

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Assessment & Feedback Policy



Birkdale High School Assessment Feedback Policy

Date of Policy: May 2018
Member of staff responsible: Mr D Hudson
Review date: May 2019

Rationale

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student; a way of acknowledging students' work, checking the outcomes and making decisions about what teacher and students need to do next, with the primary aim of driving student progress.

Our approach to feedback at Birkdale is based on educational research and the findings of national workload reviews and suggestions.

Aim

To ensure assessment and feedback at Birkdale is meaningful, manageable and motivating.

What assessment and feedback should not look like at Birkdale

- Excessively reliant on labour intensive practices such as extensive written comments
- Disjointed from the learning process, failing to help pupils improve their understanding.
- Dispiriting, for both teacher and pupil, by failing to encourage and engender motivation and resilience.
- Unmanageable for teachers. Our teachers need to be effective in the classroom and so need to have a workload which allows them to be so.

What assessment and feedback should look like at Birkdale

Meaningful:

- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- At Birkdale teachers are encouraged to adjust their approach as necessary and trusted to *incorporate the outcomes into subsequent planning and teaching.*
- As well as marking informing teachers' responses, the feedback given to students should inform their next steps and facilitate progress
- Marking should serve a single purpose – to advance pupil progress and outcomes.
- Consistency across a department or our school is very important, but we aim to achieve this through consistent high standards, rather than unvarying practice.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to

consider and respond to marking. In their engagement with feedback our boys should use the following principles:

Green for student response and improvements.

Red for peer and/or self assessment.

Purple for teacher feedback.

Manageable:

- Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of our teachers.
- Examples of disproportionate marking practices we wish to avoid include written dialogue instead of a conversation.
- If our teachers are spending more time on marking than the boys are on a piece of work then the proportion is wrong and should be changed.
- In the Spring of 2015, Ofsted clearly set out that it does not expect to see any specific frequency, type or volume of marking – it is only interested in the overall effectiveness of marking policies on outcomes for pupils. This clarification is now contained within the School Inspection Handbook

Motivating:

- Marking should help to motivate pupils to make progress.
- This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.
- Our teachers will avoid doing more work than our boys so that they develop the learning habits of accepting challenges and taking responsibility for improving their work. Boys must learn to engage with their own work in order to improve their resilience and ability to recall knowledge in their exams.
- An important element of marking at Birkdale is to acknowledge the work our boys have done, to value their efforts and achievement, and to celebrate their progress.
- We will not accept work that pupils have not checked sufficiently as this detracts from our boys' responsibility for their own learning, particularly in editing and drafting skills.
- Boys at Birkdale will be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- Where possible we will avoid awarding grades for every piece of work as this can reduce the impact of marking, particularly if boys become preoccupied with grades at the expense of a consideration of teachers' formative comments

Other important features

Marking for Literacy and Presentation

It is the responsibility of each teacher to develop and thus assess and provide feedback on our boys' literacy and presentation standards.

Each teacher should use the following symbols when marking:

MARKING SYMBOLS: WHAT THEY MEAN AND HOW YOU SHOULD RESPOND

<i>Sp</i>	<i>You have misspelt a word. Write the correct spelling three times in the margin</i>	
	<i>You have done something well. Explain what you have done well here</i>	<i>You were pleased with this because... I tried hard to... This is some of my best work because... I have shown progress since my last piece of work by...</i>
<i>X</i>	<i>Inaccurate knowledge. Add the correct piece of knowledge to the answer</i>	<i>I was wrong to think that... I was unsure about... I think it would help if I...</i>
	<i>There is an issue with punctuation or capital letters. Add the correct punctuation or cased letter</i>	
<i>R</i> 	<i>This section is grammatically incorrect and (or) needs to be rewritten. Rewrite the section identified</i>	
<i>?</i>	<i>Your teacher is interested in the thinking behind this answer. Explain how you arrived at this answer</i>	<i>I have tried to... My intention was to... Firstly I...</i>
<i>Pr</i>	<i>You're showing poor presentation habits. Alter your work so that it is presented to the highest standards.</i>	<i>I did not... I forgot to... My work doesn't look as good as it could because...</i>

Quality Assurance

At Birkdale we wish to be a beacon for outstanding practice in the education of boys. To achieve this we must always reflect on our practice, share the best of it and be critical with that which is deemed ineffective. This includes our approach to assessment and feedback.

The development of feedback practice is firmly embedded in our Teaching and Learning model, as one of our four key foci: **Feedback**, Autonomy, Challenge and Engagement. Thus how staff give feedback will be quality assured with best practice shared and less effective practice challenged in a supportive, developmental manner.

All of our teachers accept their professional obligation to ensure the quality of assessment and feedback is high. Our Heads of Department (HoD) also have a responsibility to ensure that subject staff are given adequate support and opportunities to develop their skills in this crucial area.

We encourage open discussion about teaching practice at Birkdale during staff inset; department meetings; year team meetings; middle leader meetings; Teaching and Learning meetings and SLT meetings.

The quality of assessment and feedback will be monitored and evaluated through performance management, formal and informal observations and department reviews. These should be supplementary to [the reviews](#) taking place within departments.

Dissemination of the policy

All staff and members of the Governing Body will have access to an electronic copy of the policy via google docs

Policy review

The policy will be reviewed every 12 months by middle leaders and SLT. A report with any recommendations will be considered by the Governing Body.