

THE BRITISH SCHOOL OF BAHRAIN



Assessment, Feedback & Reporting Policy

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1.0 Rationale

- 1.1. Assessment is the process of gathering, reviewing and evaluating evidence of students' learning. This information enables students, parents, teachers, Heads of Department and Heads of Year to check on progress and achievements, and to improve learning by providing feedback that identifies the next steps needed in the learning process. The purpose of these policies is to make clear to BSB teachers the school's philosophy of assessment and feedback, and to provide a framework for individual, departmental assessment and feedback policies. It is expected that all teachers will be familiar with this policy, and implement it fully.
- 1.2. Core to the British School of Bahrain's assessment philosophy is the acknowledgement that "Feedback is one of the most powerful influences on learning and achievement" (Hattie & Timperley, 2007). At the BSB, teachers should provide constructive feedback to every learner, focusing on success and improvement against learning objectives. It should also help children become reflective learners, able to narrow the gap between current and desired performance. Ultimately, "Feedback should cause thinking and should be more work for the recipient than the giver" (Wiliam, 2011).
- 1.3. This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.0 Aims of the Assessment & Reporting Policy

- 2.1. To establish common standards and procedures for assessment and monitoring within the School.
- 2.2. To ensure effort is adjudged together with attainment.
- 2.3. To establish a common approach to marking literacy, particularly spelling, punctuation and grammar.
- 2.4. To establish consistency about the regularity of assessment.
- 2.5. To ensure there is regular Formative assessment. The focus on assessment must be to provide guidance which informs a student how they can improve. This should ensure that a dialogue is established and is evident between the teacher and a pupil.
- 2.6. Ensure that practical; project-based, subjects have regular assessment, even if a whole project may extend over a lengthy period of time.
- 2.7. Ensuring that students and parents understand, and can recognise, the common principles of assessment across all parts of the school, without having to learn how each teacher assesses differently.
- 2.8. To ensure that teachers provide mechanisms through which students can respond to the feedback and guidance they receive as appropriate for their age. Teachers should provide time within class in order to facilitate this.

3.0 Nature of Assessment

- 3.1. The British School of Bahrain employs a balanced assessment system for both summative and formative purposes.
- 3.2. Assessment must be meaningful, manageable and motivating.
- 3.3. Assessment is a system of dialogue between the teacher and the pupil to ensure rapid progress is made in learning.

- 3.4. Assessment should be the tool that validates students' understanding and provides a basis for future progression.
- 3.5. Assessment should inform students of their effort and the attainment in equal measure.
- 3.6. Assessment helps to raise achievement by identifying a student's strengths and weaknesses and explaining how they can raise their level of attainment.
- 3.7. Feedback within assessment, and a pupil's response to feedback, opens a dialogue between the student and the teacher which is a key part of the teaching and learning process that raises attainment.
- 3.8. Assessment must be consistent between teachers within year groups and within departments.
- 3.9. Standardised assessment across each is essential in order that students, teachers and parents can understand how well each pupil has achieved/is achieving.
- 3.10. Assessment, feedback and student response are an integral part of the teaching and learning process that support rapid progression for all pupils.
- 3.11. Assessment in the School needs to constitute a coherent system, involving common standards and procedures.

3.12. **Baseline Assessments**

- 3.12.1. Baseline Assessments are carried out in the first few weeks of each new academic year.
- 3.12.2. These assessments provide teachers with an understanding of students' levels of attainment, and allow for the early identification of areas for development and overall gaps in students' knowledge and understanding.
- 3.12.3. Information from baseline assessments is used to inform planning to ensure all identified gaps and areas for development are addressed.
- 3.12.4. External baseline tests are completed annually as follows:
 - 3.12.4.1. Year 1 & Year 2 - CEM INCAS
 - 3.12.4.2. Years 3 to Year 6 - CEM INCAS
 - 3.12.4.3. Year 7 - CEM MidYis
 - 3.12.4.4. Year 10 - CEM Yellis - for those pupils missing MidYIS data
 - 3.12.4.5. Lower 6th (Year 12) - CEM ALIS
 - 3.12.4.6. These tests predict future student performance in a full range of subjects and are used by teachers to set challenging, but realistic targets for students. End of Key Stage performance is also compared to CEM predictions in order to calculate our value added score.
 - 3.12.4.7. New students that enter the school are tested using the relevant CEM assessment if they did not complete it for the entrance test.

3.13. **Formative Assessment (Assessment FOR Learning aka AFL)**

- 3.13.1. Formative Assessment guides students about their understanding and what more they should do to improve.
- 3.13.2. Formative assessment should contain a written comment and most importantly what can be done to improve.

- 3.13.3. This comment may be written by other students if peer assessed.
- 3.13.4. The written comment may be written by the student themselves if self-assessed.
- 3.13.5. Formative assessment may take the following forms:
 - 3.13.5.1. Teacher assessment and marking whereby advice and targets are tailored directly to the learner's needs. This may be through Google Classroom.
 - 3.13.5.2. Self assessment by students reviewing their work and evaluating learning objectives
 - 3.13.5.3. Peer assessment through which students appraise one another's work and suggest ways that it could be improved
 - 3.13.5.4. Guided Reading Programmes e.g STAR Reader and Accelerated Reader
 - 3.13.5.5. Guided Mathematics Programmes e.g. TTRS
- 3.13.6. Formative Assessment must focus on key areas:
 - 3.13.6.1. Is age and maturity appropriate
 - 3.13.6.2. Gives clear strategies on how to improve work
 - 3.13.6.3. Targets are tailored directly to individual student's needs.
 - 3.13.6.4. Scaffolds learning for the students
 - 3.13.6.5. Strengths of the work
 - 3.13.6.6. Identified weaknesses if any
 - 3.13.6.7. Areas and methods to improve the work or understanding; including stretching the most able student through further challenge.

3.14. **Summative Assessment (Assessment OF Learning)**

- 3.14.1. Summative Assessment is used to determine what a student does and does not know. It is generally used to measure student performance and attainment after teaching has taken place.
- 3.14.2. Summative Assessment takes place at regular intervals at the end of a period of learning in order to evaluate the extent to which students have succeeded.
- 3.14.3. Summative assessment does not always take the form of written tests but takes a variety of forms that takes into account the maturity and age of the student.
- 3.14.4. The purpose of summative assessment is to:
 - 3.14.4.1. Prove that learning has taken place
 - 3.14.4.2. Assists in measuring the extent of the learning
 - 3.14.4.3. Is externally referenced
 - 3.14.4.4. Is focussed on the outcome
 - 3.14.4.5. Is an accountability mechanism
- 3.14.5. Summative assessment may take the following forms:
 - 3.14.5.1. Teacher set standardised tests
 - 3.14.5.2. Teacher set controlled assessments
 - 3.14.5.3. Cycle Testing coinciding with end of units of study
 - 3.14.5.3.1. Junior School in Year 5 & Year 6 - English, Mathematics, Science and Arabic

3.14.5.3.2. Senior School - all subjects assess pupils in a summative way. Cycle test schedules are produced for Key Stage 3 while assessment calendars are produced for KS4 and KS5 with the type of assessment and the high or low stake nature of the assessment indicated.

3.14.5.4. Formal externally set examinations

3.14.6. Infant School Specific Summative Assessments

3.14.6.1. EYFS Assessment is primarily based on practitioners' knowledge of what the child can do on a day to day basis, gathered in a variety of ways. Teachers record achievements and difficulties to enable them to plan what is required to be taught next. Assessments and tasks are completed by each student to help gather evidence of their attainment in the seven areas of learning and the characteristics of learning.

3.14.6.2. Maths Assessment using White Rose assessments are administered at the end of each teaching block so that sections can be reviewed as necessary.

3.14.6.3. Writing is assessed at the end of each unit, against the National Curriculum statement on a writing grid in KS1. Several pieces of work are taken into account when ascertaining an overall level. Writing is moderated regularly within year groups, overseen by the subject coordinator. Exemplifications from the National Curriculum are used to support teacher judgement.

4.0 Methods of feedback

4.1. Effective feedback:

- 4.1.1. Involves the student directly and is age and maturity appropriate.
- 4.1.2. Identifies achievements and the next steps in a student's learning.
- 4.1.3. Relates to learning objectives or targets.
- 4.1.4. Gives students clear strategies so they can improve their work.
- 4.1.5. Helps inform future planning.
- 4.1.6. Can be used as a tool for teacher assessment.
- 4.1.7. Helps parents to understand their child's strengths and areas for development.

4.2. **Visual feedback**

- 4.2.1. Within the Infant & Junior Schools visual feedback is provided to all students based on the Learning Objective
- 4.2.2. A student who has achieved the learning objective has the objective highlighted green
- 4.2.3. A student who has only partially achieved the learning objective has the objective highlighted pink
- 4.2.4. Assessment of progress towards the Learning Object can be made by:
 - 4.2.4.1. Self-assessment
 - 4.2.4.2. Peer Assessment
 - 4.2.4.3. Teacher or Learning Support Assistant Assessment
- 4.2.5. This visual feedback is accompanied by either written feedback or verbal feedback as appropriate.

4.3. **Written feedback**

- 4.3.1. Comments and annotations written throughout a piece of work are an acceptable form of providing written feedback. The comment at the end of a piece of assessment should highlight the key points listed above.
- 4.3.2. This comment should be more than a simple statement. The comment is also a good method of creating dialogue between teachers and students. Specificity of feedback determines its effectiveness and impact.
- 4.3.3. Where age appropriate, separated from the comment should be an identifiable target. The target should direct the student to exactly what needs to be improved before the next piece of work. This target may be subject specific or could be focussed on a key element of literacy. E.g.
"You must use named examples within your answers to illustrate/prove your point."
- 4.3.4. Age appropriate students should have a role in setting their own targets.

4.4. Verbal feedback

- 4.4.1. In certain circumstances; such as the age of the student, the nature of the task, or the nature of the subject, or the quantity of feedback required, feedback may be given verbally to the student.
- 4.4.2. It is expected that even in practical subjects, either written feedback is given to students on a regular basis or students are made to record verbal feedback in some way. There should be a clear record of feedback and target setting within all subjects.
- 4.4.3. If the nature of the task prevents written feedback, then teachers must record feedback through a different means such as a log.
- 4.4.4. Teachers should indicate that Verbal feedback has been given via a method which is consistent to the rest of their school/department. This may include a sticker, symbol or stamp.

5.0 Students age appropriate response to feedback

- 5.1. It is important that age appropriate students engage with the comments written and the feedback received. This allows for the dialogue between teachers and students and ensures that students understand and act upon the comments made.
- 5.2. Students should be provided with time in class (FIT Time) in order to consider and respond to the formative assessment they have received.
- 5.3. These strategies may include:
 - 5.3.1. Students setting their own targets at the end of a piece of work, which are then checked by the teacher.
 - 5.3.2. Students summarising the feedback and writing it into a work log.
 - 5.3.3. Students having to respond to the feedback.
 - 5.3.4. Students signing and dating that they have read and understood the feedback.
- 5.4. Checking that feedback has been read and acted upon should become part of a teacher's normal marking routine.

6.0 Reporting to Parents

6.1. Parent Consultation Evenings

- 6.1.1. A Parent Consultation Meeting is held at least once during the academic year for each year group.

- 6.1.2. At these meetings, subject teachers have the opportunity to report to parents on each student's:
 - 6.1.2.1. Progress and achievement
 - 6.1.2.2. Class work, Homework, coursework/controlled assessments
 - 6.1.2.3. Attitude to learning
 - 6.1.2.4. Presentation and organisation
 - 6.1.2.5. Behaviour
 - 6.1.2.6. Targets for improvement.
- 6.1.3. Parents will also be given clear information on their child's progress targets.
- 6.1.4. Please check the schools' calendar for dates for each school phase.

6.2. Grade Cards (Senior School)

- 6.2.1. In the Senior School Student attainment and attitude to learning scores are reported to parents regularly via the grade cards.
- 6.2.2. **Attitude to Learning** scores are awarded as follows:
 - 6.2.2.1. 1 (Outstanding) – A student who consistently goes above and beyond what is expected of a BSB student.
 - 6.2.2.2. 2 (Good) – A student who sometimes goes beyond what is expected of a BSB student.
 - 6.2.2.3. 3 (Concern) – A student who sometimes fails to do what is expected of a BSB student.
 - 6.2.2.4. 4 (Unacceptable) – A student who regularly fails to do what is expected of a BSB student.
- 6.2.3. **Attainment grades** are reported using progress towards the proposed progress of students throughout:
 - 6.2.3.1. Working Towards
 - 6.2.3.2. Working At
 - 6.2.3.3. Working Above

6.3. Formal Reports

- 6.3.1. The school provides formal reports to parents twice a year.
- 6.3.2. Reports are made available to parents electronically via the web Parent Portal. Paper reports are not issued unless specifically requested.
- 6.3.3. If a student leaves mid-year, a Leaver's Report is issued if requested by parents and/or the receiving school.
- 6.3.4. Each report provides parents with current information on:
 - 6.3.4.1. Progress and levels of attainment
 - 6.3.4.2. Effort and attitude to learning
 - 6.3.4.3. Pastoral matters including attendance and punctuality.
- 6.3.5. However, where there are specific concerns, parents will be contacted by the school as and when the need arises.
- 6.3.6. Schedule of formal reports
 - 6.3.6.1. EYFS**

Formal reports are sent to parents in December and June.

6.3.6.2. Year 1

Formal reports are sent to parents in December and June.

6.3.6.3. Year 2

Formal reports are sent to parents in December and June.

6.3.6.4. Year 3

Formal reports are sent to parents at in December and June.

6.3.6.5. Year 4

Formal reports are sent to parents at in December and June.

6.3.6.6. Year 5

Formal reports are sent to parents at in December and June.

6.3.6.7. Year 6

Formal reports are sent to parents at in December and June.

6.3.6.8. Year 7

Reports are sent to parents at the end of the academic year and grade cards sent in December.

6.3.6.9. Year 8

Formal reports are sent to parents at the end of the academic year following the internal school assessments in early June.

6.3.6.10. Year 9

Formal reports are sent to parents in January to help inform student decisions as part of the options process for GCSE.

6.3.6.11. Year 10

Formal reports are sent to parents at the end of the academic year following the Mock Examinations in late May.

6.3.6.12. Year 11

Full reports are sent to parents in January, following the GCSE Mock Examinations in December and include GCSE target grade, mock examination result, current attainment and attitude to learning scores.

6.3.6.13. Lower 6th (Year 12)

Formal reports are sent to parents at the end of the academic year following the internal school assessments in early June.

6.3.6.14. Upper 6th (Year 13)

Formal reports are sent to parents following the GCE Mock Examinations and include a GCE/BTEC target grade, mock examination result, current attainment and attitude to learning scores.

7.0 Senior School Initial Teacher assessments

- 7.1. In years 7-9 the assessments are ongoing formative assessments which allow teachers to track and monitor progress in lessons and in the pupils' learning.
- 7.2. There is a published assessment schedule for pupils in years 7-9 which allows them to see which subjects are testing them on each week.
- 7.3. The move to more ongoing assessment and feedback has meant that the need for end of year exams is not required as the pupils have been monitored and assessed throughout the year.

8.0 Senior School Mock Examinations

- 8.1. A detailed timetable for Mock GCSE and GCE examinations is provided by the Deputy Head (Academic), scheduled as follows:
 - 8.1.1. Year 10 May
 - 8.1.2. Year 11 December
 - 8.1.3. Lower 6th (Year 12) April
 - 8.1.4. Upper 6th (Year 13) January / February
- 8.2. At GCSE, GCE AS and A Level questions from past papers should be marked according to the mark scheme provided by the examining board.
- 8.3. Mock examinations should correspond as closely as possible to the external examinations to be sat at a later date. Please refer to 'Marking' section for additional guidelines on marking requirements for all mocks.
- 8.4. All mock exams should be either past papers or a variety of past paper questions where possible, and checked by the department line manager before being sent to copy. All mock exams should have a BSB front sheet attached.

9.0 External Examinations, Coursework and Controlled Assessments

- 9.1. Please see separate JCQ policies relating to Examinations, Coursework & Controlled Assessments
- 9.2. All external examinations will be administered by the Examinations officer.
- 9.3. Students in Year 10 to Upper 6th (Year 13) are assessed externally as follows:
 - 9.3.1. GCSE/IGCSE Examinations are sat at the end of Year 11;
 - 9.3.2. GCE AS Level Examinations are taken at the end of Lower 6th (Year 12) in May/June;
 - 9.3.3. GCE A Level Examinations are taken at the end of Upper 6th (Year 13) in May/June.
- 9.4. Coursework and Controlled Assessments
 - 9.4.1. Draft and final deadlines for the submission of I/GCSE and GCE Coursework should be given to students at the beginning of the academic year and agreed by each teacher in the department.
 - 9.4.2. Dates for I/GCSE Controlled Assessments are agreed and entered on the School Calendar at the start of the school year.
 - 9.4.3. All Coursework and Controlled Assessments are to be completed by the end of the Second Term to allow sufficient time for revision for final examinations in the third term.
 - 9.4.4.

10. AI (Artificial Intelligence) at the British School of Bahrain

10.1 Introduction to AI

10.1.1 The current rise of the accessibility to Artificial Intelligence (AI) has prompted schools and other educational institutions to consider its use, both the benefits and possible negative consequences.

10.1.2 AI will be developed further in the future from its current state and so the guidelines below will be regularly reviewed in line with other parts of the academic honesty policy.

10.1.3 The use of AI has shown to have a benefit for students when undertaking research tasks and cuts down on the amount of time needed to locate beneficial information. When guided correctly this use can benefit students across all the key stages. It can be used to enhance the curriculum and develop teaching and learning and these aspects are being fully embraced and further investigated by work being done at the British School of Bahrain and by Inspired.

10.1.4 Since the introduction of the ChatGPT in November 2022, access to AI has increased to a much wider market making its use within schools by teachers and students an area which will impact the teaching and learning. As a school we will work with students and parents to develop a robust knowledge and understanding of the systems and how they can be used to benefit learning but it is equally important for everyone to understand the criteria which AI is not to be used.

10.2 Use of AI in Formal Assessments

10.2.1 The following is an extract from the UK's Department for Education on the use of AI in formal assessments:

10.2.1.1 "Schools, colleges and universities, as well as awarding organisations need to continue to take reasonable steps where applicable to prevent malpractice, including malpractice involving use of generative AI. There are already strict rules in place, set by exam boards, to ensure pupils' work is their own."

10.2.1.2 "Although generative AI technologies can produce fluent and convincing responses to user prompts, the content produced can be factually inaccurate. Students need foundational knowledge and skills to discern and judge the accuracy and appropriateness of information, so a knowledge-rich curriculum is therefore all the more important. It's vital that our system of assessment can fairly and robustly assess the skills and knowledge of those being examined."

10.2.2 The above statement has been acted upon by all the major exam boards governed by the Joint Council of Qualifications (JCQ) as well as Cambridge International Examinations (CIE). They have produced a document which covers the misuse of AI in formal assessments which can be found [here](#). A summary of the misuse of AI in formal assessments (taken from the JCQ policy) is given below.

10.2.3 Examples of AI misuse include, but are not limited to, the following:

10.2.3.1 Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own.

10.2.3.2 Copying or paraphrasing whole responses of AI-generated content.

10.2.3.3 Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.

10.2.3.4 Failing to acknowledge use of AI tools when they have been used as a source of information.

10.2.3.5 Incomplete or poor acknowledgement of AI tools.

10.2.3.6 Submitting work with intentionally incomplete or misleading references or bibliographies.

10.2.4 All of the above are considered by the JCQ and the British School of Bahrain to constitute malpractice in assessment. The consequence of such actions will follow the procedures as outlined in the academic honesty policy and could result in grades being withdrawn, not only for the subject where malpractice has been found, but also for all other subjects which the student has sat for.

10.3 Use of AI in Internal Assessments

10.3.1 AI is not a replacement for knowledge and understanding and so internal assessments should follow the same guidelines as above. While AI can (under teacher guidance and direction) be used as part of the research phase for a piece of work, it should not be used to produce work that is then submitted as being produced by the student. Work submitted by a student which has been produced wholly or partly by AI (and not acknowledged) breaks the rules of academic dishonesty and is therefore likely to be given a zero mark. Assessments are undertaken to assess the current position of knowledge and understanding and the use of AI does not give a true picture of the students ability. In some circumstances, the use of AI can be beneficial to the research of a topic or issue. In these cases the use of AI must be referenced as a source of information. This will not attract marks as it is a secondary source, it can be used to influence and develop the students' work. Any student who is unsure about if they can or can't use AI should speak with their teacher.