





**CANSFIELD**

ACHIEVING EXCELLENCE TOGETHER

# Feedback and Assessment Policy

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<u>Chair of Governors</u>	
<u>Headteacher</u>	

## 1. Principles

Providing feedback and responding to students' work is a vital component of assessing performance, tracking progress, and raising standards across our school. It supports teacher, students, and parents/carers by informing them of each student's development. Feedback is one of the most effective tools for fostering student progress, as it helps to both challenge and support each child according to their individual needs.

Effective feedback gives students clear and specific guidance on how to improve, particularly by addressing any misconceptions in their work. Students should be encouraged to engage actively with feedback by taking steps to act on it. When feedback is used effectively, it can lead to rapid progress in students' learning.

The way we respond to students' work sends important signals about their achievements and the effectiveness of their efforts. These responses impact how students perceive their own progress. Therefore, all feedback, regardless of form, must be constructive, based on evidence, and clearly understandable to the student. The most effective feedback is positive, highlighting what has been done well and offering specific steps for improvement.

Managing teacher workload is essential to focus on the most valuable aspects of our role. Marking should be meaningful and purposeful, aimed at promoting student progress rather than done for the sake of it. The primary audience for our feedback is the students, and their progress is the reason we mark.

### 1.1 Why it matters?

Educational research consistently highlights the critical role of feedback in promoting student learning and achievement. Hattie and Timperley (2007) emphasise that effective feedback is one of the most powerful influences on student progress, particularly when it is timely, specific, and focused on the learning goals. Feedback helps students identify gaps in their understanding, correct misconceptions, and develop a clearer sense of the next steps they need to take to improve. It also fosters a growth mindset, encouraging students to view their abilities as developable through effort and persistence (Dweck, 2006). Additionally, formative feedback—designed to guide future learning—has been shown to have a more profound impact on student progress than summative assessments alone (Black & Wiliam, 1998). When feedback is clearly linked to success criteria and encourages active student engagement, it can significantly enhance motivation, self-regulation, and overall academic achievement.

## 2. Excellence Standards

**2.1 Excellence Standard Strand: A range of effective assessment methods is used in the lesson to check for understanding, skills, misconceptions, recall, and retention.**

- Retrieval practice and verbal responses provide teachers with continuous insights into student progress. This is demonstrated through activities such as "Do Now" tasks, the use of whiteboards, and low-stakes assessments, all of which offer valuable, real-time feedback on students' understanding and learning.

### 2.1.1 Why it matters?

Retrieval practice, or recalling information from memory, significantly enhances long-term retention and deepens understanding. Roediger and Butler (2011) found that retrieval strengthens neural pathways, making future recall easier than passive review. This "testing effect" consolidates knowledge and improves understanding. Dunlosky et al. (2013) also identified retrieval practice as one of the most effective learning strategies, especially when spaced over time. It helps students focus on areas for improvement and reduces overconfidence, ultimately enhancing retention and learning outcomes.

## **2.2 Excellence Standard Strand: Students' misconceptions and knowledge gaps are addressed in a timely manner to ensure they are able to progress.**

- Immediate feedback is provided to correct errors before they become embedded, ensuring students can adjust their understanding in real time. This is evident during whiteboard tasks, directed questioning, teacher circulation, peer and self-assessment, and live marking in the classroom, all of which allow for timely interventions and reinforcement of key concepts.

### **2.2.1 Why it matters?**

Addressing misconceptions is crucial for deep learning and long-term progress. Chi (2005) and Carey and Smith (2000) emphasise that misconceptions can persist and hinder new knowledge acquisition if not corrected. Nussbaum and Novick (2008) show that targeted feedback and interventions significantly improve understanding by helping students replace flawed ideas with accurate concepts.

## **2.3 Excellence Standard Strand: Students receive clear success criteria in written form from the class teacher when completing RAP (Reflect and Progress) work, ensuring they are feeding forward.**

- RAP work is structured to ensure students apply feedback meaningfully. This can be seen in books/excellence books. The incorporation of green pen work empowers students to actively engage in their own progression, demonstrating tangible evidence of their learning journey. The subsequent work demonstrating progress will be checked, and acknowledged, by the class teacher to inform further re-teaching opportunities if required. This means that misconceptions do not continue once re-teaching occurred. This work is evident within each students' books.

### **2.3.1 Why it matters?**

Providing clear success criteria during RAP (Reflect and Progress) work helps students focus on learning goals and improve their performance. Wiliam (2018) highlights that explicit success criteria guide students in understanding expectations, enabling them to use feedback effectively. Recent research by Shute (2008) also supports that well-defined criteria foster student ownership and help them make targeted improvements, enhancing overall progress.

## **2.4 Excellence Standard Strand: Both summative and formative assessments are used to check for understanding and application of the taught curriculum and are appropriately analysed to inform re-teaching and next steps.**

- Formative and summative assessments are carefully quality assured by middle leaders to ensure they are purposeful, relevant, and aligned with curriculum objectives. This process involves reviewing the assessments to confirm they accurately measure student progress, provide meaningful feedback, and support the overall learning goals. By ensuring the assessments are well-designed, middle leaders help maintain high standards and ensure that they effectively contribute to student development and achievement.

### **2.4.1 Why it matters?**

Using both summative and formative assessments is vital for checking student understanding and guiding teaching. Black and Wiliam (2009) highlight that formative assessments provide real-time feedback, while summative assessments offer a broader evaluation. Analysing both helps teachers identify gaps and plan re-teaching to support student progress effectively (Wiliam, 2018).

## 2.5 Excellence Standard Strand: Live marking is conducted effectively during each lesson to support students with literacy and help them improve their work in the moment.

- Teachers provide **verbal and written feedback during lessons**, ensuring students correct misconceptions immediately. A range of formative assessment strategies are employed in the classroom, using live feedback. Teachers systematically identify and address misconceptions within each lesson through continuous assessment, providing verbal feedback as deemed necessary. Instances of misconceptions necessitating additional instructional attention are documented in the teacher's Messy Markbook, facilitating targeted remediation in subsequent lessons. This proactive approach ensures the timely rectification of misconceptions without imposing an undue burden on teacher workloads.

### 2.5.1 Why it matters?

Live marking provides immediate feedback, helping students improve their literacy in real-time. Sherrington (2019) highlights its effectiveness in addressing misconceptions on the spot, while Quigley (2018) shows that timely feedback enhances students' literacy skills and improves written outcomes.

## 3. Feedback

A range of formative assessment strategies are employed in the classroom, using live feedback. Misconceptions are systematically identified and addressed within each lesson through continuous assessment, with verbal feedback provided as necessary. When misconceptions require further attention, they are documented in the teacher's Messy Markbook, enabling targeted remediation in future lessons. This proactive approach ensures misconceptions are corrected promptly without overburdening teachers. The following strategies support this process:

- **Directed Questioning:** Teachers use directed questioning based on their understanding of students' abilities to ensure participation and gauge comprehension. This method fosters improved focus, listening, and differentiation. Teachers encourage thoughtful responses by allowing thinking time or partner discussions. If answers are inadequate, teachers persistently push for higher-quality responses, reframing questions and addressing misconceptions. All students are expected to contribute at least once per lesson, and this approach enhances oracy, confidence, and engagement. Verbal responses must be in full sentences, explicitly modelled by teachers.
- **Peer Assessment:** Students assess each other's work using clear success criteria or a mark scheme, promoting effective learning through evaluating progress and responses.
- **Self-Assessment:** Students assess their own work using success criteria or a mark scheme to reflect on their progress.
- **Formative Assessment Tasks:** Low-stakes assessments, such as "Check-In" activities, are used to monitor student understanding.
- **Whiteboard Assessments:** Whiteboards are employed to quickly assess student knowledge, allowing teachers to immediately address misconceptions through verbal feedback and, if necessary, re-teaching.
- **'Do Now' Activities:** These retrieval tasks unlock the lesson, helping teachers identify knowledge gaps or misconceptions, which are addressed before moving forward.
- **Live Marking:** Live marking is conducted during lessons to provide students with immediate feedback. This is evident in students' books at a minimum of once per half term.
- **Re-Teaching:** A key focus within the 'Cansfield Five' is adaptability. Teachers use assessment for learning tools during lessons to identify misconceptions and knowledge gaps, which are addressed through re-teaching, using green pen work to track corrections and progress.

In addition to live marking, students' work in core faculties at Key Stage 3 and 4 is marked nine times per year, while in non-core subjects, it is marked six times (once per half term). Both schedules include two formal summative assessments, with additional marking carried out through Disciplinary Mastery Assessments. For DT

and Food at Key Stage 3, two summative assessments are marked per academic year.

Class teachers must address literacy and numeracy errors by using the appropriate marking codes when live-marking and on Disciplinary Mastery and Formal Assessments. Students are required to correct these mistakes, such as copying a misspelled word three times after it has been marked with 'sp' by the teacher. For a full list of literacy and numeracy marking codes, refer to Appendix 1.

- Teachers will mark using red pen.
- Peer and self-assessments will be completed using purple pen.
- Students will respond to teachers' feedback using green pen.

Additionally, students' work must be presented neatly, with the date and title or enquiry question clearly written and underlined to ensure their work is well-organised.

#### **4. Cansfield Assessment Excellence Framework**

The Cansfield Assessment Excellence Framework has been designed to ensure students receive timely feedback, identifies and addresses misconceptions, tracks the performance, progress and attainment of the students.

##### **4.1 Live-Marking**

Live marking will be evident in student books at least once every half term. This practice allows students to receive immediate guidance during lessons, enabling misconceptions to be addressed in real time. Any significant misconceptions or targeted interventions identified through live marking should be documented in the Messy Markbook to support planning and track pupil progress.

##### **4.2 Check-Ins**

Regular "Check-Ins" can be seen in lessons in the form of quick quizzes or retrieval practise (this is outlined in 6. Subject Specific Information). This will be evidence in books to enable progression to be seen. These will be self or peer-assessed. Check-Ins give the class teacher the opportunity to "hunt" for misconceptions. Where misconceptions or areas of weaknesses have been identified, the teacher will address this in a timely manner. This approach ensures that misconceptions are addressed before they become embedded, which would make them more difficult to correct at later date. It helps keep pupils on track and prevents them from falling behind. Immediate feedback reinforces understanding and supports long-term retention. It also gives teachers the opportunity to adapt their teaching to better meet the needs of their students.

##### **4.3 Disciplinary Mastery**

Summative data will be accompanied by rigorous "Disciplinary Mastery" assessments which are planned into the curriculum. These are carefully designed to ensure that the disciplinary skills for each subject have been mastered by the student.

The class teacher will review peer and self-assessments of "Disciplinary Mastery" assessments. They will provide a personalised comment indicating that the work has been carefully evaluated and offer feedback directly related to the task, giving students the opportunity to respond and demonstrate progress. This ongoing dialogue encourages continuous improvement. The teacher will then check and mark the subsequent work to confirm progress and, if necessary, plan further re-teaching. This ensures that misconceptions are fully addressed, with evidence of this process recorded in the students' class books.

Data is centrally recorded and analysed by both individual teachers and Middle Leaders. This data is used to identify and address misconceptions before students complete their Formal Assessments. Each subject has the flexibility to approach this process in a way that best suits their curriculum. This is outlined in 6. Subject Specific Information.

#### 4.4 Formal Assessment

- At Cansfield, data is entered into the school system at three key points throughout the year: a baseline assessment (usually a peer-assessed knowledge quiz, graded out of 20) and two formal assessments.
- Students will undergo two formal assessments each year, aligned with the school's assessment windows. Year 10 students will complete two formal assessments, one of those to be a comprehensive set of Pre-Public Examinations (PPEs) at the end of the academic year. Year 11 students will complete one formal set of Pre-Public Examinations in December. These assessments are designed to gauge progress and prepare students for their final exams, ensuring they are well-prepared for GCSEs and can monitor their development throughout the key stage.
- Formal assessments are carefully designed to evaluate both the substantive knowledge students have acquired and their disciplinary skills.
- These assessments are cumulative, building on prior learning to ensure that knowledge from previous years is embedded and that any misconceptions are identified and addressed.
- Formal assessments are also used to check that key component knowledge has been mastered, enabling students to successfully attempt composite knowledge tasks.
- Forensic marking will be carried out by the class teacher, and individual feedback will be provided to each student.
- Following formal assessments, the class teacher will identify areas of weakness and address them through targeted re-teaching, ensuring that knowledge gaps are closed. Challenge and extension tasks will be provided for pupils who have demonstrated strong understanding of the assessed content.
- Middle Leaders are responsible for quality-assuring assessments to ensure they effectively measure disciplinary knowledge. This includes reviewing and evaluating assessment design to ensure tasks test both factual recall and students' understanding of key concepts, skills, and methods, fostering deeper learning and subject mastery. These are reviewed at a minimum of 4 weeks prior to the assessment window by SLT.
- Teachers and students are provided with two assessment windows, allowing for effective planning and workload management.  
Assessment window A 19<sup>th</sup> Jan 30<sup>th</sup> Jan.  
Assessment window B 11<sup>th</sup> May – 22<sup>nd</sup> May  
Year 11 PPEs w/c 1<sup>st</sup> Dec (three weeks)  
Year 10 PPEs w/c 15<sup>th</sup> June (7 days)
- Data from these assessments will be entered into SIMS.
- At the end of the year, we hold end-of-year parental meetings to provide parents with a comprehensive overview of their child's progress throughout the year. These meetings offer an opportunity to discuss achievements, address any areas for improvement, and collaboratively set targets for the upcoming academic year.

In addition to the formal assessment:

- Upon entering Year 7 in September, all students will complete CAT tests. along with GL assessments conducted during the transition days.
- Throughout Key Stage 3, targeted students, including SEND students and those underachieving, will complete continuous reading and spelling assessments.

## 5.1 Standardisation

Middle Leaders will ensure that standardisation for both Key Stage 3 and Key Stage 4 takes place prior to any marking of assessments being completed. This process will involve scrutiny of mark schemes to ensure that they are applied consistently across Faculties.

## 5.2 Moderation

Middle Leaders will implement moderation procedures both during and after the marking process for both Key Stage 3 and Key Stage 4. At Key Stage 4 moderation of exam papers will include teacher members that are exam marking trained.

## 6. Subject Specific details

### 6.1 Maths

#### Live Marking

In mathematics during live marking, we have whole school numeracy codes and mathematics subject specific codes. This helps the students identify any mistakes they have made or how to strengthen and extend their answer. This includes written answers using key terminology to ensure they are fully correct. In addition to this, staff may write scaffolding in a student book to support them with getting to the correct answer – this will look different depending on the topic being currently taught.

#### Mathematics codes:

DK - Declarative Knowledge  
PK - Procedural Knowledge  
CK - Conditional Knowledge  
MC – Misconceptions  
C – Consolidation  
KT – Key terminology  
PK – Prior knowledge  
FT – Follow through marks  
MU – Missing Units

#### Numeracy codes:

NE – Numeracy error  
MWO – Missing working out  
WO: Wrong operation  
MR: Misread the question  
CA: Calculation error  
RU: Reasoning unclear

#### Check-Ins

Bi-weekly students complete a check in.

At KS3, they complete a retrieval practice. This is split into four sections; last year, last topic, last week, number skills. The questions chosen are different for each year group and each set.

At KS4, they complete a knowledge check. This is 10 quick questions to encourage retrieval of content taught both at KS3 and KS4. Students are provided with a revision sheet for this on google classrooms.

Both check ins are self-assessed and checked by the class teacher.

The following week, staff will plan and deliver a reteach. This will be dependent on the topics identified. This may include whiteboard work followed by an independent task.

Any RAP work completed,

### **Disciplinary Mastery**

At the end of each of the 12 units of work delivered in lesson, we have a Disciplinary Mastery assessment available. This includes all the key disciplinary skills taught in that unit of work and has a balance of fluency, reasoning and problem-solving questions. This is the same assessment for all sets, however, any class that has exceeded the national curriculum will be given an additional Disciplinary Mastery assessment on any additional content taught.

This assessment is one side of A4, unless graph work, to avoid mathematics anxiety.

Staff will mark each assessment and write a personalised comment to provide feedback to the student.

Staff will then provide each student with their own individual RAP worksheet based on questions they got wrong. This will include hints to help and an additional question for the students to attempt. Any student who does not need to revisit a question, will be given a meaningful extension.

If appropriate, staff will pause and complete a reteach lesson if there has been a whole class gap in understanding.

Staff will mark any RAP work completed and will provide further intervention if appropriate.

Data is monitored centrally to ensure we can quality assure the resource. We can make appropriate changes to the test or we can highlight staff that have delivered the content well and outperformed the class – encourage sharing of good practice.

### **Formal Assessment**

At the start of each year, students complete a baseline assessment of 20 questions. This covers the fundamentals that they have learnt previously in the prior year, that are required for the next academic year. There is a different test for each year group at KS3 and all classes sit the same test regardless of their set. At KS4, there is a foundation and a higher test. Students peer assess their baseline and staff quality assure their marking. Staff then create a bespoke plan of reteaching based on misconceptions and gaps in understanding identified from the assessment. Any student who got the topics identified correctly will be provided an extension on the topic.

KS3 sit two cumulative assessments each year.

Each of our assessment are weighted in the disciplinary skills to ensure that all content taught are tested through fluency (40%), reasoning (20%) and problem solving (20%).

Each year group has two papers each; one with calculator and one without a calculator. This ensures that students are tested on their mental arithmetic but reduces cognitive overload on problem solving.

All tests are cumulative and test content delivered in all of their years at Cansfield to date. This can appear as its own individual question or alternatively, the skills taught in prior years is interleaved through new content taught in their current academic year.

Year 9 assessment B is two adapted GCSE foundation papers, ensuring students complete a calculator and non-calculator paper. This allows us to assess how they are currently working to ensure they are put on the correct pathway at KS4. All content not covered at KS3 is removed from the test.

Year 10 assessment A is also two adapted GCSE papers, relevant to the tier that they are currently working towards.

Year 10 assessment B is a full set of PPEs. This includes three full papers and the grade boundaries attached. Students will sit a shadow paper along with a reorder of the papers to abide by our exams resilience policy. By completing the three full papers, this will test the students understanding on all of the GCSE specification at

the correct weighting of fluency, reasoning and problem solving for a set of GCSE papers. This will allow staff to highlight topics that are required to be retaught prior to the GCSE season.

This is the same with the year 11 set of PPEs.

Upon completion of marking for all assessments, staff will complete a RAG sheet. This provides a breakdown of the topics that students need to celebrate and identify weaknesses for the students to work on. This will be supported with SPARX codes to allow independent intervention at home.

Staff will highlight at least three topics to reteach to ensure their gaps in knowledge and misconceptions have been fixed. Students will then redo the assessment questions that they got wrong. Any student who got the topics identified correctly will be provided an extension on the topic.

At KS4, prior to any assessment taking place. Maths teachers are encouraged to answer the assessment paper and highlight any key misconceptions they would expect and highlight where the marks will come from. Staff will then cross reference their findings against the examiner's report and the official mark scheme. Following this, a sample of both tiers are used for moderation to allow staff a chance to mark a paper and discuss any questions they may have. Staff will then answer 3 papers and have them quality assured by an official marker for the exam board before continuing on with their marking. Staff will mark blind.

Data is monitored centrally to ensure we can quality assure the resource. We can make appropriate changes to the test or we can highlight staff that have delivered the content well and outperformed the class – encourage sharing of good practice.

## **6.2 English**

### **Live Marking**

- All extended writing pieces, that are not part of our Disciplinary Mastery or Formal Assessment, will be Live Marked. Live Marking will include SPaG errors, common class and individual errors and also be used to celebrate success. The visualiser will also play a part in this to showcase examples of good practice for the rest of the group.
- KS3 will also have dedicated Jump Write In lessons (indicated on the SOW) in which pupils plan and write in the dedicated lesson time and the Live Marking shapes the direction of the teaching.
- Year 11 will have a fortnightly Big Write that will be Live Marked.

### **Check-Ins**

- All KS3 and Year 10 lessons start with Check-in questions
- Year 11 complete a mixture of Check-In questions and exam questions at the start of the lesson
- Year 10 and 11 complete a weekly Groundwork Drill to test key quotations needed for their Literature exam
- This informs the teacher of knowledge needed for that specific lesson, based on previous learning
- This will inform teaching of the subsequent lessons to ensure that any misunderstanding or gaps in skills / knowledge are addressed.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.

### **Disciplinary Mastery**

- All KS3 and Year 10 Students will complete 7 'Checkpoints' throughout the year– these will be standard for the entire year group- and will cover each of our disciplinary skills throughout the year.
- This will be 10 questions to review the knowledge of a text covered so far to include all disciplinary skills as well as retention and an extended reading, writing or Spoken Language piece.

- The 10 questions are then marked by the class teacher
- The Disciplinary Mastery task is then forensically marked by the class teacher.
- A WWW and EBI is to be provided to all students through the use of the pre-populated feedback sheets.
- RAP work then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- This will inform teaching of the subsequent lessons to ensure that any misunderstanding or gaps in skills / knowledge are addressed.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Two of these are evident in every unit of work, one writing and one reading piece. Where an assessment piece falls, this will replace of the key pieces for that unit.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

### **Formal Assessment**

- Two formal assessments will take place every year testing our DM skills and key concept knowledge from across the year (rather than a specific text)
- This is all forensically marked by the teacher.
- RAP work then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- This will inform teaching of the subsequent lessons to ensure that any misunderstanding or gaps in skills / knowledge are addressed.
- Teacher then addresses misconceptions and misunderstanding through teaching or written feedback and dialogue if necessary.
- Marks are recorded on a central spreadsheet and used by the class teacher as well as the Faculty Leaders to identify underachievement and inform intervention.

### **6.3 Science**

#### **Live Marking**

Class teachers will conduct live marking for each of their classes at least once per half term. The task/s to be live marked will be at the discretion of the class teacher.

#### **Check-Ins**

Within most lessons Check-ins will take the form of:

- KS3 Entry task: 'DO NOW' 4 L's task – last lesson, last week, last term, last year.
- KS4 Entry task: 'DO NOW' tasks
- Directed questioning
- Whiteboard questions/quizzes
- KS3: Recall tasks, Independent tasks, Application tasks – completed in books
- KS4: 'Activity' tasks – completed in books

#### **Disciplinary Mastery**

Disciplinary mastery assessments comprise sections on 'Recall' and 'Application'. The Recall questions test pupils on key scientific concepts whilst the Application questions require pupils to apply their knowledge.

Pupils self-assess these tasks (but must first put their black pens away!) and then are collected in and checked by the class teacher who then adds the total mark and records this on the data spreadsheet.

In the intervention lesson, pupils receive a teacher feedback proforma which highlights areas of strength and areas in need of development. The areas that the class need to work on are re-visited and RAP work tasks are undertaken.

### **Formal Assessment**

#### **KS3:**

Assessment A and B consist of questions obtained from ExamPro or other question bank sources.

Papers are cumulative in nature so prior content is assessed i.e. Year 8 assessments will incorporate questions from Y7 topics.

Assessments are in three sections:

**Recall** – assessing core concepts.

**How Science Works (HSW)** – assessing disciplinary skills.

**Application** – assessing the application of knowledge.

#### **KS4:**

**Year 10** - Pupils sit papers consisting of past paper GCSE questions of both Higher and Foundation tier.

Grade boundaries are generated based on pupil data whilst considering actual GCSE grade boundaries.

**Year 11** – Pupils sit the papers from the last series of GCSE exams for their PPE. Published GCSE grade boundaries from this exam series are used to allocate grades.

Following assessments KS4 pupils receive a RAG sheet document allowing them to identify areas of strength and those in need of development.

Areas in need of development/misconceptions are addressed in the Intervention lesson/s that follow the assessment. Tests are not green-penned in line with school policy.

## **6.4 Geography**

### **Year 7**

**Main Assessment Focus: Core Geographic Knowledge and Geographic Skills**

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 3x Quizzes per half term (some Knowledge Quizzes, some Skills Quizzes dependant on the topic).

**Disciplinary Mastery:** This will consist of 3-mark and 6-mark Explain questions to assess the students grasp of the core knowledge, and allow them to start structuring extended writing. They will also include SPaG marks to reinforce literacy and high expectations. At least 4 of these will be done per academic year in half-terms that do not have Formal Assessments.

**Formal Assessments:** These will consist of a mixture of Core Knowledge questions, Geographic Skills questions, Explain/Understanding questions, and Application questions. These will be out of 35 marks.

### **Year 8**

**Main Assessment Focus: Demonstrating Understanding of Geographical Concepts**

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 2x Quizzes per half term (some Knowledge Quizzes, some Skills Quizzes dependant on the topic).

**Disciplinary Mastery:** This will consist of 6-mark Explain questions to assess the knowledge of core geographic concepts, students' structure, and give the opportunity to demonstrate their extended writing abilities. They will also include SPaG marks to reinforce literacy and high expectations. At least 4 of these will be done per academic year in half-terms that do not have Formal Assessments.

**Formal Assessments:** These will consist of a mixture of Core Knowledge questions, Geographic Skills questions, Explain/Understanding questions, and Application questions. These will be out of 40 marks.

### Year 9

#### **Main Assessment Focus: Application of Geographic Concepts to the Wider World**

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 2x Quizzes per half term (some Knowledge Quizzes, some Skills Quizzes dependant on the topic).

**Disciplinary Mastery:** This will consist of 6-mark Explain questions and 8-mark Application questions to assess the understanding of core geographic concepts, students' structure, and give the opportunity to demonstrate their extended writing abilities even further. It will also allow students to apply the Knowledge and Understanding they have to unfamiliar places and look at the world holistically. They will also include SPaG marks to reinforce literacy and high expectations. At least 4 of these will be done per academic year in half-terms that do not have Formal Assessments.

**Formal Assessments:** These will consist of a mixture of Core Knowledge questions, Geographic Skills questions, Explain/Understanding questions, and Application questions. These will be out of 45 marks.

### Key Stage 4

#### **Main Assessment Focus: AO1 Knowledge, AO2 Understanding, AO3 Application and AO4 Skills**

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 4x Quizzes per half term (some Knowledge Quizzes, some Skills Quizzes dependant on the topic).

**Disciplinary Mastery:** This will consist of 6-mark Explain questions, 8-mark Application questions and 12-mark Application questions to prepare students for their GCSE Examinations, and work on structuring answers well to reach the highest bands available. It will also allow students to apply the Knowledge and Understanding they have to unfamiliar places and look at the world holistically. They will also include SPaG marks to reinforce literacy and high expectations. 2 of these will be done per half-term.

**Formal Assessments:** These will be past GCSE papers using the relevant grade boundaries to assess progress. These will be sat during the PPE's, and some level of Assessment will take place at the end of each topic using a variety of AO1, AO2, AO3 and AO4 questions. In Y10, the students will sit a full Component 1 (100 marks) and Component 2 (76 marks) exam in their PPE's. In Y11, the students will sit a full series of papers including all three Components (100 marks, 76 marks and 76 marks).

## **6.5 History**

### Key Stage 3

**Live marking:** at least every two weeks there should be a piece of live marked work in each students' book. Extended writing to be checked by class teacher also.

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 3x Quizzes per half term.

**Disciplinary Mastery:** This will consist of question styles using historical skills, e.g source questions, significance etc. They will also include SPaG marks to reinforce literacy and high expectations. These will be done in half-terms that do not have Formal Assessments in line with the whole school marking policy.

**Formal Assessments:** These will be completed twice per academic year as per school policy. These will include questions using historical skills, source questions and an extended writing piece.

### Key Stage 4

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson and 4x Quizzes per half term.

**Disciplinary Mastery:** This will consist of past exam questions from the unit they are studying to prepare them for the exam and also practice exam style questions. SPaG will also be included.

**Formal Assessments:** These will be past GCSE papers using the relevant grade boundaries to assess progress. These will be sat during the PPE's. In Y10, the students will sit a full paper 2 (Public Health and Elizabeth). In Y11, students will sit a full paper 2 and half of paper 1 (as this is where they will be up to).

## 6.6 RE

### Key Stage 4

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson and 4x Quizzes per half term.

**Disciplinary Mastery:** This will consist of past exam questions from the unit they are studying to prepare them for the exam and also practice exam style questions. SPaG will also be included.

**Formal Assessments:** These will be past GCSE papers using the relevant grade boundaries to assess progress. These will be sat during the PPE's. In Y10, the students will sit half of paper 1 (Christianity) and their Themes paper. In Y11 students should be able to sit their full exam series.

## 6.7 CRC

### KS3

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 2x Knowledge Quizzes per half term

**Disciplinary Mastery:** This will consist of 8-mark Quote Analysis Questions to allow them to apply their Knowledge to a 'debate' style piece of extended writing, which also links to the Assessment Objectives for GCSE RE. They will also include SPaG marks to reinforce literacy and high expectations. At least 4 of these will be done per academic year in half-terms that do not have Formal Assessments.

**Formal Assessments:** These will consist of a mixture of Core Knowledge questions, Explain/Understanding questions, and Quote Analysis questions. These will be out of 25 marks.

### KS4

**Check-ins:** Check-ins will consist of DO NOW retrieval activities every lesson, as well as whiteboard tasks and 2x Knowledge Quizzes per half term

KS4 will not complete Disciplinary Mastery or Formal Assessments for CRC, as we have less curriculum time, and we do not feel it necessary as an added pressure, especially when this subject will be partly focussing on exam preparedness and managing stress and mental health.

## 6.8 PE

### KS3

**Live marking:** Class teachers will observe and analyse pupils progress during practical lessons on a daily basis. This will be done through teacher observations, questioning and pupil reflections.

**Check-ins:** Check-ins will take place on a weekly basis, during practical P.E lessons pupils will be assessed through teacher observations, questioning and peer and self-assessment. The KS3 practical tracker will be updated regularly during lessons to show pupils progress on both practical ability and knowledge and understanding of the concept, rules, tactics and sport specific terminology.

**Disciplinary Mastery:** Disciplinary mastery assessments will have a lesson by lesson focus in P.E. During practical lessons the disciplinary skills needed to be mastered to participate in the specific sport for each group will be ongoing for the block it is being undertaken. Teacher observations, questioning strategies and self and peer assessment will assist in the marking of pupil progress.

All the scores for each pupil's progress will be collated in the Practical tracker alongside the check-ins, this will form an overall score for each pupil based on their Practical ability and knowledge and understanding of the

concepts, rules, tactics and sport specific terminology. These scores will be produced at the end of each half term by class teachers for every pupil at KS3.

**Formal assessment:** Assessment A will be based on the concepts, rules, tactics, skills and techniques and sport specific terminology covered in Term 1.

Assessment B will be based on the concepts, rules, tactics, skills and techniques and sport specific terminology covered in Term 2/3.

The assessment grade combined with the practical score will form an overall percentage for each pupil for each window.

At the end of each assessment pupils will complete a green pen written response to the class teachers' comments, highlighting areas to develop and pinpointing areas of strength.

#### **KS4**

**Check-Ins:** Within most lessons Check-ins will take the form of:

- KS4 Entry task: 4 in 4 on whiteboards
- Directed questioning
- Whiteboard questions/quizzes
- End of Unit Tests- peer marked (roughly every 2/3 weeks)

**Disciplinary Mastery:** Disciplinary mastery assessments comprise of an extended piece of writing question once each half term.

These questions are marked out of 12 and fall in line with the marking matrix for BTEC Sport, class teachers will provide each pupil with their own specific feedback identifying areas of strength and areas to improve, this will be done as a green pen exercise.

The disciplined skills required to be mastered in these types of questions link closely to the written content needed to complete Component 1 and Component 2 controlled assessments and they also develop the skills needed to be able to access and answer 6-mark questions within the Component 3 Exam in Year 11.

The scores from these Disciplinary Mastery assessment will be recorded in a centralised tracker for the department for each class and each pupil.

#### **Formal Assessment:**

Year 10- Year 10 Pupils will sit an Assessment (disciplinary mastery style) during Assessment A in classrooms and will sit Assessment B in the PPE style examinations.

Year 11 - Pupils sit PPE paper during Assessment A window consisting of BTEC Sport Component 3 past papers.

Following assessments KS4 pupils receive a feedback sheet allowing them to identify areas of strength and those in need of development.

Areas in need of development/misconceptions are addressed in the Intervention lesson/s that follow the assessment.

All data from the assessments will be collated into a centralised tracker for the department.

## 6.9 Music

**Live Marking:** Music is a practical subject which teaches a variety of performing, composing and listening skills through the course. Live marking takes place during every performance lesson, and this is fed back straight away to pupils and notated in their assessment booklet.

**Check-Ins:** The elements of music are taught throughout every component of the course, and this declarative knowledge is tested throughout retrieval tasks at the beginning of each lesson using whiteboards.

**Disciplinary Mastery:** Assessments of both declarative knowledge and procedural knowledge are tested every half term via a short-written task that demonstrates pupils understanding

**Formal Assessment:** Over the course of the year pupils undertake at least one formal music assessment based upon one of the pillars of musicianship however usually both composition and performance are covered per half term. This enables a holistic assessment of the musician rather than the formal assessment being based upon one specific element.

## 6.10 French

### Key Stage 3

**Live Marking:** Live marking is completed once every half-term in each child's book, on extended pieces of writing or other pieces of work appropriate to live marking, which gives teachers a chance to address misconceptions and allows students to learn from the marking.

**Check-Ins:** Misconceptions are addressed according to our *three pillars of progression*:

- In MFL we use 'Do nows' on whiteboards to conduct regular check ins as well as using mini whiteboards as a key part of our formative assessment in lessons. This allows us to check spellings, grammar, syntax and knowledge.
- Check-ins in the form of vocab tests may also be visible in books, twice a term to ensure vocabulary is being acquired.
- Misconceptions will also be addressed verbally to address any misconceptions on phonics as this is our golden thread running through the curriculum.

**Disciplinary Mastery:** Students will complete two formal assessments in KS3, Assessment A and B, as well as 4 checkpoints throughout the year, aimed to test the following skills as well as knowledge-based questions:

### Year 7

Phonics for Y7, Application of phonics for Y8 and Read aloud for Y9.

- Read aloud & Dictation Y7, Y8 and Y9 just Dictation
- Reading Comprehension & Translation
- Writing

### Year 8

Phonics for Y7, Application of phonics for Y8 and Read aloud for Y9.

- Read aloud & Dictation Y7, Y8 and Y9 just Dictation
- Reading Comprehension & Translation
- Writing

### Year 9

Phonics for Y7, Application of phonics for Y8 and Read aloud for Y9.

- Read aloud & Dictation Y7, Y8 and Y9 just Dictation
- Reading Compression & Translation
- Writing

The order of the checkpoints shows natural progression from starting with Phonics to creating extended pieces of writing, which builds throughout the year. This also covers in depth the four skills needed at GCSE level and to learn a language.

**Formal Assessment:** Formal assessments in Y7-Y9 are based on all four of the main skills; Speaking, Listening, Reading and Writing which also includes translations either into French or into English. They can be conducted over two lessons as the speaking part can take longer to complete due to listening to individual students. As well as containing all four skills, they are cumulative tests in terms of key component knowledge and tier 2 vocabulary but also thematic, based on the topics taught in the previous term.

#### **Key Stage 4**

**Live marking:** Live marking is completed once every half-term in each child's book, on extended pieces of writing or other pieces of work appropriate to live marking, which gives teachers a chance to address misconceptions and allows students to learn and address these from the marking.

**Check-Ins:** Misconceptions are addressed according to our *three pillars of progression*:

- In MFL we use 'Do nows' on whiteboards to conduct regular check ins as well as using mini whiteboards as a key part of our formative assessment in lessons. This allows us to check spellings, grammar and syntax.
- Check-ins in the form of vocab tests may also be visible in books, twice a term to ensure vocabulary is being acquired.
- Misconceptions will also be addressed verbally to address any misconceptions on phonics as this is our golden thread running through the curriculum.

**Disciplinary Mastery:** Students will complete two formal assessments in year 10, Assessment A and PPE 1, as well as 4 checkpoints throughout the year, aimed to test the following skills: Speaking, Listening, Reading, Writing and knowledge questions.

**Formal Assessment:** Formal assessments in year 10 and year 11 are based on all four of the main skills; Speaking, Listening, Reading and Writing which also includes translations either into French or into English. For Assessment A, they are usually conducted over 2 or 3 lessons due to testing all four skills. For PPE 1 in Year 10, this will consist of a reading, writing and listening paper and a full speaking mock off timetable which will be recorded. Assessment A will be based on theme 1 but PPE 1 will cover all three themes. In year 11, we will conduct a full mock; reading, writing, listening and a full speaking exam, recorded and off-timetable.

### **6.11 Design Technology**

#### **Year 7: Design Technology**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

**Project 1- Block bots:** (Materials focus – Timbers) This project introduces students to basic hand tools and be an introduction to tools. This will also require students to mark and measure materials. Students will plan the manufacture of the product, design how it will look, manufacture using tools and equipment then evaluate their work against their initial design ideas.

**Project 2 – Precious Plastics** (Materials focus – Polymers) This project looks at different categories of plastics and involves students collecting HDPE2 bottle caps to focus of eco friendly design. Students collect bottle tops and will design a clock face, melt down the plastic and shape with tools then evaluate against their initial idea.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

### **Year 8: Design Technology**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

**Project 1 – (Key topic – Textiles)** E-Textiles project. Students will design and make a LED torch in the style of Day of the Dead sugar skulls. They will design their day of the dead sugar skull then sew an electrical circuit.

**Project 2 – (Key Topic – Electronics)** Students will extend their knowledge of circuits and work with a soldering iron to create a traditional circuit that will lead to the creation of a mood lamp.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

### **Year 9: Design Technology**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

**Project 1 – (Key topic – Textiles)** E-Textiles project. Students will design and make a soft sculpture in the style of textile designer, Holly Levell. They will design their product, make and evaluate over the course of the project.

**Project 2 – (Key Topic – Timbers)** Students will be introduced to working with hand tools and will create a plan of manufacture and use hand tools and machinery to Mark measure and create their product.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

## **6.12 Food Preparation & Nutrition**

### **Year 7: Food Preparation and Nutrition**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

Y7 will focus on a basic introduction to Food prep and nutrition and will cover healthy eating throughout the year as they study the eat well guide and nutrients.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

### **Year 8: Food Preparation and Nutrition**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

Y8 will focus on expanding their knowledge of Food prep and nutrition and will cover more in-depth nutritional needs including teenage nutritional needs. They will need to apply their knowledge to planning and consider organoleptic properties.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

### **Year 9: Food Preparation and Nutrition**

KS3 will be assessed upon their ability to Design (25%), make (50%) and Evaluate (25%).

Students will complete 2 projects over the year and be marked at the 2 assessment points in the year per assessment policy for DT Carousel.

Y9 will focus on expanding their knowledge of Food prep and nutrition and will involve tasks to help understanding of food choices whilst considering allergies, intolerances, and other factors such as religion that may affect food choices. Y9 will also cover food provenance and the environmental impact associated with the hospitality industry.

Each lesson staff will use an IPAD to track progress when making and use book evidence to assess project when designing and evaluating. Starters will consist of recall each lesson and plenaries will focus on consolidation of key points of the lesson. Students will receive clear feedback after each assessment point to provide an overall percentage which aligns with the appropriate assessment band. (Emerging, developing, secure, mastery)

## **6.13 Art and Photography**

### **Year 7**

**Live Marking** Each pupil will have an Art Journey tracker insert within their respective sketchbook and this will act as a working dialogue between pupil and teacher. All scores and outcomes will be entered and highlighted on each pupil tracker. Each pupil will also have a descriptor within their sketchbook of how to move from lacking coherence to developing to consistent and finally to highly developed.

**Check-ins** will work simultaneously with the live marking process with skills, knowledge and understanding being checked at key points through recall and questioning, peer assessment and art critic.

**Disciplinary Mastery** will consist of a baseline test and two skill checks. Each skills check will be an opportunity for each pupil to present a visual and written response to what has been taught and explore their newly acquired skill, knowledge and understanding. All baselines and skill checks will be marked out of twenty with a rationale of how to improve and progress.

**Formal Assessment** Year 7 Art journey will consist of two main assessed projects that will be underpinned by essential art skills such as line, colour, texture, tone and pattern. Project A is entitled Balanced and Project B is entitled Organic Metamorphosis. All skill checks and Assessment A and B will be marked by the classroom teacher within the pupil sketchbook and offer critical analysis of developing skills, embedded skills and how to make further progress.

## **Year 8**

**Live Marking** Each pupil will have an Art Journey tracker insert within their respective sketchbook and this will act as a working dialogue between pupil and teacher. All scores and outcomes will be entered and highlighted on each pupil tracker. Each pupil will also have a descriptor within their sketchbook of how to move from lacking coherence to developing to consistent and finally to highly developed.

**Check-ins** will work simultaneously with the live marking process with skills, knowledge and understanding being checked at key points through recall and questioning, peer assessment and art critic.

**Disciplinary Mastery** will consist of a baseline test and two skill checks. Each skills check will be an opportunity for each pupil to present a visual and written response to what has been taught and explore their newly acquired skill, knowledge and understanding. All baselines and skill checks will be marked out of twenty with a rationale of how to improve and progress.

**Formal Assessment** Year 8 Art journey will consist of two main assessed projects that will be underpinned by essential art skills such as line, colour, texture, tone and pattern. Project A is entitled The Tonal City and Project B is entitled Urban Portraits. All skill checks and Assessment A and B will be marked by the classroom teacher within the pupil sketchbook and offer critical analysis of developing skills, embedded skills and how to make further progress.

## **Year 9**

**Live Marking** Each pupil will have an Art Journey tracker insert within their respective sketchbook and this will act as a working dialogue between pupil and teacher. All scores and outcomes will be entered and highlighted on each pupil tracker. Each pupil will also have a descriptor within their sketchbook of how to move from lacking coherence to developing to consistent and finally to highly developed.

**Check-ins** will work simultaneously with the live marking process with skills, knowledge and understanding being checked at key points through recall and questioning, peer assessment and art critic.

**Disciplinary Mastery** will consist of a baseline test and two skill checks. Each skills check will be an opportunity for each pupil to present a visual and written response to what has been taught and explore their newly acquired skill, knowledge and understanding. All baselines and skill checks will be marked out of twenty with a rationale of how to improve and progress.

**Formal Assessment** Year 9 Art journey will consist of two main assessed projects that will be underpinned by essential art skills such as line, colour, texture, tone and pattern. Project A is entitled Hybrid Beasts and Project B is entitled Signs, symbols and Self. All skill checks and Assessment A and B will be marked by the classroom teacher within the pupil sketchbook and offer critical analysis of developing skills, embedded skills and how to make further progress.

## **Key stage 4 Art and Photography**

**Live Marking** Each pupil will have an Art/Photography Journey tracker insert within their respective sketchbook/ digital portfolio and this will act as a working dialogue between pupil and teacher. All scores and outcomes will be entered and highlighted on each pupil tracker. Each pupil will also have a descriptor within their sketchbook/ digital portfolio of how to move from lacking coherence to developing to consistent and finally to highly developed.

**Check-ins** will work simultaneously with the live marking process with skills, knowledge and understanding being checked at key points through recall and questioning, peer assessment and art critic.

**Disciplinary Mastery** will consist of a baseline test and relevant assessment objective skill checks. Each skills check will be an opportunity for each pupil to present a visual and written response to what has been taught and explore their newly acquired skill, knowledge and understanding. All baselines and skill checks will be marked out of twenty with a rationale of how to improve and progress.

**Formal Assessment** at Key Stage 4, both Art and Photography will be assessed on the same assessment objectives. At key points within each objective students will be assessed as to their progress within the objective and to how the work connects and informs the whole creative journey. Each pupil will have within their portfolio/sketchbook a detailed task descriptor, pupil commentary and teacher feedback targets. Essential to pupil progress will be a pupil Mark Band *Characteristics* grid with detailed features of each of the following bands: Minimal, Some, Moderate, Consistent, Highly developed and Exceptional. This Art Creative Characteristics will act as a working dialogue between pupil and teacher and will highlight pupil progress and misconceptions.

## 7 Responsibilities

### 7.1 Class Teachers

The Class Teacher is responsible for:

- Marking students' work effectively, providing feedback that encourages active student engagement and improvement.
- Circulating the classroom regularly to monitor understanding and live-mark individual students' work.
- Identifying and addressing gaps in knowledge and misconceptions, recording this information in the teacher's Messy Markbook (as outlined in Teaching and Learning Policy 3. Adaptability).
- Carefully identifying and correcting literacy and numeracy errors and misconceptions, ensuring that students receive appropriate guidance.
- Planning timely interventions to address misconceptions and support student progress, ensuring learning is continuous and effective.
- Inputting relevant data into SIMS and using it to identify students' needs, which will inform the planning of future lessons and the design of necessary interventions.

### 7.2 Middle Leaders

Middle Leaders are responsible for:

- Planning formal assessments throughout the year, ensuring they are scheduled at the most appropriate times. They must consider how these assessments will be marked and ensure all teachers understand the marking process.
- Organising regular Disciplinary Mastery summative assessment quizzes to address misconceptions before formal assessments. These should be marked forensically and in a timely manner.
- Ensuring that all Faculty members mark accurately and carefully, achieved through light-touch work scrutiny, sharing best practices during Faculty time, and conducting formal work scrutiny.
- Liaising with class teachers and the Senior Leadership Team (SLT) as needed when marking is not adhered to, and addressing any arising issues.
- Planning effective moderation of formal assessments to ensure all teachers are confident and accurate in their marking.
- Overseeing interventions offered by class teachers based on data. They should meet with individual teachers to discuss interventions and their impact on student progress.
- Planning overall Faculty intervention strategies based on formal assessment data.
- Organising standardisation using marked exam pieces, utilising models from exam boards where possible.

### 7.3 Senior Leadership Team

The Senior Leadership Team (SLT) is responsible for:

- Overseeing cross-Faculty moderation of formal assessments.
- Ensuring all data is entered into the system in a timely manner.
- Ensuring data sheets are prepared and ready to be populated.
- Liaising with Middle Leaders to ensure that the marking policy is consistently followed.
- Supporting Middle Leaders in resolving any issues related to marking.
- Overseeing and contributing to whole school work scrutiny, both formal and informal.
- Leading a programme of light-touch book monitoring during learning walks.
- Ensuring the school's Marking and Assessment Policy is always up-to-date and relevant.
- Liaising with relevant teachers regarding marking practices and their impact on student progress.
- Coordinating and leading work scrutiny through 'Deep Dives,' providing necessary feedback. This feedback will be shared with relevant teachers as needed, including the implementation of support plans and review meetings where appropriate.

### Appendix 1

Students must complete their corrections in green pen

#### Literacy Codes

**sp:** incorrect spelling

This must be re-written correctly three times. Teachers must use their professional judgement to decide which / how many words to select in the case of lower ability students who many have several incorrectly spelt words. For example, select high frequency words.

**p:** punctuation is missing or incorrect

Students must add or correct the missing punctuation. If they are struggling with the specific type of information, provide some guidance or examples of these used correctly.

**//:** paragraphs need attention

All written work must be organised into clear paragraphs. Students must read through their work again and place // where they think paragraphs should be used.

**NAS:** not a sentence

Underline the sentence that does not make sense. Students must re-write this.

**CAPS:** capital letters are missing or used incorrectly

Students must correct these.

**?:** written English does not make sense

Students must re-read and correct their work so it reads correctly.

**^:** word(s) is / are missing

Students must add these to correct their writing.

#### Numeracy Codes

**NE:** Numeracy error

Underline where the mistake is evident, pupils correct this.

**MWO:** Missing working out

Answer has been given without working out, pupils input the missing information.

**WO:** Wrong Operation

Underline the wrong operation, pupil to re-do with correct operation

**MR:** Misread the Question

Underline the key information for the question, pupils to correct this

**CA:** Calculation Error (basic mistake)

Underline the error, pupil to correct this

**MU:** Missing Units

Pupil to add in correct units

**RU:** Reasoning Unclear

Pupils to add in a sentence to make this clearer