



Bideford College

Assessment & Feedback Policy

Part A - Whole College Principles

At Bideford College it is expected that each Faculty (and sometimes subjects within these) will have their own specific approach to assessment and feedback. However, these faculty- or subject-specific policies sit underneath a broader set of principles that apply to all areas of the college. These are outlined here.

1. Why we provide feedback

Feedback should ensure that students' work is valued and the effort that they are making is given proper consideration. We offer students verbal and written feedback to help them understand their current achievement and to inform their understandings of how to make progress. The process also should identify any misconceptions so that students are better placed to increase attainment and make progress as a result. This process should be seen (by all stakeholders – students, parents and carers, teachers and other staff) as a supportive process which accelerates progress and confidence.

2. Whole-College Principles

Students' work is assessed in a variety of ways throughout the year (for details of frequency see faculty specific policies in the appendix of this document) in all their curriculum subjects. These assessments are marked by subject specialists and feedback provided so that students are clear on how they can improve their work and most importantly so that any gaps in knowledge and understanding are identified. This forms an integral part of the whole college curriculum cycle (see Fig 1). Time is built into schemes of learning so that students can reflect upon their learning and the feedback provided from staff. This in turn allows students to improve their work, correct misconceptions and address any literacy errors that have arisen. This time will also provide the opportunity for teachers to address any gaps that occur in a student's knowledge or understanding, either individually or, if necessary, to larger groups of students, before moving on to new content or skills. Medium term Curriculum Overview documents make it explicit what the principle learning objectives are in each Programme of Study or unit of work.

All assessment and feedback at Bideford College should be:

Diagnostic: Any assessment that a student undertakes should be done to identify what a student knows or can do and, *most importantly*, what they have not fully grasped or

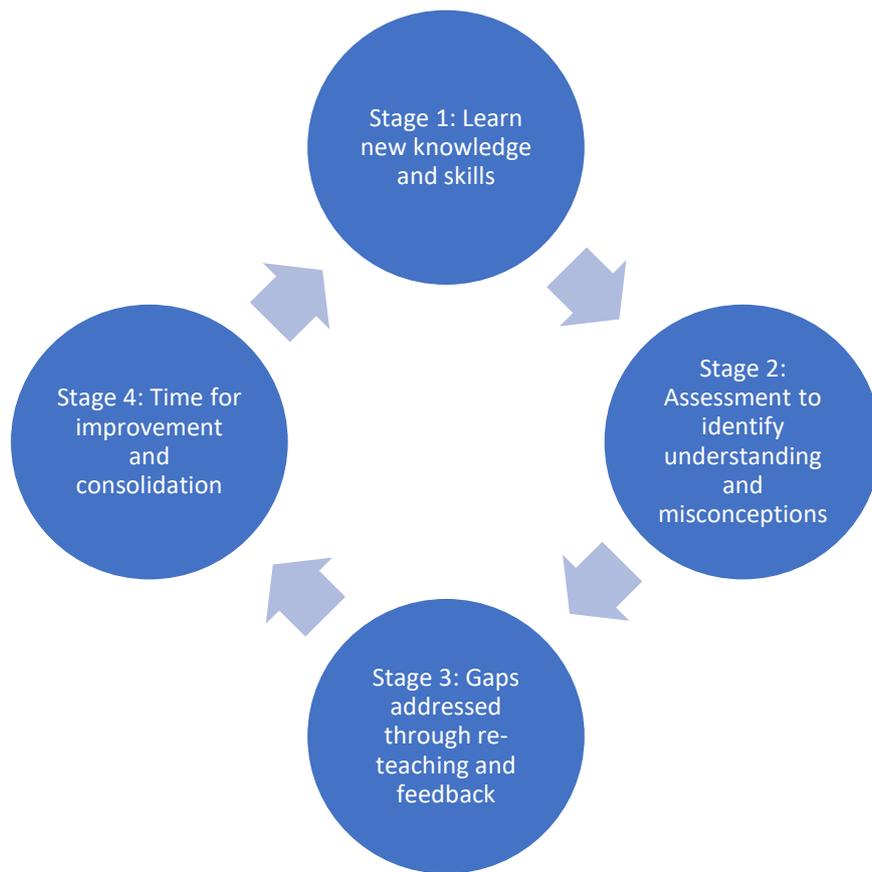
understood. Feedback to students should identify what they need to do in order to make rapid, effective progress. This is identified as targets to improve (TI).

Meaningful: Any feedback that a student receives should be acted upon as soon after it has been received as is possible. This will maximise the impact that it will have. Feedback should be both formative and summative at different points, so that students can act upon it before moving on.

Manageable: Feedback should be given to selected pieces of work so as to be manageable for both the teacher and the student. The timeframe given to this should account for the other demands being put upon students.

All feedback given should inform teachers' planning, so that gaps in understanding have been identified and the learners' needs are shaping the content of subsequent teaching and learning. The principle learning objectives for any given unit of work are documented in each Faculty's Curriculum Overview documents. These should be discussed with students, addressed in both our teaching of and our feedback to students, and shared with parents and carers.

Figure 1: Curriculum Cycle



Part B – Types of Feedback

- i) Detailed feedback (or 'Deep' marking) will be regularly received by students for specific pieces of work identified by the Head of Faculty and built onto Schemes of Learning. It is not expected that all work produced by students receives this sort of feedback. Targets for Improvement should clearly indicate what students need to do to make rapid progress following assessment and feedback. Usually this feedback will be written in green pen and students' responses will be in purple. The assessment of students' understandings and abilities that are gained when giving this sort of feedback (stage 2) should inform the planning of teaching and learning in its next stages. Where necessary, content might be re-taught (stage 3) when assessment has identified widespread misconceptions in learning or gaps in knowledge.

- ii) All teachers at Bideford College should be marking for literacy. This is an essential part of our whole-college commitment to improving students'

literacy. It is also something that TAs can add to as a part of their work supporting students' learning. 'Live' marking in the classroom will often address points of literacy as staff move about the classroom and offer spontaneous feedback to students. As with detailed feedback, it is imperative that students are given time to correct errors and make changes to their work in response to such feedback.

The codes used by staff to identify errors in a student's literacy are outlined in Table 1 and should be consistently applied. Similarly, the action required by a student when an error is identified, should be routinely adhered to by staff, so as to raise the literacy standards of all our students. These codes should be displayed in all classrooms. 'DIRT' time should be identified in lessons to allow students opportunity to complete these corrections.

Table 1: Codes to identify literacy errors

Sp	Spelling is incorrect <i>(circled and corrected by teacher* - copied x3 in margin)</i>
P	Indicates missing or incorrect punctuation <i>(circled)</i>
.....?	This section does not make sense <i>(wavy underline)</i>
CL	A capital letter needs adding or removing here <i>(circled)</i>
//	A new paragraph begins here
/	A new sentence begins here
^	A word or detail has been missed out here
<u>U</u>	Underline this title or subtitle

* all literacy errors to be corrected; staff should prioritise a maximum of 3 spellings per page

- iii) Self- or Peer-assessment can offer students opportunities to gain a greater understanding of the success criteria by which they are assessed and can be a useful learning tool. However, such feedback can only *complement*, and not

replace, feedback from the teacher. All such feedback should be subsequently verified by the teacher. Usually this feedback is given in red pen.

- iv. Verbal feedback is a valuable form of feedback that allows teachers to provide students with instantaneous feedback on their attainment, as well any misconceptions or errors. In certain subjects this might be the most frequent method of feedback, reflecting the nature of the work undertaken by students in that subject. There is no requirement for either staff or students to record this type of feedback. However, there might be situations where reminding students of what has been said in verbal feedback is useful.

Appendix 1: Art and photography

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	This is done verbally at regular intervals in a scheme of learning. It is done as 'two stars and a wish'.	To allow students to provide feedback to others using subject specific vocabulary. It allows to reflect on their own work.	KS3 - Every week KS4/5 – Every three weeks
Deep marking	At the end of each project students receive detailed feedback on their work. An assessment grid is used to assess the progress a student has made and targets to improve are provided.	To allow students to understand the progress they are making and how they can further improve their work in line with the marking criteria.	KS3 - Every term KS4/5 – Every completed project
Verbal feedback	Live verbal feedback during lessons	To provide students with instant feedback on how to improve their work	Every lesson

Appendix 2: Computing/ICT/Motor Vehicle/Hair and Beauty/Business Studies/Health and Social Care

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Verbal feedback	Teachers should move around the room providing live verbal feedback. Students will be encouraged to demonstrate how they achieved a given objective.	Verbal feedback enables students to have prompt guidance and resolve misconceptions thus supporting progression and offer challenge especially when a unit/project is skills based. Visual and auditory learners as well as those with poor literacy skills can ask for more clarity if they are unsure.	Every lesson
Peer/self-assessment	At KS3 students maintain a 'Progression Diary' updated each lesson and an Assessment grid, this grid is validated by the teacher as part of their deep marking. Peer assessment is integrated into relevant units/projects. At KS4 peer/self-assessment is practised within relevant unit/projects	The KS3 Progression Diary (in One Note) is used to inform the student's ATL. At KS3 the Assessment grid (in One Note) allows a student to complete and track their own progression towards their target grade. KS3/4: Peer feedback enables students to help each other. They can then use this information to work on their own work.	KS3 – every four lessons KS4 – every eight lesson
Deep marking	Relevant success criteria/mark schemes will be made available to students for assessments/exam questions thus made aware of what is assessed. Predominantly using One Note work will be annotated to highlight strengths, misconceptions and areas for development.	Students need the opportunity to be able to develop their performance based on the feedback that is specific to them. The feedback must be diagnostic and move the student forwards.	KS3 – At the end of every lesson * (except pre-test revision, tests and feedback from tests lessons) the teacher will mark a group of 5 student's work () to

	<p>Regular assessment will take place via Take5, thus allowing for any misconceptions/generic errors. These will be actioned in <i>dedicated improvement time</i> at the beginning of each lesson.</p>		<p>complete detailed and acknowledgement marking of that lesson's work <i>only</i>, to highlight any common misconceptions.</p> <p>KS4 (non-BTEC) - every eight lessons</p> <p>KS4 (BTEC) – in line with BTEC guidance</p> <p>KS5 (non-BTEC) – once per fortnight</p> <p>KS5(BTEC) – in line with BTEC guidance</p>
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Appendix 3: Design Technology/Food and Nutrition/Catering/Graphics/Textiles/Construction

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Verbal feedback	<p>Teachers should move around the room. Students will be encouraged to demonstrate what they are working on and staff should discuss strengths and areas for development.</p>	<p>Verbal feedback enables students to have instant advice and to clear up misconceptions straight away. Students with poor literacy skills are often more comfortable verbalizing their questions and can ask for more clarity if they are unsure.</p> <p>In practical work this is particularly valuable.</p>	Every lesson

Peer/self-assessment	Students to be given clearly defined assessment criteria to enable them to carry out peer/self-assessment task.	This will enable students to work independently and to help each other. They can then use this information to work on their own work.	Every four lessons
Deep marking	<p>Assessment criteria and mark schemes will all be available to students so they are aware of what is being assessed.</p> <p>All deep marking should take into consideration literacy, knowledge and understanding as well as relevant exam/assessment criteria.</p> <p>Specific pieces of KS3 work in each unit will be deep marked and is highlighted on the scheme of learning.</p> <p>KS4 work should be annotated throughout to highlight strengths and areas for development.</p> <p>Use of highlighted assessment sheets for coursework. Teachers will complete TI comments that are specific to the student and will move their learning forward. Questions given for students to complete in <i>D.I.R.T. time</i>.</p>	<p>Deep marking and advice generated will ensure students are meeting their assessment criteria and on track to access their target grades. Students will be able to develop their work based on specific feedback that is relevant.</p> <p>KS3 Assessment sheets to all be completed half way through a project and then at the end of a project before groups rotate to enable target setting during Introduction lessons. Front sheet to show target grade and assessment criteria achieved.</p> <p>KS4/5 assessment sheets containing exam board criteria to be highlighted to show marks achieved.</p> <p>TI comments to aid progress, address misconceptions and fill gaps in knowledge</p>	<p>KS3 - Every six weeks</p> <p>Year 10 - Theory bookwork and design folders every half term</p> <p>Year 11 – Coursework every half term (subject to exam Board regulations)</p>

Appendix 4: Drama

Type of feedback you will see	What will this look like?	Why we are doing it?	Frequency (per how many lessons)
Peer/self-assessment	Verbal feedback against lesson objectives or success criteria. This may be student led whilst developing work, or in response to direct teacher questioning when evaluating in class performances.	To ensure students are able to identify their progress in key performance skills and can use subject terminology in analytical and evaluative ways.	This will take place in every drama lesson, either as part of group development work or performance developmental feedback.
Deep marking	In Key Stage 4 and 5 exam essays and portfolios will be marked against Edexcel criteria. If submitted electronically, feedback will be via the comments function and subsequent work submitted via the same document for tracking. For paper submissions work will be marked in green, with acknowledgement of where the assessment objectives have been met and specific targets for improvement given.	To enable students to become familiar with the successful aspects of their written work and to identify where they are achieving the grades. To allow opportunities for students to make additional progress and become secure with exam technique and expectations.	Following submission deadlines for portfolio work. Weekly essays once in the exam preparation sections of the courses for GCSE and A Level.
Verbal feedback	Teacher verbal feedback forms a core part of practical drama lessons, whilst students are devising work or developing their skills.	To identify opportunities for peer modelling, to allow students to continually improve their physical and vocal skills, to provide direction and feedback on exam performances.	Every practical lesson

Appendix 5: English

Type of feedback	What will this look like?	Why we are doing it?	Frequency
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Peer/self-assessment	This will be seen as red pen in response to a student's work. They may set targets. Red pen is also used for self-marking.	So that students develop proof reading skills. Provides students with instant feedback. Allows students to evaluate their strengths and weaknesses.	As appropriate.
Deep marking	Students' work will be deep marked by the teacher in their exercise books. A section of work will be identified for improvement and a TI set. GCSE assessment criteria will be used for assessment grading. Student response to the marking will be in purple, so that progress is evident.	So that students make progress and are given the opportunity to improve.	Every half term
Verbal feedback	Questioning and verbal correction will be seen whenever students are working independently.	Instant feedback to facilitate progress	Every lesson.

Appendix 6: Humanities

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	Will be completed by students in response to low tariff exam questions, knowledge recall tests or quick checks of understanding. It will be completed in red pen.	To provide opportunities for students to be more familiar with mark schemes and provide timely response to work done.	Twice every half term
Deep marking	Exam style answers will be marked by teachers in green pen and corrected for misconceptions, errors and missing ideas. Targets to improve (TI) will be set so that students can work on this in the next lesson so that misconceptions are addressed and gaps in	To provide targeted actions so students can improve both that piece of work and their understanding of how to do better in that style of question in the future. To provide the teacher with information regarding the misconceptions of the class,	Every nine lessons

	<p>knowledge filled. This will be done by the student in purple.</p> <p>This work will be set a TI and, in purple, students will respond to this to improve their work in the next lesson.</p>	<p>areas for further explanation and gaps that need closing in the next lesson.</p>	
Verbal feedback	Teacher support in lessons.	To provide students with instant feedback and correction of misconceptions.	Every lesson apart from during formal assessments.

Appendix 7: Maths

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	<p>Self-assessment will involve students reflecting on their confidence level and identifying aspects of learning to improve upon.</p> <p>Peer assessment will involve their peer commenting methods and accuracy. Self-assessment front sheets are on all formal tests. Pupils will be required to identify two topics to revise independently marked in red and corrected.</p>	To provide opportunities for students to gain a greater understanding of the success criteria and provide timely feedback to themselves and peers. To support AFL and pace throughout all lessons.	<p>KS3/4 - most lessons there should be self-marking of classwork (especially starters) and/or independent learning tasks.</p> <p>KS5 - as directed by teachers</p>
Deep marking	At the end of each unit and at three additional times a year students will sit tests which will be deep marked by the teacher. The teacher will provide feedback so that the student knows how they could improve their performance, address misconception and fill	To provide student with feedback about their current understanding and personalised advice on what they need to do to improve and allow them time to do this	Every three weeks.

	any gaps they have in their knowledge. This will be in the form of specific actions or tasks. Students will be given lesson time to act upon the feedback and increase their progress. This will be completed in purple so it can be readily checked.		
Verbal feedback	Individual, small group or whole group conversation about strengths, weaknesses and the way forward.	To provide students with instant recognition and/or acknowledgement of misconceptions or errors and to encourage and motivate.	Every lesson

Appendix 8: Modern Foreign Languages

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	A chosen task to self or peer mark and improve. This could be a vocabulary test or a piece of written work. TI will be given.	To help students understand grade descriptors and reflect on their own and other students' work.	Most lessons
Deep marking	This is a task identified by the HOF in the scheme of learning. It should inform future lesson planning and may include summative assessments. Students will be given a TI and time will be allocated for students to act upon feedback.	To formatively assess student knowledge and consolidate learning. To inform future lesson planning.	KS5 – four times per half term KS3 and 4 – twice per half term
Verbal feedback	Teachers will feedback immediately to students in class to give praise and areas for improvement.	To give instant feedback so that students can reflect and improve.	Every lesson

Appendix 9: Music

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	This is done verbally as an ongoing part of lessons. RSL students are encouraged to reflect in their books and peer assess by supporting each other to complete assignment tasks.	To allow students to critique each other's work by using subject specific vocabulary.	Every three weeks
Deep marking	Students will have formative feedback and targets to improve throughout a scheme of learning. They will receive a summative grade at the end of each unit. Feedback is provided on student trackers in folders.	To allow students to focus on improving specific areas of their work.	KS3 one performance / composition / listening assessment every term. KS4 (GCSE) one listening assessment every half term and one performance and composition piece every term KS4 (RSL) following the RSL assessment and internal verification timetable KS5 twice every half term
Verbal feedback	Teachers will feedback immediately to students in class to give praise and areas for improvement.	To give instant feedback so that students can reflect and improve.	Every lesson

Appendix 10: PE

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Verbal feedback	Verbal feedback will be provided during students' practical performances. This will be done through questioning and demonstrations with individuals, small groups or the whole class.	To allow students to know how to improve their performance and what grade they are currently working at.	Every lesson
Peer/self-assessment	This is done verbally as an ongoing part of lessons. Students will be asked to self-evaluate or peer assess the performance of themselves or their peers.	To allow students to evaluate practical performance for sporting pathways and to help students improve their performance. Students are encouraged to use subject specific terminology.	Weekly
Deep marking	<p>KS3. This will provide a 'Working At Grade' from the PE assessment matrix and provide students with a personalised target for improvement (TI) – both aspects are NOT activity specific</p> <p>GCSE/A-level theory. Exam questions are used as assessment and marked using the assessment objectives (AOs) of the exam board. Students are given targets to improve linked specifically to the AOs.</p> <p>BTEC (KS4 and 5) coursework. Teacher-marked using BTEC guidelines. TI identifies where criteria has not been met and students re-submit improvements within two weeks.</p>	To allow students to focus on improving specific areas of their performance. Informing students how to reach the next grade but also how to become a better holistic PE student.	<p>KS3 – termly</p> <p>KS4/5 – Every half term</p>

Appendix 11: Science

Type of feedback	What will this look like?	Why we are doing it?	Frequency
Peer/self-assessment	<p>Self-assessment will involve students reflecting on their confidence level and identifying aspects of learning to improve upon.</p> <p>Every lesson will start with a recap of the previous lesson which may involve peer or self-assessment or verbal feedback from the previous lessons work.</p>	<p>To provide opportunities for students to gain a greater understanding of the success criteria and provide timely feedback to themselves and peers. To support AFL and pace throughout all lessons.</p>	<p>Whenever it is suitable there should be self-marking of classwork (especially starters) and/or independent learning tasks.</p>
Deep marking	<p>At the end of each unit and at mid points in the longer units students will sit tests which will be deep marked by the teacher. The teacher will provide feedback so that the student knows how they could improve their performance, address misconceptions and fill any gaps they have in their knowledge. This will be in the form of specific actions or tasks. Students will be given lesson time to act upon the feedback and increase their progress. This will be completed in purple so it can be readily checked.</p>	<p>To provide students with feedback about their current understanding and personalised advice on what they need to do to improve and allow them time to do this.</p>	<p>Every 9 lessons</p>
Verbal feedback	<p>Teacher support in lesson. Every lesson will start with a recap of the previous lesson which may involve peer or self-assessment or verbal feedback from the previous lessons work.</p>	<p>This will provide students with instant recognition and/or acknowledgement of misconceptions or errors.</p>	<p>Every lesson unless students are completing assessments</p>

