



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Assessment for Learning Policy	
Lead	Mr M McCulley, Deputy Headteacher	
Governor Committee	Chair of Governors	
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Preamble

It is important to state that any whole school policy is regarded as a framework for an individual departmental policy. It is envisaged that departments will produce their own individual subject specific guidelines on assessment and recording.

Aims

The main aim of assessment is to contribute to the educational process, which helps all pupils to become better learners and more confident persons.

To achieve this aim, the school assessment policy is based upon the following principles:

- Recognition of the whole range of pupils' achievements and experiences;
- A positive approach to pupils' progress, which is reflected in their records;
- Teachers helping pupils to develop the skills they need to become reflective learners;
- Shared understanding by pupils, parents/carers and teachers of clear and explicit learning targets;
- Pupils contributing to the assessment of their own, and other pupils', work and progress;
- Targets set by departments should equal or be higher than FFT D estimates and should target pupils to make 3 or more levels of progress;
- There is recognition that assessment should be varied to give pupils a range of means to demonstrate their abilities.

Implications of these aims

Teachers should use a range of information which will help them plan work best suited to each pupil's stage of development. As teachers incorporate the programmes of study, attainment targets and statements of attainment into their schemes of work, they will be able to assess pupils' achievement and subsequently focus their teaching plans on the particular needs of individual pupils.

It is important to recognise that teacher assessment should be an integral part of teaching and learning in the classroom. It does not necessarily require the addition of separate tasks or tests.

Pupils should understand what is being learned and receive guidance about progress that can be made. What has been achieved should be celebrated. As these things happen, pupils will be enabled to become more aware of what they are learning and applying and of their progress within a subject. Pupils therefore need to become aware of the criteria against which their work will be judged and where possible the kind of evidence by which particular attainment targets can be demonstrated. As a consequence pupils will be able to focus their efforts on important aspects of the subject and take on more responsibility as learners.

It may be assumed that if pupils understand how their work is being assessed, they are more likely to know what is expected of them. Once pupils know this level of expectation they are in a better position to determine realistic and achievable targets for themselves. The confidence of pupils as learners will be enhanced by this knowledge of expectation. It is therefore desired that wherever possible, departments will ensure that pupils are involved in the assessment process,

The principles underpinning the process of self assessments are that pupils should know what they are learning, why they are learning it and reflect on how well they have performed. Realistic self assessments can support and enhance a pupil's work and bring confidence in their abilities as learners. Targets arrived at through self assessment can be powerful motivators for future learning. It is therefore essential that Departments ensure that opportunities exist for self assessment, peer assessment and target setting to take place.

Record keeping

Recording attainment is an important part of teacher assessment. These records are concerned with noting pupils' attainments and progress over a period of time. The principal function of records relating to the National Curriculum is that they should inform the planning of future work and enable teachers to make judgements about pupils' levels in each attainment target particularly at the end of a Key Stage. Any recording system should therefore be:

- Manageable
- Understandable by a variety of users
- Record the work pupils have done, monitor progress and guide appropriate future work
- Record pupils' attainment and link this to the National Curriculum Attainment targets
- Provide appropriate information to colleagues, pupils and parents
- Involve pupils and motivate them
- Reflect the department's scheme of work.
- Able to work with primary feeder input

The purpose of any recording system should be agreed by, and clear to, all those who are using it so that the recording process does not become unwieldy or time-consuming and thereby adversely affect learning and teaching. In addition they should be regularly reviewed in terms of either national curriculum or departmental schemes of work.

We believe that it is neither possible nor desirable to collect evidence relating to everything that an individual does. Attempting to do so would result in an unmanageable burden on pupils and teachers. We believe that it is only necessary to record or collect evidence of those aspects of pupil's achievements, which show some significant attainment or progress.

A wide range of styles and formats for records are possible, all of which can support teaching and learning and be part of classroom activity. It is the Head of Department's responsibility to ensure that a common policy for recording exists and is understood and acceptable to all the teachers working within that department and fits within the framework of this policy.

Wherever possible departments should operate a system whereby evidence is built up over a key stage. This will form the basis of the teacher assessment component at the end of a Key Stage.

Three times a year staff will enter data regarding attainment and attitude to learning to a whole school SIMS database. This will allow individual information sheets to be generated and shared with Pupils, Parents and other staff. Separate documentation details the school's reporting and monitoring systems.

Whole School Marking Policy

- Pupils need to have regular feedback on their work. Departments should develop their own systems for ensuring this is carried out in a manageable and effective manner.
- Prompt return of marked work maintains the interest of pupils.
- Much can be gained if pupils are sometimes allowed to mark their own work. Sharing the criteria for marking with pupils is essential.
- Teachers enter target and projected grades onto Assessment manager at times specified in the school's assessment calendar
- Teachers will ensure pupils enter their grades into their homework diaries.

Attitude to Learning Grades

- Pupils will be given Attitude to Learning grades termly, according to criteria published in the pupils' diaries.
- Attitude to Learning grades will be disseminated to parents and copied into homework diaries.

Planning for Marking

- For each piece of work, prior to marking, pupils should be aware of the purpose and the criteria that will be used to mark a piece of work.
- Marks often distract pupils. Staff should use formative comments which provide both targets for improvement and positive reinforcement as appropriate. This does not mean that every piece of work always demands a comment.
- Where verbal feedback is given then the books should be marked with VF.
- Pupils may be required to respond to the comments.
- Where the work is graded, the grade marks should be related to national curriculum levels or GCSE grades.

Corrections

The following symbols, which are also an aid to literacy across the curriculum are to be employed

Sp	When written in the margin, this means that a spelling error has occurred. These words must be written out THREE times correctly spelt at the end of the piece of work but it is pragmatic to ask for no more than three corrections at one time.
T	Target
WWW	What went well
Q	When posing a question to engage pupils in dialogue about their work (dialogue marking) please write a "Q" in the margin to indicate that a question is being asked and that a response is required
D	Please ask pupils to write a D against work is differentiated
P	This indicates a punctuation error.
/	This means that a word has been missed out
*	This highlights a strikingly good piece of work within the particular written assignment
Gr	This shows that a clear, grammatical error has been made
//	This means there should be a new paragraph

In the particular case of extended writing using the SPEED model, a system of three ticks should be adopted: one tick for a paragraph that states a point; two ticks for stating a point and giving an example of evidence; three ticks for stating a point, supporting it with evidence and then explaining and developing that point.

Dialogue Marking

Marking is most effective when it engages pupils in a dialogue about their learning. For this reason, when appropriate, comments on a piece of work should be framed as a question. The question should be designed to challenge and stretch pupils to take their ideas further. As noted above, please indicate where you have posed a question to engage dialogue by placing a Q in the margin before the question.

Learning Support

It is essential that pupils with special educational needs have access to a full curriculum. All pupils will study core and foundation subjects from the National Curriculum and will therefore be assessed against the Attainment Targets of these subjects.

It is essential that Departments work closely with the learning support staff to ensure that an environment exists where this is possible.

Pupils will be provided with appropriate support after consultation with the primary schools. This will be reassessed at least annually. Support will continue to be provided for pupils with Statements of Education Needs or with an Individual Action Plan in line with the Special Needs Code of Practice.

Pupil Tracking, Target Setting, Results Analysis

1. Interim, Main Reports and Final Exam Results
 - a. Targets are set at the beginning of each academic year. The target is set for the end of the appropriate key stage; it is an aspirational target based on:
 - i. Progress 8 / Basics En+Ma
 - ii. Prior attainment –KS2 results,
 - iii. Bronze, Silver and Gold Pathways
 - iv. Professional judgements.
 - b. Three times a year (twice for year 11) projected grades are entered into SIMS. A projected grade is a teacher's prediction of what that pupil is likely to achieve at the end of the key stage. The marksheet compares the target grade (what a pupil is capable of getting in an *ideal* world) with the projected grade (what they are likely to get in the *real* world) and reports whether the pupil is, or is not, on target.
 - c. Also three times a year, Attitude to Learning grades are entered into the same marksheet. The criteria for Attitudes to Learning are displayed on classroom walls and printed in the pupils' and teachers' planners.
 - d. Marksheets also contain columns for teachers to record intervention strategies if the pupil is off target.
 - e. Two sets of data per year are referred to as Interim Reports. The third set is referred to as a Main Report as it also contains comments from subject teachers and a prose report written by the form tutor, the head of year and a member of the Senior Leadership team.
2. The Leadership team and governors monitor the effectiveness of teaching and learning in many ways but in the particular context of pupil tracking through data they do so by using SISRA to monitor summary data for the school. SISRA is an online tool to which SIMS Assessment Manager data is uploaded.
 - a. GCSE exam results, Target data, each set of Interim Data and Main Reports, Mock result data is all analysed in the same way using SISRA. This data can also be shown as trends over time.
 - b. Line Managers monitor the effectiveness of teaching in the departments for which they are responsible using the information uploaded to SISRA. The methods used for doing this are similar to those used by heads of department and are discussed below.
3. Heads of Year:
 - a. Use SISRA to monitor individual pupils. Various filters are available in order to show, for example, pupils on trajectories/P8/Basics.
 - b. After each Interim Report, Heads of Year are also provided with a spreadsheet drawn from SIMS which shows Projected Grade, Target Grade, On Target, Attitude to Learning and Intervention strategies for

each pupil in their year group. This allows Heads of Year to monitor pupils across a range of subjects and put Intervention strategies into place

- c. Heads of Year celebrate success in a number of ways such as letters home or celebration breakfasts.

4. Heads of Department / Subject Teachers

- a. Heads of Department monitor pupil progress through SISRA.
 - i. They do this in a number of ways including, for example, looking at their Interim reports compared with targets. They can look at whole department data, data for individual classes or individual pupils.
 - ii. Heads of Department use a comparison of Projected Grades and Target Grades to track underachieving pupils.
 - iii. Analyse the marksheets which record intervention strategies if the pupil is off target

5. Parents and pupils are presented with this information three times a year.

Twice a year an interim report is sent home; once a year a Main report is sent home. In the January of the Year 11, a post-mocks report is sent home which includes action points set by subject teachers.

- a. Pupils record their target grades, projected grades and Attitudes to Learning in their Student Planners

Departmental Recording

Staff must keep a record of assessments in line with departmental practices. Where applicable, test and module results for each child within a set and Year group should be collated, recorded and overseen by the Head of Department.

Learning and Success Points

Reward points are awarded for a number of positive behaviours and achievements – see Rewards and Sanctions policy.

Praise postcards will be sent home by the Headteacher for exceptional work or contributions to the school community

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Monitoring and Reporting

Departments should regularly review their assessment policy and update practice.

Departments should use work trawls and make assessments on individual and group progress and to this end it should be a regular item on departmental agendas.

The Leadership and Management Team will monitor assessment as part of both their link department work and also the departmental monitoring cycle.

Appendix 1

Marking Policy and Practice

- Marking is only of benefit if it improves learning.
- This might be through the use of appropriate targeting comments or through the sheer fact of having work looked at and therefore valued
- Work /books that are not looked at often deteriorate in standard of work and students lose motivation
- Best practice would be to mark work with the pupil there in lessons but this is not always possible and practical
- At its best marking will be followed by a student comment and change/improvement in what students do ie it becomes formative assessment (dialogue marking)
- There needs to be consistency of practice across the school and a general policy to provide a framework. Departments can then work within that to create their own more tightly drawn policy.
- Getting work by email and marking with 'track changes' is an effective way for some staff in some subjects to work.
- The aim for teachers is not that they work harder but that they work smarter.

Practice:

- Core departments should mark books at least every fortnight and give a comment to improve
- Non core departments should look at books at least once a month and give targets and comments to improve
- Students should know which areas of work will be 'marked' and which are by way of preparation
- Each Half term there should be one 'golden marking' opportunity which is the identified work that will be marked in detail and to which pupils should be expected to respond.
- Peer and self marking is valuable and should be used regularly but not always in place of teacher marking.
- Every end of teaching module should be used as a time to review targets, work and gain students opinions about their progress.
- Where work has been marked time should be given for pupils to respond eg as a starter or as an occasional homework.

- Students need to be aware of level descriptors and how to move from one to another.
- Departments need to review their own policy and practice regularly and to conduct work trawls weekly. For core departments this should be for all year groups and for Foundation subjects with selected year groups.
- Marking should be positive and constructive. Good practice would start with www (what went well) and move on to T (target)
- Marking should employ the symbols on the policy that are appropriate to the subject. Normally only 3 or 4 key spelling should be highlighted and these should be corrected by the pupil at the bottom of the work.
- LMT will sample books with selected students once a term to look at marking practice and quality of work produced and make overall judgements about how well the policy is working in practice. Departments will receive feedback from the work trawl.
- Marking should reflect policy and should focus primarily on the content of the work. However layout and presentation are also important and where this is less good students are unlikely to achieve work of which they can be proud or from which they can revise.

Appendix 2

Faculty Marking Policies

Maths Assessment policy

As per whole school policy but to be added :

Practice –maths

- a) The **main teacher** is defined as the teacher who teaches more than 4 lessons a fortnight.
Books will be teacher, self or peer assessed fortnightly and a comment given how to improve. Pupils will be encouraged to respond to this.
If a mymaths homework is used this will be marked and the pupil will write their result in the book.
Every half term there will be an assessment or piece of work marked which will be targeted and the pupil will respond to this during DIRT time.
- b) **Non-lead teacher** is defined as the teacher who teaches less than 4 lessons a fortnight.
Books will be marked every four hours of teaching. Homework may be in the form of a project set over a period of time eg a term.

MFL Assessment Policy

In MFL assessment is used to support pupil progress for all year groups and is intended to prepare pupils for the exams under the new GCSE specifications that affect Year 11s in 2017-8. The assessment process necessarily requires pupil involvement. Following all assessments the pupil is required to reflect on progress, especially in relation to target, and pupils then involve themselves in the important stage of deciding next steps in order to achieve or even exceed target.

Nature of assessment

We are now assessing in the following areas:

- Writing
- Speaking- eg Presentation, Role Play, Describing photos, spontaneous speaking
- Translating
- Reading
- Listening
- Cultural similarities and differences

Formative Assessment

Eg vocabulary tests, listening tests-and pupils receive verbal feedback in class and/or written feedback in exercise books that require a pupil response (D.I.R.T.)

We are also continually assessing every time there is eg verbal interaction in the target language in class, or when we are introducing new grammar or vocabulary. This lies at the heart of language learning.

Summative Assessment

End of module

End of year exam

Science Assessment Policy

Whole School Marking Policy

- Pupils need to have regular feedback on their work. Departments should develop their own systems for ensuring this is carried out in a manageable and effective manner.
- Prompt return of marked work maintains the interest of pupils.
- Much can be gained if pupils are sometimes allowed to mark their own work. Sharing the criteria for marking with pupils is essential.
- Teachers enter target and projected grades onto Assessment manager at times specified in the school's assessment calendar
- Teachers will ensure pupils enter their grades into their homework diaries.

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Dialogue Marking

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Learning Support

It is essential that pupils with special educational needs have access to a full curriculum. All pupils will study core and foundation Science from the National Curriculum and will therefore be assessed against the Attainment Targets of these subjects.

It is essential that teachers work closely with the learning support staff to ensure that an environment exists where this is possible.

Pupil Tracking, Target Setting, Results Analysis

Departmental Recording

Staff must keep a record of assessments - assessments take place in accordance with the long term plan. All assessment data must be recorded on the department centralised mark sheets, as soon as possible after the assessment takes place. Data will be analysed by the Heads of each key stage, on a termly basis so that underachievers can be identified and appropriate strategies of intervention can be put in place.

Learning and Success Points

These are awarded for:

- *academic achievement* - a pupil who is deemed to have produced their best work may be awarded a merit. This is referenced against the pupils' own abilities so all pupils have equal access to merit awards.
- *community service* - a pupil whose behaviour or conduct gives rise to a special commendation may also be awarded a "CARE" merit which is recognised as service to the department.

Praise postcards will be sent home for exceptional work.

Monitoring and Reporting

The Head of Department will use work trawls and make assessments on individual and group progress and to this end it will be a regular item on Faculty agenda.

Marking Policy and Practice

- Marking is only of benefit if it improves learning.
- This might be through the use of appropriate targeting comments or through the sheer fact of having work looked at and therefore valued
- Work /books that are not looked at often deteriorate in standard of work and students lose motivation
- Best practice would be to mark work with the pupil there in lessons but this is not always possible and practical
- At its best marking will be followed by a student comment and change/improvement in what students do ie it becomes formative assessment (dialogue marking)
- The aim for teachers is not that they work harder but that they work smarter.

Practice:

- Books will be marked on a three week cycle – years 7/8, years 9/10, years 10/11 and will follow the whole school system of DIRT feedback.
- Mid and End of Unit assessments will provide formative learning check points. These assessments will be marked and targeted in line with whole school policy. Marks will be recorded centrally on the department mark sheet
- Peer and self-assessment is valuable and should be used regularly but not always in place of teacher marking.
- Every end of teaching module should be used as a time to review targets, work and gain students opinions about their progress.
- Where work has been marked time should be given for pupils to respond eg as a starter or as an occasional homework.

- Students need to be aware of grade descriptors and how to move from one to another.
- The department will review the policy and practice regularly and will conduct work trawls in line with the marking cycle.
- Marking should be positive and constructive. Good practice would start with www (what went well) and move on to T (target)
- Marking should employ the symbols on the policy that are appropriate to the subject. Normally only 3 or 4 key spelling should be highlighted and these should be corrected by the pupil at the bottom of the work.
- Marking should reflect policy and should focus primarily on the content of the work. However layout and presentation are also important and where this is less good students are unlikely to achieve work of which they can be proud or from which they can revise.

Computing and Business Assessment Policy

Subject(s)

Computer Science and Business Studies

Policy Statement

The Henley-In-Arden School believes that regular, quality and appropriate feedback from teacher to student is an essential part of teaching and learning.

Purpose

The purpose of marking students' work is to have a positive impact on teaching and learning; should marking not do so, it loses its validity.

Responsibility

Teachers are initially responsible for regular marking/feedback to students. Students then have a responsibility to act upon feedback. Faculty heads and head of departments will check that the policy is being followed. SLT will ensure, through Work Scrutinises /Learning Walks/Observations that the policy is being followed.

Guidance

This policy should to be put into practice for all teachers when marking students' work.

All students' key pieces of work will be marked on a **two week basis** for both key stages 3 and 4.

Examples:

Teachers (Using a **red pen**):

WWW:

Teachers expected to make one/two positive comments about what the student has achieved.

T or T (Q): Target

The target will be in the form of a question which must be answered by the pupil to establish a dialogue between the pupil and the teacher.

Will be written by the side of the question to show a response. Students given 5 minutes to answer in directed time.

Other symbols to be used when marking:

T(Q)	Targeted Question set by teacher to extend students understanding
TV	Students answer is Too Vague
G	Grammatical error
Tick <i>(double)</i>	Well answered
Sp	Spelling
P	Lack of punctuation
NAQ	Not Answered Question
NR	Not Relevant
Tm	Target met

HOMWORK POLICY

Subject(s)

Computer Science and Business Studies

The Purpose of Homework

Homework can serve a range of purposes ie:

- Allowing practice and consolidation of work done in class
- Allowing preparation for future class work
- Offering access to resources not available in the school
- Developing skills in using libraries and other learning resources such as the internet and one drive
- Providing opportunities for individualised work
- Training for pupils in planning and organising time
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning

At Henley we place great value on homework and it is important to emphasise to both parents and pupils that learning in any subject can be significantly enhanced by undertaking work out of school. The key to this process is a shared understanding of the benefits of the homework tasks themselves i.e. the activities to be undertaken must have an obvious relevance to the individual pupil's learning process. It is within this context that the non-completion of homework should be addressed.

Homework diary

All pupils are provided with a homework diary at the start of the school term. This is the key vehicle for communicating homework activities to parents and should be used as fully as possible (other than simply to record **what** homework has to be done and the **date** by which it has to be done). To communicate (briefly) with parents, particularly where there are concerns over non-completion).

Schedule

Key Stage 3 Computing	Schedule	Availability (format)
7	Once a week	Electronically (uploaded to one drive)
8	Once a week	Electronically (uploaded to one drive)
Key Stage 4 Computing	Schedule	Availability (format)
10	Once a week	Electronically/Paper
11	Once a week	Electronically/Paper/Revision book
Key Stage 4 Business Studies	Schedule	Availability (format)
10	Once a week	Electronically/ paper/ video
11	Once a week	Revision books/exam papers

Geography Assessment Policy

Just like teaching methods there should be a menu of assessment so that all pupils are catered for no matter their preferred feedback style; there must be a mixture of formative and summative assessment undertaken. Each half term students should receive a Key Assessment summative assessment, a spelling test using the spelling test function on SMHW, formative feedback for a piece of creative homework and oral feedback in lessons when appropriate. Peer assessment will be undertaken with the creative piece of homework using a formal AfL approach where self, peer and teacher will grade work using previously shared task success criteria.

1. Key Assessments:

Timing: Each year group will have a half termly Key Assessment. This will either be at the end of the Scheme of Work, or at a more timely point if needing to balance with other commitments such as Parents' Evenings, end of year reports, or internal mock exams.

Form: Key Assessments will always be photocopied on green a3 paper and folded. This is to facilitate pupil ability to find them in their books and be more confident in how to talk about their progress. They will have the standard question and answer format, with all responses to be written on the paper to mirror what they will be expected to do at GCSE. The final third of the back sheet will be a reflection grid to help facilitate the green pen work and what they need to do moving forward to improve.

Duration: all assessments to be 35 minutes- rationale for this is the idea of the GCSE questions having a 30 minute time frame. If we can train the pupils to write in 30 minutes then it should be easier for them to translate this to GCSE.

Content: the assessments should mirror the range of skills, knowledge and application of knowledge expected at GCSE again to ensure that the process of assessment is educational and informative and instils in pupils the confidence that they can achieve from day one of Geography. In every assessment there should be opportunities for the consolidation of numeracy, literacy and stimulus response. There will always be a range of mark allocations including 1 mark multiple choice questions, 2 mark stimulus response and definition questions, 4 mark text based and 8 mark extended response questions.

Assessment: Each assessment is to be marked against the mark scheme. This will generate a percentage. Ideally the whole cohorts' results will be taken and used to work out the level. These levels will then be applied to the percentages. This process will be talked through with ANA from a mathematical perspective to ensure that it is consistent with school policy and is fit for purpose. This data will be used as the guide for calendared data entry points.

2. Creative Homework:

When marking the creative homework effort grades will be given ranging from 1-5

1-Outstanding

2- Good

3- Satisfactory

4- Working toward

5- Unacceptable

It is imperative that if appropriate the full grade range is used so as to challenge any poor quality homework but also engender pride and excellence in how students

approach their independent work. It is to be made clear to pupils that the key piece of homework links to the homework data entry point so that they more clearly understand how that data is generated.

3. Book Work:

The quality of work in exercise books is to be assessed not only for its content but also the quality of its completion and presentation. It is an expectation that:

- all key words are highlighted
- all big questions, titles & dates are underlined
- no space is wasted in books
- all drawing is in pencil
- all writing is in pen and all work stuck in appropriately- this should be commented on, and the responded to by pupils
- For ease of assessment students should number pages so that if required the teacher can easily pinpoint work if needed. When pupils have responded this should be acknowledged by a red tick or comment.

Key Stage 4:

At Key Stage 4 they will follow the same format of half termly key assessments. The main difference is that in Year 11 students will be expected to complete an assessed Exam Style question each week from November onwards. This will be especially important once the decision making exercise and skills based elements of the course are being taught to help students retain the taught elements of the course.

By undertaking marking in this way it will be in line with the wider social sciences policy as set out below

Social Sciences marking policy – Amended September 2016

Key Stage 3

All Key stage 3 books will be marked according to the schools policy of dialogue marking at least once every half term. Alongside this assessments will be marked and within each scheme of work there will be opportunities to complete self and peer assessment and set targets. This will be completed in green pen so students can then use these to help progress throughout the unit.

The marking will be completed in red pen and the stamps will be used to direct students where to respond. Pupil self/peer assessment and marking feedback comments will be recorded in green pen. Dedicated individual response time will be allocated to respond to this dialogue marking.

Marking for literacy will also be followed according to the policy that has been written. We aim to correct c. three spellings per piece of work if necessary. Key Vocabulary will be recorded within glossaries or exercise books.

Praise and success/learning points will be recorded if awarded for written work. The consequence structure for insufficient work will also be made evident.

Key Stage 4

All Key Stage 4 books will be marked according to the schools policy on dialogue marked at least once every half term. Alongside this examination questions will be marked regularly according to exam specification and feedback provided on how to progress. Regular assessments and homework's will also be marked. Within each scheme of work there will be opportunities to complete self and peer assessment and set personal targets. Teacher marking will be completed in red pen so it is clear to see and track targets. Pupil self/peer assessment and marking feedback comments will be recorded in green pen.

Marking for literacy will also be followed according to the policy that has been written. We aim to correct 3 spellings per a piece of work if required. Key Vocabulary will be recorded within glossaries or exercise books.

Praise stickers are to be used and where success points are awarded will be made clear. The consequence structure for insufficient work will also be made evident

Students are encouraged to review each other's learning through a range of self and peer assessment including peer marking to mark schemes, joint planning key bits of work and collaborating in key phases of work.

Progress is measured primarily through Assessments at regular intervals, however the teacher should also implement a range of methods throughout each lesson to identify the level of progress for the class and individuals. Such strategies include the use of hinge questions, mini plenaries and evaluating and annotating model answers.

History Assessment Policy

In accordance with school policy the history department have common assessments which pupils complete during each half term. The History department is trialling a change to assessment questions so that they replicate the style, structure and wording of the GCSE questions which they would be expected to answer, if they carry on studying History.

	Autumn	Spring	Summer 1	Summer 2
Year 7	Baseline assessment	"Who should be blamed for the murder of Thomas Beckett?"	"Does Mary deserve to be called Bloody?"	"Shakespeare or Fakespeare?"
Year 8	"Should we remember World War One?"	Source based- "Why was Slavery abolished?"	"How was the Holocaust humanly possible?"	"Was Cromwell a Hero or Villain?"

Results of these Common Assessments are inputted into the Resource Area Tracking Folder.

Schemes of work and assessments for each of the study units can be found on the Resource Drive.

History Marking Policy

Social Sciences marking policy – Amended September 2016

Key Stage 3

All Key stage 3 books will be marked according to the schools policy of dialogue marking at least once every half term. Alongside this assessments will be marked and within each scheme of work there will be opportunities to complete self and peer assessment and set targets. This will be completed in green pen so students can then use these to help progress throughout the unit.

The marking will be completed in red pen and the stamps will be used to direct students where to respond. Pupil self/peer assessment and marking feedback comments will be recorded in green pen. Dedicated individual response time will be allocated to respond to this dialogue marking.

Marking for literacy will also be followed according to the policy that has been written. We aim to correct c. three spellings per piece of work if necessary. Key Vocabulary will be recorded within glossaries or exercise books.

Praise and success/learning points will be recorded if awarded for written work. The consequence structure for insufficient work will also be made evident.

Key Stage 4

All Key Stage 4 books will be marked according to the schools policy on dialogue marked at least once every half term. Alongside this examination questions will be marked regularly according to exam specification and feedback provided on how to progress. Regular assessments and homework's will also be marked. Within each scheme of work there will be opportunities to complete self and peer assessment and set personal targets. Teacher marking will be completed in red pen so it is clear to see and track targets. Pupil self/peer assessment and marking feedback comments will be recorded in green pen.

Marking for literacy will also be followed according to the policy that has been written. We aim to correct 3 spellings per a piece of work if required. Key Vocabulary will be recorded within glossaries or exercise books.

Praise stickers are to be used and where success points are awarded will be made clear. The consequence structure for insufficient work will also be made evident

Students are encouraged to review each other's learning through a range of self and peer assessment including peer marking to mark schemes, joint planning key bits of work and collaborating in key phases of work.

Progress is measured primarily through Assessments at regular intervals, however the teacher should also implement a range of methods throughout each lesson to identify the level of progress for the class and individuals. Such strategies include the use of hinge questions, mini plenaries and evaluating and annotating model answers.

The following marking code will be used across the department.

Code		What does this mean?
Underline or SP	Spelling error	Find correct spelling and correct in margin, use look, cover and check method or breaking word up into 'memorable chunks'
Circle or correction	Punctuation error	Insert correct punctuation or amend highlighted punctuation. Find out why the change is needed.
Correction	Capital letter error	A capital or lower case letter is used incorrectly. Pupils should make correction.
Gr	Grammatical error	The sentence is not clear and does not make complete sense.
//	New paragraph needed	Pupil should insert // in the correct place if the teacher has not done so.
△	Presentation point	Identify the aspect of presentation requiring improvement and amend in subsequent work
✓✓	Developed idea acknowledgement	Use to indicate: <ul style="list-style-type: none"> - Great idea - A sophisticated word that has an impact on the reader has been used

Common presentation rules

The quality of presentation and layout of work is something we encourage pupils to take pride in when they complete both classwork and homework. Guidelines for the presentation of pupils' work are:

Take pride in your work

1. Underline the title and date which should be written before each piece of work
2. All written work should be completed in blue or black ink (a variety of colours is encouraged for highlighting key words, emphasising points and completing written diagrams and mind maps)
3. Worksheets should be neatly stuck in at the appropriate place in exercise books.
4. Cross out errors with a single neat line.
5. Indicate to the teacher what your response will be/has been to detailed feedback you receive from them (below the teacher comments)

In addition, when marking common assessments the department uses its own feedback and target.

KS3 and KS4

Progress Check Tracker Sheet- KS3

Target Grade	
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Date	Grade Achieved (if applicable)	What do you need to do to improve?	Parent/ Guardian signature

Performing Arts Department Assessment Policy

When written work is completed by students for either key stage three and key stage four subjects it will meet the following criteria;

1. Throughout the work teacher comments will allow the students to recognise what is going well and why.
2. Teacher comments will offer a question or a target to allow students to improve incrementally.
3. An opportunity for the student to respond either verbally or in prose.
4. A summative statement at the end of each project or unit which informs the student of whether they are on or off target according to their predicted grade.
5. Praise is given in the form of the school's reward system.
6. If work is inappropriate the teacher has made the student aware via their comments.

If practical work is used within the course the students will be given verbal feedback throughout the creative process by the teacher. The teacher will provide a written summative statement to indicate whether the student is on or off target at the end of each project for the practical work.