



# Assessment, Feedback & Reporting Policy

2023-2024

**Implementation Date – September 2023**

**Review Date – May 2024**

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## 1. Introduction

We want every student to experience **amazing learning**, in every lesson, every day. We want our students to have a **good struggle**, to feel challenged yet supported. As teachers, it is important that our curriculum planning, assessment strategies, feedback and reporting allow all students to move forward.

Assessment is a key part of teaching and learning at the British School of Geneva.

- High quality assessment is crucial in providing feedback and steering learning to help students make effective and appropriate levels of progress.
- Reporting of assessment is essential for informing those outside the teacher–pupil relationship e.g. parents, school leadership, to ensure every student receives the support and encouragement they need.
- Accurate assessment data is a valuable tool for evaluating our performance as individual teachers, on a whole school basis and to promote our school to interested parties – e.g. parents, ISP, media, COBIS etc.
- Accurate recording and tracking of student assessment is vital in supporting and documenting pupil progress in all years, not just those assessed externally by external examination boards.

This policy sets out to explain the basic expectations of teaching staff for implementing assessment techniques, feedback and reporting.

## 2. Curriculum Planning

To ensure effective teaching is taking place, a rigorous curriculum must be developed and delivered.

### 2.1 Primary Section

Teachers in BSG Primary will assess pupils' learning and progress regularly and accurately. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. We will ensure that the children know how well they have done and what they need to do to take their learning further.

At British School of Geneva, we base our curriculum on the English National Curriculum and undertake planning and assessment in line with the Primary Curriculum Framework 2014. Adaptations may be made to reflect the nature of our International intake and location.

All UK National Curriculum subjects have Schemes of work (SOW) and in turn the SOW have Performance Descriptors (PDs) PDs are used to assess the children's learning relevant to the National Expectations for their age.

Teaching staff will use a personalised planning format for medium and short-term planning. Within these, teachers will record lesson objectives and activities – showing differentiation, key vocabulary and assessment opportunities where appropriate.

Medium term plans will be saved electronically in a Google Teamdrive Primary Planning folder, which may be accessed by the Head of Primary, Subject Coordinators, primary colleagues and other management staff members at any time for reference. These plans may also be shown to parents upon request.

Through experiences together with teaching and learning strategies within each lesson the children will acquire their own understanding of the learning objectives through articulating what they are learning/have learned at appropriate times. They will devise their own or shared toolkits for achievement in the different learning areas and tasks, and will assess their achievement against this toolkit and success criteria.

### 2.2 Secondary Section

In the secondary section, each subject must have a Scheme of Learning (SoL), a Learning Sequence and an Assessment Overview. All SoL and associated documents can be found in the staff shared area of Google Drive.

#### 2.2.1 Schemes of Learning

Our SoL are working documents, which staff may change/update through the course of the academic year as they see fit. All subject areas will use a standardised template for SoL. As this is a working document, links to lesson resources etc. may be included to aid with planning. When constructing SoL, the following must be considered:



<b>1. Clear focus on learning</b>	<p>What will learners get better at?</p> <p>What knowledge, Skills &amp; Understanding will they develop?</p> <p>It must create a set of learning intentions and outcomes to make the learning</p>
<b>2. Emotions &amp; motivation</b>	<p>Start with the why - why is this context relevant to learners' roles &amp; responsibilities?</p> <p>How will you make sure that learners experience 'a good struggle'?</p>
<b>3. Attention &amp; Engagement</b>	<p>How can you break the content down for bite sized learning opportunities?</p> <p>How will you invite learners to actively engage with the content?</p> <p>Use videos to share stories that engage and inspire.</p>
<b>4. Assessment &amp; Reflection</b>	<p>How can you build in opportunities for on-going reflection?</p> <p>What features can you include to help learners experience quality repeated experiences?</p>
<b>5. Sharing &amp; Connecting</b>	<p>How will you help learners to consider different perspectives?</p> <p>What features or formats will encourage collaboration and sharing?</p> <p>Use discussion forums, communities and other tools to connect colleagues.</p>
<b>6. Practical meaning making</b>	<p>How can you encourage learners to try things out in their own context?</p> <p>What examples of learning in action can you share from other contexts?</p> <p>Create practical learning activities with opportunities to share the outcomes of</p>
<b>7. Pacing &amp; Spacing</b>	<p>How can you encourage learners to try things out in their own context?</p> <p>How will the design encourage learners to space out their learning and revisit it regularly?</p>
<b>8. Invites feedback</b>	<p>How will you invite and capture feedback and use this to get better?</p> <p>How will you know whether the content has met its learning intentions and outcomes?</p>

*Suggested reading:*

How to avoid the pitfalls of curriculum development:

<https://edu.rsc.org/ideas/building-effective-schemes-of-work/4015675.article>

Curriculum research reviews; A series of reviews by Ofsted looking at the research evidence currently available about different curriculum subjects:

<https://www.gov.uk/government/collections/curriculum-research-reviews>

### 2.2.2 Learning Sequence

The process of curriculum sequencing is about mapping out the knowledge, skills, understanding, and content across your curriculum, so that what students are learning builds on what they have learned before.

Each subject area must produce a long term plan and weekly overview which will be shared with students and parents. This document outlines the sequence of the learning material and when content will be delivered. Teachers must take into consideration the whole school calendar, assessment dates and external examinations.

*Suggested reading:*

Curriculum sequencing – How to decide what to teach and when:

<https://www.teachwire.net/news/curriculum-sequencing-how-to-decide-what-to-teach-and-when>

Why curriculum sequencing is like baking sourdough:

<https://www.tes.com/magazine/teaching-learning/secondary/why-curriculum-sequencing-baking-sourdough>

### 2.2.3 Assessment Overview

Each subject area must consider the types of assessment used throughout the academic year. Teachers are expected to provide an overview for each half term, indicating the topics covered and type of assessment. This information will be shared with students and parents. Teachers must consult the Assessment Calendars section of this document before planning assessment dates.

#### *Suggested reading:*

Understanding Assessment and Reporting: A blog guide:

<https://teacherhead.com/2018/03/01/understanding-assessment-a-blog-guide/>

Becoming Educated, the Craft of Assessment:

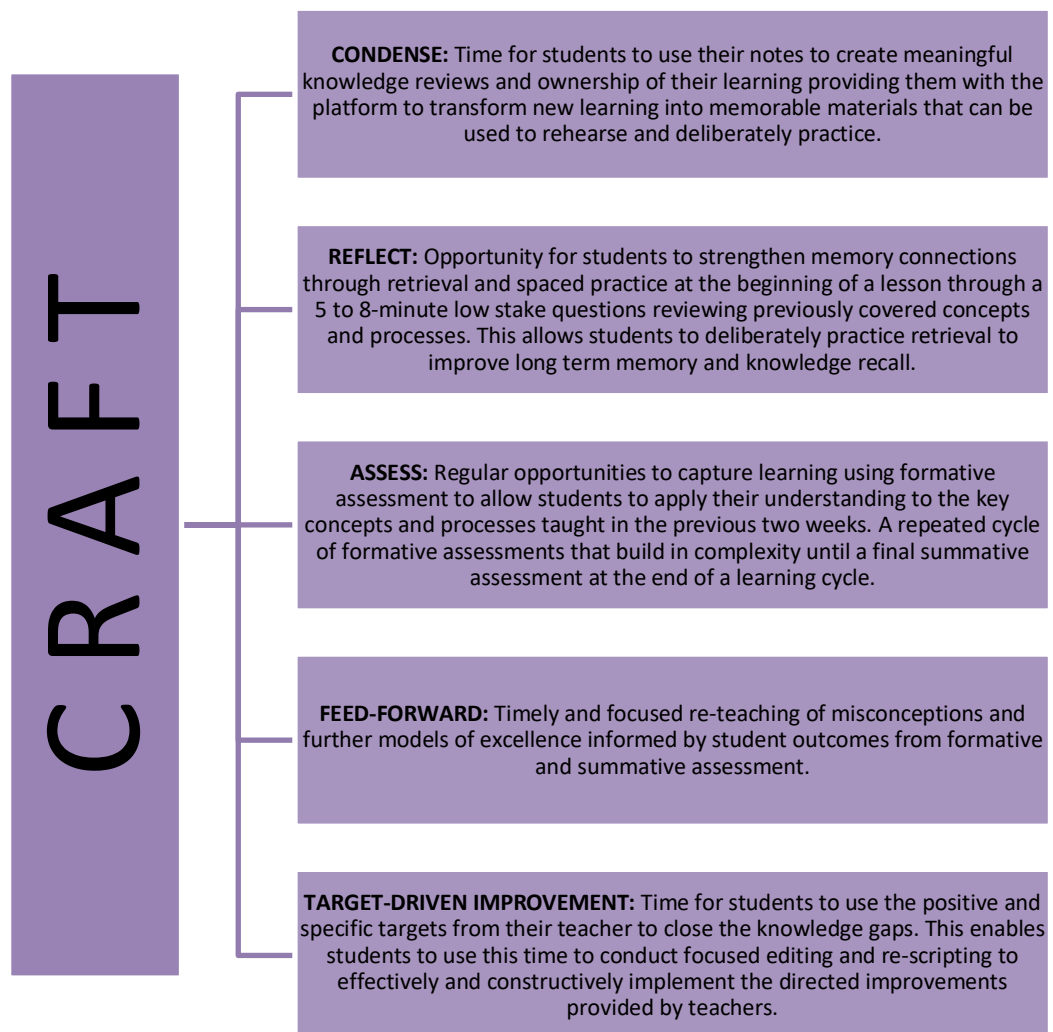
<https://becomingeducated.libsyn.com/craft-of-assessment-with-michael-chiles>

### 3. Assessment Approaches

Assessment is a key part of teaching and learning at the British School of Geneva. High Quality assessment is crucial in providing feedback and steering learning to help students make effective and appropriate levels of progress.

#### 3.1 Meaningful Assessment

Assessment can take many forms. It is important that teachers consider the process of assessment as a whole, the preparation, the type of assessment and how the information garnered from the assessment is used by the teacher and the student. To ensure that we create a climate for meaningful, manageable and motivational assessment of learning, the 5 key principles (CRAFT of assessment) below must be considered when planning assessment.





*Suggested reading:*

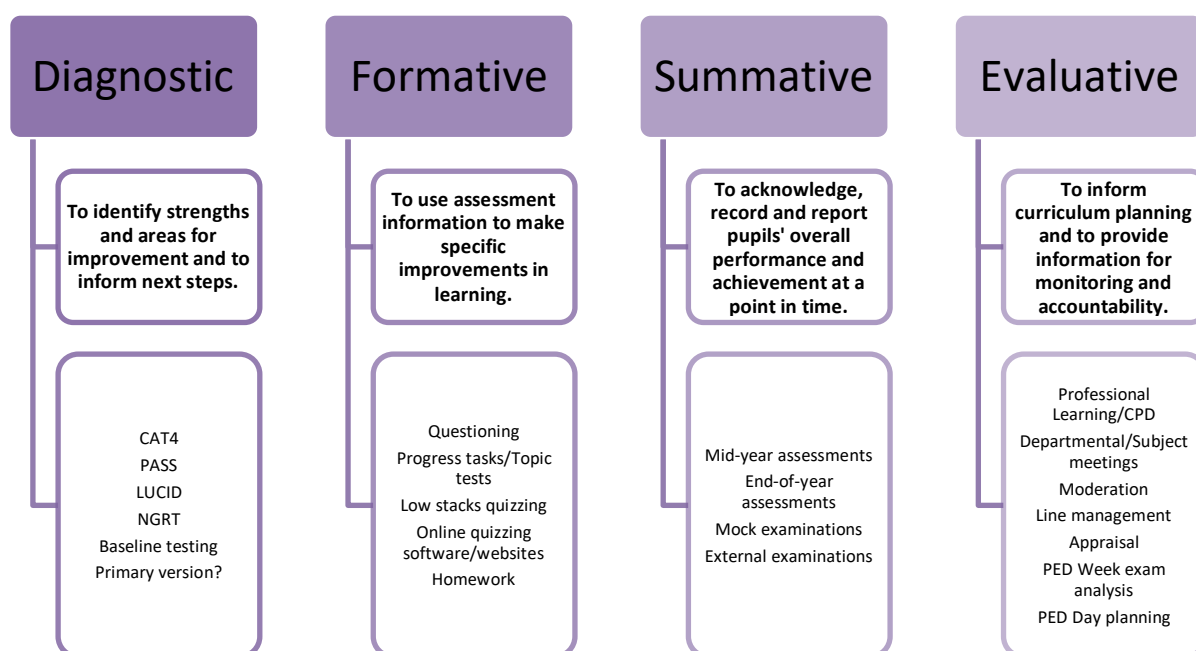
The CRAFT of Assessment: A whole school approach to assessment of learning:

<https://www.amazon.com/CRAFT-Assessment-approach-assessment-learning/dp/1912906813>

(a copy is available in the staffroom)

### 3.2 Purpose of Assessment

The aim of assessment is to facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better student outcomes. Assessment can take the following forms:



*\*Please note that this is not an exhaustive list*

#### 3.2.1 Diagnostic assessment

Diagnostic assessment identifies strengths and areas for improvement and informs the next steps. It normally takes place at the beginning of a learning programme or as soon as a student joins the school. It involves the Admissions Officer/teacher/Head of Section/SEND/CO/EAL Coordinator working closely with the student and parents to identify their strengths and learning needs. Teachers identify the nature of a student's learning difficulties and use this information to plan interventions to address the issues discovered. They should then share this information with the student and parents to plan the next steps to improve their learning.

**CAT4:** CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement.

**PASS:** Pupil Attitudes to Self and School (PASS) is an all-age survey that will help you understand your student's mindset towards school, and if they are confident, ready and motivated to learn. PASS helps to identify barriers to learning in order to ensure student wellbeing and positive outcomes at a whole school, class, and individual level.

**LUCID:** Lucid Recall is a suite of computerised tests designed for the assessment of working memory skills in the age range 7 years 0 months to 16 years 11 months. The Lucid Recall suite comprises standardised tests of the following memory processes:

- Phonological loop (Word Recall test)
- Visuo-spatial sketchpad (Pattern Recall test)
- Central executive function (Counting Recall test)

In addition, Lucid Recall provides the following additional standardised measures derived from those core tests:

- Composite working memory skills
- Working memory processing speed

**NGRT:** The New Group Reading Test (NGRT) is a standardised assessment to measure reading skills of students aged 5-16 years against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected). Tasks include sentence completion, passage comprehension and phonic exercises. NGRT tests not just the ability of students to decode what they read, but also to comprehend and apply meaning.

**Baselines:** These assessments are administered by subject teachers and are aimed at students who join BSG from different educational systems, midway through the academic year or if concerns are raised with a new students academic ability. Subject baselines allow teachers to quickly identify gaps in learning and provide support when needed.

*Suggested reading:*

GL Assessments:

<https://www.gl-assessment.co.uk/assessments/>

### 3.2.2 Formative assessment

Formative assessment is the day-to-day checking for knowledge, skills and understanding that we expect to see in all lessons. This can include a range of assessment techniques including the use of progress tasks, topic tests, low stakes quizzing on paper, mini whiteboards or through the use of websites such as Kahoot!, Quizlets, Carousel Learning etc. When approaching formative assessment teachers should consider five 'key strategies' that support the implementation of effective formative assessment.

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

*Suggested reading :*

5 formative assessment strategies:

<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>

### 3.2.3 Summative assessment

Summative assessment gives students, parents and teachers valuable information about a student's overall performance at a specific point in their learning. It provides information about a student's progress in subject knowledge, skills and understanding.

Summative assessment should:

- take account of all the learning intentions or outcomes of the programme of study/ topic
- take account of formative assessments throughout the year, or at the very least in the last term
- be formative in its own right
- provide feedback on what learners did or did not do well; and
- provide teachers with insights into what students have and have not learned in order to adjust and refine their teaching.

Teachers can use this information to inform the next steps in their planning or to highlight gaps in student knowledge and identify areas that they may need to re-emphasise. The information gathered from summative assessment can also be analysed at whole-school level for benchmarking and target setting.

### 3.2.4 Evaluative assessment

The main purpose of evaluative assessment is to ensure that there is appropriate accountability at all levels for the performance of our school. Evaluative assessment informs curriculum planning and provides information for monitoring and accountability. Time will be given to departments to evaluate their use of assessment and implement improvements if necessary.

### 3.3 Primary Assessment

Children's performance against the PDs and individual lesson success criteria (SC) is evaluated by teaching staff using formative assessments through the course of every-day teaching, and through summative assessments at the end of each term. These evaluations are used to guide the planning of future activities and learning for relevance based on individual pupil progress and needs.

Upon entry to school all students will undertake a baseline assessment (**InCAS**) which will inform BSG as to existing levels in the core subjects and also of learning aptitudes and developed ability. This assessment will then be taken on an annual basis in September of the forthcoming academic years. The Reception children will undertake the BASE assessment.

For children joining the school mid-year, the baseline assessment will be undertaken within the first two weeks at school.

Along with the formative assessments regularly undertaken, this will help us to ensure that our students are making appropriate progress according to individual capabilities.

In Reception, in line with Early Years Foundation Stage (EYFS) guidance:

Formative assessment is based primarily on the practitioner's professional knowledge of what the child knows and can do day to day. It can be gathered during routine interactions with children, and does not need to be planned. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative assessment is based on a holistic view of what the child can demonstrate against each Early Learning Goal (ELG) at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses. The ELGs are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Teachers should consider the child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

Assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and other adults.

In Year One the children take a Phonic screening test.

In Years 1-6, each term standardised assessments will be taken in maths, reading and science, using the Abacus or Rising Stars assessments. Teacher-assessed pieces of writing in non-fiction and fiction will be undertaken. A standardised assessment grid will be used by all teachers.

### 3.4 Progress tasks/Topic tests

Progress tasks may take the form of end of topic/unit tests, covering a range of topics if desired. At key stage 4 and 5, students should complete a minimum of four progress tasks per term. Progress tasks may vary in length depending on the topics covered. At least one question on the progress task should be from a previous topic so that students can build on prior learning. Students should be provided with a numerical score/percentage. This information should be recorded in the class marksheet in Engage and shared with parents. All subject areas will use a standardised header format for progress tasks and ensure that students act of feedback to move learning forward.

### 3.5 Homework

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. Homework activities vary significantly, particularly between younger and older students, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests. At the British School of Geneva we believe that homework should:

- Develop time management skills
- Develop independent learning and research skills
- Allow students to understand the benefits of independent learning
- Consolidate knowledge from lessons
- When needed only, finish class activities to ensure progress

It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Within the secondary section, all homework will be posted on Google Classroom for students and parents to access. Where possible, tasks should be submitted through Google Classroom.

#### 3.5.1 Primary section homework expectations

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership and in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce or pre-teach work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

**The Nature of Homework:** It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:-

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from Year 1 to Year 6.

**Recommended Time Allocation:** Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practise is to be encouraged e.g. reading, spelling and times tables.

Here is the recommended time allowance for each year group (inclusive of daily reading, spelling and mental maths practise:

Years 1 and 2 - 1.5 hours per week

Years 3 and 4 - 1.5 - 2 hours per week

Years 5 and 6 - 2.5 hours per week

These are merely guidelines. The minimum requirement will be as per the 'what **will** be included' aspects outlined below. Other activities will be set where and when appropriate. and specific to individual children.

No formal homework will be set during holidays.

**Homework Tasks:** Listed below, for each phase of British School of Geneva, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

### Reception

Shared reading with a family member

Phonic practise

Number games

### Key Stage 1 (Year One and Two)

These **will** include:

- Daily reading with an adult (25 mins per week)
- Daily spelling practise (25 mins per week)
- Daily number practise (25 mins per week)

These **may** include:

- Literacy activities
- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus and house numbers
- Online activities for reinforcement e.g. Mathletics, Literacy Planet



## Lower Key Stage 2 (Year Three and Four)

These **will** include:

- Daily reading with an adult (30 mins per week)
- Daily spelling practise (30 mins per week)
- Learning times tables and number bonds (30 mins per week)

These **may** include:

- Literacy activities
- Numeracy activities/problem solving tasks
- Topic based activity/research
- Online activities for reinforcement e.g. Mathletics, Literacy Planet

## Upper Key Stage 2 (Year Five and Six)

These **will** include:

- Daily reading (60 mins per week)
- Daily spelling practise (30 mins per week)
- Learning times tables (if still appropriate)

These **may** include:

- Online activities for reinforcement e.g. Mathletics, Literacy Planet
- 'Talk Homework' that involves discussing the focus for a future piece of writing
- Reading comprehension activities
- Pre-learning tasks ready for the next teacher-led session(s) -planning pieces of writing, planning and creating presentations, researching topics
- Practising calculation strategies learned in class

**NB** If your child benefits from one of our extra support groups, then you may be requested to make provision for your child to undertake extra online work to ensure frequent practise and hence progression. If this supplementary homework is not undertaken, your child may be withdrawn from the support group.

## Role of the Class Teacher:

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To set suitable homework for all levels of ability (differentiated where necessary) in order for all pupils to access and undertake the task in a meaningful way.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils on how well they have met the objectives of the work. Feedback may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
- To provide parent and student access to an outline of the homework with attachments of worksheet where relevant. This will be via the class page on Google Classroom or Class Dojo, or a printed homework summary page, as relevant to each year group/phase.

### Role of the Head of Primary:

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

### Role of the Child:

- To complete and return homework on or before the directed day for submission.
- To attempt the homework in its entirety and with a presentation that is of a high standard. Students whose homework is rushed and/or incomplete or is presented in a negligent manner should expect to be sanctioned, or supported through attendance at homework club
- To undertake the work themselves, with occasional support from parents or teachers as required.

### Role of the Parent:

- To check the homework guidance for the weekly task and spelling list
- To provide a suitable working environment and time for the child to undertake homework (quiet, away from other distractions, table and chair)
- To support the child in getting started on the tasks but NOT to do it for them!
- To alert the class teacher if the child had great difficulty with the task.

**NB** At the British School of Geneva we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

### Absence from school:

If children are absent due to illness we will not send homework home. We will assume the child was too ill to work.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head of Primary.**

### 3.5.2 Key stage 3 homework expectations

There is no expectation for teachers to set homework at key stage 3. Should a teacher wish to do so, they must ensure that it is linked to the SoL being delivered and allow adequate time for students to complete the task.

### 3.5.3 Key stage 4 homework expectations

As students move to GCSE, homework should increase in frequency, however it should not be used to ensure coverage of material not delivered during lesson time. It is important that the purpose of homework is clear to students and it should always aim to increase a specific area of knowledge, or to develop fluency in a particular area/skill. Homework at KS4 should allow students to develop their independent learning skills in preparation for KS5. Incomplete/missing/late homework must be noted in Engage, with a notification sent to parents (*see Appendix 1*).

### 3.5.4 Key stage 5 homework expectations

Homework is an important part of the key stage 5 curriculum. Homework is set to ensure students make the requisite progress and deepen their learning by providing activities which contribute to students:

- being engaged and enthusiastic about their courses
- developing good learning habits and cultivate self-discipline
- becoming skilful, independent and resilient learners
- committing to memory core knowledge, vocabulary and concepts
- consolidating knowledge and skills
- extending and deepening understanding
- developing highly effective revision techniques

Homework at KS5 must always receive feedback (individual or whole class) or be used as a self-assessment tool by students. Students can expect 6-8 hours of homework per week in each of their A Level subjects. Incomplete/missing/late homework must be noted in Engage, with a notification sent to parents (*see Appendix 1*).

## 4. Assessment & Report Calendars

### 4.1 Primary

Term 1	September	October	November	December
			PTMs 7.11.22 Assessment week 28.11.2022	Report deadline 8.12.2022
Term 2	January	February	March	
			w/c 06.03.22 PTM's w/c 27.03.22 Assessment Week	
Term 3	April	May	June	
		w/c 29.05.22 Assessment Week	09.06.22 Report Writing Deadline	

### 4.2 Key Stage 3

Term 1	September	October	November	December
	05.09-07.09 CAT4 (Y7 only) LUCID (Y7 only) NGRT (D) PASS  DP1 KS3 22.09 Baseline	03.10 Y7 PTSM - in person new to Secondary	14.11 Y8 PTSM 1 online 21.11 Y9 PTSM 2 online  KS3 Assessment 2 21.11 - 29.11	DP2 Assessment 2 and Report Deadline 5.12  Grade Reports home 15.12
Term 2	January	February	March	
	22.01 - 30.02 Assessment 3	6.2 KS3 DP3	05.03.23 Y8 PTSM 2 14.03.23 Y9 PTSM 2 18.03-25.03 Assessment 4 DP4 28.03 29.03 Grade Report Home	
Term 3	April	May	June	
	29.04-07.05 Assessment Week 5	13.05 DP 5 Y7 PTSM 2 28.05 03.06-10.06 Term 3 Assessment/Summer Exams 6 (S)	14.06 DP6 18.06 Written Reports Deadline (I)GCSE Exams	

### 4.3 Key Stage 4

Year 10:

<b>Term 1</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	05.09-07.09 CAT4 LUCID NGRT Baselines (new students only) (D) PASS	Half Term Assessment 1 3-11 October 20.10 DP1	PTSM 1 02.11.23 Assessment 2 27.11-5.12	11.12 DP2 and Grade Reports Deadline  15.12 Grade Reports Home
<b>Term 2</b>	<b>January</b>	<b>February</b>	<b>March</b>	
	29.01-06.02 Assessment 3	Y10 PTSM 2 15.02 DP3	18.03-25.03 Assessment 4  DP4 28.03  29.03 Grade Report Home	
<b>Term 3</b>	<b>April</b>	<b>May</b>	<b>June</b>	
	29.04-07.05 Assessment Week 5	17.05 DP 5 03.06-10.06 Term 3 Assessment/Summer Exams 6 (S)	14.06 DP6 18.06 Written Reports Deadline (I)GCSE Exams	

#### Year 11:

<b>Term 1</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	05.09-07.09 NGRT PASS	Half Term Assessment 1 3-11.10 October 19.10 PTSM 1 18.10 DP1	Assessment 2 27.11-5.12	11.12 DP2 and Reports Deadline  15.12 Grade Reports Home
<b>Term 2</b>	<b>January</b>	<b>February</b>	<b>March</b>	
	Year 11 Mock Week Assessment 3 29-2.2  DP3 12.2	Year 11 PTSM 29.2	Assessment Week 4 18.3 - 25.3	
<b>Term 3</b>	<b>April</b>	<b>May</b>	<b>June</b>	
	15.04 DP4 Year 11 23.04 Written Reports Deadline 26.04 Written Reports Home	08.05 Last Day Study Leave 13.05 (I)GCSE Exams (S)	<b>No return for Year 11</b>	

#### 4.4 Key Stage 5

#### Year 12:

Term 1	September	October	November	December
	28.08 onwards CAT4 LUCID NGRT (D) PASS	13.10 Data Point 1	20.11-24.11 Mock Exams	01.12 Data Point 2 05.12 Y12 PTSM 15.12 Grade Reports Home
Term 2	January	February	March	
	08.01 IAL Module Exams		04.03-8.03 Mock Exams 15.03 Data Point 3 19.03 Y12 PTSM	
Term 3	April	May	June	
	26.04 Written Reports Home	03.05 Study Leave 06.05 Exams begin		

#### Year 13:

Term 1	September	October	November	December
		13.10 Data Point 1	20.11-24.11 Mock Exams	01.12 Data Point 2 07.12 Y13 PTSM 15.12 Grade Reports Home
Term 2	January	February	March	
	08.01 IAL Module Exams		04.03-8.03 Mock Exams 16.03 Data Point 3 21.03 Y13 PTSM	
Term 3	April	May	June	
	26.04 Written Reports Home	03.05 Study Leave 06.05 Exams begin		

## 5. Feedback

### 5.1 Primary Feedback



Feedback occurs at the point of learning, when the learning is most 'fresh' and relevant to the pupils. It may be part-way through a session or at the end of a session through a plenary, peer, self or adult assessment. It focuses on how well the pupil has achieved the success criteria. Dialogue is undertaken and advice is given regarding ways to improve, including strategies, resources and scaffolds that might support the improvement. The majority of the feedback will be verbal, as this enables simultaneous response and discourse with the child. **Verbal Feedback** will be annotated **VF with a brief annotation eg VF verbs, VF sentence structure** next to the child's work. Adults will record (using agreed codes) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment.

**Feedback will:**

- involve children, encouraging a dialogue for learning between children and adults
- be given by all adults working with children
- be individualised or given to a group as appropriate
- where appropriate, be commented on through self or peer assessment
- be verbal and in real-time or written after the event (Homework and end of unit assessments may require written feedback and time for pupil reflection on this should be allocated)
- reflect the positive, learning culture of the school
- identify where children have been successful in their learning and highlight areas for improvement or extra challenge
- predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels. It should also take into account children's targets and their progress towards these
- promote high expectations and engagement in learning
- record (using agreed codes) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment.
- be a consistent approach across the school
- be manageable for teachers

**Reflective Marking and Feedback (RMF):**

RMF is carried out subsequent to learning. Teachers will review completed work and make notes on specific and common areas for revision and any misconceptions, which are then used to inform short term planning to focus teaching points for the whole class (or a particular group) in the next lesson or as an Early Morning Activity (EMA).

RMF will inform the pupils what they have done well and what they need to do to improve. It is essential that pupils can engage with the comments and proactively respond to them, so making requisite improvements.

**Written Marking and Feedback (WMF):**

**In longer assessment pieces, likely to be either a pre-unit assessment or end-of-unit assessment, marking will be more thorough, taking the following into consideration:**

- Indicating success: What Went Well (WWW)
- Indicating improvement/next steps: Even Better If (EBI)
- Possible improvement suggestion; a reminder of success criteria, scaffolding- providing the child with a prompt , an example to encourage a similar response

- Providing time for the child to reflect on the feedback and respond to it (DIRT time Dedicated Improvement and Reflection Time)
- Checking the child's improvement. If insufficient improvement is made this should be addressed through VF and noted accordingly
- When correcting spellings, the teacher will choose **a maximum of 3 key spellings** in a piece of work (relevant to the topic or words from a previous spelling test which the child should already know). These spellings should then be a focus for review in their next piece of writing.
- When correcting punctuation, the teacher will highlight up to 5 errors. The child should then correct these errors and check through work for similar mistakes. Further guidance on correction will be given by the teacher as required.

For clarity, any written marking shall be done in **green pen** and according to the **Marking Code** agreed by staff and which is common to all and understood by all pupils.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments formed, spelt and punctuated correctly?
- Has the school handwriting policy been followed when writing comments?

#### Self – Assessment:

Children should self-assess against the success criteria wherever possible, using the same codes as the teacher. They should assess their feelings about their attainment using the **traffic light codes**, at the end of their work or use gestures/verbal feedback in line with class procedure.

#### Peer assessment and evaluation:

Children are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

Peer assessment could be undertaken through discussion, google doc comments or by providing WWW and EBI comments

#### Marking, Assessment and Feedback in Mathematics:

Correct answers will be marked with a tick ✓.

Incorrect answers will be marked with a dot • and the child will be expected to self-correct.

**Teacher feedback** could include prompts to encourage further improvement

Eg. LO: To identify the calculation needed to solve a problem

#### Reminder prompt:

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

#### Scaffold prompt:

3 bags of sweets at 25c each. Instead of  $25+25+25=$  You could do  $25 \times ? =$

#### Example prompt:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication -  $6 \times 10 =$

or 10x6=

### General Strategies:

- Verbal feedback (see above)
- Reflective Marking and Feedback (see above)
- Modelling of good outcomes by using children's work
- Error correction at the end of a lesson, through using 3 examples of work (teacher scribes on board, and children identify errors/strengths)
- Correction box/highlight for some key points as necessary
- Use What Went Well/Even Better If (WWW/EBI) as a peer assessment strategy based on success criteria
- Homework feedback - written or voice recorded as necessary for parental consideration/support of child
- Target setting (use of post-it notes, target card on display, VF, written comment)

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set. Teachers will have an awareness of those children with a special educational need and apply appropriate strategies to ensure their feedback reflects their needs.

### 5.2 Secondary Feedback

All teachers understand the importance of providing meaningful feedback. Done well, it supports student progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

However, not all feedback has positive effects. Done badly, feedback can even harm progress. Nor is feedback 'free'. Large amounts of time are spent providing students with feedback, perhaps not always productively.

At the British School of Geneva, we aim to make all feedback targeted and meaningful. The aim of our feedback is to enhance student learning. Feedback can take many forms:

**Verbal feedback:** students will receive verbal feedback from teachers during lessons and tutorial sessions. This can come in the form of addressing the whole-class, groups or 1:1.

**Questioning:** teachers should use a range of open, closed, hinge and challenge questions to check for understanding, to recall prior knowledge and to develop student responses.

**Visualiser:** all classrooms are equipped with a visualiser which can be used to showcase students best practice, this could be marking 'live' or modelling.

**Live feedback:** live feedback is providing systematic feedback in the moment. Again, this can be done with the use of a visualiser or by circulating the classroom checking books, providing 1:1/group/whole-class feedback.

**Modelling:** modelling is an extremely important aspect of feedback. Based on our students' misconceptions, we will provide a range of examples and models; this could be a piece of analytical

writing, descriptive writing, a mathematical calculation, chemical equation, scientific process, demonstration of an athletic/artistic/dramatic skill, spoken language etc. Use of 'I do', 'We do', 'You do' is strongly encouraged.

**Self/Peer assessment:** students use success criteria and/or exam mark schemes to evaluate how successful they have been in completing a task.

**Whole class feedback:** in order to provide systematic feedback, teachers should provide whole-class feedback. This will not look like the traditional 'red pen' in every book but rather it is an analysis of students' work to understand the misconceptions our students are facing. From this, teachers should provide feedback lessons, allowing students time to reflect on their learning and make improvements.

**Written feedback:** written feedback is not expected in student's books; however, teachers are expected to provide *brief* written feedback on assessment pieces of work and summative assessment papers. e.g. an EBI (Even Better If) comment or a question encouraging students to reflect on/think about an error. Students are expected to respond to these teacher comments by improving their work and commenting on their next steps. Staff must avoid ineffective comments that do not allow the student to improve.

*Suggested reading:*

Teacher feedback to improve pupil learning:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

What might the content of effective feedback look like in the classroom?

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/Effective\\_Feedback\\_Task\\_Subject\\_and\\_Self-regulation\\_Strategies.pdf](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/Effective_Feedback_Task_Subject_and_Self-regulation_Strategies.pdf)

Whole Class Feedback: Making the juice worth the squeeze:

<https://adam-robbins.com/2021/11/14/whole-class-feedback-making-the-juice-worth-the-squeeze/>

On valuable feedback that supports teacher wellbeing:

<https://thelearningprofession.com/2017/03/30/on-valuable-feedback-that-supports-teacher-wellbeing/>

## 6. Recording Achievement

## 6.1 Putting Data to Use

Data is one part of the puzzle when evaluating performance. At the British School of Geneva, we use data to identify strengths and areas for improvement. Assessment and external examination data forms one part of a student's learning experience. When looking at internal and external assessment data we will consider:

- What does diagnostic assessment tell us about students' starting points?
- What are the strengths?
- How do results compare nationally/internationally/ to similar schools?
- Are there differences between the performance of different age groups within the school?
- Are there differences between the attainment or progress of pupil groups? e.g. gender, disadvantaged pupils, different prior attainment groups, ethnic minority students, children with EAL (English as an Additional Language), children with SEND (Special Educational Needs and/or Disabilities) etc?
- Are there differences in attainment between subjects?
- Are there differences between teacher assessment and test results?
- Are there trends over time? (How does this relate to national trends?)
- Are the differences statistically significant? (How many children does this represent?)
- Was it expected?
- What strategies contributed to this outcome?
- How well have we done against our key priorities in the school LIP?
- Are there any key lessons to be learnt from these results?
- How should these results inform future priorities in our school development plan?

## 6.2 Engage Software

All student achievement will be recorded using the Engage platform and shared with parents via the Parent Portal. Under the class marksheet there are two sections for teachers to record achievement. (see Appendix 2).

1. **Class Assessments:** This area allows teachers to record the scores from progress tasks, topic tests, quizzes etc. Class teacher, form tutors and HoS can review a student's progress throughout the term and put interventions in place as necessary. Teachers must record a minimum of 4 class assessments each term.
2. **Reporting Assessments:** Termly data points (DP) will capture a student's current working grade for that term. This grade will be based on formative and summative assessments completed during the term. A performance and commitment report must also be completed. Students are awarded qualitative grades in each of the following categories:
  - **Participation:** an evaluation of his/her/their participation in lessons, and willingness to think, enquire and take risks
  - **Independence:** an evaluation of how well your child works outside the classroom and whether he/she/they actively takes steps to improve and progress
  - **Cooperation:** an evaluation of how consistently your child follows instructions, meets homework deadlines, and organises him, her, or themselves and his/her/their work

### Written Reports:

All students will receive 1 written report during the academic year (see assessment/report calendar). Comments must include one summative, overall comment on the student's progress in the subject and one area for improvement (approximately two full sentences of writing).



Under the incident dropdown select 'homework'. Record the details and before saving unselect the 'school use only' tickbox. This information will feed directly to the parent portal.

Incident Type	Homework
Given By	Dermot Feeney
Date	27/05/2022
Details	<p>Organic chemistry HW missing (due 27/05/22). Extension of 2 days given.</p> <p>Spell Check</p>
Linked Pupils	Add Pupils
Points	0
Follow Up Action	<p>Spell Check</p>
Follow Up Date	
Is Medical	<input type="checkbox"/>
School Use Only	<input type="checkbox"/> Note that upon save this Daybook Entry will be visible in the Parent and Pupil Portals if template permissions allow
Is Confidential	<input type="checkbox"/>
Update History	
<p>Save Save and Close <input checked="" type="checkbox"/> Send Notice</p>	

## 8. Appendix 2: Using Engage to record class and reporting assessments

1. Select 'Class marksheet' for your group.

BSG Staff Portal

Home Marking Register Pupils Daybook Schedule Activities Documents Admin Websites

Show Timetable Panel Show Curriculum Panel

Staff: Dermot Feeney Date: 30/05/2022 Go

Monday 08:15 - 10:10

10:10 - 11:40

Chemistry  
210  
10  
Year 10 Block B CHE

2. Select the correct reporting period. To add **class assessment data**, click the icon on the very right called 'Add column'.

IN SCHOOL Logged in as: Dermot Feeney Last Login: 27 May 2022 09:12

Add column

Add column	Add column	Add column
Add column	Add column	Add column
Add column	Add column	Add column
Add column	Add column	Add column
Add column	Add column	Add column

Create Assessment Column

Class Assessment

Column Title:

Column Type: Numerical

Minimum Value: 0 Maximum Value: 100

Weighting %: 100

Date: 27/05/2022

Display Colour:

Subject Matter:

Column Notes:

Allow Pupils to View: ☐

Allow Parents to View: ☒

OK Cancel

3. A new window will open. Enter the title of your task, If recording a %, use the numerical dropdown. You may wish to record the subject matter (from your assessment overview). Ensure that 'allow parents to view' is selected as this information will feed directly to the parent portal.

4. To record **reporting assessments**, predefined columns will be provided and these must be populated in line with the assessment calendar data point dates.