the impact of assessment and feedback.

#### E.5 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and undertaking actions as directed by their Subject leader.

#### F - Monitoring

F.1 This policy will be reviewed every two years by SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation processes
- Assessment meetings
- Standardisation folders
- Deep Dives
- Lesson visits
- Work scrutinies
- Pupil progress meetings

#### G - Links with other policies

G.1 This assessment policy is linked to:

- Curriculum policy
- T & L policy