



Limehurst Academy Policy Document

Assessment & Marking

Date Approved by Governors: October 2019

Review Date: October 2020

Headteacher's signature:

Chair of Governors' signature:

Limehurst Academy Assessment, Marking and Feedback Policy

Aims

- To implement a consistent and effective assessment system *at Key Stages Three and Four*.
- To have consistent quality feedback within departments
- To ensure students act on feedback to improve subsequent work
- To inform planning, monitoring and assessment.

Key Stage Three Assessment at Limehurst Academy

A grading system is in place using numbers 1 to 9, with 9 being the highest.

This grading system mirrors the new GCSE grades that will be introduced in 2018 across all subjects (English and Maths in 2017). The aim is to give parents/carers, students and teachers a clear idea of the grade that is most likely to be achieved at the end of GCSEs in each subject.

At the beginning of Year 7, students are set a Minimum Outcome Grade based on their Key Stage 2 performance in English and Maths.

These have been introduced to students in the form of Learning Pathways:

<i>New Average KS2 Scaled Score (introduced in 2016)</i>	<i>Key Stage Two Average Point Score (used until 2015)</i>	<i>Minimum Outcome Grade (MOG)</i>	<i>Key Stage Three Learning Pathway</i>	<i>Expectation</i>
86 and below	KS2 APS Levels 1- 3c	1-2	Foundation pathway	Working towards national expectations
87 - 95	KS2 APS Level 3b and 3a	3	Developing pathway	
96 -103	KS2 APS Level 4	4-5	Secure pathway	Working at national expectations
104 - 116	KS2 APS Level 5c and 5b	6-7	Excellence pathway	Working beyond national expectations
117 -120	KS2 APS Level 5a and above	8-9	Exceptional pathway	

Key Stage Four Assessment at Limehurst Academy

Students are set Minimum Outcome Grades based on their Key Stage 2 performance in English and Maths.

Key Stage Two APS Level	GCSE Minimum Expected Outcome Grade
Level 1	2
2c	2
2b	2
2a	2+
3c	2+
3b	3
3a	3+
4c	4
4b	4+
4a	5
5c	6
5b	7
5a	8
Level 6	8+

Collecting Performance Information at Key Stages Three and Four

Predicted Outcome Grades (POG) are collected for all students in all subject areas twice a year.

Students are assessed against their Minimum Outcome Grade (MOG). If a student is making estimated progress, they will stay at the same grade.

Example

A student who starts Year 7 at Grade 5 and leaves with a Grade 5 at GCSE will have made 'estimated progress'. This is because the assessment criteria for Grade 5 will become more challenging year-on-year.

If at any point, the same student's POG is adjusted to Grade 6, they will be making 'more than estimated' progress. Students who consistently exceed their MOG in a subject area will be given a more ambitious Target Outcome Grade (TOG) to work towards in that subject.

Monitoring progress through effective marking and feedback at Key Stages Three and Four

Tracking sheets giving Current, Minimum and where appropriate Target Outcome Grades should be kept at the front of exercise books or folders. These should be based on the whole- school template (see Appendix A). They should be updated on a regular basis and transferred to a new book / folder when one is started.

Marking in all its forms will be used by teachers to identify the progress that students are making and inform the planning of future lessons. Quality feedback will be provided regularly to students to empower them to improve their work and support their progress.

Individual marking and feedback policies for each Department can be found in Appendix B.

Rewarding Good and Outstanding Work

Additional reward points can be given for good work, in particular:

- Where students meet or exceed their Minimum Outcome Grade.
- Where noticeable progress has been made from one piece of work to the next.
- If students put in extra effort for a piece of homework.
- If students produce a piece of work of a very high standard.

Each term Departments should reward pupils in each group who have made good or outstanding progress, worked hard or achieved highly. For example, contact with parents and certificates (and prizes where appropriate) awarded to these students in Reward Assemblies.

Roles and Responsibilities

Teacher

- Mark work according to departmental policy.
- Award students grades for work in their book or folders and ensure students know what grade they are working at and how this relates to their Minimum Expected Outcome grade.
- Advise students on how to improve their grade and ensure that students know how to make progress.
- Ensure that student tracking sheets (in front of books or folders) are kept up to date.
- Ensure that the school data system is updated for each data collection (four times per year).
- Share good practice in marking at Department Meetings.
- Recognise and reward effort and progress.
- Where appropriate, keep a record of verbal feedback given.

HODs

- Carry out regular marking scrutinies and moderation exercises within the Department, and where appropriate with other schools and awarding bodies.
- Feedback evidence from marking scrutinies to Line Managers.
- Keep a record of good marking practice within the Department for QA and moderation purposes.
- Ensure that marking and assessment is recorded correctly across the Department, using the school data system.
- Monitor progress across the Department.

Learning Support

- Read through written comments from teachers to students in order to guide SEN /EAL students in the group.
- Use the same notation consistently and in accordance with the whole school approach outlined in this policy.

Students

- Hand in work as required.
- Read and respond to comments written by teachers.
- When advised, self-assess work using a set of criteria.
- Peer assess work fairly and responsibly, giving strengths and next steps.
- Catch up on work after absence or if work is lost.
- Keep standards of presentation of work high.

Parents

- Read through comments written by teachers.
- Support students by checking that pupils are bringing the correct work to school.
- Check and sign students' planners each week.

Leadership Team

- Set foci for and analyse feedback from regular marking scrutinies and learning walks, in order to check standards and consistency across the school.
- Identify, implement and review appropriate intervention for students who are underachieving in a number of subject areas.
- Discuss marking and assessment at line manager meetings with HODs.
- Monitor the implementation of the policy.

Governors

- To be aware of the school marking policy and its effectiveness.
- To listen to feedback on the implementation of the policy.

Monitoring, evaluation and review

- SLT / HODs to carry out marking scrutinies and learning walks with a specific focus, on a regular basis.
- Use results of marking scrutinies and learning walks to ensure consistency and good practice, and to identify and address areas for development across the school.
- Line Managers to look at books for consistent and regular marking during lesson observations and learning walks.
- Student Council to discuss how marking impacts on their progress.
- Parental and Staff surveys.
- SLT to evaluate policy as part of school self-evaluation.

Success Criteria

- Raised levels achievement in all year groups.
- Consistent and successful use across departments.
- All pupils know current and Minimum Outcome Grades and how to improve their work and make progress.
- All pupils can track their progress in each subject.
- Students become accurate and confident with self and peer assessment.
- All stakeholders have clear understanding of marking policy.

Appendix B: Departmental Marking Policies

ADT Marking Policy

Art, Design and Textiles:

Key Stage 3

All A3 plastic folders must contain	<ul style="list-style-type: none"> • A4 Green tracker folder (only progress grades filled in) • A3 Centralised feedback sheet per project – acts also as project checklist and built in DIRT tracker • Sticker on front with name / subject / class
Formal Assessments	<ul style="list-style-type: none"> • Identified by ‘key icon’ on A3 centralised feedback sheet for every rotation (rotations last 7 - 14 weeks).
Marking expectations (min) per rotation	<ul style="list-style-type: none"> • At least one piece per AO (AO1: Artist research / AO2: Practical development / AO3: Observational study / AO4: Masterpiece) will be marked by the teacher – these are key GCSE transition pieces and identified on the A3 centralised sheet. • At least one task peer assessed (chosen task dependent on group needs). • At least one task self-assessed (chosen task dependent on group needs). • Pupils should respond to teacher feedback and cross-out their NST to indicate the need for a re-grade (as stated on their A3 centralised feedback sheet). Teachers should remark and record the new grade using the right-hand column. • Go4Schools should be updated every rotation with grades for key pieces of work.

Key Stage 4

All A3 sketchbooks must contain	<ul style="list-style-type: none"> • Tracker slip cut and stapled into A3 sketchbook (carried forward into subsequent project sketchbooks) • A3 Centralised feedback sheet - acts also as project checklist and built in DIRT tracker (one per new project) • Sticker on front with name / subject / class • Course companion
Formal Assessments	<ul style="list-style-type: none"> • Key pieces of work identified by ‘key icon’ on A3 centralised feedback sheet • Unit 1: Portfolio 60% • Unit 2: Externally Set Task 40%
Marking expectations (min) per project	<ul style="list-style-type: none"> • Each key piece of work on the A3 centralised feedback sheet requires marking and feedback from the teacher. • Marking will be a minimum of every third week. A formally planned full class DIRT session should take place at least once per half term- using the A3 centralised feedback sheet. • Pupils should respond to teacher feedback and cross-out their NST to indicate the need for a re-grade (as stated on their A3 centralised feedback sheet). Teachers should remark and record the new grade using the right-hand column.

	<ul style="list-style-type: none"> Go4Schools should be updated with grades for key pieces of work.
--	--------------------------------------------------------------------------------------------------------------------

Food:

Key Stage 3

All books / folders must contain	<ul style="list-style-type: none"> A4 Green tracker folder (filled in with key assessments – acts as project checklist) Course booklet – contains DIRT planner
Formal Assessments	<ul style="list-style-type: none"> Key pieces of work as identified in course booklet and green tracker folder End of topic tests as indicated in course booklet, a minimum of once per rotation.
Marking expectations (min) per rotation	<ul style="list-style-type: none"> One topic test per rotation At least one piece per key area will be marked by the teacher (Health and Safety / Investigate / Make / Evaluate) these are key GCSE transition pieces Pupils are to record their response to feedback in their booklets At least one task peer assessed (chosen task dependent on group needs) At least one task self-assessed (chosen task dependent on group needs) Go4Schools should be updated with grades for end of topic tests and key pieces.

Key Stage 4

All books / folders must contain	<ul style="list-style-type: none"> Tracker slip cut and glued into A4 binder A3 Centralised feedback sheet – acts also as project checklist and built in DIRT tracker Course companion Binder split into topics - forms a checklist for project
Formal Assessments	<ul style="list-style-type: none"> End of topic tests as indicated in SOW, at least one per half term End of lesson quizzes as indicated in SOW, at least one per half term Review tests as needed NEA 1: Food Investigation task 15% NEA 2: Food Preparation task 35% Externally set / marked exam 50%
Marking expectations (min) per project	<ul style="list-style-type: none"> Every end of topic test and review test will be marked and graded Every third practical will be marked by the teacher and given a grade, WWW and EBI. A formally planned full class DIRT session should take place at least once per half term- using the A3 centralised feedback sheet. Go4Schools should be updated with end of topic tests and all marked practicals.

Citizenship Marking Policy

Key Stage 3

All books must contain	<ul style="list-style-type: none">Tracking sheets, which will be used to record assessment grades and EBI improvement feedback.Evidence of marking by both teachers and students, through the use of peer and self-assessment.Evidence of students responding to feedback and improving their work. <p>The department is currently creating a curriculum overview for each year. Once this is completed, there is an expectation that this will be in students' books.</p>
Formal Assessments	<ul style="list-style-type: none">A minimum of three assessments, one per term. Each assessment will be completed at the end of a unit.
Marking expectations (min)	<ul style="list-style-type: none">Exercise books should have been marked a minimum of once a half term.Assessments should receive a mark/grade as well as a WWW and an EBI, which should be recorded on the student's tracking sheet.Grades for key pieces of work will be added to Go4Schools mark books.Teachers will mark using green pen, whilst students will respond to improve their work using purple pen.There should be 3 examples of peer or self-assessed work, with one completed each term.Teachers may use positive comments or stamps to reinforce verbal feedback.

Key Stage 4

All books must contain	<ul style="list-style-type: none">Students will have separate classwork (red) and exam practice (purple) books.Evidence of marking should be seen in the exam practice books.Student improvements responding to feedback will be in purple pen.Tracking sheets will be present in exam practice books. They should be used to record mark/grades for assessed work, as well as improvement feedback through EBI.Sample answers, some of which will be examples of low-level answers that students will improve.Specifications for each theme will be present in classwork books.
Formal Assessments	<ul style="list-style-type: none">A minimum of three tests in each year. This may include end of unit tests (mainly in Year 10), or both end of unit and revision tests (mainly in Year 11).1 exam question every half term.
Marking expectations (min)	<ul style="list-style-type: none">Tests to be given both a mark and a grade.

	<ul style="list-style-type: none">• These should be recorded in student trackers at the front of exam question books.• The results should be tracked using Go4Schools.• 1 exam question marked by the teacher every half term.• Teachers will mark using green pen, whilst students will respond to improve their work using purple pens.• Evidence of one piece of self/peer-assessed work per term. This may be an exam question or a keyword test.• Students should improve this work using purple pens.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

English Marking Policy

Key Stage 3

<p>All books must contain</p>	<p>English Department Marking colours:</p> <ul style="list-style-type: none"> • Red – teacher • Purple – self • Green – peer <p>Exercise books:</p> <ul style="list-style-type: none"> • Evidence of regular teacher, peer and self-assessment. Exercise books should show evidence of students responding to formative assessments based on the appropriate assessment objectives of their final summative piece. <p>N/B: due to the nature of English lessons and the content covered, student exercise books will contain many pages of ‘notes’; these should not be marked as they are there to help consolidate student understanding of the studied text.</p> <p>Bank of WWW and EBI based on the formal assessment feedback sheets</p> <ul style="list-style-type: none"> • Used to cut down on the amount needing to be written by the teacher e.g. teachers use code to reduce the amount needed to be written in each individual book. Students then identify WWW and EBIs from PowerPoint on shared area to make a note of their area for development. <p>Purple highlighters</p> <ul style="list-style-type: none"> • used by teachers to identify the section of writing that needs to be re-written (‘purple pen of progress’) Students can then use their feedback codes to track their areas of development and progress across both formative and summative assessments. <p>Assessment books:</p> <ul style="list-style-type: none"> • Evidence of teacher assessment and self-reflection e.g. purple pen response to teacher feedback. • Formal feedback sheets used to enable students to see clearly WWW, EBI and NS / Purple Pen. At KS3 students are NOT awarded a grade in their assessment books, rather they are told whether they are meeting their MOG. • All assessment books contain a tracker sheet that is updated regularly with assessment details, latest POGs and NS/targets for students. <p>Assessments per half term follow the outline for assessments on the Go4Schools markbook for the academic year.</p>
<p>Formal Assessments</p>	<p>Assessment books:</p> <ul style="list-style-type: none"> • Formal feedback sheets used to enable students to see clearly WWW, EBI and NS / Purple Pen in relation to the assessed AOs. <p>Please note – teachers’ discretion as to whether to use the formal feedback sheets or hand write comments</p> <p>At KS3 students are NOT awarded a grade in their assessment books, rather they are told where they are in terms of reaching their MOG.</p>
<p>Marking expectations (min)</p>	<p>Every six hours of teaching (inclusive of summative assessment).</p>

Key Stage 4

<p>All books must contain</p>	<p>English Department Marking colours:</p> <ul style="list-style-type: none"> • Red – teacher • Purple – self • Green – peer <p>Exercise books:</p> <ul style="list-style-type: none"> • Evidence of regular teacher, peer and self-assessment. Exercise books should show evidence of students responding to formative assessments based on the appropriate assessment objectives of their final summative piece. <p>N/B: due to the nature of English lessons and the content covered, student exercise books will contain many pages of ‘notes’; these should not be marked as they are there to help consolidate student understanding of the studied text.</p> <p>Bank of WWW and EBI based on the formal assessment feedback sheets</p> <ul style="list-style-type: none"> • Used to cut down on the amount needing to be written by the teacher e.g. teachers use code to reduce the amount needed to be written in each individual book. Students then identify WWW and EBIs from PowerPoint on shared area to make a note of their area for development. <p>Purple highlighters</p> <ul style="list-style-type: none"> • used by teachers to identify the section of writing that needs to be re-written (‘purple pen of progress’) Students can then use their feedback codes to track their areas of development and progress across both formative and summative assessments. <p>Assessment books:</p> <ul style="list-style-type: none"> • Evidence of teacher assessment and self-reflection e.g. purple pen response to teacher feedback. • Formal feedback sheets used to enable students to see clearly WWW, EBI and NS / Purple Pen. At KS4 students are awarded a mark and grade in their assessment books based on the highest available GCSE grade boundaries to date. • All assessment books contain a tracker sheet that is updated regularly with assessment details, latest POGs and NS / targets for students. <p>Assessments per half term follow the outline for assessments on the Go4Schools markbook for the academic year.</p>
<p>Formal Assessments</p>	<p>Assessment books:</p> <p>Formal feedback sheets used to enable students to see clearly WWW, EBI and NS / Purple Pen in relation to the assessed AOs. Please note – teachers’ discretion as to whether to use the formal feedback sheets or hand write comments</p>
<p>Marking expectations (min)</p>	<p>Every six hours of teaching (inclusive of summative assessment).</p>

Humanities Marking Policy

Key Stage 3

All books must contain	<ul style="list-style-type: none">• Tracking sheets should be used to record mark/grades for assessed work, as well as improvement feedback through EBI.• Evidence of marking by both teachers and students, through the use of peer or self-assessment.• Evidence of students responding to feedback and improving their work.
Formal Assessments	<ul style="list-style-type: none">• A minimum of 4 end of topic assessments.
Marking expectations (min)	<ul style="list-style-type: none">• End of topic assessments will be given a grade, WWW and EBI target.• Teachers mark in green and students respond by improving their work using purple pens.• Key pieces of classwork, homework tasks and assessments are marked before the students rotate.• Grades are added to the Go4schools mark books and progress tracking sheets.

Key Stage 4

All books must contain	<ul style="list-style-type: none">• Tracking sheets will be present in exam practice books. They should be used to record mark/grades for assessed work, as well as improvement feedback through EBI.• Students will have separate classwork and exam practice books.• Evidence of marking should be seen in the exam practice books.• Student improvements responding to feedback will be in purple pen.• Sample answers, some of which will be examples of low-level answers that students will improve and mark.• Key words and specification materials.
Formal Assessments	<ul style="list-style-type: none">• Topic and unit tests throughout the year that have been formally graded with GCSE grades and logged on Go4schools.
Marking expectations (min)	<ul style="list-style-type: none">• Regular teacher marking and feedback in exam books.• Tests to be given a mark and a grade if appropriate.• Teachers will mark exam questions using green pen, whilst students will respond to improve their work using purple pens.• Evidence of self/peer-assessed work. This may be an exam question or a keyword test.• Grades are added to the Go4schools mark books and progress tracking sheets and update regularly.

Computing and ICT Marking Policy

Key Stage 3

All books must contain	<ul style="list-style-type: none">• Tracking sheet• Booklet with:<ul style="list-style-type: none">○ Current MOG / POG / Pathway○ Glossary of key words○ Student progress tracker Start/Mid/End○ Challenge tasks
Formal Assessments	<ul style="list-style-type: none">• Each topic of study will last half a term. End of topic assessment at the end of each topic (teacher will have to print this once completed, as the test is computer based).• Student corrections to be made on printed tests. Teacher to go thorough and explain the answers.• WWW, EBI based on class work and end of topic test
Marking expectations (min)	<ul style="list-style-type: none">• Verbal feedback given regularly and logged in booklets every lesson.• Peer assessment tasks on some units.• Formal assessments marked at the end of each topic with levels given.• Self-assessment tasks using assessment criteria used at the end of some units.

Key Stage 4

All books must contain	<ul style="list-style-type: none">• Progress tracker• A ring binder folder with dividers correctly labelled for each unit• Exam specification• mark schemes to exam questions• Sample A/B/C grade answers• Weekly homework tasks
Formal Assessments	<ul style="list-style-type: none">• End of Unit/Mid Unit test every half term after each topic – will be marked using the exam board criteria• Teacher to mark each test and award a percentage score• Teacher to go through the test<ul style="list-style-type: none">○ Students to correct any incorrect answers○ Add to/improve any essay type questions○ Teacher to share mark criteria so students know how marks are awarded• WWW, NS after each Assessment.• D.I.R.T task after each Assessment.
Marking expectations (min)	<ul style="list-style-type: none">• Verbal feedback given every lesson to ensure students have good practical understanding• End of topic tests at the end of each half term marked. WWW, EBI and given.• Homework to be marked and verbal feedback given to students weekly

Mathematics Marking Policy

Key Stage 3

All books must contain	<ul style="list-style-type: none">• Tracking sheets attached and updated to the front of each book.• Self-assessment sheets for each unit of work.
Formal Assessments	<ul style="list-style-type: none">• Formal assessments will take place twice every term.
Marking expectations (min)	<ul style="list-style-type: none">• For formal assessments, staff will mark and provide personalised feedback sheets that will be attached to the students' assessment paper. This will be kept in students' folders.• Students will be given time, in class, to reflect on their understanding and respond/correct their work in response to this feedback.• Students will be given a 'Learning objective' at the beginning of each lesson. They will reflect on their understanding of the main concept by placing a tick, cross or by writing 'OK' in a box at the end of each lesson.• Students will be expected to either self-assess or peer assess their work during the course of each lesson.• Where classwork is designed to build students' understanding of a concept, it is likely that much feedback will be given verbally, allowing students to act on it immediately.• Staff will circulate during lessons and provide verbal/written feedback where appropriate. Staff will provide examples/corrections/comments in books using a red pen during the course of the lesson, or demonstrate in front of the whole class to ensure understanding.• On completion of a unit of work, students will be expected to complete a 'Self-assessment sheet' detailing their WWW and EBIs. Which will be stuck into their books.• Staff will provide target questions to be completed.• Tracker sheets and Go4Schools will be updated after each formal assessment.

Key Stage 4

All books must contain	<ul style="list-style-type: none">• Tracking sheets attached and updated to the front of each book.• Self-assessment sheets for each unit of work.
Formal Assessments	<ul style="list-style-type: none">• Formal, in class assessments will take place during Autumn 1 and Spring 1 term.• Students will sit two sets of mock exams (December and PiXL Wave in March). Exam analysers will be completed for both sets of exams so students can reflect on strengths and weaknesses for each paper.• On completion of the PiXL March mock exams, students will be provided with a 'Smith Proforma'. (A document that enables

	<p>students to clearly see their secure and insecure areas and what action is planned to secure the insecurities).</p>
<p>Marking expectations (min)</p>	<ul style="list-style-type: none"> • For formal assessments staff will mark and provide personalised feedback sheets that will be attached to the students' assessment paper. This will be kept in students' folders. • Students will be given time in class to reflect on their understanding and respond/correct their work in response to this feedback. • Students will be given a 'Learning objective' at the beginning of each lesson. They will reflect on their understanding of the main concept by placing a tick, cross or by writing 'OK' in a box at the end of each lesson. • Students will be expected to either self-assess or peer assess their work during the course of each lesson. • Where classwork is designed to build students' understanding of a concept, it is likely that much feedback will be given verbally, allowing students to act on it immediately. • Staff will circulate during lessons and provide verbal/written feedback where appropriate. Staff will provide examples/corrections/comments in books using a red pen during the course of the lesson, or demonstrate in front of the whole class to ensure understanding. • On completion of a unit of work, students will be expected to complete a 'Self-assessment sheet' detailing their WWW and EBIs. Which will be stuck into their books. • Staff will provide target questions to be completed. • Tracker sheets and Go4Schools will be updated after each formal assessment and mock exam.

MFL Marking Policy

Key Stage 3

<p>MFL BEST Books (A4 yellow exercise books) must contain:</p>	<ul style="list-style-type: none"> ● On front inside cover, a copy of the school tracker for MFL, which will be updated after assessments. ● On the inside of the back cover and on the back page, a copy of Marking Vocabulary sheet, a copy of the MFL department 'BEST Book Guidelines' and 'Expected Conduct for MFL Activities' sheets. ● Bilan (summary of the topic) for the current topic. ● Work will be marked using a green pen. When appropriate, the departmental pink marking feedback sheets will be used, including WWW and EBI. ● Students may make some corrections and improvements to their work in purple pen.
<p>Formal Assessments</p>	<ul style="list-style-type: none"> ● At the end of every topic, students are examined in 1 - 2 skills. (Exceptions can be made when speaking exams are held as these take so long to conduct and to mark.)
<p>Marking expectations (min)</p>	<ul style="list-style-type: none"> ● Key pieces of work will be marked for each topic. ● Written comments are no longer required for verbal feedback. ● Staff mark students' work in green. Where appropriate, students' responses will be in purple. ● Assessment marks will be added to Go4Schools mark book. ● Students' tracker sheets will be updated.

Key Stage 4

<p>All BEST books must contain: GCSE BEST books (A4 lilac exercise books)</p>	<ul style="list-style-type: none"> ● On front inside cover, a copy of the school tracker for MFL, which will be updated after assessments. ● On the inside of the back cover and on the back page, a copy of Marking Vocabulary sheet, a copy of the MFL department 'BEST Book Guidelines' and 'Expected Conduct for MFL Activities' sheets. ● Bilan (summary of the topic) for the current topic. ● Staff choose the 'End of Topic' exam PRACTICE (screen printed) pages, at the end of each topic in the Edexcel GCSE course book, which are best suited to the needs of their groups. Feedback is immediate and students mark their work. ● When appropriate, a picture-based task for the current topic with tasks, which are best suited to the needs of the group.
<p>Formal Assessments</p>	<ul style="list-style-type: none"> ● End of topic tests, which best meet the needs of the teaching groups, will be set. A variety of listening, reading and writing tests from the Edexcel GCSE course will be used. ● If time allows, speaking exams will be conducted for <u>each theme</u>. ● Mock speaking exams will be planned into the school diary. ● Mock Writing exam in Year 10 (whole school mock timetable). ● Mock Listening exam in Year 11 (whole school mock timetable). ● Mock Reading exam in MFL lessons in Year 11.
<p>Marking expectations (min)</p>	<ul style="list-style-type: none"> ● The AT2 Module 1-8 questions will be stored in the students' ICT areas. Staff must ensure that all computer stored work is correct and ready to be learnt. Improvements will be discussed with students on a one-to-one basis. ● Appropriate end of topic tests. ● Where appropriate, pre-printed MFL pink feedback sheets will be used to mark tasks. ● Written comments are no longer required for verbal feedback. ● Staff mark students' work in green. If appropriate, students' responses will be in purple. ● Assessment marks will be added to Go4Schools mark book. ● Students' tracker sheets will be updated.

Music and Drama Marking Policy

Music:

Key Stage 3

All books must contain	<ul style="list-style-type: none">• Tracking sheet• Current MOG / POG / Pathway• Glossary of key words• Student topic evaluation
Formal Assessments	<ul style="list-style-type: none">• End of topic assessment / teacher feedback. Regularity will depend upon topic length. Usually between 4 and 8 lessons.• Longer topics also contain interim assessments with the student response. These are usually after approximately 6 lessons.
Marking expectations (min)	<ul style="list-style-type: none">• Verbal feedback regularly given with student responses / reflection. Each student to have a minimum of 2 verbal feedbacks per topic. Each student to give at least one reflection task per topic.• Peer assessment tasks on some units.• Formal assessments marked at the end of each topic with grades given.• Self-assessment tasks using assessment criteria used at the end of some units.• Student improvements to be identified through the use of the progress tracker (which students must complete at the start and end of each topic). Also use the student reflection to identify what students have learnt within the topic process (e.g. composition or performances skills and what they have learnt).• Tracking sheets and Go4Schools will be updated after each end of topic assessment.

Drama:

Formal Assessments	<ul style="list-style-type: none">• End of topic assessment using feedback sheet will take place after each rotation: rotation 1 = 6 lessons, rotation 2 = 5 lessons.• Evaluation (completed for homework) assessed using different criteria and levelled.• Feedback sheets to be stuck into English assessment books
Marking Expectations	<ul style="list-style-type: none">• Verbal feedback regularly given with time for students to respond in lessons.• Grades uploaded to Go4Schools after each rotation on the English mark book.• Peer and self-assessment tasks embedded throughout each scheme for students to verbally evaluate their own work and the work of others.

Key Stage 4

Music	
All books must contain	<ul style="list-style-type: none"> • Progress tracker • Work split into Areas of Study (Performing, Composing, Appraising) • Assessment Criteria for Performances and Compositions.
Formal Assessments	<ul style="list-style-type: none"> • Recording of performances kept secure. Marking /feedback given, relating it to assessment criteria. • Interim compositions kept secure on disk with initial feedback given. • Appraisal / Listening tests at the end of each topic. • Students to self-mark exam questions and identify through high-lighting, what they could include in order to improve their answers. These will also be checked by the class teacher.
Marking expectations (min)	<ul style="list-style-type: none"> • All formal assessments marked with feedback and the opportunity for students to improve their mark further. Approximately 2 solo performances and one ensemble performance to take place during Year 10. Also, approximately 3 compositions to be completed during Year 10. Evenly spread throughout the year. • G.C.S.E. grades will be recorded on Go4Schools and tracking sheets. • Set work essays marked at the end of each topic and students complete exam style questions. Grades recorded on Go4Schools and tracking sheets. (Approximately every half term). • The rest of their work marked to check for understanding at regular intervals. • All feedback will be closely linked to the Key Stage 4 specification.
Key Stage 4 Drama	
All books must contain	<ul style="list-style-type: none"> • Progress Tracker • Highlighted assessment criteria for each component and an approximate grade.
Formal Assessments	<p>Devising Drama</p> <ul style="list-style-type: none"> • Teacher feedback and recording of practical assessments and approximate grades every half term. • Completed portfolios given feedback and marked against GCSE assessment criteria responses. Each draft to be printed and stuck into books to show student response and improvement.

	<p>Presenting and Performing Texts</p> <ul style="list-style-type: none"> • Teacher feedback and recording of practical assessments and approximate grades every half term. • Pro-formas completed and marked by the teacher using GCSE assessment criteria responses. Each draft to be printed and stuck into books to show student response and improvement. <p>Drama: Performance and Response</p> <ul style="list-style-type: none"> • Written responses to questions recorded in blue books and marked according to exam criteria every time a question is completed. • Self and peer assessment used to improve responses. Answers marked in line with assessment criteria and mark schemes to show improvement.
Marking expectations (min)	<ul style="list-style-type: none"> • Verbal feedback given every lesson to improve both devised and scripted work. Work in progress feedback with marks for each performance evidence student improvement. • Electronic copies of portfolios sent for each draft to receive comments and feedback. Students have a short time to respond to this and send another draft. Each draft includes a WWW EBI and NS personalised to the student. Each draft to be printed and stuck into books to show student response and improvement. • Teacher feedback for pro-formas to include electronic comments for students to improve work and re-draft ready to be sent to examiner. Each draft to be printed and stuck into books to show student response and improvement. • Marks for each component to be recorded on Go4Schools and tracking sheet.

Physical Education Marking Policy

Key Stage 3

KS3 Booklet	<ul style="list-style-type: none"> • Booklet contains four basic theory modules that link directly to GCSE theory specifications. • Student booklet contains tracker sheet for practical assessments.
Formal Assessments	<ul style="list-style-type: none"> • Every practical area is assessed at the end of the module- this is usually every 6 weeks. • 4 basic theory units are covered throughout the year.
<ul style="list-style-type: none"> • Marking expectations (min) 	<ul style="list-style-type: none"> • Theory areas are marked (students peer assess and staff check). • Every practical area is assessed and grade put on to Go4schools • Students record their practical grades in their booklet • Students reflect on their previous score in the relevant topic.

• Key Stage 4

<ul style="list-style-type: none"> • All folders/books must contain 	<ul style="list-style-type: none"> • Student tracker sheet. • Modular booklet: contains notes and some exam application for theory content on each module. • Exam book/questions: students complete set exam questions for each module. They are taught how to use correct exam technique and are shown model answer technique to improve performance.
<ul style="list-style-type: none"> • Formal Assessments 	<ul style="list-style-type: none"> • Module tests – every module (year 10 and 11). These are at the end of each module topic. • End of year exam (year 10). • Mock exams (year 11).
<ul style="list-style-type: none"> • Marking expectations (min) 	<ul style="list-style-type: none"> • Modular booklet should be checked every module • Low stakes testing completed regularly throughout all modules • All module tests are given an exam grade. • Teachers go through each test with students who create a model answer in order to amend mistakes and improve their work. • Grades recorded on trackers and Go4Schools after each modular test.

Science Marking Policy

Key Stage 3

All books must contain	<ul style="list-style-type: none">• Tracker sheets either stuck into the front of books or in a plastic wallet (teacher's preference), filled in every time a summative assessment is completed (roughly every 4 weeks).• DIRT task completed for every unit. Pupils choose EBI's and WWW's taken from the whole unit and then select a subsequent question that is connected to an EBI. They then complete this using a variety of sources.
Formal Assessments	<ul style="list-style-type: none">• An end of topic assessment is completed for each unit.• End of year tests are completed for each year group.
Marking expectations (min)	<ul style="list-style-type: none">• End of topic assessments and end of year tests are marked against the mark scheme and a grade formulated using the departmental grade boundaries, ensuring consistency across the department. These marks are then imputed on to Go4Schools by the teacher of the group.• Teachers are expected where possible to mark the formal assessments given in class.• Teachers are also expected to review the DIRT tasks completed in class, checking the follow-on question and scoring the pupil on classwork, homework, effort and presentation.

Key Stage 4

All books must contain	<ul style="list-style-type: none">• Tracker sheets either stuck into the front of books or in a plastic wallet (teacher's preference), filled in every time a summative assessment is completed (roughly every 4 weeks).• DIRT task completed for every unit. Pupils choose EBI's and WWW's taken from the whole unit and then select a subsequent question that is connected to an EBI. They then complete this using a variety of sources.
Formal Assessments	<ul style="list-style-type: none">• An end of topic assessment is completed for each unit.• Mock exams are completed at several times for each of the year groups.
Marking expectations (min)	<ul style="list-style-type: none">• End of topic assessments and mock exams are marked against the mark scheme and a grade formulated using the departmental grade boundaries, ensuring consistency across the department. These marks are then imputed on to Go4Schools by the teacher of the group• Teachers are expected where possible to mark the formal assessments given in class.• Teachers are also expected to review the DIRT tasks completed in class checking the follow on question and scoring the pupil on classwork, homework, effort and presentation.

