

Quality Assessment and Feedback

“To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students’ prior knowledge, and to provide logical connections.” John Hattie

“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.” Ofsted Draft 2019

Whole School Principles

- Quality assessment and feedback is vital to pupils making progress.
 - Feedback allows a dialogue to take place between the pupil and the teacher.
 - Through quality feedback, teachers are able to identify the effectiveness of their teaching and adapt their planning or strategies accordingly.
 - Teachers can identify pupils’ individual strengths and areas for improvement and pupils can articulate their strengths and targets for success.
 - Providing purposeful reflection time (CTG) allows pupils to take responsibility for their learning and understand how to improve, thus closing any gaps before moving on to the next sequence in the learning.
 - Appropriate feedback should be used for individuals or groups of pupils.

 - All pupils will be able to easily access their assessment through Go4Schools.
 - Pupils will be able to articulate their strengths and achievements and, specifically, how they need to improve.
 - Assessment will be evident in the following ways:
 - quality feedback (GEAR and Closing The Gap)
 - range of interim strategies agreed by subject lead
 - discussions with the pupils.
- } Appropriate Literacy & Numeracy Feedback
- Summative feedback (where a final grade/ mark and criteria-based comment are given) will be seen through GEAR assessments.

 - GEAR assessments should be planned into the appropriate sequence of lessons at a timely point. The pupils’ learning should drive the curriculum planning, not the assessment points. ILEs should be GEAR assessments.
 - GEAR assessments should provide useful, criteria-based comments and developmental targets. Pupils should clearly know how to progress to the next level/ grade. Pre-populated GEAR stickers/ sheets are encouraged.
 - On the return of the GEAR assessment, to ensure impact and provide time for pupils to respond, effective and relevant Closing the Gap time must be planned in to lessons. The aim is for pupils to experience deep learning and for teachers to anticipate gaps in knowledge which are subsequently closed.
 - Interim feedback is agreed by the subject lead. In principle, it should be to check the standards of the pupils’ work and to address misconceptions or inaccuracies. Alternative strategies could include, peer, self, whole class feedback, verbal, live, yellow box, codes and sampling.
 - Pupils should be trained on giving effective self and peer assessment in an honest, accurate, yet, respectful way. Opportunities should be built into the scheme of work to allow for peer and self-assessment, so pupils take responsibility for their own learning.
 - Quality, targeted verbal feedback is a valuable form of formative feedback. It involves frequent use of open, targeted and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria. The importance of individual and whole class verbal feedback is encouraged.
 - Teachers should also enter accurate data into G4S, should expect timely moderation along with developmental Book Looks.
 - Evidence of the assessment and feedback and pupils’ subsequent follow-up should **be easy to access and monitor for the pupils**, regardless of the format it takes.

Teachers/ pupils should be checking literacy and numeracy where relevant. Bedrock strategies are useful for enhancing vocabulary. The expectations will be directed by the subject leader.

- The monitoring of this whole school policy will take place through Book Looks, lesson observations, pupil discussion and learning walks conducted by a Head of learning Zone, Leader of Learning, SLE, QA Team or member of SLT. Developmental feedback will be given to colleagues, support provided to enhance practice and excellent practice will be shared.
- Overall, there should be evidence of pupils making the **best progress possible for that pupil** and the **teacher intervening** appropriately if they are not.

Colour Coding

Teacher - green

Closing the Gap- purple

Peer-assessment- red

GEAR

G - Grade

E - Effort

A – Achievement (specific to criteria, not just “Great!”)

R – Review target (what to do to improve, linked to CTG)

- The basic principles of GEAR are to give regular, timely, useful feedback to pupils; to follow up misconceptions through well-planned Closing the Gap activities; to plan GEAR assessments in-line with whole school principles; moderate the accuracy and quality of assessment and input accurate tracking data.
- Effort- gives the autonomy to the teacher. The teacher decides if this is low, medium or high effort based on the pupil's performance in that subject. Effort is no longer linked to G4S.
- GEAR stickers can be requested from Reprographics. If you do not have a GEAR sticker, write the acronym. You can also print the template onto assessments/ ILEs. As long as the principles of GEAR are retained, with discussion with your SLT link and subject leader, you can modify the GEAR template to create marking grids and codes.
- GEAR and Closing the Gap electronic templates will be saved on the system.

Presentation Policy (encourage pupils to check) In All Subjects

Handwritten

- ✓ Write the title and date and underline.
- ✓ Use blue or black pen.
- ✓ Use pencil for shapes, diagrams, pictures, graphs, charts, notation and storyboards.
- ✓ Use equipment that is fit for purpose, e.g., rulers for straight lines or compass and protractor for shapes.
- ✓ Write name clearly on work.
- ✓ Do not damage or deface books, folders or work. No graffiti inside or on the outside of your book / work.
- ✓ Respect own and other pupils' work.
- ✓ Glue all resources in to books and/or organise work in folders in to topics/tasks.
- ✓ Where relevant, write in sentences and/or write down all working out and/or annotate work.
- ✓ Put a line through mistakes.
- ✓ Clearly label all homework and rough work.
- ✓ Fill in ALL pages in books and use both side of paper; be mindful of school budgets.

IT-based Work

- For formal word-processed work, use size 12, choose a professional font and double-space. If using 'Notes' check spelling, capital letters, sentences and paragraphs.
- Select a sensible, relevant file name.
- Organise work in to year groups- subjects- tasks and/or topics, including on Google Classroom.
- Cite websites and/or add a bibliography.
- Do not just copy and paste; write research in to own words or write in short quotations “”.
- Find appropriate images.
- Spell-check all work.
- Use headers/footers to add names, especially, when sending work to the printer.
- Write polite, formal messages when emailing work to staff.

Oral Presentations/ Verbal responses in Class

- ★ Face the listeners.
- ★ Be aware of posture, eye-contact and gestures (where appropriate to the pupil).
- ★ Speak clearly and at a steady pace.
- ★ Vary tone and style appropriately.
- ★ Use your confident voice.

Literacy Marking Policy

SYMBOL	WHAT DOES THIS MEAN?
SP-	Spelling/ tense/ homophone mistake
VT	Verb Tense error
?	confused statement, grammar error/ check sentences
*	inaccurate factual information/ specialist vocabulary
//	new paragraph needed
=	underline date/title
D-	date your work
○	capital letter error
./?/!	Full stop/ exclamation/ question mark needed
^	Missing word(s)
✓	Work has been checked
VF	Verbal feedback given/learning conversation has taken place

Subject Specific Expectations

Subject: English	Zone: Communicate
Overseen by: LNI	Date: July 19
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> • There is always a sequence of lessons that supports the pupils' learning journeys. No lesson is taught in isolation. Planning starts with anticipating gaps in knowledge, skills and content. The depth of learning is important and the most appropriate teaching strategies are used for the specific class, groups of pupils or individuals. The destination is set by the leader, but the teachers decide on the most appropriate learning journey for their pupils. This means that the assessment is timely and useful, but not the sole purpose of the scheme of work. • Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. • Where possible, particularly in Y7 & 8, a choice of tasks can be given for pupils to apply their knowledge and skills. • The school presentation policy will be followed as these are basic requirements for well-presented, organised work. • In the first instance, new members of staff will be trained using the school Literacy codes. The experienced members of the team, may use the criteria-specific codes. 	
Implementation for Assessment & Feedback	
<p>GEAR</p> <ul style="list-style-type: none"> • There will approximately be on GEAR assessment each half-term. Where there is an ILE this will be the GEAR assessment. • To ease workload, yet still provide quality feedback, GEAR sheets/ stickers will be pre-populated. • Teachers will convey the vision that the GEAR assessment is important for pupils to communicate with their teachers what they can and cannot do, but that it is part of deeper learning and retaining knowledge and skills; teachers should not teach to the test. 	
<p>Interim</p> <ul style="list-style-type: none"> • A range of strategies that are most appropriate for the pupils and that support the teacher are encouraged. • Variety is promoted, so that pupils experience different ways of receiving feedback. To ensure pupils are moving in the right direction, lower stake WIN tasks will also be used as formative assessments. • Possible interim strategies: whole class feedback, light touch, sampling, peer, self, yellow box. • All pupils are expected to review their own work in red pen before the teacher to address time-consuming, minor or careless errors or presentation issues. 	
<p>Closing the Gap</p> <ul style="list-style-type: none"> • It may not be that CTG is immediately after the GEAR assessment. It may be more logical or impactful for pupils to do their CTG before their next assessment. In this way, they can avoid making the same errors. • CTG may be more immediate after a WIN task. • In whatever form CTG takes, it will be appropriate for the class and used as a pedagogical tool to improve progress and not 'for the sake of it'. CTG could also be application of retrieved knowledge or skills to a different task. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> • Pupils will make 'messy' progress due to the coverage of different skills or knowledge at different times. • The ILE will anchor the Current Grade. • The school snapshots do not always accurately reflect the Current Grade, therefore the data will be supported by discussions with teachers and the expert overview of the leader (who may also have additional tracking sheets). A 'human' touch is required to glean the most accurate stage of progress. • The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses. • The pupil checking before assessment will put more emphasis on pupils taking responsibility for their own learning and progress. • Reviewing the engagement of the Y7 & 8 curriculum to make it more topic-based rather than exam-focused, will allow for more timely and useful assessments. • The expectation is that, where appropriate, the books of pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate- genuine- praise and motivation. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> • There will be Book Looks in collaboration with teachers and discussions with pupils. • Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies. 	

- Drop-ins will be conducted and feedback given.
- All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

- Various interim strategies will be trialled: whole class feedback, e-marking on Google, sampling, live marking, yellow box. The success will be reported on in zone meetings.
- For teacher well-being, if individual teachers prefer to mark books and this is impacting positively then, as an educated professional, the teacher can choose to give interim feedback in this way.
- Making progress at all levels is the priority, so the most appropriate methods need to be found and used.
- The codes and pre-populated GEAR will continue, but will be improved with differentiated versions.
- More frequent moderation of GEAR assessments, especially in Y7 and 8 will take place.
- Specific members of the teams will be nominated to work on the R&I group for assessment.

Subject: Mathematics	Zone: Investigate
Overseen by:	Date: 2019-2020
Intent for Assessment & Feedback	
<p>The intent of the Mathematics curriculum is to provide a broad and balance mathematical experience that will prepare pupils with the knowledge and skills they will require for their exams and beyond Oakwood.</p> <p>In lessons pupils will be expected to engage in a number of tasks. These may be Q & A sessions with the teacher, independent topic activities or group based active learning or problem-solving tasks. Pupils may be asked to write on whiteboards to provide immediate feedback to their teacher. Pupils will be given two workbooks. Their practise book is to be used for independent written tasks. There is no expectation in terms of presentation and working out in this book. Their Oakstanding Maths Guide (OMG) is to be used to produce work of a high standard that makes it clear what has been learned on a given topic. Standards of presentation should be high and working out should show the level of understanding a pupil has on a given topic.</p> <p>The needs of all pupils will be met in all lessons. Differentiation will be seen through either RAG tasks that pupils can choose from or from 'variation' tasks.</p> <p>RELOAD starters will be used regularly to ensure previous knowledge is regularly tested.</p>	
Implementation for Assessment & Feedback	
<p>GEAR</p> <p>GEAR assessments will take place after every unit of work which typically last for three weeks. Prior to the pupils being given the assessment, staff will mark the OMG's of the class. This will be a 'light touch' approach using a whole class marking model designed to give quick feedback to pupils about their strengths and weaknesses prior to the assessment. The assessment will contain a mixture of questions, ranging from AO1 topic questions up to AO3 GCSE exam style questions requiring pupils to apply the mathematics that they have learned.</p> <p>Pupils will complete a GEAR task after their OMGs have been checked and after their assessment. The GEAR on the whole class marking sheet will highlight areas of strength and provide key topics for revision. Each GEAR assessment comes with a pupil CTG sheet, which are pre-populated with subject and task specific achievement/progress targets. These can be used for a mixture of teacher, self or peer assessment to give meaningful and personalised feedback.</p>	
<p>Interim</p> <p>A variety of strategies will be employed in lesson to assess understanding. These may include Q & A sessions, the use of whiteboards and written WIN tasks. Verbal feedback will be given continually throughout the lesson to help pupils overcome barriers in their learning. Pupils will be given the opportunity to self-assess their work and identify areas for improvement.</p> <p>As previously mentioned, staff will mark OMGs regularly to get a 'whole class picture' of a unit of work and will ensure all pupils have access to the whole class marking sheet as a record of their strengths and weaknesses.</p> <p>Interim marking should take place before any GEAR assessment is given, so that pupils will have a chance to see their strengths and work on their areas of development before they sit any formal assessment.</p>	
<p>Closing the Gap</p> <p>Pupils will be asked to complete two types of CTG activity. These will follow the marking of their OMGs and the completion of their assessments.</p> <p>All CTG activities (either from GEAR or interim marking) should be done in purple pen and in line with the School presentation policy.</p> <p>All CTG activities should allow pupils the opportunity to improve upon a previous area of weakness. Pupils will be clearly directed to tasks that will support their progress in a topic</p> <p>CTG tasks should contain questions that promote deeper thinking to ensure all pupils have tasks that they can work on.</p>	
Impact of Assessment & Feedback	

The ILE will anchor the Current Grade at 50%. The remaining 50% will be made up from their scores in the topic assessments. Movement between sets and GCSE entry tiers will be based around this live data. Teacher input based on assessment will be crucial in identifying underperformance.

Where underperformance is evident, or a pupil is from a specific underperforming cohort (e.g. disadvantaged) the expectation is that these pupils will take priority when staff are checking OMGs and delivering CTG tasks.

The interim feedback strategies will reduce workload, freeing up time for staff to develop the use of problem solving in lessons and CTG following assessments.

Subject MRE Procedures for Assessment & Feedback

A full MRE calendar will be shared at the start of the academic year. These will include activities such as learning walks and book looks. The information gathered from these activities will be shared with the team and areas for development will be highlighted in conjunction with staff. Regular meeting time will be used to assess the effectiveness of the departments assessment and feedback strategies.

Team & Individual Development Opportunities

The mathematics team have identified a number of areas in which assessment and feedback can be improved this year.

The assessment CTG sheets are being changed and updated with a better variety of questions.

Whole class marking is being used to ensure that OMGs are checked regularly and pupils have improved feedback prior to their assessments.

A LoL has been put in place and as part of their responsibility they will be tracking the effectiveness of assessment in the department



Subject: Science	Zone: Investigate
Overseen by:	Date: 2019-2020
Intent for Assessment & Feedback	
<p>The intent of the Science curriculum is to maximise engagement in Science, to increase the time pupils spend in lesson applying knowledge and demonstrating their skills within the subject.</p> <p>Pupils are not expected to make notes or build a set of revision notes throughout their lessons – the revision guide will take the place of this. The only time pupils are required to write in their books is when they are applying the knowledge acquired through that lesson/set of lessons. This should greatly reduce the volume of marking required, allowing us to increase the quality and impact of the marking we do, as well as increase the opportunities for engaging activities. Presentation of all book work should be neat and in line with the Oakwood presentation policy.</p> <p>Pupils (where possible) will be offered a choice of activities to apply their knowledge and skills to. In all lessons, there will be RAG differentiation so that pupils at all learning levels can be supported. These will also be accompanied by support materials.</p>	
Implementation for Assessment & Feedback	
<p>GEAR</p> <p>The timing of all GEAR assessments is planned on the relevant curriculum plan (there is no need to add class teacher gear assessments to the pre-planned ones).</p> <p>Each GEAR assessment comes with a pupil CTG sheet, which are pre-populated with subject and task specific achievement/progress targets. These can be used for a mixture of teacher, self or peer assessment to give meaningful and personalised feedback.</p> <p>Teachers will convey the vision that the GEAR assessment is important for pupils to communicate with their teachers what they can and cannot do, but that it is part of deeper learning and retaining knowledge and skills; pupils in Science are not taught for tests.</p>	
<p>Interim</p> <p>Within each lesson, there will be a WIN task, which pupils are expected to carry out in quiet (if not exam) conditions. This will allow the teacher to assess the understanding from that lesson and address any misconceptions.</p> <p>Some application tasks have been presented to the pupils as EAR assessments, in which, they will be given a subject specific achievement and target task, but the work will not be graded in any way. This is to reflect the fact that these short tasks did not have enough breadth to award an accurate grade, however, the application of knowledge in these tasks is still relevant for the pupils.</p> <p>A range of strategies that are most appropriate for the pupils and that support the teacher are encouraged. Variety is promoted, so that pupils experience different ways of receiving feedback (<i>possible interim strategies: whole class feedback, light touch, sampling, peer, self, yellow box. Please see 'Marking and Feedback Examples' in the Shared Drive</i>).</p> <p>Interim marking should take place before any GEAR assessment is given, so that pupils will have a chance to see their strengths and work on their areas of development before they sit any formal assessment.</p>	
<p>Closing the Gap</p> <p>CTG activities should be completed in a time that is appropriate and will have most impact for the pupils (it does not have to follow immediately after an assessment).</p> <p>All CTG activities (either from GEAR/EAR or interim marking) should be done in purple pen and in line with the School presentation policy.</p> <p>All CTG activities should allow pupils the opportunity to improve upon a previous area of weakness. CTG tasks should be supported (e.g. directing to the correct page in a revision guide, support in structuring sentences, simplifying equations, etc.) to help them build on their previous capabilities.</p>	

On the occasions where pupils work doesn't generate any CTG tasks, these pupils should be directed to specific extension tasks (there is a bank of 8-9 graded questions on the shared drive for KS4 pupils).

Impact of Assessment & Feedback

The ILE will anchor the Current Grade. As well as data, teachers will also be given opportunities to have professional discussions about shared pupils in order to get a better understanding of pupil ability (which is not always the same across the 3 sciences). This will help us to better personalise our provisions and support individual pupils across the learning Zone.

The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses. The pupils will express a greater engagement within the subject, which will be evident through their participation in wider Science events (science revision rewards, science club, uptakes of triple as an option, attendance at revision sessions, etc.).

The expectation is that, where appropriate, the books of pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate- genuine- praise and motivation.

Subject MRE Procedures for Assessment & Feedback

There will be Book Looks in collaboration with teachers and discussions with pupils. In addition to this, drop-ins will be conducted and feedback given, allowing us to find and share areas of strength across the department. When appropriate, all teachers within the department will conduct learning walks to increase collaboration and sharing across the department.

Class profiles will focus on how to make progress with the pupils. Teacher will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies.

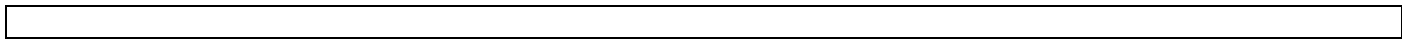
Team & Individual Development Opportunities

Various interim strategies will be trialled: whole class feedback, e-marking on Google, sampling, live marking, yellow box (*Please see 'Marking and Feedback Examples' in the Shared Drive.*) The success will be reported on in zone meetings. If individual teachers prefer to mark books and this is impacting positively then the teacher can choose to give interim feedback in this way. Making progress at all levels is the priority, so the most appropriate methods need to be found and used.

The codes and pre-populated GEAR will continue.

Subject: Geography	Zone: Explore
Overseen by: EHA	Date: June 2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> • Lessons are taught to support pupils progress over time to develop a richer understanding of Geography and to develop the skills required for GCSSE skills. • Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. • All assessments follow the GCSE format to demystify the GCSE process and expectations. • The school presentation policy will be followed as these are basic requirements for well-presented, organised work. • The pupils work will be marked using Literacy Marking Policy and subject specific code marking to ensure the marking is consistent and clear. • Variety of Peer, Self and Teacher Feedback given. 	
Implementation for Assessment & Feedback	
<p>GEAR</p> <ul style="list-style-type: none"> • GEAR stickers are pre populated to reflect the skills needed to answer exam questions effectively. They are used for End of Unit tests only and can be highlighted by staff or pupils (with teacher guidance). • All ILE's will have a GEAR feedback using Geography Feedback template. 	
<p>Closing the Gap</p> <ul style="list-style-type: none"> • It may not be that CTG is immediately after the GEAR assessment. • CTG will be appropriate for the class and used as a tool to improve progress. • CTG could also be application of retrieved knowledge or skills to a different task. • CTG will allow pupils an opportunity to reflect on their assessment to address areas of misunderstanding, with the support of the class teacher, in order for them to revisit content to improve their understanding and confidence. • All pupils are expected to review their own work in red pen before the teacher to address time-consuming, minor or careless errors or presentation issues. • CTG will inform the class teachers planning of both content and skills. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> • The impact of feedback should be that pupils, staff and parents are clear about the progress pupils are making and where they need to improve. • Pupils should be able to self-assess their work based on feedback. • Pupils' progress may fluctuate due to the coverage of different skills or knowledge at different times. • The ILE's will contribute 50% of the Current Grade. • Identified pupils will be focused on for support and differentiation/stretch as required following PPR/MRE procedures and whole school priorities. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> • Drop in's will be regular and planned in with feedback given • Book look's and pupil conversations with agreed pupil focus. • Lesson Observations • Data is reviewed and action plans/profiles/lessons reflect these conversations and priorities identified. • Standardisation and moderation across Upper and Lower School at all assessment stages. 	
Team & Individual Development Opportunities	
<ul style="list-style-type: none"> • Ongoing development of assessments – review and modify as a team. • Team members responsible for planning and developing SoW and assessments. • Lessons to be adapted to reflect application through exam practice. 	

Subject: History	Zone: Explore
Overseen by: MBA	Date: June 2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> Lessons are taught to support pupils progress over time to develop a richer understanding of History and to develop the skills required for GCSSE skills. Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. All assessments follow the GCSE format to demystify the GCSE process and expectations. Where possible, particularly in Lower School, a choice of tasks can be given for pupils to apply their knowledge and skills. The school presentation policy will be followed as these are basic requirements for well-presented, organised work. The pupils work will be marked using Literacy Marking Policy and subject specific code marking to ensure the marking is consistent and clear. Variety of Peer, Self and Teacher Feedback given. 	
Implementation for Assessment & Feedback	
GEAR <ul style="list-style-type: none"> GEAR stickers are pre populated to reflect the skills needed to answer exam questions effectively. They are used for End of Unit tests only and can be highlighted by staff or pupils (with teacher guidance). All ILE's will have a GEAR feedback using History Feedback template. 	
Interim <ul style="list-style-type: none"> Every module of work has interim assessments built into the scheme of work. This is roughly half way through and consists of GCSE style questions which cover all the AOs. Interim assessment marking and feedback can be Peer, Self or Teacher and will reflect the code marking and Literacy Policy. The codes and pre-populated GEAR will continue to be used. 	
Closing the Gap <ul style="list-style-type: none"> It may not be that CTG is immediately after the GEAR assessment. CTG will be appropriate for the class and used as a tool to improve progress. CTG could also be application of retrieved knowledge or skills to a different task. CTG focuses on practicing the skills that pupils need to develop. For example, they may have to practice answering 8m question and the answer structure (PEEL) so pupils may use structure strips (scaffolding) or another question (not the one from the assessment). All pupils are expected to review their own work in red pen before the teacher to address time-consuming, minor or careless errors or presentation issues. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> The impact of feedback should be that pupils, staff and parents are clear about the progress pupils are making and where they need to improve. Pupils should be able to self-assess their work based on feedback. Pupils' progress may fluctuate due to the coverage of different skills or knowledge at different times. The ILE's will contribute 50% of the Current Grade. Reviewing the engagement of the Lower School curriculum to make it more topic-based rather than exam-focused to find the balance for pupils between knowledge and skills. Identified pupils will be focused on for support and differentiation/stretch as required following PPR/MRE procedures and whole school priorities. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> Drop in's will be regular and planned in with feedback given Book look's and pupil conversations with agreed pupil focus. Lesson Observations Data is reviewed and action plans/profiles/lessons reflect these conversations and priorities identified. Standardisation and moderation across Upper and Lower School at all assessment stages. 	
Team & Individual Development Opportunities	
<ul style="list-style-type: none"> Ongoing development of assessments – review and modify as a team. New Y7 baseline to be introduced to ensure a solid foundation for ongoing development and progress. Team members responsible for planning and developing SoW and assessments. Lessons to be adapted to reflect increased progress checks (RAG) and exam practice. 	



Subject: Religious Studies	Zone: Explore
Overseen by: LME	Date: June 2019
Intent for Assessment & Feedback	
<p>The main aim for Assessment and Feedback in RS is for pupils to improve their grades over time. The assessments should be designed in a way that uses the GCSE styles but reflects the scheme of learning taught to the appropriate age groups. Feedback should be given for practice questions in RAP – Religious Assessment and Progress book and End of Unit Assessments as a priority. Additional marking and Assessment may be done. The school presentation policy will be followed as these are basic requirements for well-presented, organised work. The feedback should be helpful to staff, pupils and parents. It should be clear to pupils their areas of strength and review targets.</p> <p>Feedback may also take the form of verbal feedback.</p>	
Implementation for Assessment & Feedback	
<p>GEAR – GEAR stickers are pre populated to reflect the skills needed to answer exam questions effectively. They are used for End of Unit tests only and can be highlighted by staff or pupils (with teacher guidance).</p>	
<p>Interim – Every module of work has interim assessments built into the scheme of work. This is roughly half way through and consists of GCSE style questions which cover all the AOs.</p>	
<p>Closing the Gap – These lessons are also built into the schemes of work. More often Closing the Gap is now practicing the skills that pupils need to develop. For example, they may have to practice answering 4m question and the answer structure (PEPE) so pupils may use structure strips (scaffolding) or another question (not the one from the assessment). Priority should be given to pupils practicing the skills needed for each question rather than content as that is a revision/homework issue.</p>	
Impact of Assessment & Feedback	
<p>The impact of assessment should be that pupils improve as they become more familiar with the AOs for RS and the skills needed to improve although this will not take the form of a flight path - pupils may excel then plateau especially in Y7 and Y9. The ILE will anchor the Current Grade.</p> <p>The impact of feedback should be that pupils, staff and parents are clear about the progress pupils are making and where they need to improve. Pupils should be able to self-assess their work based on feedback in RAP – Religious Assessment and Progress book. The expectation is that, where appropriate, the books of pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate- genuine- praise and motivation.</p>	
Subject MRE Procedures for Assessment & Feedback	
<p>Drop in Book look Lesson Observations Data Standardisation and moderation Class profiles</p>	
Team & Individual Development Opportunities	
<p>Ongoing development of assessments – review and modify New Y7 baseline will need to be reviewed to decide whether it is fit for purpose after first use. All team members responsible for planning and developing</p>	

Subject: Computer Science	Zone: Explore
Overseen by: SFL	Date: 2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> • Assessment and feedback should relate to RAG, and should allow pupils to identify areas of weakness in either topics, or in styles of exam question. In Year 7 there is an expectation that pupils will have no knowledge in this subject area, but for all other year groups there is a spiral curriculum which builds on the teaching from the previous year. This is supported through assessments which are also spiral (So Y8 Ass1 will combine the first Y8 topic, and some of the Y7 topics). • All lesson tasks and closing the gap should be done following RAG system to allow pupils to triangulate their knowledge, and to be able to see how lesson tasks can be applied to the real world and exam questions. • The school presentation policy will be followed as these are the basic requirements for well-presented, organised work. 	
Implementation for Assessment & Feedback	
GEAR	
<ul style="list-style-type: none"> • There will approximately be one GEAR assessment each half-term, combining mid term assessments and end of unit assessments. Where there is an ILE this will be the GEAR assessment. • To ease workload, yet still provide quality feedback, GEAR sheets/ stickers will be pre-populated. • As part of the GEAR process, pupils are expected to reflect on their progress and identify strengths and weaknesses; this could be through identify specific topics that they are weaker in, or types of exam question 	
Interim	
<ul style="list-style-type: none"> • A mix of self, peer and teacher assessment to be used in between assessments, this is to encourage pupils to get used to the specific definitions being word perfect, rather than awarding marks for incorrectly described definitions. • Pupils are expected to peer and self assess their books in red pen, where possible in the margin to not be confused with red tasks. 	
Closing the Gap	
<ul style="list-style-type: none"> • To be done immediately after GEAR assessments, to encourage progress between assessments • On lesson tasks to be done after any instances of peer or self assessment • CTG should used the keyword/definitions or Tincards and pupils should be encouraged to find their own answers for red questions using the resources given. For amber and green questions the teacher will need to judge this based on their knowledge of the class. For more able classes, the amber worksheet could be given for pupils to solve the answer on their own; for less able classes the teacher may need to talk the class through how the answer was worked out. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> • Pupils will make largely linear progress at the start of the year, but this may wobble in the middle of the year (Y7/8) due to algorithms and the coverage of different skills, or in Year 10 for the same reason. • The ILE should be in line with the current in class performance. • The school snapshots should accurately reflect the current grade. • The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses. • The pupil checking previous assessments for their target before the revision lesson will put more emphasis on pupils taking responsibility for their own learning and progress. • The expectation is that, where appropriate, the books of pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate- genuine- praise and motivation. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> • There will be Book Looks in collaboration with teachers and discussions with pupils. • Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies. • Drop-ins will be conducted and feedback given. • All drop-ins will be recorded to build a picture of the quality of the assessment and feedback. 	
Team & Individual Development Opportunities	
<ul style="list-style-type: none"> • Embedding of RAG tasks, RAG exam questions and RAG revision to be built in from the start of the year in all years, alongside deciphering exam questions • An emphasis on green tasks, and an application of knowledge to real world scenarios so they can see how the learning impacts them to be built in throughout the year. • Making progress at all levels is the priority, so the most appropriate methods need to be found and used. • The RAG codes and pre-populated GEAR will continue and will maintain the differentiation. • RAG pens to be used for RAG tasks. 	

Subject:MAP	Zone:EXPLORE
Overseen by:A SAMUEL	Date: July 19
Intent for Assessment & Feedback	
<p>Informing the learning process through identifying needs, completing the learning cycle effectively by providing opportunities to reflect upon what has been learnt and how it can be put into action, thus having the potential to affect behaviour change, collecting information to certify achievement and competence and inform others.</p> <p>The school presentation policy will be followed as these are basic requirements for well-presented, organised work. In the first instance, new members of staff will be trained using the school Literacy codes.</p> <p>Be ongoing, diagnostic and inform future learning and teaching, based on the needs of the individual cohorts, school priorities, local priorities and national priorities.</p>	
Implementation for Assessment & Feedback	
<p>GEAR: There will approximately be one GEAR assessment each half-term, but this will be done to the natural point in the S.O.L and not the school calendar.</p> <p>To ease workload, yet still provide quality feedback, GEAR sheets/ stickers will be pre-populated.</p> <p>Teachers will convey the vision that the GEAR assessment is important for pupils to communicate with their teachers what they can and cannot do, but that it is part of deeper learning and practice of skills; teachers should allow assessments in MAP to take different formats, some of which will not necessarily be written, and will be developed to reflect the needs of the individual cohorts and classes.</p>	
Interim N/A	
Closing the Gap – this may take different formats in MAP including discussion, research, outside speakers to address misconceptions or latest developments in that area.	
Impact of Assessment & Feedback	
<p>Involvement of pupils as partners in the assessment process</p> <p>Allow pupils to review their achievements, helping them to identify what they should do next</p> <p>Give opportunities for pupils to collect evidence of their achievements that are linked to the learning objectives and outcomes of the relevant activities, showing evidence of progress in skills as well as knowledge</p>	
Subject MRE Procedures for Assessment & Feedback	
<p>Drop in</p> <p>Book look</p> <p>Lesson Observations</p> <p>Data</p> <p>Standardisation and moderation</p>	
Team & Individual Development Opportunities	
<p>Ongoing development of assessments – review and modify</p> <p>QA SOL 8, 10 and 11</p> <p>Team members responsible for planning and developing – ASA/VHO/VBI</p>	

Subject:MFL	Zone:Communicate
Overseen by:JOX/BCA	Date:3.7.19
Intent for Assessment & Feedback	
<p>Regular assessment is required to inform planning and progression. All four skills (reading, writing, listening and speaking) will be assessed in order to get an overview of progress. We aim to formally assess at least 2 skills per half term, as well as all 4 skills for the ILE.</p> <p>GCSE-style questions will be used for all assessments and should aim to include approximately 30% knowledge from previous topics.</p>	
Implementation for Assessment & Feedback	
<p>GEAR GEAR assessments will be undertaken at least once per half term (2 skills per half term) and feedback will be a mixture of traditional GEAR stickers, pre-populated GEAR stickers and whole-class feedback. Targets will be clearly linked to GCSE criteria.</p>	
<p>Interim Classwork will be checked regularly in order to address misconceptions and identify common errors. We will use a range of strategies including live marking, peer and self assessment (in red pen), light touch and verbal feedback.</p>	
<p>Closing the Gap Pupils will correct spelling and grammatical errors. Teachers will revisit any topics or grammatical points identified as a challenge for the majority of pupils. Pupils may also be given specific tasks to complete in order to improve their understanding of a particular area. Pupils may be advised to overlearn key vocabulary for a particular topic.</p>	
Impact of Assessment & Feedback	
<p>Markbooks will show gradual improvement over time and data will enable staff to identify weaknesses in particular skill areas. Pupils will be clear about their own strengths and weaknesses and will be able to explain what they need to do in order to improve. The ILE result will form 50% of the current grade. The expectation is that, where appropriate, the books of pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate, genuine praise and motivation.</p>	
Subject MRE Procedures for Assessment & Feedback	
<p>Book looks and drop-ins will allow leaders to monitor the effectiveness of assessment and feedback. Teachers will receive feedback and any issues will be discussed. Class profiles will help ensure that teachers know their pupils well and are planning for the needs of individuals. HLZ will monitor markbooks and investigate any missing marks.</p>	
Team & Individual Development Opportunities	
<p>NQT will be trained and supported in marking and feedback. LZ meetings will be used for moderation and joint planning of assessments. At least one member of the team will attend the Assessment R&I group.</p>	

Subject: Art, Graphics & Textiles	Zone: Create
Overseen by: EHE & HBI	Date: 25.06.19
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> To provide bespoke feedback that will enhance the pupils work and give specific guidance on how to improve and make progress. In addition to this pupils will have assessment sheets related to the four assessment objectives outlined in the specification, that shows progress throughout the project and where marks are awarded. This is for all years. Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. All work completed to be awarded marks /24 to follow closely that of the specification - whole projects to be marked /96 for the 4 assessment points. 	
KS3	
<ul style="list-style-type: none"> KS3 making use of the same grade boundaries as GCSE, and key pieces of work selected in the curriculum plan will be marked and assessed using GEAR - Pre-scripted GEAR stickers will be produced by the first member of staff teaching that project that year - 3 assessment pieces per project. Personalised comments can then be added to other pieces of work where obvious improvements can be made and clear strengths. The schools presentation policy will be used to title and date all work (where necessary). Tracking sheets completed at the front of each project and reflects the data issued on G4S. Literacy checked in annotations. 	

- The Y7&8 ILEs will assess skills in a controlled environment - these will be ranked by staff and then marks awarded to standardise accurately. ILE's will then have a pre-scripted GEAR sticker filled in by the teacher with a space for pupil feedback.

Implementation for Assessment & Feedback

GEAR KS3

- Gear assessments will be completed for each assessment piece of work as outlined in the SOW and G4S planning. Gear stickers used on that page (or as close as). Achievements and targets should be based on specific skills related to the tasks.

KS4

- Gear assessments in KS4 will be completed at a midpoint in each coursework project, using the generic assessment sheets and marks will be uploaded to G4S to show the initial current grade. Post it notes to improve outcomes will be added to work at least every 3 weeks. This will be a review point in the project and sheets will be glued into the sketchbooks/folders (at the back if necessary and dated). There will then be a final review using the same sheet and final marks submitted on G4S for that project.
- At the end of Y11 all coursework and exam work will be standardised before the May half term to allow the inputting of marks to the AQA portal. Once the sample has been selected staff will work together to display the work of pupils.

Y9 ILE 2019 - A04

G rade	Marks: /24	Name:
	Grade:	Success Target: Date:
E ffort		
A chievement	<input type="checkbox"/> You have clearly considered the composition of your page. <input type="checkbox"/> You have drawn some/great skill using the pen tool to draw out your own vector images. <input type="checkbox"/> You have clearly taken inspiration from your chosen Artist. <input type="checkbox"/> You have used appropriate imagery well. <input type="checkbox"/> You have used an appropriate colour scheme. <input type="checkbox"/> Your poster looks visually impressive.	
R eview Target	<input type="checkbox"/> You need to consider the composition of your page a little more. <input type="checkbox"/> You need to refine the edges of your work to make them neater on your pen tool drawn images. <input type="checkbox"/> You need to choose a more appropriate colour scheme, linked to your artist or theme. <input type="checkbox"/> You need to add more detail, as seen in your original images. <input type="checkbox"/> You need to choose a more complex image to work from to show more skill and achieve more marks. <input type="checkbox"/> You need to add more detail to your poster to achieve marks marks and show more skills. <input type="checkbox"/> You need to take more inspiration from your chosen artist i.e. simplistic colour schemes, silhouettes and clever use of negative space.	
S elf Reflection	To achieve more marks on this piece of work I now need to...	

Achievement:

- You demonstrated some ability to draw an image using the pen tool.
- Your drawing clearly reflects the original image with a high level of accuracy.
- You have used appropriate colours.
- You have achieved smooth lines showing a consistent ability.

Review Target:

- You need to work on the edges of your shapes to achieve smoother lines.
- You need to choose more appropriate colour similar to the original image.
- You need to add more detail, zoom in closer to the original image and pick out more.
- You need to improve the layout of your page.

Effort:

- Check SPAG.

Marks	Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. SOURCES, RESEARCH, IDEAS & INFLUENCES	Assessment Objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes EXPERIMENTS WITH MEDIA	Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses. DRAWINGS, PHOTOGRAPHS & ANNOTATIONS	Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language PERSONAL RESPONSE
9	24 Convincingly 23 Clearly 22 Adequately 21 Just An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
8	20 Convincingly 19 Clearly 18 Adequately 17 Just A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
6	16 Convincingly 15 Clearly 14 Adequately 13 Just A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
4	12 Convincingly 11 Clearly 10 Adequately 9 Just A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
3	8 Convincingly 7 Clearly 6 Adequately 5 Just Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
2	4 Convincingly 3 Clearly 2 Adequately 1 Just Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
0	Work not worthy of any marks.			

Name: _____
ST: _____
Date: _____

Graphics Review

Interim

- Verbal Feedback - every lesson to ALL pupils - At least one independent conversation with each pupil every week.
- Pupil feedback and whole class feedback as plenaries for some pieces.

KS3

- General comments can be added throughout the projects if there is a chance to celebrate any other achievements or any obvious targets for improvement, this is the teachers personal choice and is not necessarily a requirement.
- Acknowledgement marking of homework.

KS4

- In Y9 when pupils will be developing skills in a more focused area, teachers are expected to make more comments on pupils work to guide them in the correct direction, these can be on the form of pre-scripted GEAR stickers or just personalised hand written comments.
- Post it note targets - to develop skills and improve on each page of coursework - at least every 4 weeks.

Closing the Gap

KS4

- Completed every lesson as it is continuous coursework, CTG tasks will be very personalised to each pupil as they are completing independent projects.. Afterschool support sessions available, this allows for more marks to be awarded and updated in the project column on G4S - progress will then be shown at each whole school data round and through the GEAR review sheets.

Impact of Assessment & Feedback

- Improvement in outcomes
- Pupils ability to work independently on individual tasks personalised to them.
- Staff workload to be reduced by introducing pre-scripted GEAR stickers for KS3, where marking can become repetitive. This then allows time for staff to plan purposeful closing the gap tasks in order to develop pupils skills further.
- Use of the full assessment grid for KS3 allows pupils to become familiar with the terminology used in preparation for KS3.
- ILE's allow pupils to experience controlled sessions where there will be independent working and NO teacher support, as pupils progress through school the ILEs will increase in time up to 10 hours in Y11.
- Standardisation across subjects in KS4 using the moderation material set by AQA that year will allow assessment and marking to be as accurate as possible.
- G4S grade boundaries will be updated each year with 2 marks added onto each grade boundary to allow for changes in grade boundaries the following year.

Subject MRE Procedures for Assessment & Feedback

- There will be Book Looks in collaboration with teachers and discussions with pupils.
- Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies.
- Drop-ins will be conducted and feedback given.
- All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.
- Standardisation planned into LZ meetings to allow consistency in marks awarded.

Team & Individual Development Opportunities

- Making progress at all levels is priority, so the most appropriate methods need to be found and used.
- Pre-populated GEAR will continue, but will be improved with differentiated versions.
- More frequent moderation of GEAR assessments, especially in Y7 and 8 will take place.
- Specific members of the teams will be nominated to work on the R&I group for assessment.

- To provide bespoke feedback that will enhance the pupils work and give specific guidance on how to improve and make progress.
- Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning.

KS4

- Y9 will complete two projects, radius gauge and audio speaker, project 1 assessed in booklet form with GEAR stickers and clear assessment points. Project two on Google classroom to replicate the coursework assessment and feedback in Y10.
- End of topic tests completed for both projects to deepen learning in exam style conditions and validate the data and current grade
- 10/11 component there are two written and practical components that are written and assessed on google classroom. This is their coursework. It is assessed electronically using GEAR style format for feedback.
- ILE's will be taken from past exam papers, these will be assessed by the teacher, then CTG tasks produced to fill in the gaps in knowledge.G4S grade boundaries will be updated each year with 2 marks added onto each grade boundary to allow for changes in grade boundaries the following year.
- ILE results to make up 50% of current grade as a true representation the specification.
-

Overview

- Personalised comments can be added to non assessed pieces of work where obvious improvements can be made and strengths highlighted.
- The schools presentation policy will be used, titles no dates on coursework. Tracking sheets used for each assessment piece for pupil clarity, these will be electronic and at the beginning of the component. The class of folders can be easily shared with staff and leaders for work scrutiny.
- Literacy checked in annotations.

Implementation for Assessment & Feedback

GEAR

- To ease workload, yet still provide quality feedback, GEAR sheets/ stickers will be pre-populated wherever possible and make use of peer and self assessment to check the theory content of work.

Interim

- Verbal Feedback - used in EVERY lesson with at least one one-on-one conversation with pupils each week.
- Comments used on Googleclassrooms for assessment work.
- Diagnostic marking for theory work to check the correct information is being retained.
- Self and peer assessment for checking exercises and answers to closed ended questions.
-

Closing the Gap

- There will approximately be one GEAR assessment each term. Where there is an ILE this will be the GEAR assessment. (WIN Tasks) will follow the GEAR assessment policy, the end of topic tests will just be assessed.

Impact of Assessment & Feedback

- Improvement in outcomes
- Pupils ability to work independently on individual tasks personalised to them.
- When it comes to Y11 revision tasks pupils can feel confident that their own theory notes are accurate and cover the whole content of the specification.
- Data that is calculated on G4S will be more accurate as it includes both data from NEA type tasks and exam style tasks.
- This consistent approach will embed routines with pupils and so raise expectations and in turn progress.

Subject MRE Procedures for Assessment & Feedback

- There will be Book Looks in collaboration with teachers and discussions with pupils.
- Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies.
- Drop-ins will be conducted and feedback given.
- All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

- Making progress at all levels is the priority, so the most appropriate methods need to be found and used.
- The KS4 curriculum for Engineering will embed these policies
- The development of a curriculum that acknowledges the skills needed in practical situations but also has a related theory content at the same time, bringing both theory and practicals together and in turn having a more uniform approach.

Subject: BTEC SPORT	Zone: Perform
Overseen by: LFO/SAL	Date: 2019-2020
Intent for Assessment & Feedback	
<p>Our assessment criteria is taken from the Pearson Btec Sport specification. It is split into 3 units of work which are coursework and one exam unit. Btec coursework is completed under controlled assessment conditions and the exam is online.</p> <p>In Y9 and Y10 Btec sport, unit content is delivered to the pupils with practice, controlled assessment completed for each learning aim. To help motivate, unit delivery and learning aims can be split between Y9 and Y10.</p> <p>In Y11 final coursework for each unit is completed and the exam unit is taken.</p> <p>In Y9 and Y10 the teacher can decide to teach the full learning aim before a GEAR is completed or split the learning aim into smaller sections to help support pupils learning. Even though Y9 and Y10 are practice controlled assessments the pupils will be allowed a first copy and then one resubmission of their work which will be recorded on the same GEAR sheet. This is to prepare the pupils for Y11.</p> <p>There is always a sequence of lessons that support the pupils learning. The most appropriate teaching strategies are used for the specific class, groups of pupils or individuals.</p> <p>The school presentation and literacy policies will be followed as these are basic requirements for well-presented, organised work.</p>	
Implementation for Assessment & Feedback	
<p>GEAR</p> <p>A minimum of 1 GEAR for each learning aim will be completed. If a teacher decides to split a learning aim in Y9 and 10, more can be completed to aid pupils' learning.</p> <p>In folders or Google Classroom, the work will be clearly split into learning aims with the GEAR sheet. The GEAR sheet is split into first draft and final copy to keep in line with BTEC procedures and to prepare pupils for Y11.</p> <p>To ease workload, BTEC GEAR sheets will become pre-populated over time, however blank sheets will be used during the transition.</p>	
<p>Interim</p> <p>A range of strategies that are most appropriate for the pupils and that supports the teacher are encouraged during delivery. Verbal feedback, peer and self-assessment are predominantly used. In the practice, controlled assessments in Y9 and Y10, the GEAR sheets will be used for the learning aims so that the pupils have a very clear understanding that they are only allowed to re-submit their work once.</p> <p>All pupils are expected to review their own work or ask a partner to address time-consuming, minor or careless errors.</p>	
<p>Closing the Gap</p> <p>It may be that the final copy of pupils' work is not immediate after the first submission in Y9 and Y10. It may be more logical or impactful for more delivery by the teacher before the pupils re-submit. This is not the case in Y11.</p>	
Impact of Assessment & Feedback	
<p>Pupils may make 'messy' progress due to the coverage of different learning aims and units at different times.</p> <p>The school snapshots do not always accurately reflect the current grade especially in Y9 and 10 as the full controlled assessments with Distinction tasks are not completed until Y11. The data will be supported by discussions with teachers and the overview of the leader (who may also have additional tracking sheets). A 'Human' touch is required to gain the most accurate stage of progress.</p> <p>The pupils checking before submission will put more emphasis on pupils taking responsibility for their own learning and progress.</p>	

The expectation is that, where appropriate, pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate praise and motivation.

Subject MRE Procedures for Assessment & Feedback

There will be Book Looks/Google Classroom Looks in collaboration with teachers and discussions with pupils.

Class profiles will focus on how to make progress with pupils. LFO, SAL, JBI, MHU, TGI as leaders will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL stages of learning and shared successful strategies.

Drop- ins will be conducted and feedback given.

All drop –ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

Pre-populated GEAR sheets will be developed for the learning aims for each unit of work. While the Learning Aims must have a GEAR sheet, various interim strategies for delivery can be trialled e.g. whole class feedback.

Differentiated versions of the GEAR Sheets will be developed over time.

Specific members of the teams will be nominated to work on the R&I group for assessment.

Subject: Drama	Zone: Perform
Overseen by: JJO	Date:02/07/2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> Schemes of work are designed to allow a range of skills and knowledge to be embedded throughout a pupil's Drama experience. Assessment and feedback will reflect this in order for pupils to improve incrementally up to GCSE standard. Differentiation will be embedded, especially with script work in order for assessment and feedback to accurately reflect the very best pupils can achieve at their individual level. The majority of feedback will be oral and immediate as the majority of lessons are practical. This will take the form of teacher and peer feedback in a three-part format; always including ideas for improvement. Written work will be marked in accordance with the school literacy codes whenever possible. However, at GCSE level, examination restrictions will be followed scrupulously. All assessment and feedback will allow children to deepen skills and close gaps in learning. 	
Implementation for Assessment & Feedback	
GEAR <ul style="list-style-type: none"> GEAR feedback may at times be verbal but will follow the structure of GEAR. This is especially the case in performance and preparation work. There will be approximately one written GEAR assessment per half term. This will be an ILE at the appropriate time. GEAR stickers will be used for written content and will reflect assessment criteria at GCSE level. 	
Interim <ul style="list-style-type: none"> Standardised three-part verbal feedback will be given throughout practical work. This always takes the form of "What went well" delivered by the performers and the audience. "What did not work" delivered by performers then audience, and finally "ideas for improvement" delivered by performers. Teacher feedback will also reflect this method. Self-assessment will also be a constant feature. 	
Closing the Gap <ul style="list-style-type: none"> Appropriate CTG work will follow performance work with pupils being expected to show improvement following self, peer and teacher verbal feedback. Relevant CTG will follow GEAR assessed written work and ILE when this is most appropriate. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> Pupils will make 'messy' progress due to the coverage of different skills or knowledge at different times. The ILE will anchor the Current Grade. The school snapshots do not always accurately reflect the Current Grade, therefore the data will be supported by discussions with teachers and the expert overview of the leader (who may also have additional tracking sheets). A 'human' touch is required to glean the most accurate stage of progress. The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses. The pupil checking before assessment will put more emphasis on pupils taking responsibility for their own learning and progress. Y7 & 8 curriculum to make is more topic-based rather than exam-focused, which allows for more timely and useful assessments. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> There will be standardisation in collaboration with teachers and discussions with pupils. Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies. Drop-ins will be conducted and feedback given. 	

- All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

- Various interim strategies will be trialled: whole class feedback, e-marking on Google, sampling, live marking. The success will be reported on in zone meetings.
- For teacher well-being, a degree of freedom in styles of marking and assessment will be possible provided these are in line with school policies.
- Making progress at all levels is the priority, so the most appropriate methods need to be found and used.
- The codes and pre-populated GEAR will continue, but will be improved with differentiated versions.
- More frequent moderation of GEAR assessments, especially in Y7 and 8 will take place.
Specific members of the teams will be nominated to work on the R&I group for assessment.

Subject: BTEC HSC	Zone: Perform
Overseen by: LFO	Date: 25/06/2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> • There is always a sequence of lessons that support the pupils' learning journeys. No lesson is taught in isolation. Planning starts with anticipating gaps in knowledge, skills and content. The depth of learning is important and the most appropriate teaching strategies are used for the specific class, groups of pupils or individuals. The destination is set by the leader, but the teachers decide on the most appropriate learning journey for their pupils. This means that the assessment is timely and useful, but not the sole purpose of the scheme of work. • Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. • The school presentation policy will be followed as these are basic requirements for well-presented, organised work. • In the first instance, new members of staff will be trained using the school Literacy codes. The experienced members of the team, may use the criteria-specific codes. 	
Implementation for Assessment & Feedback	
GEAR	<ul style="list-style-type: none"> • Teachers will convey the vision that the GEAR assessment is important for pupils to communicate with their teachers what they can and cannot do, but that it is part of deeper learning and retaining knowledge and skills. • Pupils have to complete four pieces of exam coursework throughout the course. Each piece of coursework will be assessed by the teacher and feedback to the pupils will be by GEAR. • When preparing for coursework and the final exam pupils will cover all subject content and will complete a variety of tasks/activities. Feedback for these will be by GEAR, verbal 1 to 1, class discussion, class feedback or peer feedback. • When preparing for the final exam pupils will be tested on past exam papers. This will be split into two sections. Initially, we will focus on section 1 (questions 1,2 and 3) and then section 2 (questions 4,5 and 6) with a final grade given via GEAR for each section. • There will be approximately one GEAR assessment each half-term.
Interim	<ul style="list-style-type: none"> • A range of strategies that are most appropriate for the pupils and that support the teacher are encouraged. • Variety is promoted, so that pupils experience different ways of receiving feedback. To ensure pupils are moving in the right direction, lower stake WIN tasks will also be used as formative assessments. • Possible interim strategies: whole class feedback, light touch, sampling, peer, self, yellow box. • All pupils are expected to review their own work in before the teacher to address time-consuming, minor or careless errors or presentation issues.
Closing the Gap	<ul style="list-style-type: none"> • When completing exam coursework pupils have one opportunity to act on all GEAR feedback. This will then be re marked and will be a pupil's final exam coursework mark. • After each exam section pupils will use the mark scheme, along with teacher feedback, to complete all questions fully. • When preparing for coursework and the final exam, pupils will cover all subject content completing a variety of tasks/activities. CTG will then be undertaken. This is essential to reduce gaps in pupils' knowledge and understanding. • It may not be that CTG is immediately after the GEAR assessment. It may be more logical or impactful for pupils to do their CTG before their next assessment. In this way, they can avoid making the same errors. • CTG may be more immediate after a WIN task. • In whatever form CTG takes, it will be appropriate for the class and used as a pedagogical tool to improve progress and not 'for the sake of it'. CTG could also be application of retrieved knowledge or skills to a different task.
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> • Pupils will make 'messy' progress due to the coverage of different skills or knowledge at different times. • The exam coursework will anchor the Current Grade. • The school snapshots do not always accurately reflect the Current Grade, therefore the data will be supported by discussions with teachers and the expert overview of the leader (who may also have additional tracking sheets). A 'human' touch is required to glean the most accurate stage of progress. 	

- The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses.

Subject MRE Procedures for Assessment & Feedback

- There will be Book Looks in collaboration with teachers and discussions with pupils.
- Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies.
- Drop-ins will be conducted and feedback given.
- All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

- Various interim strategies will be trialled: whole class feedback, e-marking on Google, sampling, live marking, yellow box. The success will be reported on in zone meetings.
- For teacher well-being, if individual teachers prefer to mark books and this is impacting positively then, as an educated professional, the teacher can choose to give interim feedback in this way.
- Making progress at all levels is the priority, so the most appropriate methods need to be found and used.
- Pre-populated GEAR will be trialled, and if successful will be improved with differentiated versions.
- More frequent moderation of GEAR assessments, will take place particularly when preparing for exam coursework.
- Specific members of the team will be nominated to work on the R&I group for assessment.

Subject: MUSIC	Zone: Perform
Overseen by: LFO	Date: 25/06/2019
Intent for Assessment & Feedback	
<ul style="list-style-type: none"> • There is always a sequence of lessons that supports the pupils' musical skills development. No lesson is taught in isolation. Planning starts with anticipating gaps in knowledge, skills and content. The depth of learning is important and the most appropriate teaching strategies are used for the specific class, groups of pupils or individuals. The destination is set by the leader, but the teachers decide on the most appropriate learning journey for their pupils. This means that the assessment is timely and useful, but not the sole purpose of the scheme of work. • Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. From the outcome, the teachers can then address any remaining gaps or plan to further extend and deepen learning. • Where possible, particularly in Y7 & 8, a choice of tasks can be given for pupils to apply their knowledge and skills. • The school presentation policy will be followed as these are basic requirements for well-presented, organised work. • All written work at KS3 is online and KS4 is a mix of online and written work. • In the first instance, new members of staff will be trained using the school Literacy codes. The experienced members of the team, may use the criteria-specific codes. 	
Implementation for Assessment & Feedback	
GEAR <ul style="list-style-type: none"> • There will be approximately one GEAR assessment each half term. Where there is an ILE this will be the ILE assessment. • To ease workload, yet still provide quality feedback, GEAR sheets are pre-populated and completed online. • Teachers will convey the vision that the GEAR assessment is important for pupils to communicate with their teachers what they can and cannot do and is part of the deeper learning and retaining of knowledge and skills. 	
Interim <ul style="list-style-type: none"> • Strategies that are appropriate for the pupils and the task will be used. • Possible interim strategies are; whole class feedback, peer assessment, self-assessment, online quizzes. • All pupils are expected to review their own work before the teacher to address minor or careless errors. 	
Closing the Gap <ul style="list-style-type: none"> • CTG is a regular occurrence in practical work as feedback is given in some form every lesson. • CTG will be completed after a GEAR assessment in the form of a new recording or written work in purple. 	
Impact of Assessment & Feedback	
<ul style="list-style-type: none"> • Progress will not be linear due to the nature of the subject. Pupils performing will show grade progress on individual pieces. Grade will drop when they start a new piece (due to higher level) but should be higher when the performance is complete. • The ILE will anchor the current grade. • The school snapshots do not always accurately reflect the current grade., therefore the data will be supported by discussions with pupils, teachers and the leader. • The interim feedback strategies will reduce workload, yet ensure pupils can articulate their strengths and weaknesses. • Regular checking of work will put more emphasis on pupils taking responsibility for their own learning and progress. • The expectation is that where, appropriate, pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate – genuine- praise and motivation. 	
Subject MRE Procedures for Assessment & Feedback	
<ul style="list-style-type: none"> • There will be 'book looks' in collaboration with discussions with pupils • Class profiles will focus on how to make progress with the pupils. The leader will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL Stages of Learning and shared successful strategies. • Drop-ins will be conducted and feedback given • All drop-ins will be recorded to build a picture of the quality of the assessment and feedback. 	

Team & Individual Development Opportunities

- Various interim strategies will be trialled: whole class feedback, e-marking on Google, sampling, live marking, yellow box. The success will be reported on in zone meetings.
- For teacher well-being, if individual teachers prefer to mark more often and this is impacting positively then, as an educated professional, the teacher can choose to give interim feedback in this way.
- Making progress at all levels is the priority, so the most appropriate methods need to be found and used.
- The codes and pre-populated GEAR will continue, but will be improved with differentiated versions.
- More frequent moderation of GEAR assessments, especially in Y7 and 8 will take place.
- Specific members of the teams will be nominated to work on the R&I group for assessment.

Subject: Core P.E	Zone: Perform
Overseen by: LFO/SAL	Date: 2019-2020
Intent for Assessment & Feedback	
<p>Our assessment criteria is taken from the G.C.S.E specification so the skills we teach within our lessons will progress the pupils and allow them to be successful at G.C.S.E or BTEC Sport. The assessments in Y7 and Y8 highlight to teachers and pupils the most suitable practical activities to study.</p> <p>Each grade is clearly split into plus and minus so that even the smallest amount of progress is recognised and celebrated, which motivates pupils especially those who may struggle. It is very clear to the pupils and staff to who skills need to be taught and improved to move to the next level. It also means there is consistency across the P.E staff, even if the teacher of a group changes the skills-based assessment clearly shows what skills need to be taught. It also means that the assessment criteria act as our schemes of learning. It makes our teaching flexible and personalised to each group/individual.</p> <p>Assessments aim to provide opportunities for the pupils to apply the skills and knowledge they have learnt. The assessment lesson aims to replicate the moderation process in GCSE P.E and BTEC Sport so the pupils become familiar with the structure and pressure of performing. Teachers use evidence from the block of activity and the performance within the assessment lesson to finalise each pupils final grade.</p> <p>Y7 From the Y7 baseline assessments that are completed during Sept/Oct groups are then set on ability. The skilled based assessment allows teachers to plan blocks of work for each activity ensuring there is always a sequence of lessons that support the pupils learning journey.</p> <p>Y8 The pupils stay in the same set as year 7. Prior data from Y7 again allows the teacher to plan a sequence of lessons to support pupils learning.</p> <p>No lesson is taught in isolation. The most appropriate teaching strategies and practices are used for the specific class, groups of pupils or individuals. The teacher decides using prior data and the assessment criteria the most appropriate learning journey for their pupils.</p> <p>Y9/Y10/Y11 Within Core P.E we change our focus to the mental, social and physical well being of the pupils. We aim to help alleviate the stress and pressure from exam subjects. If the pupils have chosen one of our exam subjects they will be assessed within the course, In Core P.E we do not assess.</p>	
Implementation for Assessment & Feedback	
<p>GEAR</p> <p>After each block of activities the last lesson will be an assessment lesson. Pupils will be told about the assessment lesson and should independently prepare by looking at the assessment criteria so they have a clear understanding of what they need to do to move to the next level.</p> <p>The teacher will decide the most suitable practices/games for the pupils to perform to their best ability in the assessment lesson.</p> <p>The teacher will have the most suitable form to record the pupils' levels in the lesson. This could be iPad, Mac book, clip board.</p> <p>At the end of the lesson the teacher will verbally give each pupil their level and any areas of strengths or weakness. The grade will then be inputted onto Go 4 Schools.</p> <p>The assessment lesson's focus is the pupils taking responsibility for their performance. The teacher takes a step back to allow the pupils to perform.</p>	
<p>Interim</p> <p>Using the assessment criteria and prior data, a range of strategies that are most appropriate for the pupils and support the teacher are encouraged.</p> <p>A variety is promoted, but predominantly feedback within core P.E is verbal, peer and self-evaluation/feedback.</p> <p>All pupils are expected to look at the assessment criteria throughout the blocks of work so they can have a clear idea of their strengths and what they need to do to improve. This can be within the lesson or as a homework task.</p>	
<p>Closing the Gap</p> <p>In Y7 the pupils close the gap from their initial Y7 baseline levels.</p> <p>In Y8 the pupils will close the gap from their Y7 activity levels.</p>	
Impact of Assessment & Feedback	

Pupils will make 'messy' progress due to the differences in ability across the range of sports in our curriculum.

The assessment lessons act as our ILE for pupils. The assessment criteria give consistency across the zone. The grades are used to set groups for the following year and for setting GCSE and BTEC groups in Y9.

The pupils checking previous grades before assessment lessons will put more emphasis on pupils taking responsibility for their own learning and progress.

The assessment lesson allows pupils to be active while progressing, rather than being sat in theory lessons to undertake a written ILE.

The expectation is that, where appropriate pupils from a disadvantaged background will have more support, feedback and organisation from the teacher, along with appropriate praise and motivation.

Subject MRE Procedures for Assessment & Feedback

Class profiles will focus on how to make progress with pupils. LFO, SAL, JBI, MHU and TGI as leaders will ensure that demographic and academic information has been used appropriately and effectively, such as, SEND, EAL stages of learning and the sharing of successful strategies.

Drop-ins will be conducted and feedback given.

All drop-ins will be recorded to build a picture of the quality of the assessment and feedback.

Team & Individual Development Opportunities

Specific members of the teams will be nominated to work on the R&I group for assessment.