



Bridge Achievement Centre Assessment and Feedback Policy



| Approval | Name | Signature | Date |
|--|------|-----------|------|
| Approved for Issue (Chair of Management Committee) | | | |

Purpose

This policy acts as a guide to assessment and feedback to ensure a commonality of expectation and consistency of approach throughout The Bridge Achievement Centre.

Philosophy

At the Bridge Achievement Centre Pupil Referral Unit (PRU), we believe that high quality constructive feedback to pupils, both written and spoken, positively impacts on pupil progress. PRU staff ensure that feedback is given in such a way that it will improve pupils' learning, self-confidence, raise self-esteem and allow opportunities for self-assessment. The purpose of feedback is to give pupils' information about their performance and how they can improve. This will allow them to make progress in developing independence and self-regulation. The frequency, type and volume of feedback is down to the teacher's professional judgement. Effective feedback will be evidenced by pupils knowing what they have done well and what they need to do to improve.

Responsibilities

The Senior Leadership Team:

- Monitor assessment and feedback through pupils' work and discussions.
- Support staff feedback to raise standards.
- Ensure that assessment and feedback are manageable for teachers and staff.
- Involve all adults working with pupils in the classroom in implementing the policy.

Teachers:

- Give recognition and appropriate praise for achievement.
- Allocate specific time for pupils to read, reflect, and respond to assessment, fostering awareness of their learning needs.
- Provide clear strategies for improvement.
- Respond to individual learning needs through live assessment that can be seen throughout books and on bespoke plans.
- Use assessment to inform future planning and individual target setting.

Teaching and Learning Support Staff:

- Be aware of the school's assessment and feedback policy.
- Check with teachers regarding the appropriateness of assessment and feedback in their lessons.
- Communicate any difficulties or successes a pupil may have.
- Use knowledge of pupils' responses to assist in planning subsequent lessons.

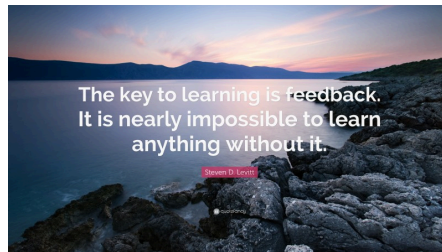
Parents:

- Encouraged to take an interest in their children's progress and contact teachers with concerns.
- Supported to understand how assessment and feedback serve as tools for learning and improvement.

- Encouraged to help develop their child's independence and responsibility for learning by attending parent reviews.

Pupils:

- Pupils actively engage with feedback by reviewing comments carefully and applying suggestions to improve their work.
- They respond thoughtfully, asking questions or seeking clarification to deepen their understanding.
- Pupils demonstrate progress by making meaningful edits and improvements based on feedback received.
- They take ownership of their learning, viewing feedback as an opportunity for growth rather than just a correction.



Understanding Feedback in Learning

Feedback can be delivered through various methods, such as written, verbal, or digital communication. Each form of feedback is essential in supporting pupil learning. It is equally important to give feedback whether a pupils' work is correct or incorrect. Importantly, feedback should always be purposeful, guiding pupils effectively towards improvement.

Before providing feedback:

Teachers should provide high quality instruction, including the use of formative assessment strategies. Use formative assessment strategies that are required to set learning intentions (which feedback will aim towards) and to assess learning gaps.

Teachers deliver appropriately-timed feedback that focuses on moving the learning forward:

Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. High quality feedback may focus on the task, subject and self-regulation strategies.

Teachers plan for how pupils will receive and use feedback:

Careful thought should be given to how pupils receive feedback. Teachers should implement strategies that encourage learners to welcome feedback and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback e.g pupil bespoke plans, books.

| Type of Feedback | Frequency | Evidence Recorded |
|-----------------------------------|---|---|
| Formative assessment (AFL) | Frequent and ongoing | <ul style="list-style-type: none"> - VF recorded in pupil book or on pupil bespoke plan - Targeted comments by staff (WWW/EBI) - Group work - Comments on bespoke plans from teacher and pupil - Photos of learning in books/on bespoke plans. |
| Self/Peer Assessment | As relevant, but expected on a very frequent basis, across a term. | - Noted as S.A/P.A-completed in blue or black pen. |
| Summative assessment (AOL) | To be determined by the class teacher when appropriate | - Assessments- NGST, NGRT, PASS, qualifications, |
| Quality assessment | At least two times per half term and always at the end of a unit / theme/ topic | <ul style="list-style-type: none"> - Targeted through planning. - Used in teacher lesson evaluations - Supports assessment & levelling of work. |
| Next step assessment and feedback | As relevant, this is carried out by the teacher or other adult. It should be of the highest quality and effective | <ul style="list-style-type: none"> - Positive comments about what the pupil has done well, focusing on the learning expectations for a particular piece of work. - A brief indication of how improvement can be made with a next step activity using the next step mark. |

"We all need people who give us feedback. That's how we improve." - Bill Gates -



General Written Feedback Guidelines

- Green pen is to be used for all written feedback by adults. Staff need to initial work marked, in books or bespoke plans. Pupils work in a blue or black pen. Self/peer assessment to be signed and dated.
- Work presentation should be monitored, modelling high expectations at all times.

Effective assessment should:

- Evaluate and assess pupils' learning
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Show them their work is valued
- Establish continuity in comments from one piece of work to the next
- Provide challenge and support for pupils, where necessary
- Be consistent across the centre
- Inform future planning and learning

Spelling, punctuation and grammar

Although important, spelling, punctuation and grammar should not be assessed in every piece of work, because pupils cannot effectively focus on too many things. When pupils complete their work, they should be asked to check and improve their work for spelling, punctuation and grammar.

Comment on or correct if:

- It is a high frequency word that the pupils should know
- Related to a pupil's IDP or learning goal
- It relates to technical / key vocabulary of subject content taught

Teachers (as a guide) should aim to correct no more than three spelling, punctuation or grammar errors per paragraph.

Self Assessment

Pupils should participate in self assessment wherever possible. The focus should be on correcting first drafts (spelling, punctuation and grammar) and more in-depth self evaluation. Self assessment should happen throughout a lesson so that pupils know if they are on track and what they need to do in the time available. The plenary session should always include reflection on 'did I meet my learning goal/outcome? How do I know? What can I do to improve? This reflects the principle of creating a future target to develop/progress outcomes. This could be part of the Success Criteria.

Pupils are RAG rating their Bespoke Plans and making comments where necessary. Comments are also being made in pupil books, particularly where responding to or reflecting on assessment.

Staff can also use **MOTE** to provide personalised verbal feedback on pupils' work, making comments more engaging and accessible. This allows for clear, constructive responses that support learning, particularly for pupils' who struggle with reading. Pupils can also respond to feedback using voice notes, creating an interactive dialogue that enhances understanding.

Peer and Paired Assessment

Pupils should be given the opportunity to participate in peer and paired assessment. This encourages them to become more reflective thinkers and supportive learners. Teachers should plan discrete opportunities for peer and paired assessment. Peers and pairs should be (as best) matched to the ability of the pupils that they are supporting or working with. Discrete opportunities may include:




- Scanning for spelling, punctuation and grammar improvements
- Encouraging classroom rules e.g. taking turns to speak and listen, using kind / appropriate words, using classroom voices.
- Providing a word bank for positive and constructive feedback
- Giving the opportunity to tick closed tasks
- Giving pupils time to reflect and improve their work in relation to the comments that their peer / partner has given them.

This could be part of the Success Criteria. If completed in books, this should be signed and initialled

Dedicated Improvement and Reflection Time (DIRT time)

Pupils should be offered consistent opportunities to reflect on their work and respond to teacher feedback to promote continuous progress. These reflections may be recorded in pupil books or on bespoke plans, with particular emphasis on the comments section. Incorporating What Went Well/Even Better If (WWW/EBI) comments can be particularly effective in fostering reflective practice, especially when assessing pupils' understanding or introducing appropriate challenges to their learning.

What does my teacher's assessment of my work mean?

| | |
|---|--|
| sp | Spelling mistake |
| P | Punctuation |
|  | If a wavy line is under your work, please check this |
| // | A new paragraph should be here |
|  | One or more letters or words are missing here |
| VF | Your teacher has given you verbal (spoken) feedback on this work |
| WWW | W hat w orked/ w ent w ell in this piece of work |
| EBI | E ven B etter I f... |
| I | Independent |
| WS | With support |
|  | Next Steps |
| R | Tangible resources used to support (this is also used when completing assessments) |

Monitoring

The monitoring of this policy will also be completed predominantly through book looks, bespoke planning looks, learning walks and listening to learner interviews providing supplementary evidence.

The Senior Leadership Team will carry out 'book looks' once per term. This may be completed in conjunction with all staff (as a valuable self evaluation exercise), the SIP or members of the management committee. Written feedback will be used to support whole school self evaluation and inform future school improvement planning. (appendix 1 and 2)

Tell me and I forget
Teach me and I learn
Involve me and I remember.
-Benjamin Franklin

APPENDIX 1

Book Look



| | | | |
|------------------------|---------------------|--------------|--------------|
| Teacher/Tutor : | Reviewer/s : | Date: | Book: |
|------------------------|---------------------|--------------|--------------|

| | Comments |
|--|-----------------|
| Lesson objectives | |
| Effective feedback | |
| Evidence of use of bespoke plan | |
| Sufficient work | |
| Sufficient challenge | |
| Progress made | |
| Skills across the curriculum (Literacy, Numeracy, ICT, SEBD) | |

| | |
|----------------------------------|-------------------|
| Examples of good practice | Next steps |
|----------------------------------|-------------------|

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| Additional notes : |
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APPENDIX 2

Pupil Work - assessment

Book/subject:

Reviewer/s :

Date:

| Focus questions: | Comments: |
|---|-----------|
| Is there evidence of progress? | |
| Is pupils' work assessed according to our policy? | |
| Does the assessment identify pupils' strengths and make explicit what they have done well? | |
| Have pupils been given opportunities to revisit/correct aspects of work they misunderstood? | |
| Does the presentation show care and attention, and high expectations? | |

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|--|--|
| Are pupils appropriately challenged? | |
| Skills across the curriculum seen (Literacy, Numeracy, ICT, SEBD, RSE) | |

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|----------------------------------|-------------------|
| Examples of good practice | Next steps |
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| Additional notes : |
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