Archbishop Temple Church of England High School

ASSESSMENT, RECORDING AND REPORTING (ARR), MARKING & FEEDBACK POLICY

Date Agreed : February 2022

To Be Reviewed : February 2023

Name of Policy: ARR, Marking & Feedback Policy

Sub-Committee Responsible: Quality of Education

Lead Responsibility in School: Assistant Headteacher

Source of Policy: (Please tick)

- o **LA:**
- o **Diocesan:**
- o **School:** X
- o **Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

Purpose
Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

Mission
Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

Principles

Our overarching principle is to maximise the progress made by all pupils whilst they are a member of the Archbishop Temple Church of England High School Community.

We expect all members of the school's community to have high personal aspirations and take responsibility for their own learning and progression through the curriculum.

Summative assessment is undertaken to provide a concise, unbiased measure of progress.

Formative assessment, feedback and feeding forward - digital, written and oral - are essential aspects of teaching and learning.

Teachers' planning should take into account how work will be assessed: verbal, digital, written, self and peer assessed.

Pupils should be involved in assessment, feedback and feeding forward, and they have responsibility for self and peer assessment and feedback.

Whilst marking, assessment and feedback should be accurate and consistent across school, it will inevitably differ in application between subjects.

Assessment should:

- Inform learners' next steps to progress;
- Show that pupils' efforts are valued;
- Monitor understanding and learning;
- Inform decision-making about teaching and learning;
- Inform teachers' planning.

Feedback should:

- Identify and respond to errors, especially misconceptions, in pupils' work;
- Provide clarification of the learning objectives.

Feeding forward should:

- Exemplify how to improve the quality and accuracy of future tasks;
- Encourage pupils to persevere in their learning;
- Support and motivate pupils to aim higher.

Successful progress is everyone's responsibility and is dependent on positive, collaborative relationships between all members of our school family.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754349/Workload_Advisory_Group-report.pdf

ARR, Marking and Feedback Procedure

Aspirational Expectations for All

At Archbishop Temple Church of England High School, each and every child has the opportunity to progress through a shared broad, balanced and relevant curriculum. We have high expectations of all our pupils and place learning at the very centre of school life.

We offer high quality teaching and support, delivered using the latest technology. Our vision is that we consistently teach challenging ideas and knowledge and appropriately scaffold delivery to make these accessible to all students. Our aim is that pupils are motivated to take responsibility for their own learning by identifying their own strengths and weaknesses and, with the help of teachers, aspire to achieve their best.

Furthermore, Archbishop Temple Church of England High School places great value on a holistic approach to learning. Long-term, wider outcomes such as communication and social skills, physical development, life skills, resilience, determination and independence contribute equally to the development of responsible citizens who are able to make informed decisions and shape their own pathways through life. To this end, each individual learner is encouraged to engage in self-appraisal and identify personal goals whilst members of our school community and beyond.

Key Stage 4 benchmark grades

At Archbishop Temple Church of England High School, we use Fischer Family Trust top 20% estimates as a starting point for a professional discussion between teachers, curriculum leaders and SLT about individual pupils' academic benchmark grades for the end of key stage 4. These estimated grades are combined with teachers' professional judgment and knowledge of a pupil to identify final subject specific benchmark grades for each student. Pupils' previous academic performance and current and historical pastoral and personal circumstances are taken into account, but only in very exceptional circumstances will we set a benchmark grade below that required to make exceptional progress. As part of the academic reporting process, teachers consider individual learners' progression towards their benchmark grades.

Key Stage 3

Across each year group in key stage 3, all pupils study the same broad and challenging curriculum regardless of their starting point. It is our expectation that all pupils will strive for mastery in all subjects and demonstrate in their oral, performance and written work what they know and can do. Intervention and support at the subject level plus an expectation of improved future progress are employed to encourage mastery in learning. Through the academic reporting structure, teachers communicate to learners and their parents and carers the rate at which each child is progressing through the curriculum.

ASSESSMENT

At Archbishop Temple Church of England High School, we employ a wide range of assessment methods. This procedural document ought to be read with reference made to the appendices, in which subject specific assessment is detailed. There is no prescriptive whole-school approach to such activities; however, all marking and feedback must comply with the Literacy Across the Curriculum Policy.

Formative Feedback and Assessment

High quality formative assessment is an integral part of teaching and learning. Clearly defined learning objectives and curriculum requirements are shared with learners and parents and carers through Firefly and the school website. Evaluating pupils' knowledge and understanding against this curriculum intent creates a virtuous circle of teaching and assessment. Gaps in knowledge and understanding are identified and these are focused on during the learning and teaching in future lessons. Further assessment evaluates whether the new approach has been effective; consequently, good teaching, learning, feedback and assessment reinforce each other and generate continuous improvement.
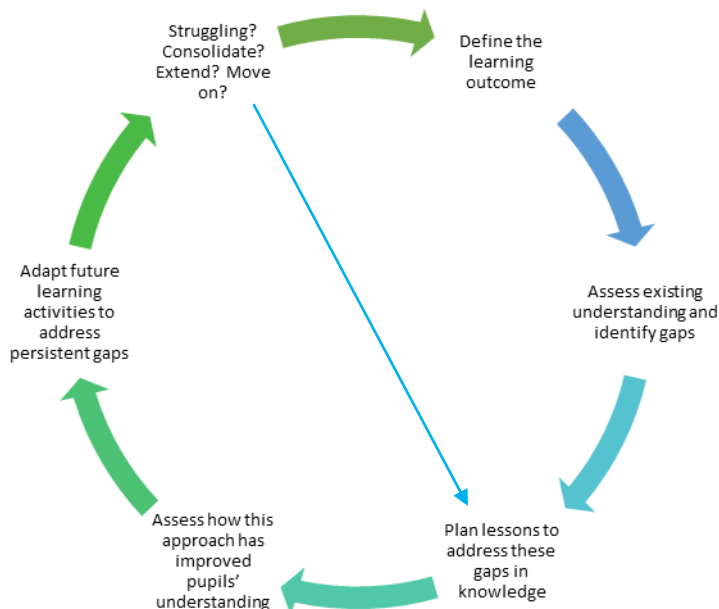
Formative assessment, feedback and feeding forward might include written or oral feedback on

- Effective question and answer activities during class;
- Regular, short, low stakes oral or written re-cap quizzes /tasks;
- Scanning work for pupil attainment and development;
- Low stakes interactive online tasks;
- Self or peer assessment of work against a set of learning objectives/marking criteria;
- Marking of pupils' written, oral or performance work by the teacher; and
- Observational assessment.

Purposes of formative assessment

Pupils measure their knowledge and understanding against learning objectives and wider outcomes and identify where they need to focus their efforts to improve.

Formative assessment, feedback and feeding forward are undertaken in a variety of formats on a continuing basis. It enables students to identify when they have consolidated learning, whether they would benefit from extension activities and when they are ready to progress. Such assessment also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

The undertaking of formative assessment activities assures school leaders that problems will be identified at the individual level very early so that intervention strategies can be adopted to support every child to make progress.

At Archbishop Temple Church of England High School, in addition to annual parents' evenings, communication of key formative assessment outcomes occurs throughout the year; this might be on assessment papers, through Firefly or in exercise books. Communication may also take place via email, School Post or on the telephone. Individual departments have the freedom to identify the most effective means and frequency of doing this.

In-School Summative Assessment

At our school, summative assessments are used to provide a concise, unbiased, representative metric to measure pupil learning and the impact of teaching. These data ought to be easily understood by and communicated to parents and carers. The information enables curriculum leaders and SLT to monitor the performance of pupil cohorts and to identify where interventions might be needed to secure deep learning and mastery of concepts, knowledge and skills.

The validity and consistency of summative assessment data are achieved through

- teachers having a consistent and shared understanding of standards through regular moderation/ standardisation of assessed work within departments and between corresponding departments in other schools;

- peer review and monitoring of feedback and feeding forward during department monitoring weeks and deep dives;

- provision of portfolios or exemplars of graded work;

- reference to national curriculum programmes of study and other appropriate subject specific marking criteria which are based on and exemplify the national curriculum descriptors; and

- use of examination board marking criteria and standardisation materials.

Internal summative assessment might include

- End-of-topic/unit tests for all year groups;

- Mid-year examinations for pupils in year 9;

- End of year examinations for pupils in year 10;

- Mid-year practice GCSE examinations for students in year 11.

Purposes of in-school summative assessment

Pupils will use summative assessment results to identify how well they have learned and understood a topic and how they can continue to improve.

In-school summative assessment enables teachers to measure progress in pupil learning at the end of a topic or period of time and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

Subject leaders and SLT will use in-school summative assessment results to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative assessment results are reported to parents to inform them about the progress and wider outcomes of their children. This is done each term through the progress report system and – for years 9 to 11, through examination results reports.

External Summative Assessment

External summative assessment will include

- GCSE examinations,
- Music, dance or drama performance examinations.

Purposes of external summative assessment

External summative assessment results enable pupils to compare their individual performance to that of pupils nationally.

External summative assessment results enable parents to contextualise their child's attainment and inform parents on how the school is performing in comparison to schools nationally.

External summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

External summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

MARKING, FEEDING BACK AND FEEDING FORWARD

All marking and feedback should encompass the principles of the Literacy Across the Curriculum Policy.

Throughout every lesson, the teacher is continually assessing pupils' understanding. This is done through effective deep questioning; oral, digital or written low-stakes quizzes; scanning written work; observing performance or considering the outcomes of self and peer assessment.

Immediate oral feedback provides task specific comments that enhance pupil performance. Highlighting and responding to common misconceptions is essential feedback. Feeding forward provides constructive advice on how learners can do better in future.

For the purposes of work submitted and marked digitally on a subscription website or Firefly, marking might include a score, a grade or a brief summary statement. A suggestion of how future work might be improved – feeding forward - ought to be included.

The nature and frequency of marking of work is decided by curriculum leaders and is based on optimisation of the impact of marking. Further subject specific information regarding outstanding feedback and marking is detailed in the appendix.

RECORDING

The purpose of data is to initiate consideration of any need and the nature of subsequent individual, class, subject or whole school action and intervention; data is only one part of a wide range of information on which to base conversation.

There is no intrinsic value in recording formative assessment; what matters is that feedback is acted upon. Evidence of this is likely to be in pupils' learning conversations, their written work and teachers' lesson plans.

Key data gathered from summative assessment activities is recorded on the school's information management system according to a calendared schedule.

Evidence shows that pre-existing non-attainment information (such as attendance) can help leaders intervene with a student or class before pupils start to fall behind.

Whole-School Data Collection and Recording

Subject specific data for each student are collected three times a year for each year group. This frequency affords sufficient time for pupils to make measurable progress.

Individual departments are afforded the flexibility to record further data felt to be relevant in making secure judgements about attainment and progress and in supporting pupil tracking and other department specific uses; however, this is not a requirement, and teachers are to consider the value in recording additional data and the impact this has on workload.

The following data are entered directly into SIMS by the teacher three times each year.

For pupils in years 7, 8 and 9, the teacher is to provide

- a measure to illustrate the rate at which a pupil is progressing through the curriculum;

- a measure of effort and attitude the pupil applies to work in the classroom;

- a measure of effort and attitude the pupil appears to apply to independent and home-learning activities.

For pupils in years 10 and 11, the teacher is to provide

- an estimate of the grade the student is most likely to achieve at the end of the course based on the quality of work undertaken thus far;

- a measure of effort and attitude the pupil applies to work in the classroom;

- a measure of effort and attitude the pupil appears to apply to independent and home-learning and/or controlled assessment activities.

Additionally, for each pupil in years 9, 10 and 11, teachers are required to input a measure of attainment in the in-school examinations.

Progress through the curriculum

For pupils in key stage 3, progress is reported as a grade from 1 to 4. This is communicated to parents and carers with a colour code.

4 – blue: Your child is making exceptional progress.
3 – green: Your child is making very good progress; this is what we expect.
2 – yellow: Although making progress, your child could be achieving a higher grade.
1 – red: For this subject, your child's progress is giving cause for concern.

For pupils at key stage 4, progress is communicated through colour coding of the teachers' estimates of the final grades. Each estimate is algorithmically compared to the pupil's FFT 20 benchmark grade. Variation from this grade dictates the colour.

Blue: estimated attainment is one or more grades above the benchmark grade

Green: estimated attainment is the same as the benchmark grade

Yellow: estimated attainment is one grade below the benchmark grade

Red: estimated attainment is two or more grades below the benchmark grade

Effort and attitude to learning

At Archbishop Temple Church of England High School, we know that success is achieved through hard work and effort. Consequently, we set students high standards of effort and attitude to learning in the classroom and at home.

In school, we expect every pupil to display the following standards, overall, throughout the year:

Show respect to peers and staff.

Arrive punctuality to class with all the necessary equipment for the subject.

Be attentive and engaged in the given task throughout the lesson.

Follow instructions.

Work with resilience and self-reliance.

Complete and present all work to the best of one's ability.

Maintain a high standard of uniform.

Home learning is an essential element to success. We expect all students to, overall, ensure home learning tasks

are completed fully, presented well and proofread;

submitted on time;

demonstrate thoughtful engagement in the task;

illustrate determination to fully understand the skill or concept.

Additionally, it is the expectation that students finish incomplete classwork at home and ensure work missed though absence is caught up at home.

Effort grade key
E – frequently exceeding the expected standards
M – in general, meeting the expected standards
B – regularly exhibiting effort below the expected standards

These records enable pupils to identify how well they have learned and understood a topic/unit and how they can continue to improve.

This feedback informs pupils and their parents about the achievement, progress and wider outcomes of their children across each term and the academic year.

Data analysis

Report data put into SIMS is imported into SISRA at the end of the reporting period.

Using SISRA and SIMS, teachers are able to

- track the progress of individual students or groups of students;
- set individual and group foci for improvement;
- discuss learners' progress with their parents/carers and other teachers;
- report estimated grades to examination boards as required.

Analysis in SIMS and SISRA enables curriculum leaders, pastoral leaders and SLT to

- compare the rate of progress to prior attainment of individuals, teaching groups, students on the SEND register and gender, ethnic origin and pupil premium sub groups;
- identify whether the school is on track to reach its pupil progress and attainment targets;
- determine how learners' progress and attainment in the school compares with that of other similar schools;
- determine the need and nature of intervention resources to support the future good progress of all pupils;
- report to governors of on the attainment and progress of learners.

REPORTING

Reporting to parents and carers should remain a fundamental part of the educational process to encourage, engage, motivate and ultimately move pupils on. Parents' involvement in their children's education is also consistently associated with better pupil performance. Schools have a statutory duty to report to parents and carers on general progress, the brief particulars of achievements (highlighting strengths and developmental needs), how to arrange discussions about the report, the attendance record, and grade achieved in GCSEs or other qualifications.

Progress and Attainment Reports

The results of whole school data collection are communicated as a written record to learners and their parents and carers each term.

Parents are provided with a timely, concise picture of their children's progress, attitude and effort in each of the subjects studied.

The data are used as a starting point for discussions between the students, their parents and carers and teachers at parents' evenings.

Parents' Evenings

An annual parents' evening is held online or in school for parents/carers of students in years 7 to 9 and two parents' evenings for those in years 10 and 11. This dialogue with parents/carers, in addition to that with pupils, informs assessment and strategies for future improvement.

Teaching staff who are employed on a part-time basis are not required to attend the parents' evenings relevant to the classes that they teach if these fall on a day outside those contracted.

Beyond the scheduled parents' evenings, form tutors are the first point of contact for parents/carers to discuss progress and attainment. The expectation is that parents/carers will work actively with us to promote their child's progress.

Further Reporting of Assessment Data

At the subject level, individual departments are at liberty to report further summative assessment data to pupils and their parents and carers through exercise books, assessment scripts, subscription websites and Firefly. Teachers and curriculum leaders ought to be mindful of the impact this has on students' learning and teachers' planning and teaching and balance it against the workload that such reporting might entail.

RESPONSIBILITIES

Learners

- Take responsibility for their progress and performance.

- With the support of form tutors and subject teachers, identify the steps required to improve and undertake the next stage of their learning journey and achieve their best.

- Actively engage in self-assessment/reflection and peer-assessment.

- Act upon feedback and feeding forward given by subject teachers and form tutors.

Form Tutors

- Promote self-assessment, study skills and PLTS through tutorial activities.

- Keep both students and parents informed about student progress and achievement, and bring attention to any concerns about under-performance throughout the academic year.

- Engage in direct dialogue with parents and/or carers of pupils in their tutor group as necessary.

- Liaise with the relevant head of year regarding pastoral issues and academic progress of students in their tutor group.

Heads of Year

- Monitor and track the progress of learners using assessment data. Celebrate success and identify intervention strategies to tackle underperformance.

- Liaise with the senior leadership team, particularly the assistant head teacher (Data, Exams & ARR), regarding academic progress of students in their year group.

Teachers

- Develop a rigorous and shared understanding of all aspects of formative and summative assessment and feedback.

- Engage in CPD and relevant standardisation and moderation activities to ensure they have an accurate and up-to-date knowledge of the acceptable standards and benchmarks against which to grade pupils' work accurately.

- Familiarise themselves with the school ARR, Marking and Feedback Policy and its guidelines and related examinations and assessment policies and documents.

- Ensure that pupils understand what is being assessed and know how to make progress.

- Use assessment results and feedback to motivate students.

- Maintain professional communication with parents/carers through formal reports and relevant parents' evenings.

- Ensure that all reports and records are produced to the required standard at the appropriate time and made available to the relevant people.

- Enter relevant assessment data onto the school's information management system.

- Provide regular formative feedback to enable pupils to recognise how to make further progress.

- Use available data on students to inform planning and personalise learning.

Curriculum Leaders

- Ensure all students have the opportunity to reach their full potential

- Ensure teachers share learning objectives and success criteria with learners

- Lead subject monitoring to ensure that teachers routinely provide formative and summative assessment opportunities for pupils, and feed forward to pupils and their parents to support further improvement.

- Ensure each teacher has access to and makes effective use of key data and provide appropriate feedback to pupils, parents and form tutors.

- Create a robust structure for the moderation and standardisation of in-school and external summative assessment work in which all teachers delivering the relevant subject are fully engaged.

- Analyse data at the cohort, group and individual level; considering achievement by gender, race, pupil premium, SEND and EAL status and prior attainment, and adapt intervention and future teaching accordingly.

Senior Leadership Team

- Develop a rigorous and shared understanding of all aspects of formative and summative educational assessment and gain confidence in the technical aspects of data, including its strengths and weaknesses.

- Support early career teachers through the provision of appropriate induction and training in pedagogy, curriculum delivery and assessment.

- Support established teachers through the provision of good quality CPD to maintain excellence in pedagogy, curriculum delivery and assessment.

- Support curriculum leaders with the department SEF review.

- Ensure key data are available to all staff.

- Promote the engagement of pupils and their parents/carers in the assessment process.

- Inform governors of standards, progress and achievement.

- Promote consistently high standards across school and, where necessary, put in place intervention strategies.

- Facilitate digital recording and reporting through the provision of appropriate computer hardware and software.

The Governing Body

- Ensure sufficient resources are made available to support the provision of good quality induction, training and on-going CPD to maintain excellence in pedagogy, curriculum delivery and assessment.

- Monitor the school's progress towards agreed whole-school targets of educational performance.

Glossary of acronyms

ARR – Assessment recording and reporting

CPD – Continuing Professional Development

EAL – English as an Additional Language

FFT – Fisher Family Trust

GCSE – General Certificate of Secondary Education

MFL – Modern Foreign Languages

PLTS – Personal Learning and Thinking Skills

SEF – Self Evaluation Form

SEND – Special Educational Needs and Disabilities

SIMS – School Information Management System

SISRA - Service for Improved Schools' Results Analysis

SLT – Senior Leadership Team

Appendix 1

Outstanding Feedback and Marking in Art

The following points are based on current, well established practice, which has consistently resulted in all pupils achieving progress. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in Art are characterised by different features, as follows:

Assessment within lessons

- Conversations are on-going throughout lessons at KS3 and 4, recognising positive aspects of the work and highlighting areas for further improvement.
- Discussions setting out and identifying specific targets form part of the introduction to the lesson, which are then referred to during learning conversations on an individual basis. Exemplar work is used to emphasise project specific assessment criteria as necessary and to demonstrate good practice.
- Pupils are encouraged to refer to previous targets with homework tasks and apply them to the next task.
- House points are awarded for effort as well as ability.

Assessment of written and practical work

- Prompt written and oral feedback (as necessary) is given with recognition to positive aspects of work in sketchbooks. Concise, constructive targets for further improvement are set.
- A consistent and standardised approach to grading of work is adopted by department staff, with a folder of examples to ensure consistency.
- The school's Literacy Policy ought to be applied consistently with regard to corrections of written work.
- Marking ought to enable pupils to be aware of their progress towards their individual end of year/course target grade.
- End of project assessment sheets enable pupils to see how their overall grade was awarded, according to how well they have addressed each of the three project-specific assessment criteria. Pupils have the opportunity to self-assess and peer assess projects.

Key Stage 3 assessment:

- Separate grades are given for each of the assessment criteria on Key Stage 3 end of project assessment sheets, in addition to an overall grade.
- Homework grades and the overall class work grades contribute to the progress level.

GCSE controlled assessments and coursework:

- All GCSE coursework is assessed using the AQA mark scheme. Feedback is given orally and discussed during lessons. Written feedback makes reference to the mark scheme, identifying areas of strength and ways to improve the quality of the work and how to maximise marks.

Outstanding Feedback and Marking in Business

The following points are based on our current practice, which has for a fairly new subject, has resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different 'contexts' of marking and assessment in English are characterised by different features, as follows:

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. The different approaches to marking and feedback are:

- Students' exam questions from class work are marked regularly and thoroughly. It successfully shows them how to improve and further develop their understanding, whilst developing exam technique and the skills of application and analysis.

- Work is marked consistently across the department and moderation is carried out on a regular basis at department meetings and with other schools around the country.

- The school policy towards marking is used by both members of the department giving students a consistent message and matching the best practice in the school.

- Specific written advice is given to students on how to improve their work and further develop their understanding.

- Students are made aware of the requirements of the tasks set and the marking criteria which are going to be used, which informs the marking process and reinforces pupil understanding.

- Pupils are routinely given time to think about and respond to the marking that has taken place, as well as to comment on their own performance by using the topic sheets in their books.

- Attention is always given to the layout and presentation of work as well as handwriting.

- School policies towards spelling, punctuation and grammar are followed, with high expectations at all times.

- Students know their targets, which are recorded in their book and they know how to achieve them through assessment grades and teacher feedback.

- Firefly tasks are set following assessments, informing pupils of their mark, grade and areas to improve.

- Peer and self-assessment includes the use of coloured pens.

- Verbal feedback from the teacher will be given regularly throughout lessons. And parents' evenings.

Key Stage 4 Assessments

- Use of departmental assessment feedback sheets for all formal assessments, which include the following information: grade awarded, target grade, pupil identifying areas for improvement and strengths they demonstrated.
- Firefly feedback given.
- Results reported to parents where they are areas of strength or concern.

GCSE assessments and practice examination papers

- Pupils are awarded a mark according to GCSE criteria.
- Written exam based work **may** have teacher annotation, comments, advice and/or targets for pupils, if appropriate.

Outstanding Feedback and Marking in Computer Science

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different 'contexts' of marking and assessment in Computing and ICT are characterised by different features, as follows:

- Peer assessment is used to improve pupils' understanding of assessment point and/or marking criteria in line with examiner feedback.

- Self-assessment is used in lessons using success criteria and strategies for improvements.

- Online marking is actively used through Firefly to provide pupils with the next steps to help them improve.

- Written and oral comments are specific and allow pupils to focus on an area which will help to improve progress.

- Verbal feedback is on-going throughout lessons to aid prompt improvements especially with reference to practical programming work.

- Questioning is used as an aid to help pupils arrive at the answers themselves especially during oral feedback. This avoids the tendency to 'spoon feed' answers.

- At key stage 4, students' work is marked in line with the criteria provided by the examination board; feedback is given where appropriate.

Outstanding Feedback and Marking in Design & Technology

The following points are based on current, well established practice, which has consistently resulted in all pupils achieving progress. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in D&T are characterised by different features, as follows:

Assessment within lessons

- Prompt oral feedback, which recognises positive aspects of work, is given along with corrective guidance on the use of tools, equipment and processes.
- Pupils are encouraged to refer to previous comments and apply them to next piece of work.
- Feedback to a whole class is given as well as individual comments depending on the degree of common faults arising.
- Homework comments are returned promptly and enhanced with additional whole class information.
- House points are awarded in recognition of effort as well as for ability shown.

Assessment of written and practical work

- Prompt feedback is given with recognition of positive aspects of work.
- Concise, constructive targets for further improvement are set.
- A consistent and standardised approach to grading of work is adopted by department staff.
- The school's Literacy Policy ought to be applied consistently with regard to corrections of written work.
- Marking ought to enable pupils to be aware of their progress towards their individual end of year/course target grade.

Key Stage 3 assessment:

- Separate grades are given for each of the three assessment criteria on Key Stage 3 end of project assessment sheets, in addition to overall grade.

GCSE controlled assessments and practice examination papers

- All GCSE coursework is assessed using the AQA mark scheme.
- Pupils are awarded a mark according to GCSE criteria.
- Exam question marking includes peer marking and teacher enhancement of exam boards' explanations.
- Use of school correction symbols on written assessments to facilitate improvements in pupils' spelling, punctuation and grammar are inherent to marking.

Outstanding Feedback and Marking in Drama

The following points are based on current, well established practice, which has consistently resulted in all pupils achieving progress. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different style of marking and assessment in Drama, which is usually 'instant' and 'observational 'in terms of feedback are characterised by different features, as follows:

Assessment within lessons:

- Peer and self-assessment.
- Greater emphasis on oral feedback and learning conversations about pupils' work reflecting current practice in the subject.
- All grades and assessment criteria information are displayed and referred to as part of lessons in order to recognise individual target grade and to establish strategies for improvement.

GCSE controlled assessments and practice examination papers

- Pupils are awarded a mark according to GCSE criteria.
- Exam question marking always contains teacher annotation, comments, advice and/or targets for pupils.
- Use of school correction symbols on written assessments to facilitate improvements in pupils' spelling, punctuation and grammar are inherent to marking.
- Examination board cover sheets are completed and signed as required for controlled assessments.

Outstanding Feedback and Marking in English

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different 'contexts' of marking and assessment in English are characterised by different features, as follows:

Preparation books

- peer and self-assessment
- verbal feedback from teacher
- extracts of preparation work and drafting **may** have written annotation, corrections, comments, advice and/or targets for pupils
- all preparation books contain a brief summary of the departmental marking policy, reminding pupils and parents of the rationale behind the use of preparation books in English, which is fully explained in an open letter to parents of all new Year 7 pupils at the beginning of their child's first year in school

Key Stage 3 assessment folders

- written feedback for all formal assessments, which includes grade awarded, teacher comments and advice, and strategies for improvement
- use of school correction symbols on written assessments to facilitate improvements in pupils' spelling, punctuation and grammar – these will be particularly evident in assessments of writing and pupils' corrections on their work will be clearly visible

GCSE assessments and practice examination papers

- pupils are awarded a mark according to GCSE criteria

written work **may** have teacher annotation, comments, advice and/or targets for pupils, where appropriate

Outstanding Feedback and Marking in Geography

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in Geography are characterised by different features.

•   Regular marking in Geography consists of

Key Stage 3

Year 7, 8 & 9 – a once a month progress check (this maybe through verbal feedback/ peer and self-reflection and low stakes quizzes / retrieval practice) and a home learning task marked following the progress criteria outlined in the school marking policy. Formative assessments are set at the end of each unit and marked by the teacher. Feedback is written comments in their books.

Key Stage 4

Books are marked once a fortnight by the teacher to check understanding – this is an over-all view of how the student is working and not necessarily relating to one piece of work. Set GCSE questions can be peer/ self- marked and teacher marked, these will have a written comment. Use of Kerboodle assessment activities and low stakes quizzes are also a feature of progress checking.

- We are consistent in regular monitoring using a variety of methods to assess learning, e.g. peer and self-assessed marking, as well as online activities. Monitoring weeks reflect a consistent approach across the department.

- Thorough marking is focused on more extended homework tasks and assessments. This follows the school marking and literacy policies. We praise what has been done well, and give manageable targets to improve that are personal. Pupils are expected to respond.

- End of unit tests are reflected upon by teachers, pupils and parents so progress is transparent.

- Outstanding marking will encourage the use of subject specific vocabulary in responses to pupil work and a question posed.

- The illustration of geographical skills is to be completed to a set standard and marking will identify areas for improvement.

- School literacy targets are used to reflect on SPaG and QWC.

- Targets are communicated and recorded; pupils are given feedback to enable them to reach their target.

Outstanding Feedback and Marking in History

The History department's marking policy consists of the following;

KS3

In KS3 pupils will work in their preparation books which are used for planning, drafting and developing independent learning skills, all key areas for making progress in History.

Feedback on the work in preparation books will consist of
- Verbal feedback

- Peer and self-assessment

- One planned piece of work in preparation book **may** have written comments, corrections and advice for pupils

- Feedback will also be given on presentation and SPaG.

Key Stage 3 assessments

Formative assessments are set at the end of each unit and completed in pupils books.
Departmental assessment feedback sheets are used for all formal written assessments, which include the following:
• Teacher assessment
• Self-Assessment
• Use of school correction symbols on written assessments to facilitate improvements in pupils' spelling, punctuation and grammar – these will be particularly evident in assessments of writing and pupils' corrections on their work will be clearly visible

KS4 Planning and Preparation Book

Written work **may** have formal teacher feedback including annotations, comments, targets and advice will be provided in lessons by the teacher to guide the pupil in identifying weaknesses and making improvements. Work will also be self and peer assessed and modelled by the teacher using a visualiser.

Formal assessments will take place at the end of each unit and are essential to ensuring that progress is made. All assessments will be thoroughly marked, using GCSE criteria, and written feedback provided

Each end of unit assessment tests both substantive and disciplinary knowledge.

Outstanding Feedback and Marking in Maths

The following points are based on our current, well-established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in Maths are characterised by different features.

- Peer marking is used to improve pupils' understanding of the marking criteria and to gain a better understanding of what examiners are looking for. In the Mathematics department, we ask the pupils to use a green pen to identify any corrections done by anyone other than the teacher.

- Online marking is actively used through Hegarty Maths and Maths Watch in all years to highlight pupils' strengths and to identify improvements for the future. This in turn generates consolidation work based upon these results which all pupils are encouraged to act upon during the year. This forms a large part of our feedback to pupils within mathematics

- At Key Stage 3, formal assessments are set and marked by the teacher at the end of each unit. This is done approximately once every 3 weeks.

- At Key Stage 4, formal assessments are set at the end of each module – the frequency of this is dependent on the rate of progress of the pupils and the amount of work covered in the module.

- In addition to these modular assessments, all pupils sit assessments at the end of each term which are marked by the class teacher and provide a summative picture of a pupil's performance over several topics studied in that term.

- A simple and consistent approach to marking is adopted within the department with red pen written comments / worked examples by the teacher incorporated to consolidate the pupil's experience. However, verbal feedback is still the greatest tool our teachers have, and staff act accordingly to provide constructive feedback instantly. This is often not noted down by the pupil but when staff member feels that the pupil would benefit from this then they are instructed to take it down in their books.

- Across the school, the format of assessment is consistent, so pupils recognise how the marking has been undertaken and where the recommendations for improvement are to be located. Staff review assessments once they have taken place and pupils are actively encouraged to make notes on their assessment in green pen. This provides further clarification on questions and concepts that may have been misunderstood.

- The spelling of subject specific key words is checked and corrected verbally by all members of staff and key words for the topic are displayed on the board for pupils to copy.

Outstanding Feedback and Marking in MFL

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in MFL are characterised by different features.

Outstanding marking in MFL will include:

- Quick Phonics, Vocabulary and Grammar activities will often be peer marked or reviewed in class

- Online marking is actively used through Language nut and department made FF online marking activities in all years to show retention of knowledge as pupils move through the curriculum

- In Y7 and Y8 mini assessments at the close of each term are marked by the teacher and used diagnostically to show areas of focus moving forward. These assessments will cover knowledge of phonics, vocabulary and grammar. These are supplemented by larger summative assessments (Achievement and Applying your Knowledge Tests) in all areas of speaking, listening, reading and writing currently once per year. Feedback is issued with advice for improvement via Firefly to pupils.

- In Y9 pupils sit assessments in listening, reading and grammar and writing skills at the end of each unit of work. Feedback is issued with advice for improvement via Firefly to pupils.

- At Key Stage 4, pupils sit weekly vocabulary tests (5 a day challenge tests) which are marked by class teacher and formal assessments are set at the end of each module – the frequency of this is dependent on the rate of progress of the pupils and the amount of work covered in the module. These assessments would be a combination of listening, reading, writing and grammar assessments and feedback is issued with advice for improvement via Firefly to pupils.

- In written work pupils might be asked to write out key spellings three times to promote memorisation and class teachers and the language assistant in Spanish use Vocaroo.com and/or Languagenut to offer feedback on speaking tasks.

Outstanding Feedback and Marking in Music

The following points are based on current, well established practice, which has consistently resulted in all pupils achieving progress. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different style of marking and assessment in Music, which is usually 'instant' and 'observational 'in terms of feedback are characterised by different features, as follows:

Assessment within lessons:

- Peer and self-assessment.
- Greater emphasis on oral feedback and learning conversations about pupils' work reflecting current practice in the subject.

- Examples of outstanding work are used to demonstrate to pupils what can be achieved.

- All practical work is marked in class so pupils can see strengths and weaknesses in each other's work and discuss how to make improvements.

- Some practical work at KS3 is videoed/recorded (audio). All practical work at KS4 is recorded.

GCSE controlled assessments and practice examination papers

- Pupils are awarded a mark according to GCSE criteria.

- Exam question marking contains teacher annotation/comments.

- Pupils are able to redo performances multiple times in order to gain the best mark.

- Examination board cover sheets are completed and signed as required for controlled assessments.

Outstanding Feedback and Marking in PE and Sorts Studies

The following points are based on current, well established practice, which has consistently resulted in all pupils achieving progress. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different style of marking and assessment in PE and Sports Studies, which is usually instant and observational in terms of feedback and characterised by different features, as follows:

Assessment within lessons:

- Peer and self-assessment throughout the unit of work.
- Verbal feedback from teacher.
- All levels and assessment criteria information are displayed and referred to as part of lessons, in order to recognise individual target level and to establish strategies for improvement.
- Use of booklets to aid progress, record feedback and guide on levels.

GCSE controlled assessments and practice examination papers

- Pupils are awarded a mark according to GCSE criteria.
- Exam question marking always contains teacher annotation, comments, advice and/or targets for pupils.
- Use of school correction symbols on written assessments to facilitate improvements in pupils' spelling, punctuation and grammar are inherent to marking.
- Examination board cover sheets are completed and signed as required for controlled assessments.

Outstanding Feedback and Marking in Religious Education

The following points are based upon the current, well established, practice.

- Pupils' work is monitored regularly using a variety of methods from a range of light touch/book checking, verbal feedback and sharing of work, to detailed written responses.

- For assessment pieces of work, KS3 pupils will be given written feedback on how to move learning forward and will be given points to respond to, both immediately and in future pieces of work. KS4 pupils will complete an end of topic test marked to GCSE criteria, again they will be given guidance on how to improve their work.

- Low-stake testing, such as white board work, is used regularly in class to enable immediate checking of knowledge and understanding for both pupil and teacher.

- Feedback is consistent across the department, follows school policy and is monitored periodically through departmental meetings and whole school procedures such as deep dives.

- Written marking will include a focus on literacy errors and pupils are encouraged to make corrections to their work. Marking encourages the use of subject specific vocabulary and that it is used in the appropriate context.

- Pupils are encouraged to present their work in an organised manner paying attention to legibility and presentation. Pupils are given specific guidance on the expectations with regards to presentation.

- Peer and self-marking are an important part of pupils receiving immediate feedback for their work.

Outstanding Feedback and Marking in Science

The following points are based on our current, well established practice, which has consistently resulted in outstanding outcomes for all pupils in recent years. They should be considered alongside the generic list of outstanding marking characteristics. It should be noted that the different contexts of marking and assessment in science are characterised by different features.

- Peer marking is used to improve pupils' understanding of the marking criteria and to gain a better understanding of the answers and how to compose them.

- Online marking is actively used through a number of different software packages to provide pupils with the next steps to help them improve.

- Many of the science assessments incorporate pupils' reflection on their work to support teacher comments; this enhances pupils' way forward.

- A simple and consistent approach to marking is adopted within the department through the use of stamps, written comments and verbal feedback.

- At key stage 3, the format of assessment is consistent across years 7,8 & 9 so pupils recognise how the marking has been undertaken and where the recommendations for improvement are to be located.

- At key stage 4, each discipline has adopted a similar approach to assessments which follows on from the simple and effective approach at key stage 3.

- The science department adopts consistent and regular use of the literacy marking symbols.

- Comments are specific and allow pupils to focus on an area which will aid progress.

Appendix 2

Guidance on the Completion of Reports

The following information is to be printed on the reverse of each report that is issued. Please apply a consistent approach to the effort and attitude grades for both class and home learning. These grades are not a measure of progress.

Effort and attitude to learning

At Archbishop Temple Church of England High School, we know that success is achieved through hard work and effort. Consequently, we set students high standards of effort and attitude to learning in the classroom and at home.

In school, we expect every pupil to display the following standards, overall, throughout the year:
Show respect to peers and staff.

Arrive punctually to class with all the necessary equipment for the subject.

Be attentive and engaged in the given task throughout the lesson.

Follow instructions.

Work with resilience and self-reliance.

Complete and present all work to the best of one's ability.

Maintain a high standard of uniform.

Home learning is an essential element to success. We expect all students to, overall, ensure home learning tasks
are completed fully, presented well and proofread;

submitted on time;

demonstrate thoughtful engagement in the task;

illustrate determination to fully understand the skill or concept.

Additionally, it is the expectation that students finish incomplete classwork at home and ensure work missed through absence is caught up at home.

Effort grade key

E – frequently exceeding the expected standards

M – in general, meeting the expected standards

B – regularly exhibiting effort below the expected standards

Additionally, at key stage 3:

Progress through the curriculum

For pupils in key stage 3, progress is reported as a grade from 1 to 4. This is communicated to parents and carers with a colour code.

4 – blue: Your child is making exceptional progress.

3 – green: Your child is making very good progress; this is what we expect.

2 – yellow: Although making progress, your child could be achieving a higher grade.

1 – red: For this subject, your child's progress is giving cause for concern.

Additionally, at key stage 4:

For pupils at key stage 4, progress is communicated through colour coding of the teachers' estimates of the final grades. Each estimate is algorithmically compared to the pupil's FFT 20 benchmark grade. Variation from this grade dictates the colour.

Blue: estimated attainment is one or more grades above the benchmark grade

Green: estimated attainment is the same as the benchmark grade

Yellow: estimated attainment is one grade below the benchmark grade

Red: estimated attainment is two or more grades below the benchmark grade.