



# BSL Feedback and Assessment Policy

## Policy Statement

Feedback is central to everything we do as a school. Feedback enables our learners to achieve constructive growth, and our teachers to understand what our learners need. Feedback enables the intentional design of teaching and learning tasks, to maximise their impact and effectiveness.

Assessment in class involves requesting and achieving feedback on learning. The purpose of assessment is always to empower our learners and develop their independence, as well as to help teachers to measure their own impact on their learners, to inform the next stages of each student's learning.

A wide variety of assessment types will be used throughout the year, ranging from daily formative assessment in class to check learner understanding, through to more detailed summative tests and examinations. Whether formative or summative, the purpose of any assessment is always to provide feedback to learners and teachers on their next steps.

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## Introduction

The purpose of this assessment policy is to ensure that feedback is central to our teaching and learning practices at BSL, and to ensure that our philosophy of assessment is consistent across the school. Its aim is to help improve academic achievement at BSL, by ensuring that feedback and assessment practices are fully effective and achieve maximum impact.

## Assessment for learning

BSL promotes the use of Assessment for Learning (AFL), which involves the continuous use of formative assessments in class to improve learning. AFL practices should also be applied to any summative assessments, ensuring that our learners always understand what, how and why they are learning. AFL practices involve:

- Regular self-assessment
- Positive relationships with learners
- Learners assessed against their own abilities
- Immediate and Personalised feedback

AFL should be constructive and non-judgemental. Its purpose is always to inform the learner of desirable next steps with their learning, rather than to be judgemental on the level at which a student is currently working.

## Formative Assessment

Formative assessment takes place on a daily basis and supports the AFL philosophy. Formative assessment is a vital part of the assessment process and greatly improves motivation, self-esteem, and learning.

- BSL teachers must use multiple forms of formative assessment to inform students about their learning and progress;
- Formative assessments should prepare BSL learners for summative assessments and provide learners with the opportunity to learn from mistakes;
- Learners should be aware of formative assessment strategies and be a part of the creating, delivering, and evaluating process;
- Formative assessment should be used to empower BSL learners;
- Reflecting on formative assessment is essential for BSL teachers' planning practices.

Grading is *not* the main purpose of formative assessment. However, taken collectively, the formative assessments carried out in class over a period of time will help teachers to form a holistic judgement of the overall level at which each student is working, with judgement supplemented by more formal summative assessments at periodic intervals.

## Teaching and Learning Strategies and Characteristics

Key Characteristics	Teaching and Learning Strategies
<p><b>Sharing learning objectives with learners</b></p>	<ul style="list-style-type: none"> <li>● Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that learners can understand</li> <li>● Use these objectives as the basis for questioning and feedback during plenaries.</li> <li>● Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning</li> </ul>
<p><b>Helping learners to know and recognise the standards they are aiming for</b></p>	<ul style="list-style-type: none"> <li>● Give learners clear success criteria and then relate them to the learning objectives</li> <li>● Show learners work that has met criteria, or not met criteria, with explanations of why</li> <li>● Model what success should look like, for example exemplify good writing on the board</li> <li>● Ensure that there are clear shared expectations about the presentation of work</li> <li>● Provide displays of learners' work which show work in progress as well as finished product</li> </ul>
<p><b>Involving learners in peer and self-assessment</b></p>	<ul style="list-style-type: none"> <li>● Give learners clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus</li> <li>● Encourage learners to work/discuss together, focusing on how to improve</li> <li>● Ask learners to explain their thinking: 'How did you get that answer?'</li> <li>● Give time for learners to reflect upon their learning</li> <li>● Identify with learners the next stages in learning</li> </ul>
<p><b>Providing feedback that leads learners to recognising their next steps and how to take them</b></p>	<ul style="list-style-type: none"> <li>● Value oral as well as written feedback</li> <li>● Ensure feedback is constructive as well as positive, identifying what the learner has done well, what needs to be done to improve and how to do it</li> <li>● Identify next steps for groups and individuals as appropriate</li> </ul>

<p><b>Promoting confidence that every learner can improve</b></p>	<ul style="list-style-type: none"> <li>• Identify small steps to enable learners to see their progress, thus building confidence and self-esteem</li> <li>• Encourage learners to explain their thinking and reasoning within a secure classroom ethos</li> </ul>
<p><b>Involving both teacher and learners in reviewing and reflecting on assessment information</b></p>	<ul style="list-style-type: none"> <li>• Reflect with learners on their work, for example through a storyboard of steps taken during an investigation</li> <li>• Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer)</li> <li>• Provide time for learners to reflect on what they have learned and understood, and to identify where they still have difficulties</li> <li>• Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment</li> </ul>

## Summative Assessment

Summative assessment takes place at periodic intervals, in order to measure what learners know or can do at a particular point in time. Summative assessment outcomes will be recorded by the teacher within their overall records of each learner’s learning journey, helping to inform the teachers’ judgement regarding the overall level at which each learner is currently working. They also help the teacher to track each learner’s progress over a period of time, enabling positive interventions to occur whenever progress is below what is expected.

Summative assessments also have a formative purpose, as the outcomes of these are used to inform learners and teachers of their next steps. This is especially the case with the more minor summative assessments that routinely take place within teaching units, whose purpose is often to practise skills and demonstrate prior knowledge to further inform teaching and learning prior to a more major summative assessment. Major summative assessments also have a formative process, as they help to inform future teaching and learning, as well as revision strategies, prior to any end of unit assessments or external examinations.

Thus, effective feedback and reflection following any summative assessment is always essential.

# Assessment Styles

Assessment will take many different forms. Different learners may respond better to different types of assessment, so teachers should take care to incorporate many different forms of assessment within their teaching and learning routine.

## **Formative assessments and minor summative assessments may take the form of:**

- Class check-ins to assess understanding (e.g. mini whiteboards, digital tools etc.)
- Class discussions and participation
- Group work and feedback
- Individual or group oral work, short presentations or performances
- Practical work and demonstrations
- Minor research projects
- Homework tasks
- Short exercises, quizzes or tests to assess learning
- Practice past paper questions
- Peer and self-assessment

## **Major summative assessments may take the form of:**

- Major written assignments and essays
- Major presentations
- Major performances
- Major research projects
- Major oral assessments
- Practical Portfolios
- Internal assessments and coursework
- End of unit tests, past papers and examinations
- Midyear examinations
- End of year examinations
- Externally assessed Individual Assessments (IAs) and Extended Essay (EE)
- External examinations (e.g. IGCSE, IBDP)

## Planning

Formative assessment is a routine component of everyday teaching and learning, and may occur without prior planning at a moment when the teacher recognises the need to check the class's understanding of a topic or skill.

Summative assessments, whether major or minor, should be referred to in unit plans. The timing of any assessment should be carefully planned to ensure that there is sufficient time for prior teaching of relevant content and skills, the delivery of the assessment, as well as subsequent feedback and reflection.

Unit plans will reflect the planned Learning Objectives (LO), which will be available to learners and referred to during learning. Unit plans should also incorporate a planned rotation of different forms and styles of summative assessment, as well as a reference to whether or how assessment outcomes will be recorded.

Learners must be informed in advance of the timing of any summative assessment where the outcome will be recorded.

In general:

- Summative assessments must appraise a broad range of concepts, attitudes, knowledge and skills appropriate to the subject;
- Assessment tools should not be limited to standardised and teacher-created tests, and should include a variety of opportunities and assessment types, to allow all learners to demonstrate their learning;
- Where relevant, learners should have access to success criteria or rubrics in advance of summative assessments, with excellent and less excellent exemplars used where possible to illustrate the criteria or rubrics;
- Where relevant, summative assessments should be based on subject specific curriculum assessment criteria (e.g. IBDP, IGCSE etc.).

## Inclusion and Access Arrangements

Care must be taken at all times to ensure that all learners are included and are able to effectively access their learning and assessments. A number of students have pre-agreed special arrangements for taking their assessments. The SENCO will inform you if a student in this category is in your class.

Please see the [BSL Inclusion Policy](#) for more information.

# Deadlines, supporting learner progress and missing work

## Supporting Learner Progress:

Teachers should use positive intervention strategies to support and motivate learners who experience challenges with any task, through the use of a variety of strategies, including:

- Anticipating which learners may require additional support to complete assigned tasks, and monitoring those learners more closely;
- Requesting assistance from the student support team where appropriate, including tutors, the SENCO and learning support team, and SLT;
- Providing additional support for learners who are learning English or French as an additional language;
- Providing alternative assessment tasks that accommodate any identified special learning or language needs;
- Choosing, when appropriate, to extend time for completing assignments, especially for learners who communicate difficulties in advance of the due date;

## Deadlines:

Teachers must set and communicate realistic timelines for assignments, and support learners in meeting these timelines. These timelines should provide adequate time for learners to complete the work, while being mindful of other demands and of learners' strengths and challenges.

## Missing Work:

If a learner is absent during an in-school summative assessment, they should be given every opportunity to complete the assessment at a later date. However, in general, learners must clearly understand that there will be consequences for not completing or for submitting assignments late. If, despite supporting learner progress in the ways above, work is still late or missing, teachers may apply the following additional intervention strategies:

- Developing a special agreement with the learner to complete the work;
- Requiring the learner to complete missing work during a supervised detention;
- Intervening with parents to discuss strategies for keeping learners on track when they are falling behind or not taking responsibility for their work.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual profile and circumstances of the learner, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, learners are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to complete work.

## Feedback

Feedback to learners following any assessment should always be qualitative, not just quantitative. Feedback should always consider each learner's progress and reflections on the assessment, not just any numerical scores.

Teachers should always give feedback within the week following an assessment. Feedback should be focused and personalised, and can helpfully focus on feedback about the task, feedback about the process, and feedback about self-regulation. It is not helpful for feedback to focus on the learner as a person.

The table below may help teachers to consider helpful and less helpful types of feedback.

<p><b>✓ Feedback about the task...</b></p>	<ul style="list-style-type: none"> <li>• Includes information about errors - whether something is correct or incorrect</li> <li>• Incorporates information about the depth or quality of the work, often against implicit or explicit criteria</li> <li>• May include a need for more information</li> <li>• Is more powerful when it corrects misconceptions than when it alerts learners to lack of information</li> </ul>
<p><b>✓ Feedback about the Processing...</b></p>	<ul style="list-style-type: none"> <li>• Gives information about how learners approached the task</li> <li>• Provides information about the relationship between what a learner did and the quality of the performance</li> <li>• Suggests possible alternative strategies that also would be useful</li> <li>• Scaffolds transfer</li> </ul>
<p><b>✓ Feedback about Self-Regulation...</b></p>	<ul style="list-style-type: none"> <li>• Concerns the process learners use to monitor and control their own learning</li> <li>• Can lead to learners seeking, accepting, and acting on feedback information</li> <li>• Develops learners' confidence as learners</li> <li>• Encourages metacognition—thinking about thinking</li> </ul>
<p><b>✗ Feedback which focuses on the student as a Person...</b></p>	<ul style="list-style-type: none"> <li>• Is generally not a good idea</li> <li>• Does not contain information that can be used for further learning</li> <li>• Implies that achievement is something beyond learners' control</li> <li>• Leads to a kind of academic fatalism</li> </ul>

(DLST, 2011)

**Marking:**

The main purpose of marking should be:

- formative, summative or both, but primarily as assessment for learning to help learners make progress;
- to identify strengths and areas for development, with clear and realistic feedback and targets for improvement included when marking;
- to value or acknowledge learners' work.

**Marking guidelines:**

- Exercise books and homework should be marked regularly. All learners' work should be returned marked within one week, except for major assessments which should be returned within two weeks.
- Completion of tasks should be marked with an evaluative comment and suggestions should be made for the next steps for improvement. The most effective marking takes place alongside learners, rather than at a distance.
- Feedback should be specific and constructive so that the learner understands how to improve for the next assessment, and is reassured that improvement is possible.
- Praise should be given for work of a high standard or good effort. Use praise liberally to motivate learners.
- Regular cross department moderation should be practised where possible, especially with external assessments.

**Literacy:**

All teachers have a responsibility to develop learners' literacy skills. Sometimes it will be appropriate to provide feedback about spelling, punctuation or other aspects of writing. However, literacy objectives may not have formed part of the learning intentions or success criteria for the work carried out and it would also be an unrealistic aim and counterproductive to mark every grammatical error in every piece of learners' written work. A balance needs to be struck. It is important to correct subject specific vocabulary.

**English as an Additional Language (EAL):**

For assessments in many subjects, it is important to remember that some learners will not be using their first language. Teachers are not marking for grammatical accuracy; what is important is that learners present their thinking as clearly as possible. All teachers should aid EAL learners by highlighting and improving language errors, where applicable.

## **Evaluations and Self-Assessments:**

Regular evaluations and self-assessments should be part of all teachers' regular learning routines. Learner feedback should be at the centre of any evaluation process, to develop their independent learning and to provide feedback to the teacher on their teaching.

Evaluations are likely to include:

- Verbal feedback and self-assessment in class;
- End of unit/topic learners' evaluation form;
- Teacher adaptation of learning unit plans;
- Moderation meetings within and across subject departments.

## **Plagiarism**

Learners must understand that the tests and exams they complete and the assignments they submit as evidence of learning must be their own work, and that cheating, and plagiarism will not be tolerated. Teachers must communicate and reinforce expectations of academic honesty with learners. Proven plagiarism or cheating should be graded zero, with learners asked to redo work honestly. We strictly adhere to the IB guidelines on plagiarism. Parents must be informed of any incidents involving plagiarism for any summative assessments or pieces of exam coursework.

Please also refer to the BSL Academic Integrity Policy.

## **Tracking**

Learners' progress should be recorded and tracked. Teachers should keep records, in accordance with agreed department, section or school requirements, that record not only the outcomes of summative assessments but also other relevant observations. Tracking records ultimately form the basis for assessment grades, as periodically published within reports and transcripts.

## **Baseline Assessments**

From time to time, the schools may use international baseline assessments to measure the levels of learners at specific checkpoints (e.g. GL CAT 4 assessments). These may be used especially:

- At the time of first admission;
- At the start or end of a key stage.

Data acquired through such assessments forms no part of our learners' attainment transcripts. Instead, its purpose is to enable the school to effectively evaluate our learners' attainment against their baseline starting point, creating more objectivity within our tracking processes when measuring student progress and the 'value added' through teaching.

## **Attainment Grades**

Attainment grades included within learners' reports and within BSL transcripts must be informed by multiple assessments and performance samples over time. They should not be unduly influenced by unusually high or low grades: performance on a single assessment is never a sufficient basis for determining the overall grade.

Report grades should be an accurate reflection of the level at which each student is currently working. Where grades vary across the assessment period, it is important to look for the 'best fit' or 'mode' grade, as well as any upward or downward trend. These are the fairest methods of determining the level at which the student is currently working, rather than through calculating a 'mean' grade (which may be unduly influenced by lower earlier grades before progress occurred, as well as by any other outlier assessment outcomes).

BSL attainment grades are based solely on academic performance. It is noted that poor attendance, attitude or behaviour are likely to lead to weaker academic outcomes through weaker progress with learning over a period of time, especially if key lessons and assessments are missed. However, these elements are separately recorded, rather than being used as grounds for any negative numerical adjustment to academic grades. If a learner is unable to complete a summative assessment, the grade should be recorded as 'absent' not zero.

### **Attainment Levels:**

At BSL, attainment is assessed using the levels 7 (high) to 1 (low). This is shown on the grid overleaf, with the appropriate descriptions.

In Years 10-13, where appropriate, departments should use subject specific IGCSE and IB % grade boundaries for determining attainment grades.

Grade boundaries for Years 1-9 should be set by departments and sections.

<b>Level</b>	<b>Attainment</b>	<b>Description</b>	<b>Indicative IGCSE</b>
<b>7</b>	<b>Outstanding attainment</b>	Demonstrates exceptional knowledge of the subject with a degree of understanding well above what is expected of a learner at this stage; consistently performing at this superior standard.	<b>A*</b>
<b>6</b>	<b>Excellent attainment</b>	Demonstrates excellent knowledge of the subject with a degree of understanding consistently above what is expected of a learner at this stage.	<b>A</b>
<b>5</b>	<b>Very good attainment</b>	Demonstrates a thorough knowledge of the subject with a degree of understanding above what is expected of a learner at this stage.	<b>B</b>
<b>4</b>	<b>Satisfactory attainment</b>	Demonstrates a secure knowledge of the subject with a degree of understanding in line with what is expected of a learner at this stage.	<b>C</b>
<b>3</b>	<b>Low attainment</b>	Demonstrates some knowledge of the subject with a degree of understanding below what is expected of a learner at this stage.	<b>D</b>
<b>2</b>	<b>Very low attainment</b>	Demonstrates very limited knowledge of the subject with a degree of understanding significantly below what is expected of a learner at this stage.	<b>E</b>
<b>1</b>	<b>Negligible attainment</b>	Demonstrates extremely limited knowledge of the subject with a degree of understanding very significantly below what is expected of a learner at this stage.	<b>F</b>

## Reporting to Parents

At BSL, we report to our parents in a number of different ways:

- Through Written Reports, according to a published timeline, sent to parents through our Managebac portal;
- Through Parent-Teacher conferences, or Student-Led conferences, when parents are invited to meet teachers in person for a discussion regarding their child's progress;
- Through Intervention Meetings, where parents or teachers may request an additional meeting or online call for regular monitoring or discussion of specific concerns.

Written reports may consist of some or all of the following elements:

- Settling-in comments for new students;
- Attainment, exam and effort grades for a specific subject;
- Comments on progress and next steps within a specific subject;
- Tutor or Class Reports, making general comments on progress, effort and next steps;
- Student-Led Reflections;
- Overall Grade Transcripts;
- SLT Comments where relevant.

## Appealing against attainment grades

Teachers will always seek to determine the grades for any assessment with professional integrity and objectivity. These will in turn be used to generate periodic attainment grades for reporting and transcript purposes. Students will always be provided with feedback regarding their assessment and attainment grades, to ensure that they fully understand the reasons why they received the grades in question, as well as their next steps for seeking a higher grade in future. In this way, there should be little room for doubt regarding the grades awarded and their rationale.

However, there may be occasional times when learners and/or their parents/guardians may feel they need to request a review or appeal against the attainment grade awarded. This could take the form of:

- An Enquiry Upon Results (EUR) for external assessments;
- An Internal Review for school-based attainment grades, consisting of:
  - An intervention meeting with the teacher to discuss the grading rationale;
  - If still unsatisfied, an appeal to the SLT for a second review of the teacher's assessment and evaluation, with a conference meeting at which the relevant learner, SLT leader, teacher and parents/guardians are all present. The SLT leader's decision, based on the findings of this conference, shall be final.

## **Assessment Timeline**

Assessment timelines are separately reviewed and published each year, showing the timings of major assessments. Minor assessment timings will be shared with learners and parents through Managebac and through other notifications where necessary.

## **Policy Review Cycle**

Policy revised and agreed by SLT: Sept 2025

Next scheduled review: Sept 2027