

Marking, Feedback and Assessment Procedures

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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:
 - Checking for Understanding
 - Feedback
 - 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 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 students facing barriers first before the marking the work of other 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 Books and written work should demonstrate evidence of regular, timely and meaningful feedback. This could include a mix of self-assessment, peer-assessment and teacher

assessment. This feedback will allow students to feel confident about what they know and what their areas for improvement are.

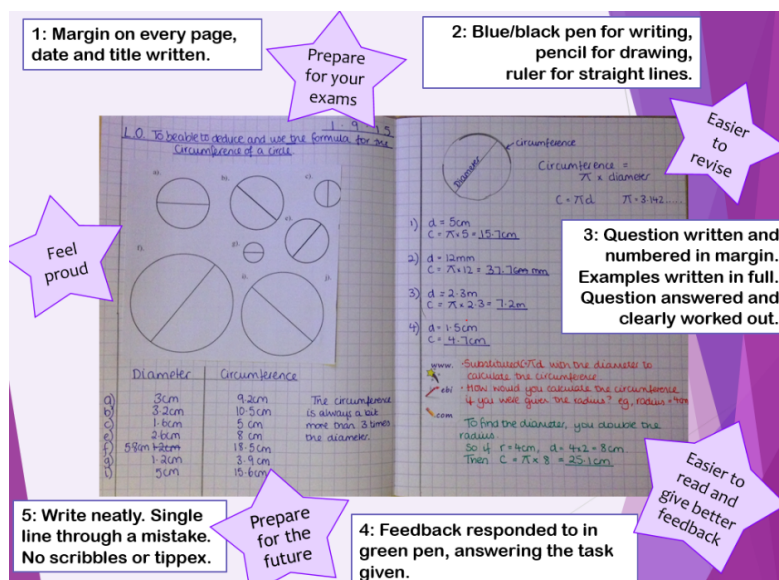
- 26 The marking of written mid-point assessments should include:
- a green feedback sheet
 - marking for literacy
 - a target to improve
 - giving pupils the time to act on the feedback and improve their work
- 27 The marking of end-point assessments should include:
- a numerical mark – this could be a raw score, level, band, grade or percentage
 - marking for literacy
 - identification of strengths
 - a target to improve
- 28 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.
- 29 Marking will vary from subject-to-subject. Each subject will determine what work will be marked (see Appendix 4).
- 30 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.

Presentation of Students' Work

- 31 Students should take pride in the presentation of their work. Sheets should be stuck or stapled into the book. There should be no graffiti on books on or in books and the following presentation guidelines should be followed:

<u>Cwk or Hwk</u>	<u>Title</u>	<u>Date</u>
Some subjects may wish to add a topic here as well		

- 32 Teachers should be clear about their high expectations for presentation of work and have examples available to show students. It is really useful to include these on PowerPoints and have them displayed around the room. An example is below:



Data Collection and Use

- 33 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.
- 34 School leaders will use assessment data generated by teachers to initiate appropriate interventions where necessary, identifying and prioritising individual students for additional support.
- 35 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)

- 36 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

- 37 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/marking-optimising-the-impactworkload-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 practise
- 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

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

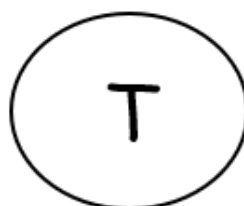
- Individual pupil feedback, verbally or written
- Whole-class feedback
- Sharing and analysing good examples of work
- Modelling answers (using a visualiser)
- Live marking in lessons
- Stamps
- Target grids
- Feedback code sheets
- Using post-it notes as you circulate the room whilst pupils are working
- '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
<b>ARC</b>	An exercise book for each ARC subject. Individual folders for project work, e.g. social skills/ICT and food tech.	- 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.	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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
<b>ART</b>	At KS3, KS4 &amp; KS5 pupils have a sketchbook for all work alongside the following:   KS4/KS5 – Multiple Sketchbooks, loose paper (A4/A3/A2), canvases, 3D outcomes where relevant.   KS3 – Some work on A3 paper, including collaborative tasks and 3D outcomes.   Photography- Powerpoint, folder. Work accessed and based on PC Photography drive. Printed outcomes.	<b>Key Stage 3:</b> At the beginning of Year 7, all pupils are given a baseline assessment. KS3 year 7&amp;8 &amp;9 books are seen in lessons weekly for verbal ( formative) feedback and guidance. They should be clearly marked after 12 weeks for year 7&amp;8 and every 6 weeks for year 9 corresponding with projects delivered. Peer-assessment &amp; Formative assessment should be in evidence on sheets at the back of books highlighting assessment objectives a01 ,a02 ,a03 ,a04   <b>Key Stage 4 &amp;5.</b> 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.   <b>Photography;</b> 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.	Relevant independent learning tasks to be set on a weekly basis.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
BUS INESS	<b>KS4</b> - 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. Students have separate assessment folders with a tracker where they keep a log of their progress.   <b>KS5 (A Level)</b> Students will have exercise books from each teacher. 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 books. Students are expected to bring into 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. Four times a year 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.   <b>KS5 (Vocational)</b> – when working on an exam unit student will follow the same procedure as A level students. When working on an NEA unit this is on SharePoint as per exam board regulations.	<b>KS4</b> - During lessons students may self-assess or peer-assess some tasks. When completing mid-point exam questions each half term. Students are given a feedback form and whole class feedback. Students have allocated GAP time where they respond to feedback, this in in their exercise book. After each assessment students are involved in whole class feedback. Students are provided with a 'Top tips' sheet where common misconceptions, model responses and FeedForward tasks are completed, this is kept in their exercise books. The tracking sheet is completed to show students' progress and areas of improvement and kept with their assessments in school.   <b>KS5 (A Level)</b> – Students' folders will be books checked 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 and recorded using green pen. Students' exam-based questions and essays completed in class under timed conditions will be marked in their assessment books. 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 four a year, covering a range of content), students are involved in whole class feedback. Each student will be provided with a 'Top tips' sheet where common misconceptions, model responses and FeedForward tasks are completed, this is kept in their exercise books. 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.   <b>KS5 (Vocational)</b> – when working on an exam unit student will follow the same procedure as A level students. When working on an NEA unit this is on SharePoint as per exam board regulations.	<b>KS4</b> - 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 SENECA. Yr 11 Students are issued with a revision book (purple) with targets sheets covering the specification and students will be set tasks to support in closing gaps in their knowledge.   <b>KS5 (A Level)</b> Students will be expected to read around the subject using the recommended textbooks, revision guides and access to the Teams page for their class. Students will be given either knowledge-based questions to embed their knowledge or wider reading tasks. Students are also expected to keep up to date with business new using either the BBC website or the FT site.   <b>KS5 (Vocational)</b> – when working on an exam unit student will follow the same procedure as A level students. When working on an NEA unit this is on SharePoint as per exam board regulations.

# COMPUTER SCIENCE

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	KS3 – Students work on Teams when completing their class work. They have a channel for each HT topic. End of Topic Assessments on Quizziz with structured self-diagnostic feedback sheets.   KS4 – Students work on Teams and their classwork/homework is stored there. Each student has an assessment exercise book (to be kept in school) apart from the week leading up to and including an assessment.   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) apart from the week leading up to and including an assessment.	KS3 – Students upload their day-to-day lesson work onto the Teams assignment that they were set for that lesson. This is checked by the teacher during the lesson. Some work may be self, or peer marked in class. Students have on their Team page access to a spreadsheet where they record their progress. This will contain info on: HW/Topic Quiz/X2 Summative assessments. During AP assessments teachers will mark extended response questions and students will receive actionable feedback in the GAP lesson.   KS4 – consists of two units: Components 1 and 2 are worth 50% each of the overall GCSE and will be assessed in two exam papers. Students will complete up 20 hours of practical programming during the course. Students upload their day-to-day lesson work onto Teams. This is checked by the teacher and feedback will be given verbally. 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 (for short half terms they will be set one piece). HW1 – Topic based set via Quizziz. HW2 – Work experience focused linked to the topic of the half term.   KS4 – Minimum fortnightly 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 per teacher apart from the week leading up to and including an assessment. Marking of 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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
DANCE	KS3: Students perform either learnt choreography or their own work. Students undertake one short written assessment and a further written analysis task in year 9.   KS4 – BTEC Dance: September-December (Year 10) students work in a booklet which includes do now activities, knowledge assessments, key subject terms and practice of analysing dance and reflection on dancers in training. Once students begin NEA before the Christmas holiday, all work becomes digital and completed in controlled assessment conditions. Each student's work can be viewed on the secure dance staff drive.   KS5 – folder is separated into different units (there are 7 in total which accumulate as the course of study proceeds). Within each unit, students will collate detailed notes, record areas of strength, areas for improvement and consider methods to progress their work. Each unit leads to a portfolio of work which tracks the student's learning and includes an evaluation of their work. Each student receives a teacher summative assessment sheet (written in purple font).	KS3 - Verbal feedback is given in class and includes teacher and peer response. Performance assessments are recorded onto a feedback sheet using bronze (1.1-1.3 marks), silver (2.1-2.3 marks) and gold (3.1-3.3 marks). Student assessment sheets focus on a key component in dance (performance/choreography/appreciation).   KS4 – Working booklets September-December (Year 10) are teacher checked on a fortnightly basis. Using school policy to assess spelling and grammar (purple pen). Green pen used when peer assessment takes place for example, knowledge assessments (which occur only in the first term of year 10). When students commence their NEA, verbal feedback from teacher/peers can be recorded as log book entries/evaluations.   KS5: Verbal feedback is given in class and includes teacher and peer response. When students commence their NEA, feedback from teacher/peers can be recorded as log book entries/evaluations accumulating in a portfolio which evidences practice and reflection on final performances. Written summative feedback is provided, and formative feedback is acceptable during a unit (both written in purple font).	Set every week or fortnight depending on depth of task at BTEC and A-level standard. 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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
<b>DRAMA</b>	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.   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.	KS3 –       • 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.       KS4 -       • 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.	KS4 – 2 hours a week – 1 hour practical rehearsal &amp; 1 hour theory

# ENGLISH

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	KS3 – We are implementing a new initiative whereby Years 7, 8 &amp; 9 will use a green workbook for general notes and work – which will not be marked, instead teachers may use verbal feedback and/or peer/self assessment when talking through students’ misconceptions. Students may then alter their work accordingly using a green pen. They will then use an orange ‘best book’ which will have actionable mid and end point feedback within it. This happens each half term.   KS4 – Actionable mid points at KS4 are marked within green books. Whole school assessments &amp; endpoint assessments will be placed in students’ orange folders alongside a KS4 actionable feedback sheet that teachers &amp; students use to identify and respond to targets/misconceptions.   KS5- Students are responsible for storing and organising class notes in their own folders. These will not usually receive written feedback. They will do exam practice work in orange assessment books which will receive individual written feedback. Mock exams and in -class assessments are marked using individual actionable feedback sheets and secured into the orange books.	KS3/KS4 – For both KS3 &amp; KS4, pupils’ work will be checked at a mid-point in the half-term using whole class feedback sheets. Evidence of this will be demonstrated in students’ books. For KS3 this will be in their orange best book and KS4 this will be in their green books.   During whole school assessments &amp; endpoint assessments teachers will mark and students will receive actionable feedback. Students will then alter their work using the targets given to them. These are kept in orange books at KS3 and orange folders at KS4.   KS5 - Students are given topic/terminology quizzes regularly to check for knowledge gaps. These will be self-marked or online. Approximately 3-4 pieces of work are marked every half-term (in orange books). Teachers will give written feedback and give actionable targets.   <b>**Teachers will also be using alternative feedback strategies within lessons such as: live modelling, success criterion and peer/self-assessment so that pupils can assess their own level of work and improve their writing skills**</b>	At KS3 we are using Sparks reader as a new HWK initiative. This will allow us to link English subject topics to reading books; track reading ages and check on progress. Pupils will use this once a week. They will also receive project HWK once every half-term and revision, when needed, for their AP1 &amp; AP2.   KS4 HWK for revision is given once a fortnight, however revision workload will increase as pupils progress into Year 11 and during the two mock periods in the year.   KS5 Students are encouraged to use independent study time to complete wider reading/research in addition to classwork. This will be assessed through dialogue with pupils – both face to face and on Teams. Feedback will be given on NEA drafts in line with AQA assessment guidance before pieces are given a final mark and sent for external moderation.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
<b>FRENCH</b>	KS3 – Students have a workbook per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.   KS4 – Students have a workbook per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.	- 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.	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.

# GEOGRAPHY

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	KS3 – Exercise books for notes, activities and practise questions. Mid and assessment points 1 and 2 are all stuck into books and grades, reflection and targets are put onto assessment trackers that are kept by their teacher and given to students before each assessment and stuck into their books after AP2.   KS4 – All mid point and AP 1 and 2 assessments are kept in assessment folders and used in preparation for external assessments in year 11. Exercise books are used for notes, activities and practise questions are completed at the back of their exercise books and marked by teachers.   KS5 - All mid, and AP 1 and 2 assessments are kept in assessment folders and used in preparation for external assessments. The teacher keeps the folders with students having constant access to them. Notes and activities are in exercise books. Practise questions are on paper, marked with feedback and kept in a folder with a green progress tracker.	KS3 - There are AP 1 and 2 assessments per year and mid-point topic assessments. 2 mid topic assessments are peer marked. Longer questions (6 or 9 marks) that are practiced in class are completed at the back of students' books and peer/teacher marked. AP 1 and 2 assessments are part peer marked and part teacher marked with one longer question redrafted and remarked at the back of their books so there is at least 1 assessment feedback lesson where exam technique is improved by the student in green pen per AP. There is a focus on literacy in all marking. Books contain notes, activities and practise questions in the back of their books that are checked   KS4 - There are mid point assessments in between the 2 AP assessments per year. All assessments are marked by the teacher and there is at least 1 assessment feedback lesson after each assessment where exam technique is improved by the student in green pen and at least one longer answer completed at the back of their books and marked by the teacher. The student will signpost each redraft eg. 'AP1' There is a focus on literacy in all marking. A green progress tracker is kept in the assessment folder and completed by the student. Books are checked for presentation. Key work is marked in more depth to provide meaningful feedback, with focus on our most vulnerable students, with opportunities for students to make improvements.   KS5 –There are practice questions per topic and AP 1 and 2 per year. All assessments and practice questions 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 in 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.	KS3 – set every 2 weeks and checked by teacher.   KS4 –A mix of exam technique activities and redoing assessment questions after feedback lesson. Set every week. Practise question booklets with mark schemes are also set for homework for students to become familiar of what the paper looks like.   KS5 – Homework set weekly by teacher

# H&S CARE

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	<b>NEA Units (RO33 Y10 &amp; RO35 Y10/11)</b>   Students will have an exercise book to complete tasks to prepare them for the NEA assignments.   All NEA work is stored and completed on SharePoint as per OCR regulations.   <b>Exam Unit RO32 (Y11)</b>   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. Students have separate assessment folders with a tracker where they keep a log of their progress.	<b>NEA Units (RO33 Y10 &amp; RO35 Y10/11 worth 60% of the course)</b>   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.   <b>Exam Unit RO32 (Y11) worth 25 % of the course</b>   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 mid-point exam questions per topic area. This 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.	<b>NEA Units (RO33 Y10 &amp; RO35 Y10/11)</b>   Students are encouraged to undertake research to support theory in course work.   <b>Exam Unit RO32 (Y11)</b>   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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
HISTORY	KS3 –Exercise books are for class work. Mid points and assessment points 1 and 2 are stuck into books on green paper. Tracker sheets are stuck into the front of books.	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. Assessment point pieces of writing or a targeted extended piece of writing should be completed, as indicated by the Department marking plan. Peer and self marking are integral to student’s development. These are reviewed in green pen. ‘Do it Now’ activities are also upgraded in green pen. There is at least 1 assessment feedback lesson after each assessment where exam technique is improved by the student responding in green pen.	Students independence is developed through independent work booklets and practice exam questions.
	KS4 – Exercise books are for class work. Mid points are stuck into books. assessment points 1 and 2 are stuck into books. Tracker sheets are stuck into the front of books.	KS4 – Assessment points should all be marked in line with the departmental assessment and reporting programme. Either an assessment point piece of writing or a targeted extended piece of writing should be marked, as indicated by the Department marking plan. There is at least 1 assessment feedback lesson after each assessment where exam technique is improved by the student in green pen. This is also applied with the ‘Do it Now’ activities.	
	KS5 - All mid, AP 1 and AP2 assessments are kept in assessment documents. Notes, activities and practise questions are made on paper	KS5 –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.	



# MATHEMATICS

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	KS3 – Exercise Book. Some groups have working folders.   KS4 – Exercise/Note book and in many cases, folders containing class work materials and ongoing assessments.   KS5 – Students compile their own notes and assessments in folders. No requirement for students to bring full assembly of notes to each lesson.	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. 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*   KS4 – One extensive, “Exam Sheet” to be completed by all students each week. <b>All exam sheets to be marked by staff</b> 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   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 <b>solution bank</b>. Students also expected to complete the ‘5 a day’ questions on <b>Dr Frost Maths</b> (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>.	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

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<b>MEDIA STUDIES</b>	Exercise books for notes and exam style questions. NEA work on computers.	• Exam style question marked at least once a fortnight (either traditionally in books, random sampling using the visualiser or live and digitally via Microsoft Forms).     • Frequent opportunities for live feedback using Microsoft Forms links embedded in lessons and marking on the Smartboard.     • Tick box marksheets 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 Seneca Learning task per half term.

# MUSIC

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
MUSIC	KS3 – Videos of performances and an assessment tracker.	KS3- 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.	KS3- Once a half term (topic based)
	KS4 – Students have folders which contains all their notes.	KS4- Work is marked after every exam question practice and written feedback given. Students complete a written assessment at the end of each theory unit which is marked and graded. Practical and composition work is assessed formatively throughout the rehearsal and planning process, with detailed written feedback for pupils to respond to. This is then formally marked and moderated to meet set deadlines.	KS4- Rehearsal on their instrument each week. Practice exam questions. Wider listening based on topics from lesson. Revision quizzes.
	KS5- Three folders for the different parts of the course.	KS5- Work is marked after every exam question practice and written feedback given. Students complete written assessments throughout each Area of Study which are marked and graded. Practical and composition work is assessed throughout the rehearsal and planning process, with detailed written feedback for pupils to respond to. This is then formally marked and moderated to meet set deadlines.	KS5- Topic based essays or research. Rehearsal on their instrument. Wider listening which is also topic based. Revision quizzes.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
PE	<b>KS3</b> – Verbal Assessment, Planners, Worksheets (Core)   <b>KS4</b> – Exercise Book, Folders for assignments End of Unit Tests (stuck in books), Video Assessment (GCSE)   <b>KS5</b> – Folders or Exercise Book, End of Unit Tests, Video Assessment (A-Level)   <b>All exam groups:</b> <b>Green pens</b> will be used for self and peer assessments. <b>Purple pens</b> used for teacher feedback.	<b>KS3 – Practical performance (Core)</b> This is assessed through visual and verbal assessment and feedback (teacher, peer and self) Pupils are assessed using the Head, Heart and Hands criteria related to ability thresholds and this is logged onto the Pupil Progress Tracker (online).   <b>KS4 – Practical performance (Core)</b> This is assessed through visual and verbal assessment and feedback (teacher, peer and self) AQA GCSE PE practical specifications used to assess abilities in core PE.   <b>KS4 – GSCE/CN/ Examined Components</b> <b>Weekly homework</b> task to be set once a week to be marked using self/peer or teacher assessed. <b>Formative</b> teacher assessed unit specific piece once every half term. <b>Summative</b> teacher assessed end of unit test once every half term.   <b>KS4 CN Assignments</b> <b>Weekly homework</b> lesson content building up towards assignment components to be marked using self/peer or teacher assessed. <b>Formative</b> teacher assessed assignment components once every half term. <b>Summative</b> teacher assessed assignment tasks once every half term.   <b>KS5 – A-Level/L3 BTEC Examined Components</b> <b>Weekly homework</b> task to be set once a week to be marked using self/peer or teacher assessed. <b>Formative</b> teacher assessed unit specific piece once every half term. <b>Summative</b> teacher assessed end of unit test once every half term.   <b>KS5 L3 BTEC Assignments</b> <b>Weekly homework</b> lesson content building up towards assignment components to be marked using self/peer or teacher assessed. <b>Formative</b> teacher assessed assignment components once every half term. <b>Summative</b> teacher assessed assignment tasks once every half term.	<b>KS3</b> – Students are encouraged to participate in extra-curricular activities at before and after school.   <b>KS4</b> – Students are given one piece of homework per week (minimum). All GCSE PE students are expected to attend at least one practical sport for extra-curricular per week.   <b>KS5</b> – Students are given one piece of independent learning per unit per week (minimum).

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
<b>PSHE</b>	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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
RE	KS3 – One book for all work.   KS4 – Assessment folder and exercise book	KS3 – Key assessments are completed at the end of each topic. Key assessments focus on preparing students for GCSE. These will be teacher marked. Interim assessments/ targeted marking will be scheduled into the scheme of work. These will be teacher marked, using the green sheet. (Target marking may be peer assessed.) Core RE teachers use the well-done stamp to encourage good work.)   KS4 – End of unit assessments and practice exam questions should all be marked, one assessment every half term. Practice questions should be set as homework, with the aim of marking these weekly or every other week at the least.   Peer and self-marking are also integral to students development and are completed in green pen.	One piece of homework a week at KS4.   One piece per fortnight at KS3, depending on the unit of work.

# SOCIAL SCIENCES

## Psychology:

Students record all classwork in an exercise book. They will have one exercise book for each exam in Psychology. Their exercise book has a tracker where students are expected to keep a record of their progress in Psychology.

## Sociology:

Students record all classwork in an exercise book. They will have one exercise book for each exam in Sociology. Their exercise book has a tracker where students are expected to keep a record of their progress in Psychology.

## Criminology:

For internally assessed units' students will work entirely electronically. They will ensure all classwork, homework and independent research is stored in their Unit 1/3 research notes in preparation for their controlled assessment. They will keep mock tasks in a separate assessment book.

For externally assessed units' students will keep their class notes in an exercise book.

All exercise books (for internally and externally assessed units) will have a tracker at the front where students are expected to keep a record of their progress in Criminology.

## Psychology:

Classwork notes will not be marked. Self/peer assessment used where necessary. Verbal feedback will be given regularly during lessons through a range of checking for understanding techniques. Students will complete an assessed piece of work in their exercise book at least once per half term, per teacher. This will be in the format of exam-based questions. This will be marked following whole school guidance, including marking for literacy. Students are expected to make corrections and improvements to their work in green pen during feedback lessons. Any feedback sheets are printed on green paper.

## Sociology:

Classwork notes will not be marked. Self/peer assessment used where necessary. Verbal feedback will be given regularly during lessons through a range of checking for understanding techniques. Students will complete an assessed piece of work in their exercise book at least once per half term, per teacher. This will be in the format of exam-based questions. This will be marked following whole school guidance, including marking for literacy. Students are expected to make corrections and improvements to their work in green pen during feedback lessons. Any feedback sheets are printed on green paper.

## Criminology:

Classwork notes will not be marked. Self/peer assessment used where necessary. Verbal feedback will be given regularly during lessons through a range of checking for understanding techniques.

For internally assessed units' students will complete a 'mock' for each coursework task which will be marked by their class teacher, printed and stored in their exercise book. This will be marked following whole school guidance, including marking for literacy and whole-class feedback will be given. Feedback sheets will be printed on green paper.

For externally assessed units' students will complete an assessed piece of work in their exercise book at least once per half-term, per teacher. This will be in the format of exam-based questions. This will be marked following whole school guidance, including marking for literacy. Students are expected to make corrections and improvements to their work in green pen. Any feedback sheets are printed on green paper.

## Psychology:

Students are expected to read around the subject. For each topic students have an independent study booklet which contains a range of tasks to summarise and extend their learning from the classroom. Students have access to the online textbooks which offer a range of interactive activities including quizzes and exam questions to consolidate their learning. They are expected to use the online textbook to help complete their independent study booklet.

## Sociology:

Students are expected to read around the subject. Homework tasks are regularly assigned to students. Students are also expected to keep up to date with current affairs in society and bring this to lessons.

## Criminology:

Students are expected to read around the subject.

For internally assessed units' students should use their independent study time to keep up to date with current affairs and continue to update their coursework notes in preparation for their controlled assessment.

For externally assessed units' homework is regularly assigned in the form of revision based activities.

Students are also expected to keep up to date with current affairs in society and bring this to lessons.

# SCIENCE

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
	KS3 – Exercise book and assessment folders   KS4 – Exercise book and assessment folders   KS5 - Notes folders / exercise books, assessment folders, Required Practical Lab books	For all years KS3 – KS5      - 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       <b><u>Year 7 &amp; 8</u></b>      - 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 feedback 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.       <b><u>Year 9 to 11 (including triple)</u></b>      - Yr 9 and 11 (combined): Staff will <b><u>set either mid-point topic quiz or mid-point past paper questions</u></b> and to be pupil marked    - At the end of every topic or every two smaller topics; exam question test will be completed - these will be marked by the teacher +feedback sheet provided and stuck in book. Tests placed in folder.     <b><u>For Yr 11 triple pupils,</u></b> they will complete mini past paper assessments where applicable due to limited time for tests – <b><u>at least one per topic</u></b>    - Yr 10: Mini in topic assessments will be used to assess pupils – teachers to mark 1 per topic    - After every 3 topics pupils will complete an assessment and marked by the teachers    - Yr 9-11: Formal exams will be marked by teacher and a feedback sheet provided and stuck in books       <b><u>KS5</u></b>      - Staff will mark and provide feedback on a relevant piece <b><u>on average every five lessons</u></b>, 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	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.

Subject	Evidence of pupil work	Subject specific guidelines	Independent learning
SPANISH	KS3 – Students have a work booklet per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.	- . 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.	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.
	KS4 – Students have a work booklet per topic and an exercise book for notes. Folders are used for assessments and targeted pieces of marking.	- KS5- End of Unit assessment in Reading, Listening, Writing and Speaking / Film and Essay Writing are assessed every half term.	KS5 – Students are given homework every lesson and are expected to read and research about current affairs in the Hispanic World.
	KS5 - Students have folders and booklets which are relevant to each paper.	- 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.	