HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

ASSESSMENT POLICY

SLT responsible:	CF
Last reviewed:	January 2019
Ratified by Governors:	n/a

CONTENTS

1. TRACKING AND MONITORING

1.1 The DOLs
The devolved system of management, that the Director of Learning (DOL) system encourages, means that faculty leaders take ownership of their own area, instil their own high standards in their staff and are accountable for the quality of provision within the area.

At Senior Leadership Team meetings (SLT), DOLs are required to report, twice per year, on the standard of progress and attainment in their Department. Any concerns are reported to the Vice-Principal for Achievement and to the Principal.

As well as DOLs reporting to the SLT on a rota basis, the DOL documents in the Raising Achievement Plan (RAP) the monitoring that has taken place. For example, ensuring underachieving students have been targeted for support and that exercise books have been checked. The RAP is updated by DoLs and reviewed with Line Managers on a cycle so that the information can be acted upon at SLT level if necessary. RAPs should be updated when necessary which should be at least once per term.

1.2 Setting Targets
Assessment data is a useful tool in raising levels of achievement. Hailsham Community College uses knowledge of students' prior attainment to inform teaching and to monitor progress. Prior attainment with knowledge of how previous year groups have progressed allows the Academy to set challenging individual, departmental and Academy targets.

Target setting is used to express our expectation of achievement and progress. At Hailsham Community College, information on prior attainment and assessment is used to inform lesson planning and help classroom teachers, DoLs, House Leaders and the Academy Senior Leadership Team to set targets for students.

In addition to a student's KS 2 SATs levels in English and maths, and CAT results are also taken into account.

Targets are set in the following ways:

- Whole Academy targets are set by the Head of School (Susie Cowser) and reflect the aspiration of the college to be outstanding.

- The Academy's targets are based on Fischer Family Trust models of FFT 50 and FFT 20.

- In Year 7 & 8 students are following an 'Assessment Without Levels' curriculum and do not receive a target grade. However, end of Year 11 targets will be shared with teachers in order to ensure that teachers are setting minimum expectations of progress in order to achieve these targets.

- In Years 9, 10 & 11 students will be given subject targets based on the FFT 20 model. If these targets are met students would be achieving similar results to the top 20% performing schools.

- Departments will be set minimum targets of FFT 50 with an expectation that in negotiation with their SLT line manger a level of challenge close to or equal to or above FFT 20 is set.

The Senior Leadership Team:

- Discusses departments' targets with DOLs during line management meetings when the RAP is being reviewed.

- Ensures that targets are achievable.

- Ensures that targets are challenging.

- Publishes Academy and departmental targets.

- Monitors the overall progress of students.

- Evaluates the progress and effectiveness of the Academy.

1.3 Consultation Evenings

The consultation evening is an opportunity for parents and carers to meet with subject teachers to discuss the achievement of their son/daughter. Year 11 and the 6th Form will have two consultation evenings per academic year.

Year 10, 9, 8 and 7 will have one consultation evening per academic year.

Consultation evenings will run from 4.00p.m. to 7.00p.m.

House Leaders and Mentors are expected to telephone parents and carers in order to arrange a meeting prior to 4.00p.m. to discuss overall achievement. The priority for these meetings should be for students that are underachieving in several subject areas.

2. REVIEW OF STUDENT PROGRESS

The Academy tracks student attainment formally three times a year, at assessment points. This information is used to provide parental reports and inform whole school intervention strategies. Below are examples of a Year 7 and Year 10 report.

HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Year 7 Academic Progress Report: January 2017

Name			
House and Mentor Group	FDA	Minimum Expected Attendance	95.0%
Mentor	Mr G. Dann	Current Attendance*	98.4%

Subject	Learning in Lessons		Homework		Current Progress	Member of Staff
	Behaviour	Effort	Quality	Deadline		
Art	1	1	1	1	Good	Mr P. Cornish
Computing and ICT	1	1	1	1	Good	Mr L. Borland
Design Technology	1	1	1	1	Expected	Miss E. Hall
English	1	1	1	1	Expected	Ms M. Dunnaway
Geography	1	1	1	1	Good	Mr G. Page
History	1	1	1	1	Good	Miss J. Lansdale
Languages	1	1	1	1	Expected	Mrs K. Tully
Mathematics	1	1	1	1	Expected	Mr Z. Shinebourne
Performing Arts – Music	1	1	N/A	N/A	Expected	Mr S Dipple/Ms A Lehmann
Physical Education	1	1	N/A	N/A	Good	Mr R. Wilkinson
RE/Cit/PSHEE	1	1	1	1	Expected	Mr E. Batchelor
Science	1	1	1	1	Expected	Mr P. Barnes/Mr T. Walter

Reading, Writing and Communication Miss V. Neal	1	1	1	1	In RW&C lessons, progress is measured by assessment of Reading Age and Standardised Scores. Reading age is stated as the average age at which similar ability is found (in years and months). A standardised score of 85 to 114 is considered to be within the average range. Above this is "well above average" and below this is "below average". These two measures help to see how a student compares nationally with others of a similar age.	Age: 13/1 Standardised Score: 114

HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Year 10 Academic Progress Report: March 2017

Name			
House and Mentor Group	SWL	Minimum Expected Attendance	95.0%
Mentor	Mrs L. Wilson	Current Attendance*	99.2%

Subject/Teacher	Learning in Lessons		Homework		Coursework/ Controlled Assessment		Current Grade	End of Yr 10 Target Grade	End of Yr 11 Target Grade
	Behaviour	Effort	Quality	Deadline	Quality	Deadline			
GCSE Art Mr M. Lawrence	1	1	1	1	1	2	4-	6	7
BTEC Sport Miss K. Garzia	1	2	1	1	2	2	P	D-	D-
GCSE Catering Ms C. Findlay	1	1	1	1	N/A	N/A	C	B	A-
GCSE English Language Ms J. Hamid	1	1	2	2	N/A	N/A	5	6	7
GCSE English Literature Miss J. Hamid	1	1	2	2	N/A	N/A	5	6	7
GCSE Mathematics Mrs L. Watson	1	1	2	1	N/A	N/A	5+	6-	7-
RE/Cit/PSHEE Ms J. Horne	1	1	N/A	N/A	N/A	N/A	N/A		
GCSE Science Mrs L. Farina	1	1	1	1	N/A	N/A	6	5	6
GCSE Spanish Mr J. Cooke	1	1	1	1	N/A	N/A	5	6	7

Every Department:

- Has a statement on assessment practice in the department handbook. This statement is based on the principles set out in the Academy assessment policy. The Academy recognises that, because of their varied nature, different subjects will assess students in different ways. There should, however, be a common thread running through all subject areas:

    Assessment for Learning (AFL) lies at the heart of good teaching and learning.
    1. sharing learning objectives and learning outcomes;
    2. effective questioning;
    3. written feedback;
    4. peer and self-assessment;
    5. use summative assessment formatively.

- Students will receive written feedback in accordance with their department Marking and Feedback statement. Appendix 1.

- In order to support the whole school drive for raising the Literacy levels of all students, all subject teachers are expected to mark written work using SIR. Within this SIR marking, literacy improvements and student literacy responses should be evident. Appendix 5.

- Provides varied assessments which could include the following: end of unit tests, classwork, homework, short and long answer questions, projects, research, presentations, group work activities, ICT work, extended writing activities, coursework and controlled assessments.

- Plans assessment opportunities and identifies them in schemes of work. These are varied and reflect the breadth of the students' learning experiences. Opportunities for students to become involved in self-assessment, critiquing and self-review are encouraged.

- Explains assessment criteria to the student before an assessment activity begins.

- Ensures teachers keep up-to-date records of assessment data in order that interim report levels are as accurate as possible.

- Uses assessment data to set targets for students. The targets set will be: specific, manageable and measurable, realistic and time bound.

- Uses results of assessment to act as one trigger (Departments do not have to wait for an assessment cycle to refer) for the referral of students to the Inclusion, Mentors, House Leaders or Gifted and Talented co-ordinators, to School Leadership Team and/or parents/carers.

- Monitors, reviews and evaluates the effectiveness of their assessment policy and their assessment procedures regularly.

All departments teaching BTEC courses:

- Ensure all teachers delivering the course receive the required training in assessing students.

2.1 Students should ensure they know:

- Their current level/grade in each subject studied for years 9, 10 and 11 only.

- Their end of year target for years 9, 10 and 11 only.

- What they need to do to improve.

- Have self-assessment sheets glued into class books or are easily referred to in a folder.

- How to use and understand the self-assessment sheets and the criteria needed to reach their target.

2.2 The role of DoLs in assessing student progress

The role of Director of Learning in collating and analysing subject attainment data.

DOLs:
- Give guidance on assessment activities, the marking of assessment activities and the storage of assessed work to members of their subject area.

- Monitor the marking of assessed pieces of work.

- Identify students who are underachieving and ensure that any necessary interventions or referrals are made.

- Meet with, and monitor the progress of, underachieving students and communicate the strategies employed and the progress to mentors, House Leaders, SLT line managers and parents/carers.

- Celebrate the achievement of students.

- Monitor, review and evaluate assessment activities and the Department's assessment policy.

- Use assessment data to identify students or groups who are underachieving, meeting or exceeding expectations.

- Use assessment data to set a "working, progressing and achieving ethos" for their House.

2.3 The role of the SLT Line Manager

The SLT Line Manager will use the results of assessment to:
- Monitor the achievement and progress of groups and cohorts of students.

- Celebrate the achievement of students through the rewards system and achievement assemblies.

- Support in setting improvement targets.

- Report standards to parents/carers, governors and external agencies.

The Senior Leadership Team will also:
- Support Directors of Learning in their monitoring, evaluation and reviewing of assessment policies through line management meetings.

Marking and Feedback

 What is feedback?
Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

1. Aims of Feedback

1.1. To help students make progress;

1.2. To provide strategies for students to improve;

1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;

1.4. To inform our planning and structure the next phase of learning;

1.5. To facilitate effective and realistic target setting for student and/or the teacher;

1.6. To encourage a dialogue to develop between student and teacher;

1.7. To encourage students to have a sense of pride in their work;

1.8. To encourage students to aim for perfect presentation;

1.9. To correct mistakes, with a focus on Literacy skills.

Principles

2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;

2.2. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is **essential** to allow time for students to read the comments and engage with the feedback; The S.I.R. method of feedback will be evident on marked pieces of work.

> **S** = the teacher comments on the **S**uccess of the piece of work.
> **I** = the teacher comments explicitly with examples of what the student needs to do in order to **I**mprove.
> **R** = when the piece of marked work is handed to the student there is an opportunity for the student to **R**espond e.g. the first twenty minutes of the next lesson is planned to allow for students to respond. This response should be improving their work and written in purple pen.

2.3. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;

2.4. Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

3. Type and frequency of verbal feedback

3.1. This is the most frequent form of feedback;

3.2. It has immediacy and relevance as it leads to direct student action;

3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

4. Type and frequency of written feedback

4.1. The main type of written feedback is in the form of SIR;

4.2. The frequency of each type of written feedback will vary between departments and key stages; agreed minimums should be clear in the marking policies of each departmental area (see appendices for further information);

4.3. Detailed feedback by the teacher will be written in green pen and will clearly identify the **successes** and **areas for improvement** that students will then act upon. Students' responses should be written in purple pen.

5. Type and frequency of peer feedback

5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback needs to be rigorously structured and modelled by the teacher;

5.2 Written peer feedback should be written in purple pen;

5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

Type and frequency of self-feedback

6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

6.2 Teachers should share success and/or assessment criteria where appropriate.

7. Literacy and numeracy feedback

7.1. If the literacy standards of our students are going to improve, we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in ~~both detailed and maintenance~~ written feedback;

7.2. ***Work should be marked for literacy using the following symbols***:

7.2.1. **Sp** incorrect letters circled in the word = incorrect spelling

7.2.2. // in the student's work, means start a new paragraph

7.2.3. /\ missing words

7.2.4. ? unclear meaning

7.2.5. **P** faulty punctuation

7.2.6. **CL** capital letters;

7.3 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

8. Monitoring and Evaluation

8.1. Subject Leaders must ensure their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;

8.2. Subject Leaders undertake quality assurance to ensure feedback is allowing students to progress their learning. This may involve informal conversations, or more formal interviews, with students; work scrutiny etc.

Expectations for Presentation of Written Work

The following expectations are generic to all aspects of school work but may vary where individual departments set their own rules for high standards of presentation. The following are examples of good practice for presentation – the list is neither compulsory nor exhaustive.

- All written work must be presented in black or blue pen.
- No graffiti of any sort must be evident either on the cover of, or inside the exercise book/folder.
- All headings must be underlined with a ruler.
- All classwork and homework must be dated (underlined).
- Diagrams must be drawn in pencil and labelled in pen.
- Straight lines must be drawn with a ruler.
- Any mistakes/crossings out must be made by using one straight line drawn neatly through the error.
- All work must be firmly attached to the exercise book. No loose leaf sheets should be evident. Folders may be used to store additional sheets.

Hailsham Community College – Marking for Success

Effective formative feedback is the single most important aspect of practice to impact on the progress learners make. Research shows that students who regularly receive it can make significant progress during a school year. Effective formative feedback is characterised by requiring more input in response from the learner than the time it took by the teacher. In other words, it requires time set aside for learners to spend time taking note of the advice from their teacher and action on it.

The teacher will highlight the **Success (S)** of the work marked, then write a subject specific and literacy **Improvement (I).** The learner should then **Respond (R)** by improving the work ideally as soon as the work is handed back, **S.I.R marking.**

At Hailsham, there are three types of teacher marking – 'health check' marking, regular formative marking and at the end of a unit or assessment, summative marking.

Purpose: a check by the teacher
What it could look like:
Tick and flick, one or two word comments or questions and/or stamp and /or sticker. A small number of key literacy errors are highlighted. This is particularly beneficial to SEN students.

Purpose: to provide positive feedback and clear steps for improvement.
What it looks like:
The teacher celebrates the **success** and writes a subject specific and (if appropriate) literacy **improvement**, the student **responds** by improving the quality of their work.
Frequency:
This will be set by the Director of Learning.

Purpose: to provide a clear summative level or grade
What it looks like:
A grade or a level following a significant assessment or final assignment. It may include success criteria being highlighted or targets being set, if relevant to the continued learning. Teacher comments are not required. A sticker, stamp or one/two word responses are options. Alternatively, this could be one of the teacher S.I.R. markings per term.
Frequency:
This will be set by the Director of Learning.

APPENDIX 5
RWC – marking for improvement.

An example of RWC marking for a high ability student:

CL ANCHOR BAY
INTRODUCTION

(CL)(SP) Anchor bay is a quite village near the
(SP) sea. It has approximatly three hundred
inhabitants - single people, couples,
(SP) familys and pensioners.

To improve
write out
the correct
spellings for
the four
incorrect
words.

(") The village consists of a main street, two
small ~~houses~~ housing estates and a
number of small cottages. It is
surrounded by beautiful countryside.
(;) There are two pubs, a village shop, a
post office a cafe, a guest house, a
(-) (SP)(CL) sergery, a church and a school. A
river runs through the village down
to the sea. Two furms and a National
Trust park lie on the outskirts an
hourly bus service links the village
too the nearest town several miles

An example of RWC marking for a middle ability student:

(CL) Diving into a cold swiming pool

(CL) ~~Divin~~ Diving into a cold swiming pool is like

(GR)(CL) Flying through the ~~ta~~ air and hitting into the antarctic

To improve: write out these 2 lines using "you're" instead of "your."

(CL)-(SP)(P) ocean. ~~wt~~ When your going into the water is like not

(SP)(SP)(.) being able to breath and your floating in the water.

its like being blown in the air by a massive fan

were you cant controll yourself you ~~have to~~ and suddenly

you can get out when you first get out of the

water its like being hit by a massive gust

of wind. ~~then you warm up you feet~~

An example of RWC marking for a low ability student:

~~...~~ year 7 assessment 1 - descriptive
writing task

Walking in the forest

(SP) I was walking throw the woods
(.)(.) like an ant. It was scary.
(SP) I was acone. I hear a gun
(.)(!)(.) shot — bang! there it was
(.)(.)(.) ~~...~~ on the floor — dog. I
screement there it was

Improve:
Write out the first two sentences again including ~~a~~ full stops in the correct places

a body in the middle of the
forest. I ran ~~...~~ and I shout
in they end where am I.
I found a little fox I thove what
I might be the next one.

RWC – marking for improvement summary of codes.

SP — Spelling error
(includes incorrect homophones
– eg. their/there/they're)

CL — Capital letters

// — Paragraph
(new topic, time, place,
speaker/person)

'?;!. — Punctuation

GR — Grammar
(incorrect sentence structure)

Art Department Assessment

Key Stage 3	Key Stage 4	Key Stage 5
Assessment Department will use 'Assessment without Levels' throughout Key Stage 3. **Marking** Student folders will be marked in line with the college's 3 Assessment Points (APA, APB, APC). The first assessment in Year 7 will be gleaned from an initial benchmark test. Thereafter folders are marked cumulatively and in line with departmental assessment map. Shared classes will be assessed by both teachers as appropriate. **Standardisation** Assessment levels are decided upon through department standardisation (carried out in Department meetings and may be supported with levelled photographic exemplars). Marks are recorded in teacher markbooks and on communal/ departmental sheets placed on SharePoint. **Markbook** Department staff to keep a mark-book where evidence of marking, attainment levels, targets, homework and SEN information is recorded. **Student Feedback** Verbal Feedback Department will give verbal feedback to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. Student sketchbooks will contain checklist 'slips' that convey feedback to students about the expectations for each piece of work and	**Assessment** Assessment is driven by AQA GCSE Art & Design syllabus and Assessment Grid, exam board exemplar materials and departmental experience. **Marking** Student folders will be marked in line with the college's 3 Assessment Points (APA, APB, APC). Folders are marked cumulatively and in line with departmental assessment map. Shared classes will be assessed by both teachers as appropriate. **Standardisation** Assessment levels are dictated by Exam Board standards (Exemplar materials, past student work that has been through the moderation process, staff expertise). **Markbook** Department staff to keep a mark-book where evidence of marking, attainment levels, targets, homework and SEN information is recorded. **Student Feedback** Verbal Feedback Verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. Student folders will contain AfL marksheets (or checklists) that convey feedback to students about what they've done well and what they need to improve. **Homework**	**Assessment** Assessment is driven by AQA A-Level Art & Design syllabus and Assessment Grid, exam board exemplar materials and departmental experience. **Marking** Student folders will be marked in line with the college's 3 Assessment Points (APA, APB, APC). Folders are marked cumulatively and in line with departmental assessment map. Shared classes will be assessed by both teachers as appropriate. **Standardisation** Assessment levels are dictated by Exam Board standards (Exemplar materials, past student work that has been through the moderation process, staff expertise). **Markbook** Department staff to keep a mark-book where evidence of marking, attainment levels, targets and SEN information is recorded. **Student Feedback** Verbal Feedback Verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. Student folders will contain AfL marksheets (or checklists) that convey feedback to students about what they've done well and what they need to improve. **Self-Study**

what they need to improve. These will be marked collaboratively (by students carrying out peer/ self-assessment and by staff adding a well-placed tick or comment). **Homework** All home learning to result in feedback of some sort – this may not be teacher written feedback and could include peer or self- assessment. **Formative Assessment** Regular verbal feedback. Positive comments and improvement advice will be added to homework. Brief positive comments added where appropriate. **Summative Assessment** An updated level / grade will be added at every AP (Assessment Point) onto student mark sheet. **SIR** SIR marking might be carried out in relation to homework or classwork. There will be 6 x SIRs per academic year, but not necessarily one per term. Responses ('R') may not always be obvious because students may 'over write' previous attempts at a drawing. There will be will no requirement to record or evidence this using a photograph. **Peer / Self-Assessment** Peer and Self-Assessment will be carried out at appropriate intervals throughout the academic year. Self-Assessment slips allow this to be carried out after each piece of work. **Literacy Marking (as appropriate)** Literacy marking carried out on Artist Research Tasks and Thought Stem work. **Other**	All home learning to result in feedback of some sort – this may not be teacher written feedback and could include peer or self- assessment. **Formative Assessment** Regular verbal feedback. Brief comments added to checklist **Summative Assessment** An updated level / grade will be added at every AP (Assessment Point). **SIR** SIR marking might be carried out in relation to homework or classwork. There will be 6 x SIRs per academic year, but not necessarily one per term. Responses ('R') may not always be obvious because students may 'over write' previous attempts at a drawing. There will be will no requirement to record or evidence this using a photograph. **Peer / Self-Assessment** Peer and Self-Assessment will be carried out at appropriate intervals throughout the academic year. **Literacy Marking (as appropriate)** Literacy marking carried out on Artist Research Tasks or Annotations. **Mock Exam** Mock Exam is purely there to provide students with a chance to experience exam conditions in an Art environment. Work created will form part of coursework and will be marked as part of APB. **Other** Use of stamps, stickers, comments may be used to encourage students, particularly SEN students.	Independent / Home Learning assignments are integral to work carried out at this level and may not require written feedback. This work is monitored through discussion with students in lessons and their subsequent art work. Self-study is set on Firefly. **Formative Assessment** Regular verbal feedback. Brief comments added to AfL sheet or checklist. **Summative Assessment** An updated level / grade will be added at every AP (Assessment Point). **SIR** SIR marking might be carried out in relation to homework or classwork. Evidenced through the project-by-project dialogue on AfL sheets / checklist. There will be 6 x SIRs per academic year, but not necessarily one per term. Responses ('R') may not always be obvious because students may 'over write' previous attempts at a drawing. There will be will no requirement to record or evidence this using a photograph. **Peer / Self-Assessment** Peer and Self-Assessment will be carried out at appropriate intervals throughout the academic year. **Literacy Marking (as appropriate)** Literacy marking carried out on Artist Research Tasks, Annotations or Unit 2 Written Component. Shared classes will be assessed by both teachers as appropriate.

Use of stamps, stickers, comments may be used to encourage students, particularly SEN students.		

Type and frequency of feedback by Key Stage: Business

Year 9	Year 10 & 11	Year 12 & 13
1. The year will be split into 6 units of work. Each unit of work will have one formative assessment every 6 weeks. 2. SIR is used at least once per term with students receiving clear targets linked to AOs where possible. 3. Home learning will be set via Firefly and is a termly project set weekly on Firefly. 4. Students will present work in class in an ongoing basis and verbal feedback will be given from groups and the teacher.	1. With all internally assessed units (2 in year 10) - for each assignment (this is either two or three per unit) there will be at least one formative assessment with SIR marking per assignment, these can also be peer and self-assessed. Each assignment will be marked in line with Btec rules and a resubmission allowed if the student meets the criteria. The resubmission will be summatively assessed. Year 11 will complete 2 internally assessed units following the criteria listed above for year 10. (As of time of writing the year 10s starting September 2018 will be taking a different course to the year 11s. The year 10s will be taking the BTEC Tech Award in Enterprise whilst the year 11s will complete the BTEC First Award in Business. These are structured differently. The Tech Award has a written exam in year 11. 2. In the externally assessed unit there will be at least one SIR marking per term. Peer and self-assessment will be used to develop skills through the unit. There will be a mock examination prior to the exam. 3. Students' class books will be health checked when they are SIR marked. 4. SPAG marking will be part of the SIR marking process. 5. Home learning will be set in line with college policy and will be assessed as the teacher deems appropriate. 6. Verbal feedback will be given on a lesson by lesson basis.	1. Internally assessed units. For each unit there is a maximum of 3 assignments. For each assignment there will be at least one formative assessment with SIR marking per assignment, these can also be peer and self-assessed. Each assignment will be marked in line with Btec rules and a resubmission allowed if the student meets the criteria. Students will peer assess the first submission and the resubmission will be summatively assessed. 2. In the externally assessed unit there will be at least one SIR marking per term. Peer and self-assessment will be used to develop skills through the unit. There will be a mock examination prior to the exam. 3. Students are responsible for their own notes and these will not be health checked 4. SPAG marking will be part of the SIR marking process. 5. Home learning will be set in line with college policy and will be assessed as the teacher deems appropriate. 6. Verbal feedback will be given on a lesson by lesson basis.

Type and frequency of feedback by Key Stage: Design and Technology

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
1. We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3, with teachers having achievement descriptors of strengths and 'next steps' rather than grades for individual projects in Resistant Materials, Food and Textiles. 2. We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. 3. Every module students will receive formal SIR marking at least once. Each module usually takes a term and includes one teacher and one student SIR. 4. End of Unit tests are to be taken at the end of every module. 5. 'Healthcheck' marking to support formative assessment should occur consistently across a unit including VSPAG – supporting RWC. Every 3 to 4 weeks as per college marking policy. 6. We expect all home learning to result in feedback of some sort – this may not be teacher written feedback and could include peer or self-assessment.	1. We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. 2. Every term students will receive formal SIR marking at least once. 3. Coursework should have some written teacher feedback, not necessarily SIR. 4. Each GCSE module includes home learning with feedback of some description, which could involve peer/ self-assessment or teacher written assessment. 5. End of Unit tests are to be taken at the end of every module. These will be marked using either 1-9 or A* to G grades. 6. 'Healthcheck' marking to support formative assessment should occur at least once every 4 weeks – including VSPAG – supporting RWC. 7. Mock/ End of Year exams will be marked with summative feedback in the form of 1-9 or A* to G grades. NB Textiles to have 1 full day mock in Feb of exam year only – marked holistically as part of their exam submission.	N/A

Type and frequency of feedback by Key Stage: English

Key Stage 3	Key Stage 4	Key Stage 5
1. Formative and/or summative classroom assessments are marked at least three times per year in student workbooks to inform whole-school triannual tracking points. In a year when standardised whole-cohort tests such as National Curriculum Tests are carried out and marked in-school by teachers, one classroom assessment is replaced by one whole-cohort test. Students receive clear targets and VSPAG is used where appropriate. Assessments may be marked on paper where pro forma or other SIR feedback appears cross-referenced in workbooks. Assessment points are staggered between year groups to distribute the Key Stage marking requirement evenly across the duration of respective terms. 2. Formative and/or summative health check/ maintenance marking may be tick-and-flick combined with verbal feedback. SIR and VSPAG may also be incorporated while Peer and/or Self-Assessment can be used where appropriate. There is no expectation that every piece of work is given feedback. 3. Standardised/differentiated Home Learning tasks are marked using guided Peer and Self-Assessment. SIR and VSPAG may be incorporated if appropriate. 4. Home Learning is monitored/supervised by teachers with students required to repeat sub-standard work. 5. Assessment without levels is applied throughout Key Stage 3. 6. Shared Classes: As Key Stage 4/6a. RWC:	1 Formative and/or summative assessments are marked at least three times per year to inform whole-school triannual tracking points. In a year with three or more mock exams marked in-school by teachers, additional classroom assessments are carried out only at the discretion of individual teachers. No additional GCSE Language or Literature classroom assessment takes place during a school term when there are mock exams. Classroom assessments for GCSE Language and Literature are not carried out during the same term. For teachers with both Y10 and Y11 GCSE classes, Y10 or Y11 classroom assessment occurs only during a school term when there are no Y10 or Y11 mock exams. Assessments may be marked on paper where pro forma or other feedback appears cross referenced in workbooks. 2. Formative and/or summative health check/ maintenance marking may be tick-and-flick combined with verbal feedback. SIR and VSPAG may also be incorporated. There is no expectation that every piece of work is given feedback. 3. Mock exams are marked separately from student workbooks. Pro forma or other mock exam feedback appears cross-referenced in student workbooks. Mock exams replace other forms of standardised assessment in any given term and may constitute substantive evidence of teacher marking in lieu of student workbooks. 4. Standardised/differentiated Home Learning tasks are marked using guided Peer and Self-Assessment. SIR and VSPAG may be incorporated if appropriate. 5. Home Learning is monitored/supervised by teachers with students required to repeat sub-standard work.	1. Formative assessments are marked a minimum of once per term, typically twice per term depending on the type and frequency of additional Independent Learning tasks assigned to students. SIR will be used at least once per term. The associated student response can be shown in the next body of work. Detailed individual feedback includes VSPAG with clear links to AOs and target grades where appropriate. Student response to feedback is evaluated in consecutive assessments. 2. Pro forma or other Peer and Self-Assessment opportunities are integrated into all written work. 3. Teachers direct students to keep written feedback clearly organised and accessible in subject folders available for monitoring. 4. Mock exams are marked a minimum of once per year for each unit using the above criteria. 5. Timed essays are part of Independent Learning and are marked using the same criteria as other formative assessments. 6. Independent/Home Learning assignments which do not require written feedback are monitored through students' verbal responses in lessons and their subsequent written work. 7. Draft coursework is given formative feedback in line with specification guidelines. Final submissions from at least five students must be moderated by another English teacher before being submitted. 8. Shared classes will be assessed by both teachers once per term, typically twice per term.

1. Reading Writing & Communication lessons occur once per week focused on Accelerated Reading. Student workbooks are marked pro rata, including VSPAG, once per term. This includes SIR marking three times per year based on STAR Reading Assessment points with Peer and Self-Assessment in other terms. VSPAG may also be incorporated.

1. 2. Summative health check/maintenance marking occurs at least once every four weeks. This may be tick-and-flick combined with verbal feedback. VSPAG may also be incorporated.

6a. Student workbooks for shared classes are marked pro rata, including VSPAG, in line with departmental policy: SIR marking; Peer Marking; Self-Assessment. Cross-differentiated feedback for assessments may also be given. There is no expectation that every piece of work is given feedback.

6b. Shared classes (other than RWC lessons) will be assessed pro rata by both teachers. RWC: As Key Stage 3.

Type and frequency of feedback by Key Stage: Geography Department

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
1. We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3 Geography, with teachers having conversations around strengths and 'next steps' rather than grades. 2. We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. 3. Every Geography unit/topic students will receive formal SIR marking after that unit/topic assessment. This might be 1 a term but it will depend on when the unit test is completed. 4. This should be the feedback from the end of units/topic test. a. some of the shorter test q`s could be peer/ self-assessed using the test mark scheme. However longer test answers (e.g. 6/9-mark q`s) should normally be marked by teachers (however where students are confident, they can be involved in this process by peer marking). BUT teachers will need to `check` all marking for standardisation Students will receive feedback from these in the form of a mark/percentage outcome	1. We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. 2. Every Geography unit/topic students will receive formal SIR marking. This should be the feedback from the end of units/topic test. Some of the shorter test q`s could be peer/ self-assessed using the test mark scheme. However longer test answers (e.g. 6/9-mark q`s) should be marked by teachers. (however, where students are confident, they can be involved in this process by peer marking). BUT teachers will need to `check` all marking for standardisation They will be marked with percentages and 1-9 grades recorded on the departmental spreadsheets on SIMS. Students will receive feedback from these in the form of a percentage outcome, a 1-9 grade and 'Strengths and Next Steps' using the SIR criteria. They may be involved in deciding these themselves with teacher guidance. 3. These end of units/topic tests should also include an opportunity for literacy and numeracy skills. Each test will	1. We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes. 2. Students will receive written feedback on work at three times a term, including at least one of these as SIR feedback based on an A level unit assessment/paper 3. The individual study component of A Level Geography will need teacher/student meetings once every 5 school wks to ensure students are on track. There should be written feedback on a draft individual study a minimum of twice before submission (However would need to be in line with exam board guidelines).

and 'Strengths and next steps` as part of the SIR process. They may be involved in deciding these themselves with teacher guidance. The formal outcome for these tests should be recorded by staff on the departmental spreadsheets in SIMS as a mark/% score.

5. These end of units/topic tests should also inc an opportunity for literacy and numeracy skills. Each test (apart from the NC map tests) will have 1 question where 3 marks can be added for SPAG (spelling, punctuation, grammar). This mirrors the format at GCSE Geography. The SPAG must be checked by Teacher even if students have peer marked this (as part of a search for `gold nuggets i.e. good practice in literacy`). Students then would respond as in point 4 above.

6. End of unit tests might be standardised across the dept as well e.g. during a dept meeting examples of student's work are discussed against the mark scheme.

7. We expect all home learning to result in feedback of some sort – this may not be teacher written feedback. For example, the doddle online hwk package allows for % feedback and self-assessment. Alternatively, a mini topic glossary test should generate

have 1 question where 3 marks can be added for SPAG (spelling, punctuation, grammar). The SPAG must be checked by the Teacher even if students have peer marked this. Students then would respond as in point 2 above. This meets the requirements of the new 1-9 GCSE Geography.

4. Mock/ End of Year exams will be teacher marked with SIR style summative feedback in the form of percentages and 1-9 grades given and recorded on departmental spreadsheets on SIMS. Formative feedback in the form of 'Strengths and Next Steps' will also be given with some form of Question Level Analysis used here (provided by DOL).

5. End of unit tests might be standardised across the dept as well e.g. during a dept meeting examples of student's work are discussed against the mark scheme.

6. Exercise books/folders are the responsibility of the student. These should provide the main learning needed for exams/unit tests. All the SIR marked exams/unit tests should be found within the student folder. There should also be their Geography progress sheet with the main unit tests/exams written in.

feedback on score and next step targets or learning for a map test. 8. This might also include peer or self-assessment as students swop books to mark the spelling or map test etc. 9. Exercise books are the responsibility of the student. These should provide the main learning needed for exams/unit tests. All the SIR marked exams/unit tests should be found within the class folder held by the teacher. This should also contain the Geography progress sheet with the main unit tests/exams written in.		

Type and frequency of feedback by Key Stage: History

Key Stage 3	Key Stage 4	Key Stage 5
1. Formative standardised assessments are marked once per term, including SIR and literacy marking. 2. Health check/maintenance marking occurs to support formative assessment. This needs to be every 4 weeks. This may be tick-and-flick or verbal feedback. SIR and SPAG may also be incorporated while Peer and/or Self-Assessment can be used where appropriate. There is no expectation that every piece of work is given feedback. 3. Home Learning tasks may be marked using SIR and SPAG if appropriate. 4. Home Learning is monitored/supervised by teachers with students. 5. Assessment without levels is applied throughout Key Stage 3.	1. Formative assessments are marked twice per term. SPAG is used where appropriate. SIR is used at least three times per two termly cycle with students receiving clear targets. Assessments may be marked on paper or in their workbooks. 2. Health check/maintenance marking occurs to support formative assessment. This needs to be every 4 weeks. This may be tick-and-flick combined with verbal feedback. SIR and SPAG may also be incorporated. There is no expectation that every piece of work is given feedback. 3. Mock exams are standardised and marked once per year. Mock exams may replace other forms of assessment in any given term. 4. Some Home Learning tasks may be marked using guided Peer and Self-Assessment. SIR and SPAG may be incorporated if appropriate. 5. Home Learning is monitored/supervised by teachers.	1. Formative assessments are marked a minimum of once per term, typically twice per term depending on the type and frequency of additional Independent Learning tasks assigned to students. SIR will be used at least once per term. The associated student response can be shown in the next body of work. Student response to feedback may be evaluated in consecutive assessments. 2. Pro forma or other Peer and Self-Assessment opportunities may be integrated into written work. 3. Teachers encourage students to keep written feedback clearly organised and accessible in subject folders available for monitoring. 4. Mock exams are marked a minimum of once per year using the above criteria. 5. Timed essays are part of Independent Learning and are marked using the same criteria as other formative assessments.

6a. Student workbooks for shared classes are marked pro rata, including SPAG, in line with departmental policy: SIR marking; Peer Marking; Self-Assessment. There is no expectation that every piece of work is given feedback. 6b. Shared classes will be assessed by each teacher once per term. .	6. Independent/Home Learning assignments which do not require written feedback are monitored through students' verbal responses in lessons and their subsequent written work. 7. Shared classes will be assessed by each teacher once per term.

Type and frequency of feedback by Key Stage: ICT

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
1. We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3, with teachers having conversations around strengths and 'next steps' rather than grades. 2. Students receive clear targets and VSPAG is used where appropriate. Assessments may be marked on paper where pro forma or other SIR feedback appears cross-referenced in workbooks. 3. Every term, students will receive one piece of formal SIR marking. This could be the end of module assessment. 4. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages recorded on the departmental spreadsheets. Students will receive feedback from these in the form of a percentage outcome and 'Strengths and next steps'. They may be involved in deciding these themselves with teacher guidance. 5. We expect all home learning to be linked with the lesson content. Home Learning tasks may be self or peer-assessed. 6 a. Student workbooks for shared classes are marked pro rata, in line with departmental policy: SIR marking; Peer Marking; Self-Assessment.	1. We would expect verbal feedback to be given to students throughout their learning – this will be recorded/evidenced on a student progress sheet with student making notes. 2. Every term students will receive formal SIR marking at least once. This does not include any feedback from end of module tests. VSPAG is used where appropriate and related to target language. 3. Each GCSE module includes home learning focussed on : • Literacy • Reading skills • Writing skills • Oral presentations These should all have feedback of some description, which could involve peer/ self-assessment or teacher written assessment. 4. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages and 1-9 grades recorded on the departmental spreadsheets. Students will receive feedback from these in the form of a percentage outcome, a 1-9 grade and 'Strengths and Next Steps'. They may be involved in deciding these themselves with teacher guidance.	N/A

There is no expectation that every piece of work is given feedback. 6 b. Shared classes will be assessed by at least one teacher, once per term.	5. Mock/End of Year exams will be teacher marked with summative feedback in the form of percentages and 1-9 grades given and recorded on departmental spreadsheets. Formative feedback in the form of 'Strengths and Next Steps'	

Type and frequency of feedback by Key Stage: Maths

1. Formal assessments are marked 3 times per year on separate test papers. Progress and SIR feedback will be recorded on students' Progress Records and stored in student folders. The SIR feedback should be written by the teacher and may include self-assessment. Students may complete Responses on the test paper.
2. Peer and self-assessment may be used where appropriate. There is no expectation that every unit of work should be SIR marked.
3. Staff are expected to informally monitor students' written work in lessons and to provide verbal feedback "in the moment". This may be supplemented by annotations in student books as necessary.
4. Where a class is taught by one teacher for all their lessons, a minimum of one piece of work will be SIR marked per term. In terms where there is an assessment, one of the SIR marks should occur on the assessment. For shared classes, responsibility for SIR marking and homework setting will be determined according to the proportion of lessons taught by each teacher.
5. SIR marking may take place on a Home Learning task if appropriate. This occurs on MathsWatch via the Feedback tool; students will complete their responses online.

Supporting RWCM
It is recognised that there is little formal writing which takes places in Mathematics. An emphasis on spelling key words correctly is expected. Where the subject matter allows (for example, angle reasoning),

As Key Stage 3 with the addition:

7. Question Level Analysis of assessments from Year 10 TA3 (end of year exam) onwards should be used to inform the planning of starter and/or homework tasks.
8. Assessments in Years 9-11 will be given a GCSE grade. This grade reflects a student's attainment on the topics assessed only; if the assessment is a full GCSE paper, the grade is be based on full GCSE grade boundaries.

1. Homework packs will be issued to students once per term and marked according to exam criteria. Teachers will SIR mark these using the objective table at the front of each pack. Students are expected to resubmit questions where they scored below 50%.
2. A focus on correct mathematical presentation is central to the marking of homework packs. Presentation will be graded from 1 to 4 (with 1 being presentation which requires very little or no development). Students will be given verbal and/or written feedback to support the improvement of their presentation.
3. Formal assessments will take place 3 times per year (not including the transition assessment). These will be marked according to exam criteria. These tests may be SIR marked by the teacher or student.
4. Students will record their homework pack and assessment scores in their Progress Record (to be kept in school). This builds up an overall picture of strengths and weaknesses in the curriculum.
5. Teachers will keep a record of homework pack and assessment scores in a central spreadsheet.
6. Students' notes should be kept either in an exercise book or neatly filed for easy reference for revision.
7. Students' day-to-day work should be kept in a folder and organised according to the

students are expected to communicate using correct mathematical language and full sentences as appropriate. All students should present their methods clearly and logically, using appropriate mathematical notation.		unit of work. The folders are the responsibility of the student, though teachers will provide support in setting up and maintaining this as needed.

Type and frequency of feedback by Key Stage: MFL

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
1. We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3, with teachers having conversations around strengths and 'next steps' rather than grades. 2. Students receive clear targets and VSPAG is used where appropriate. Assessments may be marked on paper where pro forma or other SIR feedback appears cross-referenced in workbooks. 3. Every term, students will receive one piece of formal SIR marking. This could be the end of module assessment. 4. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages recorded on the departmental spreadsheets. Students will receive feedback from these in the form of a percentage outcome and 'Strengths and next steps'. They may be involved in deciding these themselves with teacher guidance. 5. We expect all home learning to be linked with the lesson content. Home Learning tasks may be self or peer-assessed. 6a. Student workbooks for shared classes are marked pro rata, in line with departmental policy: SIR marking; Peer Marking; Self-Assessment. There is no expectation that every piece of work is given feedback.	1. We would expect verbal feedback to be given to students throughout their learning – this will be recorded/evidenced on a student progress sheet with student making notes. 2. Every term students will receive formal SIR marking at least once. This does not include any feedback from end of module tests. VSPAG is used where appropriate and related to target language. 3. Each GCSE module includes home learning focussed on: Literacy Reading skills Writing skills Oral presentations These should all have feedback of some description, which could involve peer/self-assessment or teacher written assessment. 4. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages and 1-9 grades recorded on the departmental spreadsheets. Students will receive feedback from these in the form of a percentage outcome, a 1-9 grade and 'Strengths and Next Steps'. They may be involved in deciding these themselves with teacher guidance.	4. N/A

6b. Shared classes will be assessed by at least one teacher, once per term.	5. Mock/End of Year exams will be teacher marked with summative feedback in the form of percentages and 1-9 grades given and recorded on departmental spreadsheets. Formative feedback in the form of 'Strengths and Next Steps'	

Type and Frequency of Feedback by Key Stage: PE

Key Stage 3	Key Stage 4	Key Stage 5
We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3, with teachers having conversations around strengths and 'next steps' rather than grades.	We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes.	We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes.
We would expect verbal feedback to be given to students throughout their learning – this will not necessarily be recorded or evidenced, other than by the progress a student makes evidenced through their tracking report.	End of learning aim tests will be taken when the learning aim is completed. These will be teacher/peer marked with percentages and graded (level 1 pass, level 2, level 2 merit and level 2 distinction given).	Students will receive written feedback at the end of an assignment, this will be SIR marked in line with the BTEC criteria and structure.
Staff will implement verbally peer/self-assessment within practical lessons through a variety of activities such as 'think, pair, share' which will inform our judgements for tracking.	End of unit tests to be SIR marked with students responding by correcting any wrongly answered questions in part or whole in purple pen either directly on their test paper or in a separate document.	Internally assessed units. For each unit there is a maximum of 3 assignments. For each assignment there will be at least one formative assessment with SIR marking per assignment, these can also be peer and self-assessed if that fits in with the delivery of the teacher. Each assignment will be marked in line with BTEC rules and a resubmission allowed if the student meets the criteria. Students will peer assess the first submission and the resubmission will have a summative assessment.
	SIR Marking to be completed a minimum of six times per year which may not necessarily be termly depending on content delivered.	

Year 9	Year 10 & 11	Year 12 & 13
1. The year will be split into assignments of work based on the criteria units. Each unit will have one formative assessment every 6 weeks. 2. SIR Marking to be completed a minimum of six times per year which may not necessarily be termly depending on content delivered, falling in line with college policy. 3. Home learning will be set via Firefly and will be set in accordance with assignments set. 4. Electronic work will undergo teacher observation using a 'live marking' style feedback. This may not necessarily be evidence in all cases. SPaG marking will take place however is not a vital component of the course and will predominantly be done verbally in lesson as part of teaching.	1. With all internally assessed units For each assignment (this is either two or three per unit) there will be at least one formative assessment with SIR marking per assignment where necessary, these can also be peer and self-assessed if the teacher feels it supports the learning of the student. Each assignment will be marked in line with Pearson rules and a resubmission allowed if the student does not meet the criteria. Students will peer assess the first submission if the teacher feels it supports the learning of the student and the resubmission will be a summative assessment. 2. Home learning will be set in line with college policy and will be assessed as the teacher deems appropriate. 3. Verbal feedback will be given on a lesson by lesson basis.	1. Internally assessed units. Each assignment there will be at least one formative assessment with SIR marking per assignment, these can also be peer and self-assessed. Each assignment will be marked in line with BTEC rules and a resubmission allowed if the student does not meet the criteria. Students can peer assess the first submission and the resubmission will be a summative assessment. 2. Students are responsible for their own notes throughout the course. 3. Home learning will be set in line with college policy and will be assessed as the teacher deems appropriate. 4. Verbal feedback will be given on a lesson by lesson basis.

Assessment and Feedback Policy: <u>PERFORMING ARTS</u>

KS4 and KS5
The following whole college assessment and feedback principles will be followed throughout KS4 and KS5 lessons in Performing Arts.
1. SIR once a term.
2. Literacy marking including SpAG.

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13

• We will use the 'Assessment without Levels' approach throughout Key Stage 3, with teachers having conversations around strengths and 'next steps' rather than grades.
 	
• We will give feedback to students throughout their learning through the use of SIR, usually verbal. Teachers will identify strengths and how that student can make further progress.
 	
• Staff will employ verbal SIR as a key strategy in a range of formats: peer/self-assessment within practical lessons. This will be evident through Coaching/CPD Visits and informal drop-ins.
	• BTEC assignments will be marked in line with BTEC feedback regulations (i.e. no written feedback permitted during an assessment). We will use peer and self-assessment models regularly.
	
	• GCSE extended writing tasks (e.g. practice responses for GCSE Drama) will be SIR marked at least once a term.
	
	• Peer and self-assessment models will be used across Dance, Drama and Music in a range of formats:
	  o Dance – feedback given on Firefly where appropriate.
	  o Drama – self-assessment sheets for Component 1 (Devised) as well as verbal SIR, including self/peer assessment.
	  o Music – verbal and written SIR, including self/peer assessment.
		• BTEC assignments will be marked in line with BTEC feedback regulations (i.e. no written feedback permitted during an assessment). We will use peer and self-assessment models regularly.
		
		• As part of BTEC assessment teachers may employ the use of Observation Records to give feedback related to the Learning Criteria, following BTEC assessment guidelines.
		
		• Formal written feedback is included in Summative Assessment documentation following the completion of assessed units.
		
		• Peer and self-assessment models will be used across Dance, Drama and Music in a range of formats:
		  o Dance – feedback given on Firefly where appropriate.
		  o Drama – verbal and written SIR, including self/peer assessment.
		  o Music – verbal and written SIR, including self/peer assessment.

Type and Frequency of Feedback by Key Stage: Science

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
1. We will use the 'Assessment without Levels' Philosophy throughout Key Stage 3, with teachers having conversations around strengths and 'next steps' rather than grades. 2. We would expect verbal feedback to be given to students throughout their learning-this will not necessarily be recorded or evidenced, other than by the progress a student makes. 3. Each module has a 'Steps to Success' sheet which students should stick into exercise books at the start of the module. Students should use these to identify strengths and next steps, perhaps by highlighting statements, or by 'tick/cross' for a statement. 4. Every module students will receive form SIR marking at least once. This is not the feedback from the end of unit test (see point 5 below).	1. We would expect verbal feedback to be given to students throughout their learning -this will not necessarily be recorded or evidenced, other than by the progress a student makes. 2. Every module students will receive formal SIR marking at least once. This does not include any feedback from end of module tests. 3. Each Required Practical Activity should have some written feedback either teacher, peer or self-assessed, not necessarily SIR 4. Each GCSE module includes home learning focussed on: Literacy Maths skills Practical skills Study skills These should all have feedback of some description, which could involve peer/self-assessment or teacher written assessment.	1. We would expect verbal feedback to be given to students throughout their learning-this will not necessarily be recorded or evidenced, other than by the progress a student makes. 2. Students will receive written feedback on work at least once every 4 lessons, with SIR feedback at least twice a term. This is in addition to end of module tests. 3. End of Module test will be teacher marked, with percentage outcomes, A-E grades given and recorded on departmental spreadsheets, and 'next steps' given to students. 4. Mock/End of Year exams will be teacher marked with summative feedback in the form of percentages and A-E grades given and recorded on departmental spreadsheets. Formative feedback in the form of 'Strengths and Next Steps' will also be given with some form of Question Level Analysis used here (provided by DOL).

Type and Frequency of Feedback by Key Stage: Science

Year 7 & 8	Year 9, 10 & 11	Year 12 & 13
5. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages recorded on the departmental spreadsheets. Students will receive feedback from these in the form of a percentage outcome and 'Strengths and next steps'. They may be involved in deciding these themselves with teacher guidance. 6. 'Healthcheck' marking to support formative assessment should occur at least once every 4 school weeks. 7. We expect all home learning to result in feedback of some sort – this may not be teacher written feedback and could include peer or self-assessment.	5. End of Unit tests are to be taken at the end of every module. These will be teacher marked with percentages and 1-9 grades recorded on the departmental spreadsheets. Students will receive feedback from these in the form of percentage outcome, a 1-9 grade and 'Strengths and Next Steps'. They may be involved in deciding these themselves with teacher guidance. 6. 'Healthcheck' marking to support formative assessment should occur at least once every 4 school weeks. 7. Mock/End of Year exams will be teacher marked with summative feedback in the form of percentages and 1-9 grades given and recorded on departmental spreadsheets. Formative feedback in the form of 'Strengths and Next Steps' will also be given with some form of Question Level Analysis used here (provided by DOL). 8. Students should use the 'GCSE Progress Trackers' in folders to records: Percentages, 1-9 outcome and 'next steps' for each module 'next steps' for each Required Practical Activity.	5. Required Practical Activities will all have written teacher feedback, and skills outcomes will be recorded on departmental spreadsheets in order to evidence the Practical endorsement to be awarded at the end of the course. 6. Each module has an associated 'Homework Pack' available on Firefly for students to complete. These should include Checklists Key words Practice Questions

Type and frequency of feedback by Key Stage: Social Studies

	Social Studies	Social studies: options	
KS3	Number of lessons (2-week timetable): 2 (6 a term – standard 6-week term) SIR will be done once every two terms. A peer or self-assessed SIR task may be done in between this. Home-learning will be done once a term. Some tasks will be standardised whereas others will be set at the discretion of the teacher. Home-learning will be monitored by teachers with students. Home-learning tasks may be peer assessed and this could be used as an SIR opportunity. A baseline may be done (where appropriate) at the beginning (black or blue pen) and end (purple pen) of the topic and could be used to show progress. Assessment (Including SIR opportunities) points may be staggered between year groups to distribute the key stage marking requirement evenly across the duration of the respective terms (therefore certain year groups may have a peer assessed / self-assessed element whereas others will have a teacher assessed element). A minimum of one paragraph of SPAG marking will be done as part of an SIR piece of work. AWL will be used throughout KS3.	N/A	

		Social Studies	Social studies: options	
		We would expect verbal feedback to be given to students throughout their learning. There is no expectation that this will be recorded or evidenced, other than by the progress the student makes.		
KS4		Number of lessons (2-week timetable): 1 (3 a term – standard 6-week term). SIR will be done twice per year and a peer or self-assessed SIR task may be done in between this. Home-learning will be set at the discretion of the teacher. Where set, home-learning will be monitored by teachers. Home-learning tasks may be peer assessed and this could be used as an SIR opportunity. A baseline may be used (where appropriate) at the beginning (black or blue pen) and end (purple pen) of the topic and could be used to show progress. Assessment points will be staggered between year groups to distribute the key stage marking requirement evenly across the duration of the respective terms (therefore on certain year groups may have a peer assessed/self-assessed element whereas others will have a teacher assessed element). A minimum of one paragraph of SPAG marking will be done as part of an SIR piece of work. We would expect verbal feedback to be given to students throughout their	Number of lessons (2-week timetable): 6 (18 a term – standard 6-week term) SIR will be done once per term and will be teacher assessed possibly using exam board mark-schemes/criteria. Where teachers share a class, the SIR will be worked out on a pro-rata basis. Home-learning will be set once every two weeks and can be teacher or peer assessed. A minimum of one mock examination will be done in each year. Mock examinations replace other forms of standardised assessment in any given term in which they are conducted. Elements could be used for SIR in place of other arrangements. A minimum of one paragraph of SPAG marking will be done as part of an SIR piece of work. We would expect verbal feedback to be given to students throughout their learning. There is no expectation that this will be recorded or evidenced, other than by the progress the student makes.	

		learning. There is no expectation that this will be recorded or evidenced, other than by the progress the student makes.	
	Social Studies	**Social studies: Options (Law, Sociology and Psychology A Level)**	
KS5	N/A	Number of lessons (2-week timetable): 8 (24 a term – standard 6-week term)	
		SIR will be done once per term by each member of staff that shares a group (twice per term when staff have sole responsibility for group).	
		Home-learning (A level only) will be set once per week when staff share the group (twice per week when staff have sole responsibility for group – unless a larger piece is set).	
		At least one topic-based examination question will be done in a term and this could be used as a health check on progress and may generate a grade / %.	
		A minimum of one paragraph of SPAG marking will be done as part of an SIR piece of work.	
		Teachers to direct students to keep written feedback clearly organised and accessible in subject folders available for monitoring.	
		Mock examinations at least once per year using exam board criteria.	
		Independent/home-learning assignments which do not require written feedback will be	

| | | monitored through students' verbal responses in lessons and their subsequent work.

Yr12/13 BTEC assessments cannot always be linked SIR due to new BTEC assessment systems. Pre -coursework developmental flipped tasks will be used as an SIR opportunity (teacher, peer or self-assessed).

Home-learning for BTEC will be in line with department policy and assessed as deemed appropriate by the teacher. | |
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