Oldbury Wells School

Assessment & Feedback for Learning Statement

September 2023

FREQUENCY OF REVIEW:	Every 2 years
RATIFICATION DATE:	Autumn Term 2023
RATIFIED BY:	OWS Local Governing Body
DATE OF NEXT REVIEW:	Autumn Term 2025 *(unless there is a material change)*
AUTHOR:	Deputy Headteacher for Quality of Education (TZW)

At Oldbury Wells School (OWS), we value the importance of effective assessment and feedback. Research has shown that good quality feedback can allow students to gain up to '8 months' of learning (*Education Endowment Foundation*). The primary audience for our assessment is the student as when this is done effectively it pinpoints what the students can do well and allows for effective evaluation that supports teaching and learning.

The school's approach to assessment and feedback supports the learning model – Assess – Plan – Teach and promotes a high quality of education.

The school's approach to marking and feedback also supports the school's curriculum aims:

Learning Goal 1 – **LG1** – Knowledge	(What do students know?)
Learning Goal 2 – **LG2** – Application	(Can students use this information or skills?) Compound lessons
Learning Goal 3 – **LG3** – Skills	(What subject specific skills have been mastered?)

Assessment & feedback is an essential tool for **teachers** bringing about:

- Quality First Teaching
- Effective planning for the class/group and individuals. For example, it diagnoses problems in learning. What a student's strengths and weaknesses are and their level of mastery.
- Identifying gaps in knowledge.
- Effective evaluation of the learning that has taken place. Checking that knowledge is 'embedded and that students use it fluently, and assists teachers in producing clear next steps for pupils' (Ofsted 2019)
- Opportunities for adaptative teaching within groups for pupils of all abilities.
- Improvements in literacy across school and supporting cross curricular links.
- Assessment and feedback is an essential tool for **students** bringing about:
- Effective learning and good/outstanding progress
- Engagement and motivation
- Improvement in students understanding, application, skills and achievements
- Effective responses by students to improve their work and progress.

We believe **across all key stages** there should be a good mixture of assessment tools incorporated into teaching and learning activities and planning.

Feedback *(Assessment for learning)*

Formative assessment tasks (those that take place during the learning) are essential in supporting the school's curriculum goals. These formative snapshots should support teachers and students in knowing what a pupil knows/understands, can apply (demonstrating compound knowledge) and the strength of their skills. This formative assessment will allow teachers to evaluate learning goals and to identify misconceptions and plan high quality lessons. (Appendix A)

Assessment *(Assessment of learning)*

This deeper assessment by teachers may include end of topic tests, homework tasks that assess a variety of learning goals. These are an opportunity for teachers to assess what pupils know, the skills they have secured (mastered) and can apply. This is also an opportunity for pupils to receive written direct feedback.

When providing written feedback teachers are expected to be "Direct Feedback":

- Tell pupils what they have done well

- Set targets that make it clear what students need to do to improve
- Personalise feedback

Where possible the learning goals (intent) will be referenced. (LG1 – Knowledge, LG2 – Application, LG3 – Skill)

When teachers provide written feedback this should be indicated in red pen and where students have responded or undertaken peer or self-assessment this should be in green pen. However, there is no expectation that all teacher feedback on work is followed by green pen from the pupils as action taken by the pupils following feedback will provide evidence of the impact feedback is having.

Feedback should be constructive. Positive language should always be used to motivate students of all abilities and be differentiated.

Assessments do not always require a grade. This is because grade sets and excessive marking remove the quality of feedback that pupils receive. When feedback is selective and effective it provides greater opportunity for reflection and supports progress.

We acknowledge that departments have different methods and that the requirements of assessment can change between subjects. Therefore, the format of assessment may differ between subjects. These formats may differ, but they will state what a pupil has done well, how they can improve and any required pupil responses.

Frequency

Pupils should receive feedback on their work frequently enough to support the cycle of teaching – Assess, Plan, Teach. This is because frequent feedback allows pupils to know how they are doing, but also aids teachers in planning effective interventions or learning experiences. Regular feedback also maintains good standards, expectations and quality of pupil's work.

Feedback is a regular part of the teaching and learning culture at OWS. This should be used in all lessons to support the evaluation of the intent, implementation and impact of the curriculum Teachers written feedback will vary in terms of frequency of curriculum time. Appendix A outlines the range of types of feedback that should be considered and integrated into teaching and learning.

The table below acts as a **guide** to teachers on the frequency of feedback.

Curriculum Time	Feedback (Assessment for Learning)	Written Feedback (Assessment of Learning)
Lessons twice a fortnight or less	Ongoing feedback and evaluation of the learning goals including peer and or self-assessment.	At least once every half term. E.g. End of topic test with written improvement target.
Lessons three to four times a fortnight	Ongoing feedback and evaluation of the learning goals including peer and or self-assessment.	At least twice every half term.
Lessons five times a fortnight or	Ongoing feedback and evaluation of the learning goals including peer and or self-assessment.	At least three times every half term

The average half term lasts 7 weeks, where half terms are shorter this will be reflected in the frequency of feedback

Quality of Books

The feedback the overall quality of pupils' books and work should be reviewed – rules and reminder regarding presentation can be found in all classrooms (Appendix B).

Summative assessment and progress tracking

Summative assessments must take place at least once every half term these will inform data captures and be tracked against targets. This is because students' progress should be tracked to ensure quick and effective interventions can be put in place and where necessary achievements can be celebrated.

Departments should be selective in the key assessment activities that take place. These should be carefully planned for to balance teachers' workloads and be reflected in any departmental assessment plans/schemes of work. Careful planning of these summative assessments into the school calendar would support departments in the data capture process and manage workload.

In this school we believe that summative assessment should be linked to the assessment calendar to support tracking, but with careful long-term planning this should avoid the need for duplication of workload.

Departments should refer to the "Assessment Temperature" table when planning assessments to ensure that they are fit for the intended purpose. Summative assessment should have a cumulative element to it that encourages and supports longer term memory and recall. Summative assessments (tests, mock exams or a key task) should allow teachers/parents and pupils to measure progress against targets and draw conclusions about the level of their work. Any feedback on these should be consistent with the rest of this Statement. Be positive, state what the student has done well, what do they need to do to move forward. Where possible these should relate to the subjects curriculum intent (learning goals).

Summative assessments should be standardised in departments and marks recorded centrally so that information put into data captures is accurate and reliable. Departments are advised to maintain an assessment file that shows evidence of standardisation, assessment grids and good examples of assessed work at various levels.

Assessment temperature is used to outline and identify the usefulness of assessment in predicting grades and reporting current grades. Given the variety of assessments available and the nature of the preparation for assessments assigning a grade is difficult to do given the variables at play. Where students are deliberately focussing on a particular part of a scheme and spend much time specifically practising the skill for that assessment prior to sitting that assessment they will likely score well. We describe such assessments as 'Hot' assessments and as such use the grading and scores from them more cautiously when predicting grades. The table below gives some examples of the type of assessment we use, and the temperature associated with it.

Assessment Temperature		Reliability & Use
Red Hot	• Completed at home/unsupervised. • Pupils given assessment criteria/test/mark scheme in advance.	• Unreliable for predicting and charting pupils' grades. • Useful for feedback to pupils that identifies their strengths and weaknesses.
Hot	• Pupil have seen the questions before or practiced similar ones immediately prior to the assessment. • Pupils assessed on narrow range of content that has just been taught or revised and therefore prioritise shorter term memory. • Assessment focuses of application/skills and allows pupils to use their books for the knowledge required.	
Warm	• Pupils are assessed in a closed book manner using questions that they have not seen before. • The teacher has avoided teaching/revising test content directly to avoid over-preparing students. • The assessment includes knowledge and skills acquired by students over the longer term.	• Fairly reliable in predicting and charting pupils' grades. • Used to inform "Data Capture". • Useful for feedback to pupils that identifies their strengths and weaknesses.
Cold	• Assessments cover a broad range of topics that have been taught over the long-term/whole key stage/year e.g. Full GCSE Papers. • Most teachers do not know the exact questions on the paper and those that have set the papers avoid teaching to it. • Long term recall is required.	• Useful in predicting and charting pupils' grades. • End of Year/Annual testing. • Mock examinations and Yr11 Predicted grades. • Useful for feedback to pupils that identifies their strengths and weaknesses.
Freezing Cold	• Externally set assessments/examinations.	• Validated summative assessment. • Used to inform department strengths and weaknesses and as part of School Self Review.

Where summative feedback has been issued, pupils should be given a fine level based on the 9-1 assessment grids or a grade based upon A-level or other exam board descriptors. A "+" e.g. 4+, indicates that the student is working at the top of the level, hence indicating "mastery" of that level, a number alone indicates they are "secure" at that level, whereas a "–", indicates a student "emerging" into that level.

For vocational and BTEC qualifications teachers must ensure that they adhere to the awarding bodies' regulations when providing feedback. For example, some qualifications do not allow the use of feedback on any work that is submitted. However, where it is permissible, the Oldbury Wells Marking and Assessment Statement should be used.

Literacy

Improving literacy and ensuring that all students are expressing themselves as coherently and accurately as possible is the responsibility of all staff. Opportunities to highlight good spelling, punctuation and grammar must be taken by all. However, it is not always necessary for you to give written feedback on all errors in spelling, punctuation and grammar. Doing so can demoralise students. Some might have difficulties with spelling for example but otherwise are highly articulate. As a maximum no more than 6 errors should be identified.

Written feedback on spelling should be aimed primarily at subject specific key words and commonly misspelt words such as 'their/they're/there'.

To ensure consistency across the school the following notations should be used in the margin:

Notation	Meaning
Sp	Spelling error – teacher corrects and pupils write out 3 times
Gr	Grammatical error – teacher underlines the error or writes unclear if the work does not make sense.
	Punctuation error – teacher circles error e.g. capital letter, lack of full stop and pupil corrects.

Workload

OWS acknowledges the importance of feedback and assessment in supporting effective teaching and learning. However, the school also acknowledges the demands of written feedback upon teachers and 'do not wish to use it in a way that creates unnecessary burdens on staff or pupils' (OFSTED 2019)

Teachers are reminded that feedback should follow the 3Ms:

Meaningful

Manageable

Motivating

Assessment and feedback should not just be done for the sake of it. To support this, departments are advised to identify common assessments and to standardise these. Staff could use departmental marking codes to be more effective with time, if these are identified in the front of the book, but any feedback must tell the student what they have done well and how to improve.

Staff are also reminded about using ICT to help gather feedback.

Not all pieces of work are expected to be marked.

KS5 Teaching, Learning and Assessment

Student Folders/Books

Key Stage 5 study involves greater depth and students are expected, encouraged and supported to be more independent learners. This greater depth and independence should be reflected in their books or folders which is their record of learning.

The wide range of subjects and their differing assessment objectives and types of study mean that no single way of working is suitable at KS5 when compared to KS4. To ensure that students and teachers are able to work in the way that has maximum impact, departments are asked to set out their own policy on how they would like students to work. This should be agreed and shared with the Director of Sixth Form and must ensure the way of working allows observers to see:
- The learning journey through time.
- Classwork
- Homework
- Assessment

- Independent study and wider reading.

An example department policy is contained in Appendix B.

KS5 Personalised Learning

Within the Bridgnorth sixth form we recognise that differentiation may look different to the rest of the school, but it must still be planned for to ensure that all pupils needs are being met including those with SEND.

One of the most effective tools is good quality Personalised feedback that sets targets and a clear pathway for continuous improvement. The response to this may be discussed and acted upon with students or they maybe signposted to personalised independent study. Therefore, ensuring that all pupils are supported and challenged.

Targets & Tracking

To give a quantifiable value to students' progress, numerical level values, based upon the 9-1 criteria will be entered into the Go 4 schools data analysis system, at each data capture. Enabling student progress can be tracked, and subsequent interventions implemented.

We firmly believe in pushing students to achieve their potential. These high expectations will continue under the new GCSE grading criteria, ensuring that the more able students are stretched to their potential and that the less able have aspirational targets which accommodate their ability. To ensure this we set targets using the Fischer Family Trust 20 target setting software, which sets targets based on the progress of the top performing 20% of students nationally.

In summary:

- Targets need to ensure that the student, the subject, and the school will achieve a positive progress 8 score.
- FFT20 will be the basis for all targets set.
- FFT20 – Even though these target grades are set in comparison to the top 20% of school nationally, in terms of teacher and pupil perspective it is important that we do not put a ceiling on the target grade, which is too low. One of our (OWS) strengths traditionally has been ensuring grades are aspirational. FFT20 gives a percentage chance of receiving a better grade (up to a maximum of 50%). If the chance of this higher grade is 42% or above, it appears that students are given a positive grade, (7+, 5+...) therefore, to continue to be aspirational we will move these pupils up to the next grade. This would also support ensuring that P8 scores are positive.
- Student's will initially not be given a target grade below a 4- . To tell a student that they are aiming for a 3 at the start of a GCSE course– is demotivating. Any adjustment down as students' progress through the GCSE course, must have approval of the SENCO and SLG. These adjustments must be based upon students' motivation, to ensure they get the highest grade possible.

GCSE Targets

When available Key stage 2 SAT scores will be used as the base on which targets are produced. In the absence of SAT scores CAT4 cognitive ability tests will be used. These tests produce scores that can be directly fed into FFT target setting matrix.

BTEC, OCR national, and other qualifications that FFT, does not generate targets for.

These targets will be set using equivalent grades to GCSE from the Oldbury Wells flight path matrix.

GCSE	Vocational Equivalent
8,9	D2*
7	D2
5,6	M2
4	P2

End of Key Stage 3 Results

These results will be generated by back tracking along the OWS flight path matrix. (Table 1) to the end of year 9 (Year 9 Sum) targets.

Table 1

Starting point KS2 Scale score	Year 7			Year 8			Year 9			Year 10			Year 11		
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
120	3+	4-	4	4+	5-	5	5+	6	6+	7-	7	7+	8-	8	9
117-119	3+	4-	4	4	4+	5-	5	5+	6	6+	7-	7	7+	8-	8
116-117	3	3+	4-	4-	4	4+	5-	5	5+	6	6+	7-	7	7+	8-
114-115	3-	3	3+	3+	4-	4	4+	5-	5	5+	6	6+	7-	7	7+
112-113	2+	3-	3	3	3+	4-	4	4+	5-	5	5+	6	6+	7-	7
110-111	2+	3-	3	3	3+	4-	4-	4	4+	5-	5	5+	6-	6	6+
109	2	2+	3-	3-	3	3+	3+	4-	4	4+	5-	5	5+	6-	6
108	2-	2-	2	2	2+	3-	3-	3	3+	4-	4	4+	5-	5	5+
106-107	1+	2-	2	2	2+	3-	3-	3	3+	3+	4-	4	4+	5-	5
103-105	1+	2-	2	2	2+	2+	3-	3-	3	3	3+	3+	4-	4	4+
100-102	1+	1+	2-	2	2	2+	2+	3-	3-	3	3	3+	3+	4-	4
98-99	1	1	1+	2-	2-	2	2	2+	2+	3-	3-	3	3	3+	4-
All targets at OWS are set with a minimum expectation of 4- by the end of Y11 (KS4)															
95-97	1-	1-	1	1+	1+	2-	2-	2	2	2+	2+	3-	3-	3	3+
92-95	0.7	1-	1-	1	1	1+	1+	2-	2-	2	2	2	2+	2+	3
89-92	0.4	0.4	0.7	1-	1	1	1	1+	1+	1+	2-	2-	2-	2	3-
< 89	0.1	0.1	0.4	0.7	1-	1-	1	1	1+	1+	1+	2-	2-	2-	2+

Target setting where no prior date exists

Where no prior data exists (KS2 SAT's) targets will be determined as followed.

When it is possible (mostly year 7) the student will take the CAT4 testing. For students who have not taken the SAT's or CAT's they will be given generic targets equivalent to a grade 5 at GCSE. Once a student has been internally assessed and results reported on a data capture, the target will be set, by matching the student's current grade and tracking forward along the OWS flight path.

KS5 A and Vocational Targets

Targets at KS5 will continue to be generated by Oxford Analytics (Head-start) software.

These targets are based upon GCSE average scores and national data for each subject. Traditionally these targets have ensured positive value-added scores for student, subject and school.

Internal Target Setting Spread Sheet

To help with the tracking process the targets will initially be colour coded.

Targets in red are those increased because the threshold on FFT20 to the next grade was at 42% or better.

Targets in Purple are when no KS2 data was available so NOT generated by FFT20 - these use prior knowledge form data captures.

Targets in Green are for new students only. They are generic now as there is no KS2, CAT, or data generated at school.

Targets in yellow were generated by FFT below 4- threshold, these have been increased to a 4-

Reporting Home to Parents - Data Captures and Full Reports

We strongly feel that, to ensure accuracy in the reporting system, summative assessment as well as formative assessments should be used in our communication with parents. Each data capture will have the following information for each subject: Subject name - Subject teacher - Target grade - Current working at grade - Latest assessment or mock grade (as relevant). Full reports will also contain a written comment addressing how the student is progressing and giving suggestions on how to make further progress.

In addition, the student's pastoral welfare (ATL – Attitude to Learning) will be reported, by means of percentage attendance for the year thus far, behaviour, effort and the quality of their home learning. The behaviour, effort and the quality of their home learning are reported using a 1-5 scale.

Behaviour

Grade	Meaning and Criteria
a	Outstanding student is polite and helpful to everyone in the class. They set a positive example on behaviour, causing no distractions and are always ready to work. Students always come with the correct equipment and are ready to work.
b	Good – student does not cause or get involved in behaviour that is disruptive to the class. They follow instructions without the need for constant reminders about low level disruption conduct and do not argue with the teacher. Student's organisation ensures that they are ready to work.
c	Satisfactory – generally the student does not cause or get involved in behaviour that is disruptive to the class. Occasional reminders on low level disruption conduct at required but are heeded by the student. Students nearly always come with the correct equipment and are ready to work. *If a student has to be sent our of class more than once, or walkabout is called during the reporting period, then they should not be graded as satisfactory in terms of behaviour.*
d	Unsatisfactory – low level disruption and the need for the teacher to tackle this behaviour happen quite frequently. Sanctions/praise given to the student only produces a short term improvement of the student's behaviour. The behaviour of the student requires that they are sent out of class on more than one occasion, or walkabout is called during the reporting period. Students often come to class without basic equipment, pen, pencil, ruler…
e	Poor – the behaviour of the student is regularly below the expectations of the school. Low level disruption habitually occurs and higher level disruption requires the student to be removed from the class or walkabout called on more than one occasion. Students habitually come to class without the basic equipment, pen, pencil, ruler…

Home Learning

Grade	Meaning and criteria
a	Outstanding – Home Learning is always completed to a high standard and handed in on time.
b	Good – Home Learning is always completed to an acceptable standard and almost always handed in on time.
c	Satisfactory – Home Learning is nearly always completed (One missed in the reporting period should be the limit), but there can be variability in the standard produced.
d	Unsatisfactory – Home Learning is regularly not completed, or completed to a standard that is not acceptable. Detentions may be required to get the Home Leaning done.

e	Poor – Home Learning is often not completed, or completed to a standard that is not acceptable. Detentions are often required to get the Home Learning done.

Analysis of data captures (Current – But likely to change with the pastoral restructure)

After every data capture the information will be analysed to track the progress of that cohort. The Assistant Headteacher (AH) in charge of data will lead this process and advise, Directors of Learning (DOL), Heads of Department (HOD), Heads of Year (HOY) who are part of the Intervention Group of key stakeholders (IG) on the performance of the students. An overall summary of progress will be supplied to SLG.

The school uses the "Go for Schools" data analysis package to help with tracking student and cohort progress. All teachers have been given training on the most relevant aspects of the package, in addition the HOD have had more thorough training to help assess the performance of groups and classes within the cohort. The AH guides and supports HOD throughout the process

The AH will analyse and provide the HOY with data relating to the behaviour, effort and home learning of the cohort.

The AH will analyse the data for the whole cohort and groups within the cohort, reporting to SLG and the IG.

The IG group will look at intervention in terms of individuals and groups within the cohort. This information is shared with all teachers

The AH will distribute the relevant information to DOL and HOD, and support them as necessary.

Departments will use departmental time to update their intervention lists and put in place the necessary measures.

HOD will check on the progress of classes and groups (Disadvantaged, MAP…)

Cluster leads and SLG line managers will quality assure the process

Groups

Groups Data will be made available to all staff on Go 4 schools, including the departmental spreadsheet so they are aware of students who can be categorised in the following groups:

- Disadvantaged/Pupil Premium/Catch-up
- Special Educational Needs and disabled pupils
- Boys
- Girls
- Low, middle and high ability still required
- Gifted & Talented
- English as an Additional Language
- Minority ethnic pupils (including Gypsy, Roma and Traveller children)
- Looked After Children
- Free School Meals
- Year 7-11 Catch-Up Group

Roles and Responsibilities

<u>Students</u>

- Be actively involved in their own feedback and the process of learning.
- Take time to understand and act on advice given through assessment and reporting.
- Act upon the feedback they receive, strive for success and improvement in their work.

<u>Parents / Carers</u>

- Take an interest in and respond as needed to assessment information, including reports.
- Praise and give guidance that supports pupils in making progress.
- Support and work with the school actively where the need arises and as directed by the school.

<u>Class Teachers</u>

- Plan, teach and review high quality lessons that engage pupils in their learning and meet the needs of all.
- Reflect on the principles of Assessment for Learning and apply them to lesson planning and delivery.
- Use adaptive teaching strategies effectively ensure that all pupils succeed and the curriculum is not narrowed.
- Regularly feedback on and assess students' work in line with this Statement and departmental policies, taking care to give helpful feedback.
- Keep records of effort grades and students' levels and grades according to this Statement and departmental policies, recording at least one summative mark each term on a shared departmental spreadsheet or Go4 Schools marksheet. Complete the necessary columns on the Go4Schools marksheet for each data capture and full report by the calendared deadline.
- Evaluate and use assessment data to inform teaching, narrow the gaps and track the progress of individuals.
- Set on-going, specific, individual targets for students, to aid progress and review these.
- Praise and reward students' efforts, using house points and commendations where appropriate.
- Monitor the progress of students where there are concerns and plan interventions.
- Contact parents/carers where there are concerns about a student's progress or significant improvement is noted.
- Share concerns (and what actions have been taken) with Subject Leaders and Form Tutors where issues cannot be resolved.
- Take part in moderation exercises to ensure consistency across departments.
- Report back on progress and attainment as required.
- Ensure that feedback is – Meaningful, Manageable and Motivating.
- Use the schools' awards system to acknowledge good quality work / effort.

<u>Subject Leaders</u>

- Oversee the work of subject teachers and ensure that their work is effective. Offering support and guidance where the need is identified.
- Ensure that Schemes of Work include key assessments (not necessarily at the end of topics) which fit into the departmental and whole school data capture process.
- Arrange moderation and mini-moderation sessions.
- Monitor the implementation of the Feedback and Assessment for Learning statement through work and book sampling, classroom observation, Go4Schools mark

sheets/departmental data base and reports to parents as part of departmental self-evaluation.

- Evaluate and use data about attainment to inform departmental planning and to respond to underperforming groups – ensuring we track how we are 'narrowing the gaps' for groups and individuals with direction from Assistant Headteacher in charge of data.
- Contact parents/carers where class teachers still have concerns about a student's progress or there has been significant improvement.
- Share concerns about students with Tutors and Year Heads where issues have not been satisfactorily resolved.
- Set up suitable intervention programmes for students who are underachieving and for groups / individuals identified as lower performing. Also lead departmental responses to raising attainment of groups.

Year Tutors

- Keep an overview of the progress of all students in relevant years, identifying groups and individuals, sharing this information and coordinating responses to interventions designed to 'narrow the gap'.
- Monitor students where there is widespread concern about progress across the curriculum and keep in close contact with parents/carers.
- Contact where there is significant improvement Make internal or external referrals for students where appropriate, to further investigate underachievement or to support intervention and improvement. Following reporting arrange celebration assemblies to reward achievement based on effort grades.

Tutors

- Keep an overview of the progress of all students in the form in a tutor folder.
- Praise students who achieve good effort grades or other recognition.
- Be aware of students and groups who are underachieving and offer coaching and support.
- Liaise with class teachers and the Year Tutor if you have concerns about a student's progress.

Leadership Team

- Monitor and evaluate the effectiveness of overall arrangements, including this Statement, to support continuous student progress, its assessment and reporting to parents; through sampling, classroom observations and line management arrangements, as part of whole school self-evaluation.
- Provide training opportunities to embed the principles of this document Offer guidance and support to departments and to Year Tutors where students are underachieving.
- Be involved in celebrating success.

Appendix A

Types of Feedback

Red/Amber/Green	Quiz / Short test*	Exit Tickets	Mini whiteboards
Use Green, Amber & Red cards for pupils to monitor against learning goals.	A simple short quiz or test used to test prior or post learning.	Pupils complete an exit ticket – Self assess against targets or learning goals and state what they know or need help with.	Use whiteboards to share ideas or responses
Traffic light	**Metacognition task**	**3-2-1**	**Hand Thermometer**
Pupils draw traffic light outline in the margin and tick Red, Amber, Green. This can be used at the start of the lesson and at the end. Teachers can also use and mark in red.	Questions may include: What did we do today? Why did we do it? What did I learn today? How can I apply it? What questions do I still have?	1 Question I still have 2 things I found interesting 3 things I learned today	Quick visual check against learning goals
Road Map	**Use of ICT**	**Pupils create quiz**	**What is the question?**
Use Curriculum road map. Pupils can identify how secure against learning goals using green ink. Teachers can also tick these using red	Microsoft Forms GCSE Pod assignments Plickers Quizlet Memorise Show my Homework quiz.	Pupils create a quiz for students and then peer assess.	Teachers provide students with the answers, but the students must create the question.
Self / Peer assessment against learning goals	**Text message or Twitter template**	**Marking Conferences**	**Differentiated questions**
Pupils mark their own or others work against specific criteria or exemplar material to model good work.	Pupils use the template to sum up what learnt in lesson.	Teachers give verbal feedback, but pupils record clear targets from this discussion in green in the margin which is signed off by the teacher.	Teachers set questions of different levels of challenge – pupils self mark or peer assess.
Marking of a planned homework task	**End of Topic Assessment**	**Mock Examinations**	**Marking of selected classwork tasks**
Teachers provide written feedback on what the student has done well and how the student can improve.	Teachers provide a summative grade, written feedback on what the student has done well and how the student can improve.	Teachers provide a summative grade, written feedback on what the student has done well and how the student can improve.	Teachers plan a classwork task, provide written feedback on what the student has done well and how the student can improve it.
Blue = Assessment of Learning		Yellow = Assessment for Learning	

This list is not prescriptive and other methods can be used. Feedback is only effective if it is used by teachers to inform planning and achievement of the learning goals.

Appendix B

CWK or HWK

Date Here
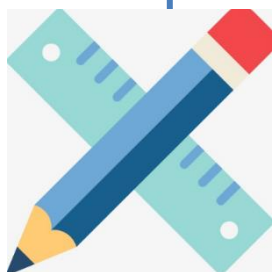
Title Goes Here, Underlined with a Ruler

Learning Goal(s) written here:

1. Your work should be written in **blue** or **black** pen. A **green** pen can be used when you are instructed to by your teacher. Teachers only write in **red**.

2. Remember to keep your work neat. Do not doodle or graffiti your book.

3. If you are drawing you must use a pencil this also include when drawing tables – don't forget to use a ruler!

4. Please ensure any sheets are stuck into your book/folder.

5. Learn any spelling corrections by writing out three times. These will be indicated by your teacher using SP to show you where the error is.

SP

6. Do your BEST work!

Appendix C

EXAMPLE: KS5 Department – Way of Working Policy

Subject: Geography

Exam Board & Specification: Edexcel A-Level Specification

Units:

- Unit 1 – Dynamic Landscapes, Physical Systems and Sustainability
- Unit 2 – Dynamic Places, Human Systems and Geopolitics
- Unit 3 – Synoptic Themes
- Unit 4 – Independent Investigation (NEA)

Assessment: 3 X Terminal Examinations (80%) and 1 X NEA (20%)

Department Aims:

At KS5, the Geography department aim to support students in developing a deep understanding of the Human and Physical world around them. We encourage out students to become independent, critical thinkers who can think synoptically and make well balanced and reasoned decisions.

Student Way of Working:

We expect our students to work independently and access a wide range of reading material. To support the organistion of this, we ask students to work in level arch/ring bound folders. Students may use a different folder for each unit of work, each folder must contain distinct sections as follows:

- Course Information & Overview – Curriculum Map/Specification
- Student notes/classwork – Organised chronologically with "Road Maps"
- Reading material – Additional reading material/resources
- Assessments – All teacher assessed work (Essays/PPQs/ETTs/Mocks)
- Student Independent Study – Revision notes/News articles/Self-directed reading

Signed Head of Subject: .... **Date:** ....

Signed Head of Cluster: .... **Date:** ....

Signed Director of Sixth Form: .... **Date:** ....

Appendix D

KS5 Roles & Responsibilities

This matrix is designed to highlight the key roles and responsibilities of all stakeholders in the delivery of a broad, balanced and highly effective curriculum that seeks to achieve the key aims and outcomes outlined in the policy.

Actions	SLT	Head of Sixth Form	Form Tutor	Head of Cluster	Head of Subject	Subject Teacher	Student	Parent
Curriculum overview	X	X		X	X			
Teaching & learning strategy	X			X	X			
Dept Curriculum – inc. schemes of work and the learning journey				X	X	X		
Assessment Overview and planning	X			X	X	X		
Support the acquisition of Study Skills		X	X		X	X	X	X
Monitoring and SSR	X			X	X			
Define a department policy on student organisation & working practices				X	X	X		
Ensure that regularity and type of assessment is in line with policy	X			X	X	X		
Work collaboratively with all stakeholders to support underperforming students	X	X	X	X	X	X	X	X
Students keep a record of learning in line with the expectations outlined by department						X	X	X
Students received feedback on their record of learning						X		
Homework is set and completed that supports students development of knowledge and understanding.				X	X	X		
Students are supported to become independent learners through the use of flexible tasks.		X			X	X	X	X