



Bowden House School & Bowden Primary School

Assessment and feedback Policy

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Agreed by the schools governing body and minuted at their meeting.

Agreed: Spring Term 2024

Review date: Autumn Term 2026

Statement of intent

At Bowden House School, assessment and feedback are integral to our commitment to providing a therapeutic, trauma-informed education within a bespoke, specialist setting. The aims of this policy are:

- to promote a consistent and whole-school approach to assessment and feedback, ensuring that all staff work together to support pupil progress and achievement.
- to enable teaching staff to apply core assessment and feedback principles with flexibility, so that they meet the highly individualised needs of our pupils, many of whom require specialist approaches to learning and development.
- to ensure assessment and feedback contribute not only to academic progress but also to the social, emotional, and personal growth of every pupil, in line with their EHCP outcomes and our holistic ethos.

1. Assessment and feedback aims: In Summary

- enable students to know and understand what they have learned and how thoroughly they have learned it.
- enable teaching staff to effectively identify gaps in learning, measure progress and plan for future learning by setting appropriate learning targets.

1.1 Feedback strategies must*:

- recognise achievement and acknowledge good effort and presentation.
- clearly identify the next steps a student can take to improve and make progress.
- facilitate a dialogue between teaching staff and students that encourages them to reflect on their performance.
- where appropriate, facilitate the improvement of spelling, punctuation, grammar and other literacy skills.

**We have used the findings from more than 150 evidence-based case studies carried out by the EEF (Education Endowment Fund), to inform our practice. More details of these studies can be found here: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>*

2. Mandatory Practice: The Bowden “Must Haves”

Essential Assessment Practice	Essential Feedback Practice
<p>For formative assessment, teaching staff must:</p> <ul style="list-style-type: none"> be able to demonstrate evidence of a range of appropriate strategies, both in lessons and in books/folders. (See <i>Section 3 of this policy for further guidance</i>.) for Year 11 students, facilitate “mock examination” assessment opportunities using resources for the relevant examination board. <p>For summative assessment, teaching staff must:</p> <ul style="list-style-type: none"> identify SIs record SIs in sticker books and on VIEW at KS4, show evidence of connection to the relevant exam syllabus 	<p>In every lesson, teaching staff must:</p> <ul style="list-style-type: none"> use verbal feedback <p>For written feedback, teaching staff must:</p> <ul style="list-style-type: none"> identify at least one strength give clear instructions about how to improve using accessible language (that is appropriate for the student’s reading age.) <p>Use a DIRT activity (orange box) to:</p> <ul style="list-style-type: none"> facilitate the improvement itself enable a student to demonstrate mastery/independence elicit student reflection on/evaluation of performance

DIRT = “Directed Improvement and Reflection Time”

3. Recommended Strategies

There are many ways to facilitate opportunities for assessment and feedback. The expectation is that students will experience a range of strategies that adequately **evaluate**, and then **progress**, the quality of learning across the curriculum.

Below is a table that collates methodologies that might be used in different subjects. This is by no means a definitive or comprehensive list: we encourage teaching staff to use this as guidance.

Assessment Strategies	Feedback Strategies
<ul style="list-style-type: none"> Use of VIEW app/ SIs Self-assessment: marking own work Retrieval/Recall activities: e.g. quizzes/games Digital (use of Ipads/laptops): WordWall (QR Codes) / Blooket Bespoke worksheets Practical experiments and tasks Differentiated Questioning 	<ul style="list-style-type: none"> Verbal – teacher led Modelling Written – teacher led: DIRT / SSDO

<ul style="list-style-type: none"> • Discussions/Debates • Role play • Peer and self-assessment • Use of GCSE exam questions/extracts (using relevant marking criteria) 	
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**SSDo = Strength/Success; Do Now (to progress) / See Section 6 of this policy for evidence of this.)*

4. Presentation Recommendations

It is important that teaching staff encourage students to take pride in the outcomes of their learning. One way of doing this is by upholding high expectations regarding the presentation of students’ work in books and folders. With this in mind, the following standards are recommended as a baseline:

- all work in books should be dated
- any mistakes should have a neat line through them, with corrections clearly indicated nearby.
- any drawings or diagrams should be done in pencil
- books should be kept “graffiti-free
- when making responses to written feedback, students should use a green pen

4.1 Presentation of Feedback: Teaching Staff


When making written feedback responses, although there is no “mandated” colour, teaching staff should be mindful of our commitment to producing dyslexia-friendly resources when making written feedback responses.

5. Support for Teaching Staff

Teaching staff will receive regular feedback and support – this process will be informed by formal lesson observations, book looks and learning walks.


6. Examples of good practice

Food Technology

 **Name** Jonathan **Date** 18.12.23

Dish chicken pasta **SI's** 6.13.19

S Good independent working today. Keep looking back at the recipe ✓

S A lovely dish made and presented well ✓ 

DO Remember when cooking chicken and adding a sauce you sometimes need to cook the chicken all the way through. It will cook in the sauce.

What would you change next time? Nothing, it was perfect ✓

How did you know when your pasta was cooked? Taste it and look to see if it has puffed up. — yes enough there

Is there a healthier pasta?
the green one. — wholemeal pasta

Physical Education

Words I can use

- Agility
- Balance
- Power
- Co-Ordinator
- Speed
- Reaction Time

Injury Prevention

- Training body set
- losing me
- Change as physique
- (muscle) weight
- Loss of muscle mass
- Light lifting

Ask your self a question
 Casper Please write me 2 reasons why you would worm up before doing P.E. these reasons need to be in sentences and explained as to why you think this. Please use the key words provided.

Key words - Injury, Muscles, Lactic acid.

Using warmups prior to a P.E. session, or an overall workout, will get your blood pumping, muscles gully working and breathing steady for when you get moving. Even the smallest warmups like stretches can lower chance of injury and expand muscles, preventing lactic acid from releasing.

Jan 4

Science

SI5.05 Describe the reproductive system

1. Label the diagram

2. Label the diagram

3. Put the following pictures in order, add a title to each one

1 sperm
 2 vagina
 3 oviduct
 4 sperm meets egg
 5 sperm fertilizes egg
 6 egg

SI 5.5 Describe an overview of the process of reproduction in humans and label male and female reproductive anatomy.






QR code
 mastered

RSHE / Citizenship





A great start to the term Fraser, you are progressing towards SI 2-3 on communities.

To meet SI 2-11 (20 marks) complete here:

Match the pictures to the type of community. Copy the words from the bottom.

	SPORTS CLUB
	friends
	TOWN
	SCHOOL
	RELIGION

Draw 4 pictures to show communities you can part of:

	friends
	SPORTS CLUB
	SCHOOL
	TOWN

Tommy, fantastic effort, progressing towards SI 7.1 on democracy.

Can you remember what the opposite of democracy is?

Dictatorship

21/5/24

Without looking, complete this:

Democracy means a government of the people, where everyone has the right to vote for who they want to be in charge. The government represents the people and everyone has human rights.


Topic

What few organs were stored in canopic jars?

- intestines
- liver
- stomach
- lungs

what organ was left in the body?

the heart



↑

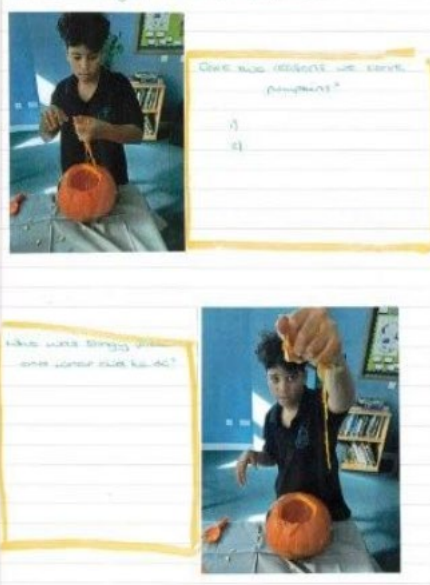
epidemiology

1700s Why do we carve pumpkins?

What are reasons we carve pumpkins?


- 1)
- 2)

What were things like when London had the fire?



Great Fire of London

1666



What year was the fire?

What do you think is responsible for the fire starting?

