British School
Quito
an Orbital Education School

BSQ Assessment, Marking and Feedback Policy
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We believe that effective and meaningful assessment, marking, feedback and reporting are essential to student learning. Detailed and rigorous assessment criteria and tasks allow us not only to measure progress, but to plot the course towards success; accurate marking provides constant and consistent checking of progress and clarity for the student; feedback provides students with the vital next steps to improve; and reporting shares all of this valuable knowledge with the community as whole. These are the drivers of learning at BSQ.

Section 1: Assessment

Assessment at BSQ provides evidence to guide teaching and learning, as well as providing the opportunity for students to demonstrate and review progress.

KEY OBJECTIVES OF ASSESSMENT AT BSQ

1. To use formative assessment to inform teaching and provide for the learning needs of all students
2. To give constructive feedback to students in a range of ways that enables them to have an active role in identifying their own learning needs and how to make progress.
3. To use a systematic approach for informing parents of their child's progress and giving advice in how to support learning at home.
4. To systematically and effectively monitor and evaluate students' progress on an individual and school basis and use results to plan for improvement.
5. To align with the Ecuadorian system for assessment.

Types of assessment
Formative (Assessment for learning)
- <u>For students:</u> to develop keen, ambitious students with a thirst for learning by identifying for them where they need to target their efforts to improve.
- <u>For teachers:</u> as reflective practitioners, AfL allows us to identify what a student knows and what they need to learn next. It supports us to provide appropriate support or extension. It supports our evaluation of what is working well in our teaching and what we might need to tweak.
- <u>For parents:</u> it provides us with rich, constructive information to report to parents providing them with a broad picture of their strengths and areas for improvement.

Summative (Assessment of learning)
- <u>For students:</u> an opportunity to understand how well they have understood and retained information on a particular topic.
- <u>For teachers:</u> an opportunity to evaluate student learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning.
- <u>For parents:</u> to summarise and support the rich information provided by formative assessment and feedback.
- <u>For school leaders:</u> to support and verify judgements made through formative assessment. To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close attainment and progress gaps.

Assessment in Early Years

Assessment in Early Years (Nursery and Reception) is at the heart of teaching and learning across the Early Years curriculum. Assessment underpins planning, teaching, learning, progress and attainment. Summative judgements are made of students at the start and end of Nursery and Reception.
In Nursery, judgements will be made against the Development Matters Age Bands in all seven areas of learning. This begins with a baseline assessment done in the first four weeks of term. Every term progress is the focus of action plans with a second summative assessment in Term 3. In Reception, the end of year judgements will be made against the Early Learning Goals in all seven areas of learning. A baseline summative assessment is taken and progress checked every term.
Internal Management Information System - Tapestry: The Early Years Online Learning Journal. Assessments are downloaded and saved to the school's Google Drive.

Assessment in Primary (Year 1 to Year 6)

Assessment in the Primary (Year 1 to Year 6) is at the heart of teaching and learning across the Primary curriculum. Assessment underpins planning, teaching, learning, progress and attainment.
Summative assessment is used at the end of each year to create a baseline for the following year to inform teachers of starting points. Assessment rubric is applied to all subjects to ensure that grading is consistent across subjects and relevant to key stages 1, 2, and 3.

Formative assessment is used to inform teaching and provides teachers with learning needs and next steps for each student. Learning objectives should be clear at the top of each piece of work, with success criteria explained either verbally or displayed with the activity.

Summative Assessment

Summative assessments are done at the end of every school year using GL Assessments.
- Computer-based Reading and Maths tests. (PTE/PTM)
- Data accumulated to provide analysis of students' progress over time and to compare against school progress data.
- Standardised assessments of student's skills and knowledge.

Assessment in Secondary (Years 7-9)

Assessment in Key stage 3 (years 7-9) is at the heart of teaching and learning across the stage. Well timed and considered assessment underpins planning, teaching, learning and attainment. There are regular summative assessment opportunities at the end of each quimestre and where appropriate at the end of each learning unit. This is completed in all subjects and outcomes inform progress monitoring and next steps considerations by teachers. Assessment should be carefully considered and based against what has been taught allowing students of all abilities to attain at their position in line with curriculum content. A general assessment rubric is applied to all subjects to ensure that grading is consistent across subjects and relevant to key stages 1, 2, and 3. Outcomes inform assessment and progress monitoring and reporting to parents. All outcomes are relevant to internal and Ecuadorian systems.

Formative assessment strategies are regular, varied and consistent and these may be secured through small tests, questions and answer sessions, peer assessment, group work, recall, and other widely recognised methods for teachers and students to gain understanding on their learning position. Students should have personalised descriptive feedback every two weeks in each subject that outlines strengths and misconceptions, and that allows opportunity for improvement (See feedback in part 2)

Assessment in Secondary (Years 10 – 13)

Assessment in Key stages 4 and 5 (Years 10-13) is at the heart of teaching and learning across the stages. Well timed and considered assessment underpins planning, teaching, learning and attainment. There are regular summative assessment opportunities at the end of each quimestre and where appropriate at the end of each learning unit. Additional mock examinations are applied to secure accurate predicted grades and to inform students and teachers of next step needs as students approach terminal exams. This is completed in all subjects and outcomes inform progress monitoring and next steps considerations by teachers with regard to planning and activity. Assessment should be carefully considered and based against what has been taught allowing students of all abilities to gain merit according to their position in line with curriculum content. Assessment rubrics are used depending on the examination board and content within individual subjects to ensure that grading is consistent and in line with public examination board standards. Outcomes inform assessment and progress monitoring and reporting to parents. All outcomes are relevant to internal and Ecuadorian systems.

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Section 2: Marking & Feedback Primary

Feedback is a major aspect in student progress. It is a core component of assessment for learning. Based on the 2016 Independent Teacher Workload Review and the Education Endowment Foundation Marking Review in April 2016, marking should be 'Meaningful, Manageable and Motivating'.

The Education Endowment Foundation research shows that effective feedback should:
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort

- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Aims of these guidelines:
- Provide teachers with an appropriate strategy with which to approach their student feedback.
- Maximise impact of feedback and minimise teacher workload.
- Increase the 'growth mindset' of our students and shift the emphasis onto our students to edit and improve their own work.
- To recognise that there are many different types of feedback.

Key principles:
- The sole focus of feedback should be to further the students' learning;
- Feedback should empower students to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the student.
- Written comments should only be used as a last resort for the very few students who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Students should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that students have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Feedback and marking in practice

It is vital that teachers evaluate the work that students undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the students to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a student has securely mastered the material under study

These practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)

Immediate	● Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc. ● Takes place in lessons with individuals or small groups ● Often given verbally to students for immediate action ● May involve use of a teaching assistant to provide support or further challenge ● May re-direct the focus of teaching or the task	● Lesson observations/ learning walks
Summary	● Takes place at the end of a lesson of activity ● Often involves whole groups or classes ● Provides an opportunity for evaluation of learning in the lesson ● May take form of self or peer assessment against an agreed set of criteria ● May take the form of a quiz, test or score on a game ● In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	● Lesson observations/ learning walks ● Some evidence of self – and peer assessment ● Quiz and test results may be recorded in books or logged separately by the teacher

Next lesson feedforward	● For writing in particular, often a part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof-reading and editing their work. ● Do now's are analysed and errors and misconceptions addressed in subsequent lessons, in particular in Maths starters	● Lesson observations/learning walks ● Evidence in books of students editing and redrafting their work in green pen
Summative feedback	● End of term tests or quizzes	● Quiz or test results

The following are the different types of marking that we expect to see at BSQ. There is no evidence to suggest that more frequent 'close marking' increases student progress, so please bear this in mind. All feedback must be meaningful and the impact must be evident.

Acknowledgement marking

Light touch/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking. Teachers will acknowledge such work variously through the use of an effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment based comments.

Quality teacher marking

Quality marking should use the "What Went Well and Even Better If" framework of one or two strengths and one next step. The strengths and next steps should relate to the success criteria set for the piece of work given.

Teachers should mark in **RED**. (Blue pen in Primary)

Highlighting: In primary the colour pink indicates positives and green indicate areas for development in student work. This should be used to guide students towards evidence for your positive comments and to direct their attention to where corrections are needed.

Learning objective and success criteria assessment: Where appropriate, the students should be given a number next to their learning objective and success criteria. This will also speed up entering grades into the assessment spreadsheets.

1. To indicate that they are beginning to access the learning but are not yet secure.
2. To indicate that they have successfully and independently met the learning objective.
3. To indicate that they have exceeded the learning objective. This could be through extension tasks or by helping other students and therefore applying their knowledge.

Quality student marking

All students should be trained to use the WWW and EBI system against clear and agreed success criteria. Opportunities should be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should be done in a different coloured pen to highlight that it is student marking and not teacher marking. The students should also be assessing themselves using the numbers above to indicate their understanding of their own learning.

Student self-checking

Teaching self-checking involves teaching students to think deeply about what they have learnt. When they think deeply about something it is much more likely to be stored in their long-term memory.

Verbal feedback

In class sizes as small as ours, verbal feedback is a valuable tool for giving students next steps. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning objective/success criteria. In subjects such as Literacy, Topic, Maths, etc, verbal feedback may be identified as having taken place using the code 'VF', but there should be evidence in the student's work of the impact of your feedback. The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given. This can be achieved quickly and simply by training students to write next to the code in their books.

Summary (for Primary)

Type of marking	Code	What it looks like	Frequency
Acknowledgment	✓	Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments.	**Every 1-3 pieces (Daily in Primary)**

Quality teacher marking/written feedback	<mark style="background:magenta">**WWW**</mark> <mark style="background:lime">**EBI**</mark>	This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their learning. E.g. <mark style="background:magenta">WWW</mark> - I really like your choice of adjectives <mark style="background:lime">EBI</mark> - find some synonyms for 'said' **NB: Students should be regularly responding to EBI comments in BLUE pen**	**At least once a week for Maths, Literacy and one other subject**
Quality student marking	<mark style="background:magenta">**WWW**</mark> <mark style="background:lime">**EBI**</mark>	Opportunities should be built into the scheme of work to allow for peer and self-assessment in the WWW and EBI. As above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This should be done in **GREEN** pen.	**At least once a week in KS2, at least once a month in KS1**
Student self-checking	**Red pen**	Opportunities should be built into the scheme of work to allow for self-checking using the guidelines above.	**In Maths - at least once a week In Literacy - at least once per genre scheme (less frequently for KS1 and lower attaining students)**
Verbal feedback	**VF**	There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria. This may be identified on work using the code. This code could be used to indicate where you have already gone through answers in class. Or if all students have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comment.	**Use as appropriate to support other types of feedback. In small classes, this can be used frequently where evidence can be seen of the impact.**

Successful uses of an EBI

Adapt, apply as necessary. Train your class using a green pen. Try an EBI for x2 lessons weekly

Literacy:

Highlighting what was missing in the SC

EBI- Put in…

e.g. 'Put in your full stops.'

e.g. 'Put in your capital letters.'

e.g. 'Put in more conjunctions.'

e.g. 'Put in all the missing speech marks.'

e.g. 'Put in better adjectives.'

e.g. 'Put in missing punctuation circled in green.'

EBI- Rewrite…

e.g. 'Rewrite this by putting in your full stops.'

e.g. 'Rewrite by including your commas.'

e.g. 'Rewrite so that it makes sense.'

e.g. 'Rewrite this sentence using a semi colon instead of because.'

EBI- Now try…

e.g. 'Now try a relative clause… The_____, who was_____, was_____'

e.g. 'Now try starting a sentence with a prepositional opener.'

e.g. 'Now try writing a question for the reader.'

Spellings

EBI- Circle the spellings you think you got wrong…

e.g. 'Circle the spellings you think you got wrong and correct them using a dictionary.'

e.g. 'Use a dictionary to check and correct the words circled in green.'

e.g. 'Circle the words below which are spelt correctly.'

e.g. 'Copy the spellings below x3'

e.g. 'Copy all the spelling corrections in your work.'

e.g. 'Write down a way to remember these 2 spellings.'

Maths:

Completing the gaps in a calculation to consolidate/ stretch learning

EBI- 125 + _____ = 200

e.g. '552 - _____ = 88

e.g. 55 x _____ = 550

e.g. 55 ÷ _____ = 5.5

e.g. ___ x _____ = 2000

Modelling (with a written example) the correct step in a mistake

EBI- Look at your place value columns, you did not add them properly.

e.g. 'Look at your tens, you have subtracted rather than added.'

e.g. 'Look at the hundreds column you did not carry your answer.'

Giving an answer and asking for the question

EBI- 1272. What could the calculation question be?
e.g. 'I have 123 marbles left. What is the question?'
e.g. 'There are 13 lots of bananas. What was the question.'
e.g. 'Write a question for your partner solve.

Section 2: Marking & Feedback Secondary

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112). In Hattie's research 1999, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement. However, feedback for the sake of feedback is not an effective process, it should accelerate the learning process for students by increasing their awareness of their own strengths and weaknesses to serve as a reflective tool for teachers. This is strengthened further if students are involved through reflection tasks which lead to self-directed improvement goals

Marking to offer feedback can be an extremely time-consuming task for teachers. There are clear arguments about the benefits of marking and how this is sustained due to the time that it takes. This can have a significant impact on the level of teacher's workloads. OFSTED in their report of 2018 noted the ineffectiveness of 'extensive' marking. There is a clear need to balance the need for sound feedback activity against the time that busy teachers can give; Hattie states that 'feedback' is one of the most powerful influences on student learning, so of course the way that we do this is critical. It needs to be effective, purposeful and systematic.

At BSQ in the Secondary School we feel that feedback is focused on the learning that has been demonstrated. ´You have demonstrated understanding by..´ statements should form the start of the feedback dialogue. ´You could secure your understanding by...´ statements which address learning that may have been missed should briefly make this misconception or omission clear. An opportunity for the students to respond to the improvement statement should be framed in a brief task set to close that learning loop should follow, and perhaps form a starter task for the next lesson. Students should respond here in green pen. An illustration of how this may look follows below.

Secondary staff at BSQ continually look to develop and reflect on a consistent approach to feedback that is effective and not an exercise to merely tick a box. Our foundation principle is that and feedback should be an active process that both parties (staff and student) are invested in. Therefore, the feedback process should ensure that the following aims are met:

1. Feedback will improve a student's ability to perform the skills required later
2. The confidence of students is improved by the reaffirmation by the teacher (or peer) of their ability to complete a task
3. Students understand and can explain their strengths, weaknesses and what they need to do to improve

4. Students can reflect on prior learning; this is done consistently across the school to develop student's ability to evaluate their own work (a critical skill in KS4 and 5)
5. Teachers are aware of the strengths and weaknesses of classes as well as individual pupils. This knowledge is used to inform future planning and next steps

A variety of feedback processes to secure feedback consistencies

Teachers use a variety of methods to assess the learning of students during lessons. These can occur throughout the lesson and seek to provide qualitative data to teacher and students that can be immediately addressed on either a 1 to 1, small group or class level. AFL techniques include (but are not limited to): mini whiteboards, traffic light cards, ABCD cards, plenary activities such as exit cards, quick/kaboodle quizzes, starter activities to assess prior learning or knowledge of a topic etc.

Verbal Feedback

As a result of AFL techniques and general teacher circulation, teachers can not only promptly and effectively intervene to address student misconceptions and difficulties but also stretch and challenge their students. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis.

Affirmative marking (also known as 'tick and flick')

'Light' marking of work, acknowledging and recognizing attainment and/or progress, success and/or completion of pupils' work. The use of stickers, stamps and house points also can be used to aid this process.

Detailed Written Feedback

Developmental Marking in which students are made aware of their strengths and development points via the format of statements of demonstrated understanding and improvement statements. This is done with the aim of empowering students to understand better what they need to do to improve as well as increasing a teacher's knowledge of their classes (mis)understandings. Teachers in KS4 and 5 will be encouraged to involve grades and target grades in this dialogue.

Students should have the opportunity to respond or improve their work. This is either by redoing a piece of work, adding detail according to annotations or doing a similar task in order to showcase their improved skills. We call this Green Pen Time.

Student Evaluation of work

Feedback gained by self-assessment and peer assessment of the attainment and success of a piece of work can be very powerful. Similar to feedback given by teachers, this should follow the same understanding and

improvement statement process to highlight strengths and areas for development. Teacher preparation of a class for this process is crucial - this could involve the use of a task specific rubric for students to highlight or a longer-term process of preparation throughout a series of lessons. When carrying out this activity clear guidelines must be displayed.

Staff are also encouraged to consider other innovative ways to give feedback. This could be through methods such as whole class feedback, where the teacher butterflies or reads a set of responses to a task noting themes for later activity with students to address common misconceptions or gaps in knowledge. Each individual student in this process will of course have the same feedback and improvement task.

They could be in the form of marking groups so that each lesson one smaller group of books has feedback themes form these are then shared with the whole class as above. Next lesson a different smaller set within the class receives feedback.

Teachers are also encouraged to consider interactive platforms to manage tasks and feedback as this is something that has been particularly fruitful in online learning.

During lessons

- Teachers should aim to include a range of AFL techniques across their lessons, examples of good practice should be shared with other staff.
- Teaching staff should use AFL techniques and their own initiative to intervene where necessary with individual/small group/whole classes promptly and where appropriate
- Students should be given an opportunity to reflect on their learning at least fortnightly in Green Pen Time

Written feedback

- Affirmative marking should be present in books with evidence of school (house points) or individual teacher rewards for good, great or outstanding effort appropriate to the student
- Individual feedback should be present **once a fortnight** - this could be key pieces of work or assessments but it should follow the format previously mentioned regarding understanding and improvement statements.
- To encourage positivity teachers should err more on the understanding statements than improvement statements highlighted to a student. It is important therefore that the improvement statement is particularly focused on the missed learning.
- Whilst task or assessment rubrics *(see assessment policy for more detail)* may include many descriptors the number of statements in particular highlighted to a student should be appropriate and not overwhelm them.
- Annotated comments within pieces of work should be task/subject specific or descriptive and on the whole avoid making unmeasurable statements such as 'good effort' or 'great work'.

<u>Feedback following Assessment</u>

● Assessments should include detailed written feedback which follows the format above
● Feedback should link to the assessment rubric that was given to students prior to the assessment taking place and might involve a grade achieved against a target grade.
● Assessment marking feedback should be completed in a timely manner (within a week) so that the assessment does not lose its impact. If possible, this should be kept by the teacher or stuck in a student's book so that it is easily referred to when preparing for the end of quimestre / IGCSE / IB exams.

How might I present my feedback?

Over the 2020 – 2022 academic years there was much work and collaboration completed to secure appropriate feedback models in various subjects and key stages. Outcomes suggested that there was not one format that suited all subjects and stages. For this reason, the following frame is suggested but not necessarily expected as a format. There are ongoing monitoring and review processes at SEC LT level to test the following three consistencies:

1. The regularity of feedback (every 2 weeks)
2. The quality of the feedback given (Is the feedback relevant and descriptive)
3. The opportunity for students to respond to teacher feedback to improve their work (if done well this activity will demonstrate progress over time)

Each fortnight feedback **could** be structured on the online and physical workbooks as follows. *(Please feel free to cut and paste in to ensure consistency or produce physical frames similar to this to stick into class books). This is not a one-piece fits all, but the themes should guide you to some consistency in line with BSQ expectations.*

Date: **Title of work:** **Learning aim:**
You have demonstrated understanding by: (1-2 brief statements on the learning demonstrated in red) (WWW) *You could acknowledge how the work meets a certain grade to bring this into the dialogue (IB and IGCSE but not as critical for KS3)*
Learning could be even better if (EBI) you included: *How the student could move work form this grade to that grade by doing this activity or adding this detail*
Improvement task set by the teacher to improve the piece of work. *This could form the starter task for all at the start of the next lesson. Whilst the teacher butterflies with a pen acknowledging the response (see below)*

Space for the Student to respond to the task (in green)
Very brief acknowledgment by teacher to close learning loop

Essentially the outline above should be completed as a Green Pen Time task every two weeks in each subject.

Please see the 'Green Pen Time' focus group recommendations from June 2022 HERE.