

The Bosco Centre	
Policy:	Making teaching more responsive through effective marking and assessment
Applies to:	College and Independent School
Reviewed:	October 2018
Next Review:	October 2019

Policy Aims

The aims of this policy are:

- To ensure that students understand their success and know what they need to do to make as much progress as possible.
- To improve standards and not merely measure them.
- To promote our core Salesian values.

This will be achieved by enabling staff to teach in a style that is responsive to the needs of all of their students and embraces our core Salesian values.

Core Salesian Values

Don Bosco was a priest, founder of the Salesian Order and educational pioneer who was one of the very first to recognize the importance of vocational learning. Whilst written over 200 years ago his thoughts in “The preventive system in the education of the young” capture the essence of our approach to teaching and learning.

Our learners have often had very varied and negative life and learning experiences. We recognise that “one size cannot fit all” and that the needs of our client group are best met through an individualised learning programme.

Our curriculum model is based on the Salesian “windows” of belonging, learning together, celebrating together and finding meaning and purpose. Combined these elements describe the skills and attitudes necessary to gain and sustain employment.

From these principles we have built an inclusive vocational curriculum that is personalised to the needs of each individual student. Learning is through a combination of projects and focused delivery.

Belonging A strong sense of community permeates through everything we do at Bosco. Young people are valued as individuals and encouraged to value and respect all other members of our community. A well-developed interview and induction process ensures that from their very first day students know that they belong and that we are working together to ensure their future success.	Learning Together Our teachers listen and learn from our students and use what they learn to inform their teaching. Teachers use effective and positive assessment to encourage discussion and to help all students achieve their goals. We ensure that all of our young people set themselves clear goals and understand the contribution that they can make to society. This builds from our initial assessment and individualised curriculum.
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<p>Celebrating Together</p> <p>We meet daily to celebrate student successes and challenge our young people to reflect on life and their lives.</p> <p>Our Bosco Celebration Days are, apart from being hugely enjoyable, an opportunity to celebrate the achievements of all of our students. Regular reviews are used to celebrate success to date and offer challenge moving forward.</p>	<p>Finding Meaning and Purpose</p> <p>Our Personal Development Programme is key to achieving this objective and is written around the Salesian ethos. Regular sessions help develop an understanding of moral and ethical issues. We have regular reflections with our students as a group, which is our equivalent of the 'Goodnight'. We do our best to make them think about their spirituality and why and how they are here. Our small chapel is open to all and we encourage them to use it to reflect on things that are happening in their lives.</p>
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Assessment

Assessment can be broadly defined as serving two purposes:

- To make judgements about a student's understanding of a subject that have studied. This is known as Summative assessment and can take a variety of forms. (Examinations, coursework, portfolio etc)
- To guide and support students on their learning journey through feedback. (Formative assessment)

Our approach to summative assessment is described in the separate policy: "Assessment and Verification"

This policy describes how we expect our teachers to offer feedback to all students as an integral part of their teaching.

Baseline Assessment

All potential new students will attend an initial interview where a senior member of staff will discuss with the student and their parent(s) their aspirations and their particular learning needs. This will be recorded on an ILP form. If the senior manager feels that the college can meet the needs of the student, then they will be asked to sit a series of diagnostic tests to establish their current levels in English and maths. The college currently uses the computer based BKSb system.

The ILP and BKSb assessment will be used to create an individualised timetable for the student. All of this information will be stored in a student folder in the office and entered into PICs, our management information system.

This information will be shared with subject teachers who are expected to complete a subject specific initial assessment and use this to create a learning plan for tracking student progress.

Subject teachers must create a work folder that contains all subject specific initial assessments, a learning plan and completed work as the student progresses through the course.

All folders should contain sufficient evidence to show progress in that subject if internally or externally reviewed.

Our expectations of Bosco Teachers

We expect all teachers to have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. We also expect them to ensure that their teaching and response to students models our Salesian ethos at all times.

Formative Assessment (Responsive teaching)

We want our students to become independent learners who know what they are good at and understand the areas that they need to improve. Teachers can develop this understanding through high quality feedback. This is commonly known as “formative assessment” or “assessment for learning”. Dylan Wiliam, a pioneer in this area, stated: “The big mistake that Paul (Black) and I made was calling this stuff “assessment” ...because when you use the word assessment, people think about tests and exams.” He later stated that he should have called this “responsive teaching” a label that is far more useful, and something that resonates with Salesian principles.

Feedback

In order to be responsive teachers we need to ensure that all students receive effective feedback that helps them to improve and refine their work. Feedback can take a variety of forms but research has defined 7 characteristics of good feedback:

Characteristic	Description
Goal Referenced	Does your student know exactly what you are talking about? Have you based your comments on their initial assessment or current level of working?
Transparent	Does your student understand what you are saying?
Actionable	Does your student understand what to do to improve their work?
User friendly	Is your language appropriate?
Timely	How big is the time gap between the student doing the work and you feeding back?
Ongoing	Feedback needs to be an ongoing part of the process and not something that happens in given slots.
Consistent	Are you making the same judgements over time and across students?

Feedback from teachers should be both written and verbal. It should also be encouraged through peer and self review.

Monthly Reviews

Monthly reviews are designed to give students an overview of their progress and set targets for the coming month. Subject teachers complete the relevant section for their subject and then a member of the senior management team will complete the reverse of the form. Once

complete and signed off a copy will be stored in the student folder and one sent home to the student's parents or guardians.

Marking

Marking is not editing or proof reading but should be a diagnostic tool that allows students to improve their own work. It should:

- Give advice and guidance rather than grades
- Provide challenge and learning opportunities rather than just giving the “right” answer.
- Be high quality rather than achieve blanket coverage. Teachers should however check and record that students have completed all tasks set.(Tracking)
- Encourage dialogue between tutors, students and their peers.

Tracking

All students should know where they are on their learning journey for each of the subjects that they study. A subject based initial assessment should inform them and us what they need to learn and this should be mapped out when they start learning.

A record of this should be regularly updated and assessable in folders, on the classroom wall and as part of the monthly review.

Monitoring by Senior Management Team

Senior management team members with the support of trustees will carry out regular monitoring activities to ensure consistency across the college. This will include:

- Regular learning walks that will focus on a variety of themes throughout the year.
- Termly folder and tracking checks.
- Completion of overview section of the monthly review sheet
- Student review meetings

Additionally, regular external reviews will be carried out termly by our standards improvement partner.