

Marking, Feedback and Assessment Procedures

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|---|----|
| Rationale | 3 |
| Principle and Practice..... | 3 |
| Form and Purpose of Assessment | 4 |
| Marking Guidance..... | 5 |
| Data Collection and Use..... | 6 |
| Continuing Professional Development (CPD) | 6 |
| Monitoring the Quality and Consistency of Assessment..... | 7 |
| Further Reading | 7 |
| Appendix 1 | 8 |
| Appendix 2 | 9 |
| Appendix 3 | 10 |
| Appendix 4 Subject Specific Guidance | 11 |

Rationale

- 1 Marking, feedback and assessment are integral to teaching and are key components of effective education. They are fully integrated within the delivery of the curriculum and are essential components of classroom practice.
- 2 Teachers apply a wide range of marking, feedback and assessment strategies to promote positive outcomes for students.
- 3 This policy outlines the school's ethos and practice in relation to marking, feedback and assessment. It explains the process of obtaining and interpreting evidence for use by both students and teachers in order to enable a review of learning, leading to further progress.
- 4 Marking, feedback and assessment is undertaken to:
 - support educational progress.
 - inform teachers about what pupils know and if there are any gaps in knowledge
 - provide a scaffold for students to make corrections, address mistakes and improve their skills and understanding over time.
 - encourage students to take responsibility for their progress and empower engagement with their learning.
 - inform students and their parents/carers of their strengths and areas for improvement.
 - allow teachers to understand how to shape the next steps of learning for a student or class.
 - inform school leaders where adjustments to the curriculum might be needed.
 - allow school leaders to plan well-informed additional intervention plans within and beyond the classroom to support teachers and students.

Principle and Practice

- 5 There are three important aspects to our policy and practice:
 - i. Checking for Understanding
 - ii. Feedback
 - iii. Assessment
- 6 Marking, feedback and assessment should:
 - allow teachers to check for understanding
 - give relevant information about students' knowledge, understanding and skills;
 - identify any gaps in knowledge or misconceptions
 - help students to know and understand what they can do to improve so that they can apply the information gained to their own learning;
 - help the teacher to plan future lessons, ensuring that individual needs are planned for and teaching is adapted with appropriate differentiation, including challenge and support.
- 7 Marking, feedback and assessment takes place in a variety of ways in accordance with teachers':
 - subject and pedagogical knowledge and expertise;
 - knowledge of the needs of their students;
 - judgements of the specific demands of the work;
 - planned learning aims, desired outcomes

- workload manageability
- 8 Teachers will tailor assessments to the needs of students so that all, including the most able, are set challenging goals. All students will be set work that embeds and deepens their knowledge, understanding and skills. The emphasis is upon mastering learning rather than simply undertaking more work of the same difficulty or moving on too quickly to other content. This can only be determined through effective marking, feedback and assessment.
 - 9 Teachers will check understanding frequently during all parts of a lesson, including during retrieval activities, explanations and practice tasks. Teachers will avoid leaving students to work on their own for too long, without checking to ensure that they are not practising mistakes, and reinforcing misunderstandings. Lessons may be adapted based on the feedback received.
 - 10 Teachers will ask a large number of questions to all students during the lesson, enabling them to resolve misunderstandings indicated by the quality of oral or short written responses, and construct practice activities that deepen understanding at an appropriate pitch. Some strategic questioning will be targeted to specific students to enable teachers to check understanding and provide further challenge.
 - 11 Teachers will use a range of methods to check for understanding during a unit or a scheme of work, so that misconceptions and/or gaps in knowledge can be addressed before the end-point assessment. For further information, please refer to Appendix 1.
 - 12 Marking is an important aspect of assessment and should be meaningful, manageable and motivating. Subject leaders identify key pieces of work to ensure regular and timely marking. Marking should be completed in a clear and direct way, providing students with clarity, and enabling 'gap' time so they can make corrections and improvements. When marking, teachers will be mindful of any pupils with additional needs and marking may be amended or adapted accordingly.
 - 13 Assessment must be inclusive of all abilities, including low attaining students, more and most able and those with special educational needs (SEND) in ways appropriate to the individual.
 - 14 High expectations apply equally to students with SEND as to all other students and account should be given for the amount of effort the student puts in as well as the outcomes achieved.
 - 15 Feedback plays a key role in securing students' learning. It will focus on advice to improve and should be positive and specific, providing enough support to enable the student to respond. This feedback can take many forms including a personalised tip, a pre-populated grid or chart, target codes or whole-class feedback (please refer to Appendix 2 for more information). This may be reduced over time as students are trained to generate as much self-assessed feedback as possible, with clear references to success criteria.
 - 16 Teachers correct literacy both in written and verbal communication. Marking codes for written work are used to support this. (Appendix 3)

Form and Purpose of Assessment

- 17 There are four main forms of assessment: formative assessment, in-school summative assessment (otherwise known as end-point assessments), in-school assessment points and nationally standardised summative assessment.
- 18 Formative assessment is assessment FOR learning, and is used by teachers on a daily and weekly basis to check for understanding. It is used to evaluate students' knowledge,

understanding and skills and to tailor teaching accordingly. The on-going nature of this is important so that misconceptions are addressed swiftly and students do not 'practise' errors. Please see Appendix 1 for more information.

- 19 Formative assessment has an overarching purpose in supporting progress:
- to help students to measure their knowledge and understanding against learning objectives and wider outcomes;
 - to allow students to identify where they need to target their efforts to improve;
 - to allow teachers to identify any gaps in knowledge or misconceptions and then address these through adaptive practice in the classroom
 - to allow teachers and school leaders to effectively report to parents where their child's' strengths and weaknesses lie and what they need to do to improve.
- 20 Summative assessment is assessment OF learning, and enables teachers to evaluate learning at the end of a unit of study or teaching period. These assessments may include resourced projects, research tasks, end of topic or unit tests, end of year exams and reviews for students with SEND, and are scheduled systematically as part of a subject's long-term Scheme of work. Summative assessments:
- may be completed on paper or in exercise books;
 - provide students with information about how well they have learned and understood a topic or course of work taught over a period of time;
 - provide feedback to students on how they can continue to improve overall;
 - enable teachers to compare and evaluate individual outcomes with and against whole class outcomes in order to plan for subsequent teaching and learning;
 - provide further information for reports from teachers and school leaders to parents.
- 21 Each year group has two assessment points during the year, as calendared. The vast majority of these take place in classrooms and in lesson times. Cohorts who are preparing for external examinations will sit their assessments in exam rooms and follow an exam timetable. Parents and pupils will be informed of the topics and components that will be assessed at each assessment point, so that pupils can tailor their revision effectively. KS3 assessments will be formed of 3 parts: a retrieval section, an assessment of current knowledge and a skill assessment. For practical subjects, some of the assessment may be performance based. Pupils will be given a % score for each assessment, which will also be reported to parents.

Marking Guidance

- 22 Marking is just one aspect of assessment undertaken to support students. Teachers mark in purple pen and students mark in green pen.
- 23 Teachers should endeavour to mark the work of Pupil Premium students first before the marking the work of non-Pupil Premium pupils.
- 24 It is the responsibility of all subject teachers to mark for literacy. School marking codes (Appendix 3) have been defined and shared, enabling prompt interaction between teachers and students. Students are encouraged to self-mark, peer mark and make corrections in green pen. This means teachers can more readily check student understanding and students can see teacher corrections clearly.
- 25 The marking of mid-point assessments should include:
- marking for literacy

- a target to improve
 - giving pupils the time to act on the feedback and improve their work
- 26 The marking of end-point assessments should include:
- a numerical mark – this could be a raw score, level, band, grade or percentage
 - marking for literacy
 - identification of strengths
 - a target to improve
- 27 Marking should be meaningful, manageable and motivating. Practice as a result of marking includes:
- giving live feedback to students at whole class and individual levels;
 - modelling good responses to learning tasks;
 - pointing out pit-falls and identifying essential elements and structures in work;
 - guiding, encouraging and challenging students in real-time discussions;
 - asking and answering questions and differentiating so students can access learning that is appropriately challenging, through teaching strategies and learning resources.
- 28 Marking will vary from subject-to-subject. Each subject will determine what work will be marked (see Appendix 4).
- 29 Marking of students' work should help to motivate students. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Data Collection and Use

- 30 Most of the information obtained by teachers will be shared with students to aid their understanding of what they need to do to progress. Summative information will be collected at school level and shared with parents in a timely fashion. Parents should be able to see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers should provide further information for parents about what their child knows and understands and should help to clarify how they, as parents, can support their child's continued progression.
- 31 School leaders will use assessment data generated by teachers to initiate appropriate interventions where necessary, identifying and prioritising individual students for additional support.
- 32 Sharing information through the school's data capture routines will help inform school leaders, pastoral staff and others responsible for interventions additional to those managed by class and subject teachers and will enable them to engage in informed dialogue with selected students as necessary.

Continuing Professional Development (CPD)

- 33 Through CPD the school will seek to ensure that all teachers and school leaders are kept up to date with developments in assessment practice. It will provide opportunities for teachers and school leaders to develop and improve their individual understanding and practice as needs arise, including through access to external CPD.

Monitoring the Quality and Consistency of Assessment

34 The quality and consistency of assessment will be monitored by school leaders through lesson observations, learning walks and drop-ins, work trawl processes and data analysis.

Further Reading

Teach Like a Champion Doug Lemov

The Feedback Pendulum by Michael Chiles

Embedded Formative Assessment by Dylan Wiliam

Responsive Teaching: Cognitive Science and Formative Assessment in Progress by Harry Fletcher-Wood

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/feedback)

<https://teacherhead.com/2022/02/27/markings-optimising-the-impact-workload-ratio/>

<https://teachlikeachampion.com/blog/reducing-teacher-workload-re-thinking-marking-michaela-files-part-1/>

Appendix 1

Here are some effective methods for checking for understanding, although this list is not exhaustive:

- Questioning, including techniques like cold-calling
- Low-stakes tests
- Quizzes and questionnaires
- Mini white-boards
- 'Quick write'
- Student summaries
- Dual coding
- Exit tickets
- Desk to desk checking as students practice
- Marking a small section of work
- Mid-point assessments
- Marking a sample of books e.g. '15 marked books approach'
- Peer and self-assessment against clear success criteria

Appendix 2

35 Here are some effective methods for providing feedback, although this list is not exhaustive:

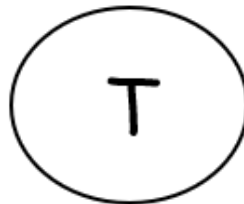
- Individual pupil feedback, verbally or written
- Whole-class feedback
- Sharing and analysing good examples of work
- Modelling answers (using a visualiser)
- Live marking in lessons
- Stamps
- Target grids
- Feedback code sheets
- Using post-it notes as you circulate the room whilst pupils are working
- 'Walking-talking' exams
- Highlighting strengths and areas for development in different colours

Alderbrook's Marking Codes

| | |
|-----------|---|
| /\ | A word is missing |
| // | Start a new paragraph |
| Gr | Grammar error |
| <u>Sp</u> | Spelling error |
| P | Punctuation error - missing or in wrong place. |
| WO | Wrong word order |
| WW | Wrong word - linked to homophones (there, their, they're) |
| WT | Wrong tense |
| ~~~~~ | Unclear - does not make sense. |
| C | Capital letter missing or in wrong place. |

TC = TEACHER CHECKED THIS FOR ACCURACY OR CORRECTIONS.

NO ACTION NEEDED BY THE STUDENT.



'T' in a circle means 'Target'. This means you have something to do! Make the correction or improve your work as explained by the teacher. You must act on your targets if you are going to make progress! Use green pen for all your corrections and improvements.

Appendix 4 Subject Specific Guidance

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|---------|---|--|--|
| ARC | <p>An exercise book for each ARC subject.</p> <p>Individual folders for project work, e.g. social skills/ICT and food tech.</p> | <ul style="list-style-type: none"> All ARC subjects (English, maths, science, geography, history, technology, art, RE, ICT). Are marked using targets and positive comments. Each literacy based subject is also marked using a 'literacy progress tracker' to check reading and writing progress skills. Only brief targets and comments are used since processing skills limit a full understanding of targets set and to maintain relevance. | <p>ARC students are not given Independent Study Tasks as students with ASD struggle to access this without 1-1 support and it causes anxiety amongst our students.</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|---------|--|--|---|
| ART | <p>At KS3, KS4 & KS5 pupils have a sketchbook for all work alongside the following:</p> <p>KS4/KS5 – Multiple Sketchbooks, loose paper (A4/A3/A2), canvases, 3D outcomes where relevant.</p> <p>KS3 – Some work on A3 paper, including collaborative tasks and 3D outcomes.</p> <p>Photography- Powerpoint, folder. Work accessed and based on PC Photography drive. Printed outcomes.</p> | <p>Key Stage 3:</p> <p>At the beginning of Year 7, all pupils are given a baseline assessment.</p> <p>KS3 year 7&8 &9 books are seen in lessons weekly for verbal (formative) feedback and guidance. They should be clearly marked after 12 weeks for year 7&8 and every 6 weeks for year 9 corresponding with projects delivered. Peer-assessment & Formative assessment should be in evidence on sheets at the back of books highlighting assessment objectives a01 ,a02 ,a03 ,a04</p> <p>Key Stage 4 &5.</p> <p>Summative assessment is done on completion of each project and is usually related to coursework. Formative comments as necessary tied to specific tasks but evidence should be visible by six weeks. Where relevant, peer-marking should be evidenced, however this is often verbal feedback at the end of tasks where work is reviewed, displayed and critiqued. Marking criteria sheets, comment boxes and Radar Grids should be found at the back of sketchbooks as coursework deadlines are close.</p> <p>Photography; Evidence of formative advice on folders with discussion captures. Verbal feedback almost each lesson. Summative feedback relating to the assessment objectives on Photography powerpoints and copied in folders.</p> | <p>Relevant independent learning tasks to be set on a weekly basis.</p> |

BUSINESS

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|---------|---|---|---|
| | <p>KS4 - Students complete all classwork and independent study in their exercise book. Resources are used by students during lessons such as PowerPoint presentations, knowledge organisers, task sheets, textbooks, revisions guides, source material, subjects for discussion. Roughly each half term an assessment is set. Students have separate assessment folders with a tracker where they keep a log of their progress.</p> <p>KS5 – Students will have a folder at the start of the year. They will be given an overview of the course, formula sheet and specification/check list of the units of work. Students will complete classwork and independent study in these folders. Students are expected to bring into to each lesson the current unit of work for each of their teachers, completed units can be kept at home. Students have an assessment exercise book which is kept by their class teacher, this contains feedback and GAP time work on developing their exam technique. Each half term an assessment is set which is complete under exam conditions. Students have separate assessment folders with a tracker where they keep a log of their progress.</p> | <p>KS4 - Students books are marked regularly by the main class teacher. Feedback is given to show 'What Went Well' and one target is set. The students are set an embedding or challenge question to complete, that is differentiated. Students have allocated GAP time where they respond to feedback, this in in their exercise book. Depending on the workload this will occur approximately twice each half term. During lessons students may self-assess or peer-assess some tasks. After each assessment (roughly five a year), students are involved in whole class feedback recorded in green pen on their assessment paper. Students below target are given intervention homework. The tracking sheet is completed to show students' progress and areas of improvement.</p> <p>KS5 – Students' folders will be checked each half term during the lessons to ensure students are organised and have no gaps. Class notes will not be marked. A lot of student feedback will be given verbally during the lessons or using self or peer marking strategies. Students' exam-based questions and essays completed in class under timed conditions will be marked in their assessment books (roughly two, per teacher, per half term). Students will be given a positive comment and a target, which they will be expected to act on in green pen. After each assessment which is marked by the class teachers (roughly five a year, covering a range of content), students are involved in whole class feedback recorded in green pen on their assessment paper. The mark book is a record of these assessments and Students below target are given intervention support which is also recorded on the mark book. The tracking sheet is completed to show students' progress and areas of improvement.</p> | <p>KS4 - Students will be set one piece of independent learning per week. Tasks set will vary, may include research of a topic area, exam style questions, key terms reinforcement tasks, flipped learning. Students are given access to a Teams for each class with resources to support their revision. They will also be assigned revision work to complete via GCSE Pod. Y11 Students are issued with a revision book (purple) with targets sheets covering the specification and students will be set differentiate targets to compete and exam questions based on the gaps in their knowledge.</p> <p>KS5 – Students will be expected to read around the subject using the recommended text-books and access to the Teams page for their class. Students will be given either knowledge-based questions to embed their knowledge some work set on Teams using a Forms, short and long exam-based questions to assess their skills of application, analysis and evaluation at appropriate points. Students are also expected to keep up to date with business new using either the BBC website or the FT site.</p> |
| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |

COMPUTER SCIENCE

KS3 – Students work on Teams and their classwork/homework is stored there (each class teacher can access it). Each student has a progress booklet to in order to reflect on their progress which is kept in school.

KS4 – Students work on Teams and their classwork/homework is stored there. Each student has an assessment exercise book (to be kept in school).

KS5 - Students work on Teams and their classwork/homework is stored there. Study notes in their folders. Each student has an assessment exercise book (to be kept in school).

KS3 – Students upload their day-to-day lesson work onto Teams. This is checked by the teacher and feedback will be given verbally or using a rubric. Some work may be self, or peer marked in class. Not every piece of class work is marked formally. Students will complete 1 quiz per term on forms, these will be marked, and scores recorded on the mark book. Students will complete 1 formal paper-based assessment in exam conditions per term. Marks will be recorded on the mark book. Students will complete their booklets to track their progress and reflect on the development of their computing skills.

KS4 – consists of three units: Component 1 and 2 are worth 50% each of the overall GCSE and will be assessed in two exam papers. Students need to record 20 hours of practical programming. Students upload their day-to-day lesson work onto Teams. This is checked by the teacher and feedback will be given verbally or using a rubric. Some work may be self, or peer marked in class. Not every piece of class work is marked formally. Students have an assessment exercise book which will contain two pieces of work completed each half term and one to two formal assessments that will be marked by the class teacher and GAP time given to support students in closing any gaps in their learning and use assessment trackers to record their progress.

KS5 – Computer Science all consists of three units: Component 1 and 2 each worth 40% of the A Level and will be assessed in two exam papers at the end of year 13. Component 3 is a practical programming project worth 20% of the A Level with a report, like a dissertation. Students are required to use resources and produce a project based around a stakeholder. Students complete the work on Teams and have a folder for their classwork. Students have an assessment exercise book which will contain two to three pieces of work completed each half term and two formal assessments that will be marked by the class teacher and GAP time given to support students in closing any gaps in their learning and use assessment trackers to record their progress.

KS3 – Students will have two pieces of homework per half term which will be set and marked via Teams. Piece 1 quiz and Piece 2 Seneca. Recorded on mark-book as red/amber or green or a mark.

KS4 – Four homework tasks set on a rota covering a variety of knowledge and skills per half. A mixture of self, auto and teacher marking. Recorded on mark-book as red/amber or green or a mark.

KS5- IS rota has been identified on the long term SOW. It will be a rotation of embedding tasks, independent reading, exam practice and quizzes. One item set per week apart from the week leading up to and including an assessment. Marking of IS will be marked in lessons or via forms completed on Teams. Recorded on mark-book as red/amber or green or a mark. In year 13 students should also be spending their time completing the programming project.

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|--------------|--|---|---|
| DANCE | <p>KS4 – GCSE: folder for class notes pieces of homework and classwork, and an anthology knowledge organiser.</p> <p>KS5 – folder for class notes, revision resources and mock papers.</p> | <p>KS3 - Feedback is verbal, this can be observed in lessons.</p> <p>KS4 – Independent learning and classwork set is marked fortnightly and students are required to improve their work by responding to targets in green pen. Some work will be peer marked also in green pen.</p> | <p>Set every week or fortnight depending on depth of task at GCSE and A-level. There maybe a ‘thinking’ independent learning task for Year 7 and 8 however, this is to aid progress in their next practical lesson; no written work is set for KS3.</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|--------------|---|--|--|
| DRAMA | <p>KS4 – Exercise books for GCSE classroom work. Handwritten A4 paper for practice essays. Written coursework is produced on word processed documents and drafts are fed back with bespoke WWW/EBI written feedback from subject teachers within a week after submission.</p> <p>KS5 – Folders for notes, divided by set text/component. Written essays are handwritten on A4 paper. Written coursework is produced on word processed documents and drafts are fed back with bespoke WWW/EBI written feedback from subject teachers within a week after submission.</p> | <p>KS3 –</p> <ul style="list-style-type: none"> • Verbal dialogue had with students as they are working each lesson – comments vary between group focus and individual focus. • Teacher and peer feedback is a feature of most lessons after performances. • Students formally assessed at the end of each half term, teachers to highlight individual targets in response to assessment. • Self or peer assessment completed at the end of each SoW. <p>KS4 -</p> <ul style="list-style-type: none"> • BTEC Y10/11 Portfolios are marked each half term / half way point. between start and end of unit/task. GCSE KS4 – Y10 Books are marked at least once a half-term. Assessed portfolio monitored half way and end of unit/task. • Practical assessment checked throughout rehearsal process in an informal way, formally marked on allocated performance date according to specification requirements. | <p>KS4 – 2 hours a week – 1 hour practical rehearsal & 1 hour theory</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|----------------|---|---|--|
| ENGLISH | <p>KS3 – Green work books are used for all writing. Assessments and 2-3 short areas of writing are marked in books every half-term. Notes are not marked in-depth/a double tick is used to show work has been checked.</p> <p>KS4 – Green work books are used for all writing. Assessments and 2-3 short areas of writing are marked in books every half-term. Notes are not marked in-depth/a double tick is used to show work has been checked.</p> <p>KS5 – Students work on A4 paper and sheets, which is kept in folders. Essays and assessments are also kept in the folders.</p> | <p>KS3 – Books are marked approximately every two weeks in a ‘15-marked book approach’ to lessen work load. Staff can also use peer/self assessment when feeding back to pupils. Two key assessments are marked every half term and all staff use the same skills tracker/mark sheet.</p> <p>KS4 – Books are marked approximately every two weeks in a ‘15-marked book approach’ to lessen work load. Staff can also use peer/self assessment when feeding back to pupils. One-two key assessments are marked every half term using GCSE marking criteria.</p> <p>KS5 – Approximately 3-4 pieces of work are marked per topic every half-term – this can include a variety of activities including longer essay responses. Pupils keep marking in their own personal folders.</p> | <p>Once to twice per-week depending upon the length of task.</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|---------------|---|---|---|
| FRENCH | <p>KS3 – Students have a workbook per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.</p> <p>KS4 – Students have a workbook per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.</p> | <ul style="list-style-type: none"> - KS3/KS4 – All activities in work booklets are self-marked (using green pen) in lessons with the teacher to provide opportunities for pupils to ask questions and address misconceptions. Self-marking is an integral part of students’ development. Spot checks are made to ensure that students are marking their work correctly. - Two language skills are assessed per topic. - We use the writing assessment as the key piece of formative marking. Using the departmental ‘Planning and Feedback proforma’ this assessment is heavily supported by the teacher and detailed feedback is provided. Students have allocated GAP time in lessons to improve their work. An overview of progress is kept in the assessment folder. - Regular progress checks and Quizlet vocabulary tests are completed across every topic to provide summative assessment. | <p>KS3/KS4 – Students are given 1–2 pieces of homework per week depending on the length of the task. Regular language learning homeworks are set via Quizlet.</p> |

GEOGRAPHY

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|---------|---|--|---|
| | <p>KS3 – Exercise books for notes, activities and practise questions . Mid, end and mock assessments are all stuck into books and grades, reflection and targets are put into assessment trackers that are at the front of their books.</p> <p>KS4 – All mid, end and mock assessments are kept in assessment folders and used in preparation for external assessments. Exercise books are used for notes, activities and practise questions.</p> <p>KS5 - All mid, end and mock assessments are kept in assessment folders and used in preparation for external assessments. Notes, activities and practise questions are made on paper and kept in a folder to be checked against topic checklists.</p> | <p>KS3 - There are assessments twice per topic and at least 1 mock per year. All mid topic assessments are peer marked and all end of topic assessments are part peer marked and part teacher marked and there is at least 1 assessment feedback lesson where exam technique is improved by the student in green pen. There is a focus on literacy in all marking. Books contain notes, activities and practise questions that are checked</p> <p>KS4 - There are assessments twice per topic and at least 1 mock per year. All assessments are marked by the teacher and there is at least 1 assessment feedback lesson where exam technique is improved by the student in green pen. There is a focus on literacy in all marking. An overview of progress is kept in the assessment folder. Books are checked for presentation. Key work is marked in more depth to provide meaningful feedback, with opportunities for students to make improvements. An overview of progress is kept in the assessment folder</p> <p>KS5 –There are assessments twice per topic and at least 1 mock per year. All assessments are marked by the teacher and there is at least 1 assessment feedback lesson where exam technique is improved by the student in green pen. There is a focus on literacy in all marking. All key pieces of work are marked and is kept at the front of folders. There is a topic checklist that students use to cross reference all their notes. This also provides the platform for revision of previous work.</p> | <p>KS3 – x6 doddle activities set per topic and scores checked at the end of each topic</p> <p>KS4 –A mix of doddle activities and redoing assessment questions after feedback lesson. Set every week</p> <p>KS5 – Homework set weekly by teacher</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|-----------------|--|--|---|
| H&SC | <p>Students have exercise books for this course which they use to make notes for the exam and NEA units. They will also complete exam style questions in them in preparation for the exam unit. Work which will be submitted as part of their NEA units is complete and saved to SharePoint.</p> | <p>NEA worth 75% of the course –Students will complete practice tasks to develop their skills in preparation for the NEA and will receive verbal and written feedback via SharePoint on how to develop skills required to meet the criteria. When completing the NEA, the assignments are completed under conditions set by the exam board and will be marked in line with OCR requirements and marking grids.</p> <p>Exam unit worth 25 % of the course – Students will complete work in their exercise books. This is checked by the teacher and feedback will be given verbally or written. Some work may be self, or peer marked in class. Not every piece of class work is marked formally. Students exercise book which will contain one pieces of work completed each half term and one formal assessments that will be marked by the class teacher and GAP time given to support students in closing any gaps in their learning and use assessment trackers to record their progress.</p> <p>Y9 to begin new specification in Sept 2022, therefore currently Y9 students will spend the year skills building in preparation for the NEA and being introduced to content required for the exam unit.</p> | <p>Students are encouraged to undertake research to support theory in course work. Exam style questions set fortnightly. Students are invited to lunch time workshops on Tuesdays and after school on Friday.</p> |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
|----------------|---|--|---|
| HISTORY | <p>KS3 – students have one book for classwork. Folders are used for assessments and targeted pieces of marking.</p> <p>KS4 – In History, students have one book for classwork. Folders are used for assessments and targeted pieces of marking.</p> | <p>KS3 – Key assessments are completed in line with the departmental assessment and reporting programme. Key assessments focus on preparing students for GCSE. In turn, this addresses the various History AOs. One piece of targeted extended writing should also be marked for each unit as indicated by the Department marking plan. Peer and self marking is also integral to students development and is completed in green pen.</p> <p>KS4 – End of unit assessments in line with the departmental assessment and reporting programme should all be marked through teacher marking. One piece of targeted extended writing should also be teacher marked for each unit as indicated by the Department marking plan. Peer and self marking is also integral to students development and is completed in green pen. This is applied with the Departmental retrieval activities, targeted pieces of marking and key assessments.</p> <p>KS3 - Books contain notes, and are checked for presentation, literacy and accuracy. Two assessments per topic are marked deeply and students are given an opportunity to improve.</p> | <p>Students independence is developed through independent work booklets, practice exam questions and project-based learning at Key Stage 3.</p> |

ICT

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| | <p>Year 9&10- Students will be using Teams for completion of their classwork. Students will complete work for the exam unit on Teams and will have an assessment book, kept in school for formal assessments and feedback.</p> <p>Year 11- Students will be using Teams for completion of their classwork work. Students will complete work for the exam unit on Teams and will have an assessment book, kept in school for formal assessments and feedback.</p> | <p>NEA worth 50% of the course –Students will complete practice tasks to develop their skills in preparation for the NEA and will receive verbal and written feedback via Teams on how to develop skills required to meet the criteria. When completing the NEA, the assignments are completed under conditions set by the exam board and will be marked in line with OCR requirements and marking grids.</p> <p>Exam unit worth 50 % of the course – Students will upload their day-to-day lesson work onto Teams. This is checked by the teacher and feedback will be given verbally or using a rubric. Some work may be self, or peer marked in class. Not every piece of class work is marked formally. Students have an assessment exercise book which will contain one piece of work completed each half term and one formal assessment that will be marked by the class teacher and GAP time given to support students in closing any gaps in their learning and use assessment trackers to record their progress.</p> <p>Y9 to begin new specification in Sept 2022, therefore currently Y9 students will spend the year skills building in preparation for the NEA and being introduced to content required for the exam unit.</p> | <p>Three homework tasks will be set on a rotation covering a variety of knowledge and skills per half, via Teams. A mixture of guided self and auto marking will be used. Recorded on mark-book as red/amber or green or a mark.</p> |

MATHEMATICS

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| | <p>KS3 – Exercise Book. Some groups have working folders.</p> <p>KS4 – Exercise/Note book and in many cases, folders containing class work materials and ongoing assessments.</p> <p>KS5 – Students compile their own notes and assessments in folders. No requirement for students to bring full assembly of notes to each lesson.</p> | <p>KS3 – All groups should have one piece of homework per week that will be given a score. Staff can choose to set written work and mark or set via one of our online platforms (such as Hegarty Maths). Parallel sets work in tandem to assign very similar assignments, dependent on where students are in their learning journey. Marks are logged and follow up exercises (D.I.N, classwork etc) should be used to address general areas of weakness and arising misconceptions.</p> <p>Class work should be self or peer-assessed by students during lessons. This might include a selection of prominent questions rather than marking of entire exercises. Teacher is to use class attainment as one indicator of learning that has taken place. Teachers are to check work completion and quality during lessons (this can include live marking) and do a half-termly, summative check of books but there is no expectation of teachers to mark extensive volumes of work, on the proviso that the quality of classwork produced is informing planning. Assessments to be marked by staff and feedback lessons conducted following marking. Assessments are at present three times per year at KS3 but new framework under development*</p> <p>KS4 – One extensive, “Exam Sheet” to be completed by all students each week. All exam sheets to be marked by staff and written feedback. These are to be completed and placed in folders. Cumulative assessments for year 10 take place every half term and are marked by staff. In year 11, mock exams will form the basis of assessment earlier in the year and will follow with generic mini tests (also marked by staff) 10-12 weeks prior to exams</p> <p>KS5 – Homework is set regularly, in the form of completion of classwork exercises. Students are to mark their own, amend as is necessary and present to teachers the following lessons. Students use written solutions provided by the online solution bank. Students also expected to complete the ‘5 a day’ questions on Dr Frost Maths (these are marked online automatically and teachers keep a log of scores). Interim assessments are <u>marked by staff</u>. Optional homework assignments are issued at the end of each chapter. These are also <u>marked by staff</u>.</p> | <p>More homework given at KS4 – Year 11’s 1-2 hours per week. Year 10’s assigned less extensive homework at least once every two weeks. KS3 approximately 30/40 minutes</p> |

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| MEDIA STUDIES | Working, draft folder. Exercise books for exam style questions. NEA work on computers. | <ul style="list-style-type: none"> • Exam style question marked at least once a fortnight. • Tick box mark scheme provided in student speak • Teacher/peer or student (then teacher) checked each time. • Teacher comment and student sets own target each time as well as responding to green pen. • Half termly assessments for each end of unit – teacher marked and updated to spreadsheet after half term. | Fortnightly terminology tests. At least one creative task per half term. |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| MUSIC | <p>KS3 – Video</p> <p>KS4 – Students have folders. This contains theory book for exam preparation, Individual pockets that contains coursework notes and completed work.</p> | <p>KS3 –</p> <ul style="list-style-type: none"> • Students are given verbal feedback within lessons. This is normally in pairs or groups. • Students are formally assessed at the end of each unit within an assessment lesson. Teacher records and gives individuals students a grade based on their performance. <p>KS4 –</p> <ul style="list-style-type: none"> • Folders are marked every 2 or 3 weeks. Students meet deadlines for BTEC so work must be complete for a set date. GCSE students complete a written assessment at the end of each half term. • Practical work is assessed throughout the rehearsal process. This is formally marked to meet set deadlines. This is checked on a half termly basis. | <p>KS4 – 1 hour a week – 1 hour rehearsal on instrument.</p> |

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PE

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| | <p>KS3 – Verbal Assessment, Planners, Worksheets (Core)</p> <p>KS4 – Exercise Book, Folders for End of Unit Tests, Video Assessment (GCSE)</p> <p>KS4 – Feedback Book, Working Folder, Video Assessment (Cambridge National)</p> <p>KS5 – Folders or Exercise Book, End of Unit Tests, Video Assessment (A-Level)</p> | <p><u>KS3 – Practical performance (Core)</u> This is assessed through visual and verbal assessment and feedback (teacher, peer and self) Pupils are assessed in their performance in each sport as a measure of their overall improvement using the Head, Heart and Hands criteria related to ability thresholds and this is logged onto the Pupil Progress Tracker (online).</p> <p><u>KS4 – Practical performance (Core)</u> This is assessed through visual and verbal assessment and feedback (teacher, peer and self) AQA GCSE PE and OCR Cambridge National practical specifications used to assess abilities in core PE.</p> <p><u>KS4 – GSCE Examinated Component</u> Staff will not mark lesson by lesson notes in the exercise book. These are student notes from the lesson, any key concepts will be self and peer assessed using green pen. Students allocated a minimum of one homework a week. Submission recorded and marked in purple pen (by teacher) and green pen used for student feedback. End of Unit Tests with numerical and verbal feedback (once per half term)</p> <p><u>CN</u> Feedback given on assignments using online comments on word documents and/or purple pen used to provide feedback to students on worksheets used in their preparation for assignments End of Unit Tests with numerical and verbal feedback (examined unit only) <u>Practical Components</u> Assessment may take place in both option, Core lessons or in externally at Sports Clubs/ Competitions This will be through teacher observations, video evidence and supplementary evidence from external coaches.</p> | <p>KS3 – Student are encouraged to participate in extra curricular activities at before and after school</p> <p>KS4 – Students are given one piece of homework per week (minimum)</p> <p>KS5 – Students are given one piece of independent learning per unit per fortnight (minimum).</p> |
| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |

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| PSHE | One book and 6 survey sheets per year. | Students complete a survey before each topic that asks questions about their current knowledge of the upcoming topics. Once the topics are completed, the survey is taken again. Tutors respond to any sub-topics where progress seems minimal. Survey sheets are kept in transparent individual student folders which will be regularly reviewed by the PSHE leadership team. Tutor groups that seem to have made less progress can have extra material provided for them as part of their tutor time programme. | One piece of homework a week at KS4. One piece per fortnight at KS3, depending on the unit of work. |
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| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| PSYCHOLOGY | Students will have a folder at the start of the year. They will be given and overview of the course and specification/check list of the units of work. Students will complete classwork and independent study in these folders. Students are expected to bring into to each lesson the currently unit of work for each of their teachers, completed units can be kept at home. Students have an exam technique exercise book which is kept by their class teacher, this contains feedback and GAP time work on developing their exam technique. Each half term an assessment is set which is complete under exam conditions. Students have separate assessment folders with a tracker where they keep a log of their progress. | Students' folders will be checked each half term during the lessons to ensure students are organised and have no gaps. Class notes will not be marked. A lot of student feedback will be given verbally during the lessons or using self or peer marking strategies. Students' exam-based questions and essays completed in class under timed conditions will be marked in their assessment books (roughly two, per teacher, per half term). Students will be given a positive comment and a target, which they will be expected to act on in green pen. Any additional exam questions marked by the teacher a copy will be placed in the assessment book. After each assessment which is marked by the class teachers (roughly five a year, covering a range of content), students are involved in whole class feedback recorded in green pen on their assessment paper. The mark book is a record of these assessments and Students below target are given intervention support which is also recorded on the mark book. The tracking sheet is completed to show students' progress and areas of improvement. | Students will be expected to read around the subject using the recommended text-books and access to the Teams page for their class. Students will be given either knowledge-based questions to embed their knowledge some work set on Teams using a Forms, short and long exam-based questions to assess their skills of application, analysis and evaluation at appropriate points. Students are also expected to keep up to date different research methods and case studies. Workshops for extra guidance and revision boosters held each week. |

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| RE | <p>KS3 – One book for all work.</p> <p>KS4 – Assessment folder and exercise book</p> | <p>KS3 – Key assessments are completed at the end of each topic. Key assessments focus on preparing students for GCSE. In turn, this addresses the various RE AOs.</p> <p>KS4 – End of unit assessments and practice exam questions should all be marked one assessment every half term. Peer and self marking is also integral to students development and is completed in green pen.</p> | <p>One piece of homework a week at KS4. One piece per fortnight at KS3, depending on the unit of work.</p> |

SCIENCE

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| SCIENCE | KS3 – Exercise book and assessment folders | Year 7 & 8 | Students will have staff feedback for each topic across KS3 to 5, with key points on misconceptions raised. Students will be given HW to consolidate and extend learning to further address misconceptions. |
| | KS4 – Exercise book and assessment folders | <ul style="list-style-type: none"> Staff will not mark lesson by lesson notes in the exercise book. These are student notes from the lesson, any key concepts will be self and peer assessed using green pen Mid point Quiz – within each topic to assess recall as a multiple choice test + 2 literacy spellings of key terms – pupils self assess + staff provide verbal feed back on misconceptions – displayed as a green sheet Staff will mark end point key pieces per topic and provide student feedback via a green feedback sheet. Key pieces and feedback sheet to be stuck in class book. After 3 topics pupils will complete an end of term assessment. This will be a paper created using past exam questions, pupils will receive a threshold for the paper which will be used to aid with data entry for school reports. | |
| | KS5 - Notes folders / exercise books, assessment folders, Required Practical Lab books | <p>Year 9 to 11 (including triple)</p> <ul style="list-style-type: none"> Staff will not mark lesson by lesson notes in the exercise book. These are student notes from the lesson, any key concepts will be self and peer assessed using green pen Staff will set mid point topic quiz – multiple choice and pupils mark + 2 literacy spellings and their definitions At the end of every topic or every two smaller topic; exam question test will be completed - these will be marked by the teacher + feedback sheet provided and stuck in book. Tests placed in folder Formal exams will be marked by teacher and a feedback sheet provided and stuck in books <p>KS5</p> <ul style="list-style-type: none"> Staff will not mark lesson by lesson notes in the exercise book. These are student notes from the lesson, any key concepts will be self and peer assessed using green pen Staff will mark and provide feedback on a relevant piece once every five lessons, these may include (but not limited to) homework, mini retrieval assessments, end of topic assessments, required practical, examinations. Formal assessments marked by teacher and feedback sheet given | |

SOCIOLOGY

| Subject | Evidence of pupil work | Subject specific guidelines | Independent learning |
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| | <p>Students will have a folder at the start of the year. They will be given and overview of the course and specification/check list of the units of work. Students will complete classwork and independent study in these folders. Students are expected to bring into to each lesson the currently unit of work for each of their teachers, completed units can be kept at home. Students have an exam technique exercise book which is kept by their class teacher, this contains feedback and GAP time work on developing their exam technique. Each half term an assessment is set which is complete under exam conditions. Students have separate assessment folders with a tracker where they keep a log of their progress.</p> | <p>Students' folders will be checked each half term during the lessons to ensure students are organised and have no gaps. Class notes will not be marked. A lot of student feedback will be given verbally during the lessons or using self or peer marking strategies. Students' exam-based questions and essays completed in class under timed conditions will be marked in their assessment books (roughly two, per teacher, per half term). Students will be given a positive comment and a target, which they will be expected to act on in green pen. Any additional exam questions marked by the teacher a copy will be placed in the assessment book. After each assessment which is marked by the class teachers (roughly five a year, covering a range of content), students are involved in whole class feedback recorded in green pen on their assessment paper. The mark book is a record of these assessments and Students below target are given intervention support which is also recorded on the mark book. The tracking sheet is completed to show students' progress and areas of improvement.</p> | <p>Students will be expected to read around the subject using the recommended text-books and access to the Teams page for their class. Students will be given either knowledge-based questions to embed their knowledge some work set on Teams using a Forms, short and long exam-based questions to assess their skills of application, analysis and evaluation at appropriate points. Students are also expected to use 'Massolit' during their independent study time and attend relevant Workshops for extra guidance and revision boosters held each week.</p> |

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| SPANISH | <p>KS3 – Students have a work booklet per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.</p> <p>KS4 – Students have a work booklet per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.</p> <p>KS5 - Students have folders and booklets which are relevant to each paper.</p> | <ul style="list-style-type: none"> - . KS3/KS4 – All activities in work booklets are self-marked (using green pen) in lessons with the teacher to provide opportunities for pupils to ask questions and address misconceptions. Self-marking is an integral part of students’ development. Spot checks are made to ensure that students are marking their work correctly. - KS5- End of Unit assessment in Reading, Listening, Writing and Speaking / Film and Essay Writing are assessed every half term. - Two language skills are assessed per topic. - We use the writing assessment as the key piece of formative marking. Using the departmental ‘Planning and Feedback proforma’ this assessment is heavily supported by the teacher and detailed feedback is provided. Students have allocated GAP time in lessons to improve their work. An overview of progress is kept in the assessment folder. - Regular progress checks and Quizlet vocabulary tests are completed across every topic to provide summative assessment. | <p>KS3/KS4 – Students are given 1–2 pieces of homework per week depending on the length of the task. Regular language learning homeworks are set via Quizlet.</p> <p>KS5 – Students are given homework every lesson and are expected to read and research about current affairs in the Hispanic World.</p> |