Assessment Policy

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Applies to (Mark as appropriate)			
Staff	Pupils / Students / Adult Learners	Parents / Carers / Guardians	Contractors
✓	✓	✓	✓
Volunteers	Students on placement	Trustees / LGC / Members	Visitors
	✓	✓	
Agency Staff	Other	a	a
✓	✓		

Published Locations				
Trust Website	Academy Website	Aldridge Intranet	Student/Parent planners	On-request
	✓	✓		✓

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Consultation (Complete as appropriate in line with master policy document)			
With	Reason for Consultation	Final Consultation Date	Version No

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Version	Reviewer	Revision Date	Nature of Change	Adopted/ Approved by	Approval Date
V1	JF	February 2023	New Trust Policy	Chair of BOT	February 2023
V1		No revision	Approved by Board of Trustees	Board of Trustees	March 2023

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Contents

All policies within the Trust must serve to further our Vision and Ambitions, summarised below.

1. Our Vision
- To offer all Aldridge learners the chance to have agency over their futures and transform their lives through a stimulating, enriching and enjoyable education, including the hardest to reach.

2. Our Ambitions
- All our schools and learning providers have a strong and inclusive culture where every individual can thrive and where every individual feels safe. The culture described in documentation is exactly what you see in every corridor and every classroom (100%)

- Staff are able to work smartly through the creation of high-quality and relevant curriculum materials that meet the Aldridge standard. As a result, they can focus in on data-informed instruction, on responsive teaching and on adaptation of resources to meet both the learning needs and the specific gaps of individuals and groups of learners.

- That every learner will discover things that interest them through our curriculum opportunities and leave with clarity about their desired place in our world, with the qualities of character to be successful and with great outcomes – all of which lead them to sector-best destinations in which they

3. Introduction
This is a non-statutory policy that accompanies the Aldridge Academy curriculum policy.
This policy applies to all Aldridge Academies. The appendices to this policy are specific to each academy. The academy specific content found in the appendices is appropriate to the nature of the academy's individual provision and reflects the needs of its local community.

The Aldridge academy curriculum policy:

CURRICULUM INTENT, IMPLEMENTATION, IMPACT

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge, and understanding, to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils or students have gained against expectations (impact).

The Aldridge academy assessment policy:

ASSESSMENT INTENT, IMPLEMENTATION, IMPACT

Assessment is a vital part of the learning and teaching process at all ages. This Aldridge policy and associated procedures provide a framework to ensure the highest quality in assessment that meets the needs of all learners, in all settings. The policy recognises the importance of giving constructive feedback that is appropriate, timely, adequate, and shared with the learner, enabling them to be fully involved in their learning. It places priority on responsive teaching and regular, granular, formative assessment.

4. Legislation and guidance
Since the removal of National Curriculum levels in 2014, academies have been free to develop their own approaches to assessment.
This policy refers to the recommendations in the:

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[Final Report of the Commission on Assessment without Levels.](#)

It also refers to statutory reporting requirements set out in:
[The Education (Pupil Information) (England) Regulations 2005: schedule 1](#).

This policy has also drawn from the following guidance from the Department for Education (DfE):

- The [National Curriculum (2013)](#)
- The [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of Board of Trustees set out in the Department for Education's [Governance Handbook (updated 2020)](#)
- The [Early Years Foundation Stage (EYFS) statutory framework (updated 2021)](#)
- [KCSiE September 2023, the Independent Schools Standards (2019),](#) and the [Academies Act 2010](#)
- This policy complies with our funding agreement and articles of association

Further information and support can be found at:
[Standards and Testing Agency - GOV.UK](#)

Guidance for *schools* and local authorities involved in the administration and moderation of statutory key stage 1 & 2 (KS1) teacher *assessment…..*

[Exams, testing and assessment - detailed information - GOV.UK](#)

List of information about Exams, testing and *assessment…..*

[The national curriculum: Overview - GOV.UK](#)

Year 6, KS2, National tests in English reading, maths, and grammar, punctuation, and spelling. Teacher *assessments* in English writing and science ; Year 7, *KS3…..*

[Guide for schools and colleges 2022: GCSEs, AS and A levels](#)

Students entering GCSEs, AS or A levels in 2022 will take exams in *the* summer and complete any non-exam *assessments* throughout *the* year…..

[UK Quality Code for Higher Education](#)

The Quality Code is *a key reference point for UK higher education*, protecting the public and student interest…..

[Access Arrangements and Reasonable Adjustments](#)

Arrangements must be processed and approved before an examination or *assessment…..*

5. Who was consulted?

Aldridge Education worked with school leaders to develop this policy. Local protocols found in the appendices to this policy have been determined in consultation with parents, pupils and staff. This policy applies to all academies and learning providers across the Aldridge Education Trust whereas the appendices to this policy are specific to each school. The appendices set out how each school specifically implements the policy practically at a local level. This content is appropriate to the nature of each school and learning provider's provision and reflects the needs of their local community.

6. Scope, aims and publication

This policy is available to all parents, pupils and staff. The policy is provided to staff on the Trust's intranet; it is available on the Trust and school websites and upon request. This policy can be made available in large print or other accessible formats if required.

This policy seeks to:

- Provide clear guidelines on our approach to formative and summative assessment, both internal and external
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

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7. Assessment priorities

Aldridge Education holds the following priorities for its assessment work across all of its sites:

- We prioritise responsive teaching which knows gaps will exist, seeks to find them and then rapidly close them for both groups of learners and individual students.

- We believe an equitable culture ensures that no-one is left behind and that a mindset of checking for understanding is key to providing this equity for all.

- We believe that assessment has components which are long-term, medium-term and short-term – and these are all found in our playbook under our data-driven instruction lever.

- We prioritise formative assessment at a granular level as it is here that the work of addressing misconceptions and improving learning takes place, not at the point of summative assessment.

- We want to know what our students know and don't know; not a grade, level or number.

- Assessment should be done at individual teacher/classroom level and should be shared in the easiest, quickest way. It is done primarily to be used swiftly and easily by staff; upward sharing of such information should not take precedent over using simple information to shift learning.

- Summative (or interim) assessment should be used with a clear purpose in a proportionate way and should relate directly to the intent of the curriculum, never using grades and levels that have little meaning or value and which cannot be evidenced, justified or standardized in some way

- External testing will be used annually for all cohorts up to Year 9, always using credible and nationally standardized tests which show us how cohorts and individuals are progressing both from starting points and against national distribution curves

- Writing assessments takes great skill and requires a unique set of grade boundaries. Within the regulatory framework in which we operate, using past papers and other exam board testing options provides the most secure way to assess older learners against an appropriate framework when preparing for national examinations.

8. Four key areas of assessment

1   Internal formative assessment (data-driven instruction (DDI))

2   Internal summative assessment (DDI)

3   Nationally standardised summative assessment

4   Specialist standardised assessment completed for pupils or students with a range of additional needs

Data-driven instruction:

The Aldridge Education playbook clearly sets out our work around data-driven instruction, which is the heart of our in-house formative and summative (interim) assessment. It covers long-term, medium-term and short-term activity:

Long-term: unit planning includes working from end of unit assessment requirements, predicting performance and adapting unit planning to meet the known and predicted needs of learners and groups of learners

Medium-term: using know show charts and teacher exemplars to determine crucial knowledge and skills and determine mid-unit checkpoints from these. For years 11 and 13, an agreed checkpoint is shared biweekly for all subjects across Aldridge schools. Schools locally determine the frequency of these shared checkpoints in other year groups across all subjects. These are used to spot trending and precise gaps in learning for

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cohorts and individuals and planning adapted along with intentional reteach on highest impact learning gaps through either a think aloud model or a guided discourse approach.

Short-term: A range of strategies are used in our CFU (checking for understanding) culture.   These include exit tickets, academic monitoring (acmo) and polling the room. Information collected through these strategies is swiftly reviewed straight after the lesson (and before the next one) and then used to adapt planning and/or plan moments of reteach. Responsive teaching in each lesson sees Aldridge staff constantly CFU, address misconceptions and close gaps as typical and daily practice in their classrooms and teaching groups.

Internal formative assessment:

Aldridge schools and learning providers use the playbook practice set out above to adopt a culture of regular checking for understanding – assessment – as daily practice. It would be typical to see an Aldridge teacher jotting things down regularly throughout lessons as they note who knows what and what the gaps are – enabling them to remember and close those gaps. This is sometimes done through academic monitoring, as appropriate.

Co-planning meeting schedules are used to ensure that all components of formative assessment and related curriculum work are done collaboratively within departments and that work is managed efficiently, with appropriate support for those who are developing their teaching practice still.

Shared checkpoint data is collected by school leaders and used to inform learning walk-throughs and support/development required. It is never used as a performance tool for staff. Leaders share the stance that every class can be successful in learning. They display professional curiosity to help them collaborate with their teams, exploring where the gap lies if a group is currently failing to thrive with their learning – and then they support the closing of gaps found.

Data collected through internal formative work is always focused on what a student knows and can apply; it is never converted into exam grades or levels. We simply seek to find out whether students have learned the work covered and where gaps lie.

Marking of books and student work:

Student work should be seen, reviewed and receive feedback which signposts what should happen next on a student's learning journey.

Feedback should be as immediate as possible as its purpose is to build belief, confirm success and signpost what is required next. This has limited value when done days or weeks after the teaching and learning schedule has moved on.

Formative feedback in an Aldridge school is best done 'live' or straight after a lesson through a review of exit tickets or other assessment activity – which is then used to adapt and plan for reteach in the following lesson (or very soon after this). This may include written feedback, but this may not always be the case. Live marking will usually be to an academic monitoring (acmo) code adopted by the school. This will entail very simple mark-making in student books which is also recorded by the teacher on their seating plan (or similar). The code will be pre-known to all, and students will therefore know whether the work is correct, needs reviewing etc. Where exit tickets and other simple assessment processes are used to review learning prior to reteach in the next lesson, these may be marked and are always stuck into books. Schools adopt a system for signaling work that is done post-reteach so that students can clearly see how they progressed from an identified gap. This may include strategies such as purple or green pen, highlighted boxes, coloured paper etc.

Aldridge schools also use learning platforms such as Century Tech, Hegarty Maths and others where marking is often done by the software itself. Where this is used, teachers always review this feedback and share it with students in a way that clearly identifies success and builds self-belief, alongside making clear what the next gaps are to close and how to do that.

We believe this approach to feedback has dual benefits, for both students and staff, namely:

1.   Students receive fast feedback which enables them to move smoothly on with their learning. Their work feels valuable because it is reviewed regularly by staff and this review is used to help them with next learning. Students can clearly see where they have made progress and can use this to review their learning over time.

2. Staff workload is reasonable with this approach – with the majority of day to day feedback given 'live' or through swift review of simple assessment approaches which have been planned and agreed through co-planning meetings and/or PPA time. This means that deeper marking is done at agreed key points where the team agree there is genuine gain for students from a deep mark and/or detailed written feedback.

It must always be clear what the feedback and marking policy is in an Aldridge school and be clearly evidenced in students' books because it is followed consistently by all staff.

Appendix 1 sets out this school's specific approach to feedback and marking.

Internal summative assessment:

At Key Stages 4 and 5, summative assessment is undertaken internally through bi-annual mock examinations which are sat under strict exam board regulations. These are addressed at a Trust-wide level and agreed examinations are sat to an agreed schedule. Curriculum Trust Leads drive this work in partnership with the Chief Academic Officer (CAO) and key leaders in each academy. Standardisation is regularly delivered and moderation undertaken before results are agreed.

In Year 6, regular mock tests are conducted to support pupils in understanding what the SATs tests will be like, to build their self-belief and to ensure that pupils can be supported to close any gaps required prior to these external tests. Aldridge primary settings also use mock testing for Year 2 SATs, Year 1 Phonics and Year 4 maths assessment tests.

In all other year groups, formative assessment is considered to be of more importance than summative assessments or awarding of grades/levels. We need to know what our students know related to key learning as this is what enables us to support ongoing progress.

In some subjects, students may undertake end of unit assessments or tests. Whilst it can be debated whether these represent formative or summative assessment practice, more important is our approach to such assessment opportunities.

Aldridge schools do not create grading systems that have low levels of meaning or value, nor do they use language that has no evidence base to it. Some schools may choose to use the information gained from our nationally-standardised testing to align internal student attainment data to a nationally-evidenced distribution curve to create an indicative age-related grade. Others prefer to stick to a clear commentary on whether required learning has been achieved or not.

As with our formative assessment approach, actionable feedback is given on summative assessment.

All mock results are shared with Trust leaders.

Summative assessments for all years except 6 and 10-13 are mapped into the long-term curriculum planning and should ensure that they test a representative sample of the work covered by relevant units, as well as ensuring opportunities for building on previous knowledge, revisiting work done to date and demonstrating the successful application of knowledge.

Appendix 2 sets out this school's approach to the awarding of summative judgements across the school, in line with Trust practice.

Reporting to parents:

All Aldridge schools send a minimum of one formal written report home to parents per school year and hosts a minimum of one parent evening per year. Aldridge Education seeks to balance a parent's right to be well-informed about their child's education with the aim of reducing teacher workload. Technology often provides a mechanism to achieve this and we enable parents to see key information about their child's education through our Bromcom management information system. Through this, parents are able to see:

- Key school announcements
- Assessment module which permits a detailed view of assessment throughout the year, parents can see a comparative view of their child's progress/performance for any subject.
- Attendance data
- Behaviour overview including details of students on report
- Detentions
- Terminal results
- Exam timetables and mock exam timetables

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- Homework details
- Ability to book parents evenings
- To view any reports or documents the school has sent.
- See their child's timetable
- Agree Parental consents
- View and update data collection forms for information relating to their child or themselves.

Appendix 3 sets out this school's arrangements for reporting to parents.

Nationally-standardised summative assessment:

Aldridge Education uses summative assessments which are recognized by DfE performance tables including GCSEs, BTECs, T levels, apprenticeships and vocational qualifications such as City and Guilds and NCFE.

Our primary students sit the national assessments and tests required throughout their primary journey, including Key Stage 2 Standardised Assessment Tests.

In addition to this, Aldridge Education schools deploy a range of annual, nationally-standardised tests. At primary level, this involves using the Rising Stars suite of PUMA (progress in maths assessment) and PIRA (progress in reading assessment) tests. At secondary level, Aldridge Education uses the GL suite of assessments including:

- Progress Test series years 7-9 - English, Maths and Science (compulsory)
- New Group Reading Test (compulsory)
- CAT4 (optional)
- PASS (used selectively for identified groups of learners)

These nationally-standardised tests are used to:

- Assess whether our cohorts are on track to perform at national standard or above in terminal exams in due course
- Identify students who are failing to thrive in their learning
- Use this analysis to target appropriate intervention
- Assess both cohort-wide and individual reading deficits
- Use this analysis to determine where further diagnostic assessment is required and shape intervention planning
- Provide a unique distribution curve for individual cohorts, which schools can choose to use to inform their internal summative assessment, if required

Specialist standardised assessment completed for pupils or students with a range of additional needs:

There will be pupils or students of all ages in Aldridge Education academies, who, for a wide variety of reasons, are unable to achieve/progress (in some/all areas) at the rate of same-age peers.

This may be due to:

- Reading and writing, for example because they have dyslexia

- Ability to understand things

- Concentration levels, for example because they have ADHD

- Physical ability

- Behaviour or ability to socialize, for example they struggle to make friends

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Standardised assessments and reports may be available for these pupils or students. For example, Educational Psychologist, Speech & Language Therapist, and Child & Adolescent Mental Health Services. Consultant or specialist health reports may be available relating to physical disabilities including mobility, vision, hearing etc.

The principles of this assessment policy apply to all pupils or students, including those with special educational needs or disabilities. If a pupil or student has been assessed to have an additional need, they may be allowed to demonstrate their skills, knowledge and understanding by completing the assessment using a specific "access arrangement" that meets their need but does not undermine the integrity of the assessment. A pupil or student may be eligible to "access" an assessment using a reader, or a scribe, or a computer for example but there is no duty to make any adjustments to the assessment objectives being tested.

The academy SENDCO will gather information on pupils or students with additional needs and share it (where needed) with their colleagues. This may require commissioning reports from external professionals. Staff concerns should be directed to the academy SENDCO.

It should be remembered that for any "access arrangement" requested for any pupil in an assessment it must be evidenced that it is their "normal" way of accessing the curriculum in the classroom.

Training:
Through our range of national and local inset days alongside our Growing Together training offer, Aldridge Education staff have access to a rigorous and wide-ranging PD (professional development) programme across the academic year. At primary phase, engagement with the local authority can be beneficial for SATs at Key Stages 1 and 2.

This programme includes keeping staff up to date with best practice in data-driven instruction and developments in assessment practice through internal sessions including practice labs, briefings, co-planning meetings and Trust inset provision.

Alongside this, standardisation and moderation are facilitated by the Curriculum Trust Leads, led by the Chief Academic Officer. Aldridge Education also strongly advocates the use of exam board resources, Chief Examiner reports, exam board training and experience as an exam marker.

9. Roles and Responsibilities
The Board of Trustees & Chief Executive Officer will assess the effectiveness of this policy and hold the Principal to account for its implementation.

The Board of Trustees & Chief Executive Officer will:
- Be familiar with statutory assessment systems as well as how the academy's localised system of non-statutory assessment aligns to the Trust's school improvement model and captures the attainment and progress of all pupils or students
- Hold academy leaders to account for improving pupil and staff performance by rigorously analysing assessment information

The CEO and CAO will:
- Lead the relevant Aldridge Education officers in supporting schools to use assessment information well including to direct and lead learning walk-throughs and support teaching practice through coaching and real time feedback
- The CAO will review mock results in detail with school leaders and review the robustness of intervention plans with a particular focus on students with special educational needs and those in receipt of additional funding from the government, known as pupil premium funding
- The CAO will review the appropriateness and impact of allocated intervention funding such as NTP, Virtual Aldridge and locally-funded intervention routes and will advise the CEO on whether sufficient impact is evident

The Principal will:

- Determine the local application of this policy and set this out formally in the appendices to this policy, fully in line with the Aldridge Education school improvement model
- Ensure that the policy is adhered to by all staff members, all of the time
- Monitor standards in classes, subjects, and courses
- Analyse pupil or student progress and attainment, including individual pupils or students, and specific groups
- Prioritise key actions to address underachievement
- Ensure that gaps are closed for individuals and cohorts at the earliest point possible
- Monitor and measure the impact of local interventions and local use of NTP funding, ensuring that no intervention is used where high impact is not evident
- Report to their LGC on all key aspects of pupil or student progress and attainment, including current standards and trends over previous years
- Ensure that there are recorded, routine, procedures in place for reviewing and approving the appendices to this policy

Curriculum leaders and faculty leads will:

- Ensure that the policy is adhered to across their department and/or area of responsibility
- Use the co-planning meeting cycle to ensure there is a schedule of recorded formative, summative and nationally standardised summative assessment within their area of responsibility
- Agree with the department the check-point assessments that will be done and shared to the school's schedule and ensure these have value, are accurately-marked and outcomes shared to schedule
- Ensure that data-driven instruction and responsive teaching are at the heart of the teaching, learning and assessment done within the department
- Ensure that the needs of pupils or students with additional needs are catered for within their area of responsibility.
- Monitor student learning in classes, subjects and courses
- Direct learning walk-throughs and work scrutinies to the places highlighted as having the weakest learning for students, find the appropriate gaps and support the team to close these swiftly
- Prioritise key actions to address underachievement within their area of responsibility
- Report to the Principal on all key aspects of pupil or student progress and attainment, including current standards and trends over previous years within their area of responsibility.

The SENDCO is responsible for ensuring that information relating to the needs of pupils or students with additional needs is gathered, known, shared and acted upon; leading to strong learning for these students. Monitoring the learning experience for these students and working with other key leaders to address learning gaps where required.

This will include (where necessary):

- Historical notes and data (and knowledge of previous access arrangements if any)
- Relevant baseline data gathered since enrolment at the academy
- Concerns raised by teachers and evidence of adapted practice in the classroom
- The obtaining, and collation, of external specialist reports, data, and recommendations. Including the dissemination of this information to staff where required.
- Requesting and evidencing "access arrangement" applications for nationally standardised summative assessments. (The assessment data for this application may be completed/provided by an external specialist)

The SENDCO will review the performance of individuals and groups of students and work with other school leaders where assessments at any level suggest that these students are making less progress than their peers.

Teachers will take responsibility for following the assessment procedures outlined in this policy

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Parents will get involved with their child's learning outside of the classroom, including understanding homework set. Parental knowledge of assessment procedures and outcomes creates a more positive experience for pupils or students and helps pupils or students perform better when they are in academy. It is essential for parents to support the learning that happens in academy.

10.   Monitoring arrangements

The Board of Trustees & Chief Executive Officer

The Board of Trustees & Chief Executive officer monitor whether the academy is complying with the requirements of this policy through:

- Chief Executive Officer academy visits and formal reviews
- Education team visits, reviews and feedback from work done with schools
- DeskTop Review information

The Principal

The Principal ensures regular and recorded monitoring is undertaken across the school and in line with the Aldridge Education playbook and school improvement model.

The principal ensures that all departments work in alignment with Aldridge Education agreements including around mock exams, standardization and moderation requirements.

Monitoring may include:

- Termly reporting including reference to formative and summative assessment
- Assessment scrutiny
- Learning walk-throughs
- Work scrutiny
- The way in which assessments are planned, managed, and recorded for those pupils or students with additional needs.

Curriculum leaders / faculty leaders

The curriculum leaders/faculty leaders ensure regular, and recorded, monitoring of formative, and scheduled summative assessment within the areas of their responsibility.

Monitoring may include (around their responsibility):

- Learning walk-throughs to review responsive teaching
- Ensuring that all check-point assessments are done and shared in a timely way
- Moderation of summative assessments
- Learning walks during assessments
- Work scrutiny

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

11.   Links to other policies

This Policy is linked to the following academy policies:

- The Curriculum Policy
- The SEND Code of Practice, SEND policy and SEN Information Report
- Improving reading protocol
- Child Protection and Safeguarding Policy
- Equality Policy

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12. Policy Review

This policy will be reviewed every 2 years by the CEO in consultation with leaders across the Trust. Following the review, the policy will be ratified by the Board of Trustees.

The principal will review the policy's appendices every 2 years and submit them to the LGC for review and discussion prior to local sign-off.

13. Appendix 1: School specific arrangements for feedback and marking

Duke's Aldridge Academy school-specific approach to feedback and marking

We believe in the importance of feedback in all of its variety of forms to support strong learning. We want our feedback to be timely, simple and clear. We want it to use time well and to allow teachers to spend more time closing gaps in learning and less time in lengthy marking that is done well after a learning episode is concluded.

Verbal feedback

Verbal feedback is given constantly in lessons as part of our commitment to checking for understanding and closing learning gaps as rapidly as possible. It does not need to be reflected in books. It will be seen in visits to lessons.

Examples of this might be:

- Teachers unpacking misconceptions with students after they have looked at whiteboard answers
- Teachers circulating during independent practice time and giving verbal prompts to individuals or groups within the classroom to help them enhance or correct their work
- Teachers cold calling targeted students and using student answers to address error and/or reinforce/build on accurate answers
- Individual conversations with students based upon gaps identified in coursework or in practical activity being undertaken in the classroom

These are just some examples of ways verbal feedback will be consistently and regularly seen in Duke's.

Live marking

We do most of our responsive marking 'live' and 'in the moment' during lesson time. This is because we want to close learning gaps as rapidly as possible and believe this is done best whilst we are still teaching the relevant content with our students. This has an additional benefit of reducing workload for teaching staff without any detriment to learning for students.

Additionally, taking this approach allows us to target where the misconceptions lie – both in terms of teaching content and specific students who may be at risk of being left behind.

We believe that there is power in 'mark-making' as we live mark – in such a way that we know who is struggling and who is mastering the learning/task. Live marking is coded in student books as we circulate, and departments find a simple way to note for themselves where learning is successful and where gaps arise. This allows us to have an accurate record of who needs additional support in a way that does not require lengthy administrative tasks, marking or data entry after the lesson.

Examples of this might be:

- annotating this once circulation is completed or carrying a mark-book as you circulate.

We use the term 'mark book' to represent the range of ways that a teacher may keep their notes and records of ongoing checking for understanding. We recognise that some teachers may use a physical markbook, others may annotate a seating plan, use a digital solution etc. These details are discussed at department level and the Head of Department/Faculty will agree with their team how these simple records will be kept.

We work to an agreed and simple mark-making code as follows:

Symbol	Meaning
-	Partially correct
✓	Correct
✓✓	Exemplar
X	Incorrect
E	Expand your answer
?	Lack of clarity
kw	Use of key word required
Sp	Spelling
P	Punctuation
G	Grammar
//	Paragraph

(It should be noted that some departments have chosen to add additional codes to allow easy identification of frequent subject-specific feedback eg. Show your working, remember to add the units etc)

In-depth marking

There are times where in-depth marking is required to support assessment of learning and ensure that learning has been embedded in long-term memory. This gives vital information to teachers and provides students with guidance on how to improve their attainment.

We seek to limit the amount of in-depth marking required and to streamline the time it takes to do this work. By using a rubric such as an exam paper mark scheme etc, the focus of marking should be clear and the time it takes to do that work should be proportionate to the task.

We expect that this should only be required in the following circumstances:

- End of unit tests/assessments as agreed at faculty level
- Practice exam questions
- Vocational coursework marking where required by the exam board
- Mock exam paper marking

All departments in the school adhere to these principles and will agree any additions to this approach with the Principal in terms of specific coding etc they find useful in providing in-depth feedback to their learners.

All departments in the school use green pen for student response to marking and this should be clearly visible in student books/on student work.

Sharing information about student progress

We commit to sharing some of the above information beyond our own records so that teachers and leaders together can assess how individuals and groups of students are progressing with their learning.

This should never require any additional assessments or activity that is not already agreed as core practice above.

Heads of Faculty will work with teaching staff and senior leaders to agree how often and which pieces of assessment information will be shared throughout the year. This will be done through *(departmental trackers kept by Heads of Faculty)* and will not require duplication of data input.

Heads of Faculty keep these trackers in a central location where they are accessible by all staff. This means leaders are able to access these directly but also ensures transparency and ease of access for everyone.

In Year 11, we have agreed to share information about learning and gaps on an approximately fortnightly basis.

Examples of this might be:

- End of unit test marks being shared on departmental trackers
- Sharing of practice exam question marks or practical assessment activity outcomes
- Do Now recaps or exit ticket marks being used to share if there is not other data available such as the above

Departments are asked to consider the requirements of their curriculum as well as the pinchpoints in any term as they decide where they will share information from formative assessments and/or checking for understanding activity. Department teams will map out these curriculum requirements and busy periods and make sensible decisions about where it is appropriate to undertake more formal assessment. This should inform the planning around sharing this student progress information.

These departmental intentions will be scheduled at a minimum on a termly basis at the start of each term through the co-planning meeting cycle and shared with the Principal for review and agreement.

Department-level assessment policy decisions and agreements

Department: Art & Design

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• In class observations/supervision • Line managing independent task • 1:1 interventions/prompt/guidance • CFU = Practical processes • Whole class Q to recap prior learning • Polling the room
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• 1:1 guidance/demonstration • Individual redirection/prompt/suggestion • Individual practical process/whole class redirect • Narrating live marking
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Level of questioning and knowledge of the class • Practical observations
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	During practical processes throughout project, each key skill monitored and recorded in planners at KS3 whole class in a lesson. KS4 throughout project at each AO, whole class within a 2-week cycle
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	Record in teacher planners KS3 & KS4 KS4 project/exam project trackers RAG marksheet
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	Project end KS3 KS4 end of project 1, project 2 Exam project. GCSE Assessment criteria sheets shared with KS4 students at the end of each project to identify where individual strengths and improvements are. Teacher moderation/HoF moderation
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project

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Year 8	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project
Year 9	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project
Year 10	S & I feedback on every task set in sketchbooks, all feedback on post-its, not written in books. SILT feedback written in front of the sketchbooks termly. Assessment criteria feedback at the end of each project
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	KS4 project assessment & moderation against GCSE assessment criteria Exam moderation, against assessment criteria. KS3 key practical skills, ongoing and end of project AP
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	Data and in-class observations of skills inform seating plans and level of 1:1 support required at each stage of projects.

Department: Computer Science/ICT

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• Do Now • Cold Call to students • Live marking (Independent task) • Closing the loop • CFU – Q & A • Exit Tickets – (lesson objective/show) • PEQ (Practice Exam Questions)
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• Q&A and CFU follow up questions • Whole class reset – addressing the misconceptions • 1-1 feedback • Close the loop • Living marking • Turn and Talk • Modelling • Exam Style Questions + Exam Tips + guided discourse

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How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	- Wherever the gaps are - Targeted students from Live Marking - Student furthest away from their target e.g. borderline (3/4), more able 5+, higher attainers - PP, EAL, SEND - Reading Age
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	- EOC test results and quiz and bi-weekly at KS4 - KS4 - Red pen in KS4 books - KS3 – halftermly
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	- Markbooks – KS4 - Shared Area – KS3 - Tracker - KS4 – bi-weekly PEQ and EOC quiz
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	- KS3 – End of topic (half termly) - KS4 – mocks exams and end of unit quiz - PEQ (Practice Exam Style Questions) - Reteach - Using associated Topic/ Unit Mark scheme - Check pupil progress and to see how far away they are from their target.
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	
Year 8	Fortnightly lessons so half termly (End of Topic)
Year 9	
Year 10	End of Topic Quiz (dates in calendar) Marks in exercise books Online Tracker (G Drive) January and June Mocks (Formal)
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	- KS4 – end of chapter quiz and exam - KS3 – end of topic/unit

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We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• SEND info • Class data (L/M/H) • Co-planning • TBC based on training

Department: English

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• Mini whiteboard for short / multiple choice answers • Polling the room • Cold calling with focus on least able students • Habits of discussion • Universal prompts to extend more able and consolidate knowledge • Quizzes for content knowledge • Written answers – live marking with reading aloud of excellent answers and positive narration of academic success • Annotating texts with focus on methods and effects • I Do, We Do, You Do tasks • Reading strategies. A selection of these methods will be used in each lesson.
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• End of closing the loop – ensure the student with the misconception has sealed their understanding with the correct answer. • **Live marking with reading aloud of excellent answers and positive narration of academic success** • Do Now feedback • U.P. to extend more able and consolidate knowledge • Referring to model answers. A selection of these methods will be used in each lesson.
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Gaps identified from formative / summative assessment data • Link back to last CFU activity and check the students who had misconceptions • Where none, students with low reading ages, EAL or those who have SEND • Able students 'model' answer. Check these are correct and assess need for extension

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How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• Live marking will take place at least twice per week • The number of students covered will be dependent on task/class/set • Marks will be made in red pen and reflected in a teachers' mark books to inform co-planning
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• Following assessment during reteach lesson (ACMO). • Sample of students to be deep marked • Mark back/data sheet/annotated seating plan to be filed
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	• KS3 checkpoint assessment and EOU assessment • Year 10 – half termly assessment/mock exams • Year 11 – bi-weekly/mock exams • AQA mark scheme • Mastery scheme • Check for progress • Identify gaps • In-term reteach

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	

Year 7	Half termly (with spoken language twice per year)
Year 8	
Year 9	
Year 10	Twice per half term (One content quiz and one exam style question)

The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	• Plotted on curriculum plan to ensure even spread of marking workload • Checked in co-planning and revised if necessary • Shared in weekly bulletin
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Students of concern tracked in relation to MTG

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Department: Design and Technology

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• In class observations/supervision • Line managing independent task • 1:1 interventions/prompt/guidance • CFU = Practical processes • Whole class Q to recap prior learning • Polling the room
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• 1:1 guidance/demonstration • Individual redirection/prompt/suggestion • Individual practical process/whole class redirect • Narrating live marking
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Level of questioning and knowledge of the class • Practical observations
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	During practical processes throughout project, each key skill monitored and recorded in planners at KS3 whole class in a lesson. KS4 throughout project at each AO, whole class within a 2-week cycle
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	Record in teacher planners KS3 & KS4 KS4 project/exam project trackers RAG marksheet
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	Project end KS3 KS4 end of project 1, project 2 Exam project. GCSE Assessment criteria sheets shared with KS4 students at the end of each project to identify where individual strengths and improvements are. Teacher moderation/HoF moderation
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project

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Year 8	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project
Year 9	S & I feedback in books once every 2 weeks SILT feedback written in front of the sketchbooks at the end of the project
Year 10	S & I feedback on every task set in sketchbooks, all feedback on post-its, not written in books. SILT feedback written in front of the sketchbooks termly. Assessment criteria feedback at the end of each project
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	KS4 project assessment & moderation against GCSE assessment criteria Exam moderation, against assessment criteria. KS3 key practical skills, ongoing and end of project AP
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	Data and in-class observations of skills inform seating plans and level of 1:1 support required at each stage of projects.

Department: Drama

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	Cold call, discussion Poll the room Expand your answer Exam style questions – KS4 IP large part of lesson Modelling
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	Verbal feedback during independent practice Whole class reset if needed to minimise opt out
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	Based on observation of group activity and knowledge of students. Teacher will focus on where the gap is RA/SEN/PP/EAL would be the most vulnerable

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How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	Verbal Feedback forms the basis of most marking in practical drama lessons. Will be evident through lesson observations.
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	Google spreadsheet/form/Mark book
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	KS3 – Departmental Assessment Criteria (Working Below, Working Towards, Working At & Exceeding) KS4 – SILT Mark scheme (KS4)

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	

Year 7	Termly
Year 8	
Year 9	
Year 10	Termly
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	Co-planning meetings
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	Through co-planning meetings

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Department: Food and Hospitality with Health and Social Care

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• Questioning • Polling the room using multiple choice • Quizzes • Cold call • Mini White Boards • Live marking during independent practice • Exam/NEA style during independent practice • Response to modelling A range of these will be used in the lesson as appropriate
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	1-1 Feedback during independent written and practical tasks Verbalise live marking Narrating the positive Plenaries Bouncing the question Closing the loop Questioning
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	Prior attainment in subject/skill Gaps from CFU Students not at expected attainment/progress Student groups including more able, SEND
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	Verbal Live marking during: Every practical lesson Independent practice As it is unlikely we will be able to see every child every lesson we will be monitoring to ensure every child is seen per cycle.
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	KS3 – from April students will be RAG'd previously agreed criteria per term (Trial basis) KS4 – RAG tracker, students work feedback on Google classroom and google drive
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	Mock exam KS4 Controlled assessment (CA) using exam board AQA/WJEC exam questions using mark scheme 1-1 discussions – comments on CA Students respond to CA comments on google classroom and google docs by improving and re-submission

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	Annotation piece of work or use of post its

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)

Year 7	Term rotation
Year 8	• 2 double lessons a cycle
Year 9	• End of rotation
Year 10	Practical assessment once a cycle Written assessment twice per half term
Year 11	Practical assessment once a cycle 3 written assessment/ NEA assessments per half term
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	Timeline is set by exam boards at KS4 Moderation for KS4 (as delivery of KS4 is not shared) Co-planning before a unit is taught at KS3 amending for following term as required
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	KS4 – review data Termly AP Pre-planning and adaptability Data from mocks, CA

Department: Humanities Faculty

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)[1]	• Do Now: prior learning • Polling the room (fingers) • Cold calling, close the loop • Exam style questions (KS4)/extended writing (KS3) • During independent practice – live marking and narrate as walking • Plenary: lesson content – skill, knowledge

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What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• Do Now: feedback • Exam style questions: guided discourse and modelling • Turn and Talk: clarity of ideas • Misconceptions: closing the gap
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	This will vary from lesson to lesson and task to task based on gaps in content or skill or engagement • Live data – from lesson • Student furthest away from Target e.g. borderline Grade ¾ or more able 6+ • EAL, SEND, PP, Reading Age
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• Exam style question (KS4) 4-5 students each lesson • KS3 every 3 weeks 4-5 students each lesson • Red pen
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• Seating plan annotated where appropriate • Reteach for all (identified in books) to address misconceptions • Will not be formally recorded
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	• KS3: end of topic assessment Half termly • KS4 key exam style questions in books • Year 10 and Year 11 mock exams, moderated by Heads of Subject • Reteach
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	Half termly KS3 (End of Topic)
Year 8	There will be live marking of extended writing (every 3 weeks) and green penning (at least every other lesson) in students' books.
Year 9	
Year 10	Every three to four weeks re key exam style questions in books. Formally January and May Mock Papers.

The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	KS3 End of Topic Assessments each Half Term. Year 10 January and May Mocks – mark schemes
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Co-planning meetings and review of formal Assessment Data • Seating plans • Actioning training on reading data and data on CATs testing.

Department: Mathematics

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• Mini whiteboard • Cold calling • Polling the room • Do Now • Retest • Student led modelling/example • EOC (assessments) • Thumbs up/down • Mastery questioning • Exam style questions as exit tickets or homework • Live marking A range of these will be used in lessons as required.
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• Habits of discussions • Model answer • Narrate the positive • Addressing misconceptions – Reset class if needed • Contents base feedback • Closing the loop • Students explanations
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Based on gaps in last CFU activity. • Engagement (pre-calls) • Where none, SEND, PP, Reading age LAC cold call first. • Students who are furthest from mini.targets.

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How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• 40% per week • 331/3% student per teaching cycle • In red pen Ensure all get covered regularly so not same route each time.
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• Based on frequency of see classes adapt the lesson, e.g., Do Now
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	EOC and Mocks • To identify, teaching and interventions • Students will identify WWW and EBI • KS3 white rose mark scheme • KS4 past paper mark scheme

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	
Year 8	Data will be collected 2 times per half term
Year 9	
Year 10	
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	• Establish in overview. The co-planning for Year 11 and KS3
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Flag up concerns that need further exploration with AC, SENCO and or DSL • Data from EOC/exit tickets/mock exams are used to identify student who are at risk of being left behind • Provide intervention (LAET, Mentor, Clubs) • Discus students in co-planning meetings

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Department: Media Studies

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	Whole class ● Whiteboards, T/F, poll the room ● Do now/ exit tickets ● Individual – close the loop ● Cold call students identified in previous CFU ● Verbal feedback ● IP live marking ● IP – paragraph live-marked – narrate – exam style questions
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	Guided discourse/modelling/closing the gap, discussion, narrating the positive through live marking
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	CFU exercises, gaps identified previously in live marking, SEN and students further away from TMG, IP assessments, Do now/ exit tickets, bounce questioning, closing the gap
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	Every IP exercise (i.e., exam style questions) Live marking 6 minimum
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	Class sheet for each unit Students marked on sheet who have been seen
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	● Mock examinations– exam board Rubric ● EOU assessments – exam board rubric ● Used IP to inform teaching/re-writing of following units against theoretical framework and skills ● QLA – identify trends/gaps
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	N/A

Year 8	
Year 9	
Year 10	Mid-unit assessment – ACMO - FORMATIVE End of Unit Assessment – Summative Approx every 4 weeks (depending on mock exam cycle also)
Year 11	Mid-unit assessment – ACMO - FORMATIVE End of Unit Assessment – Summative Approx every 4 weeks (depending on mock exam cycle also)
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	Co-planning meetings prior to each new unit Always use EDUQAS exam rubric Co-planning for reteach and gaps
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	Awareness of RA for class Incorporate into co-planning Both teachers are English teachers so aware of RA and impact on learning - emphasis on literacy in curriculum Use of CATS and PT data is an area for development

Department: MFL

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	A range of the following will be used every lesson: • Mini whiteboards and poll the room • Do Now (retrieval practice) • Exit tickets or plenaries (on key learning points from the lesson) • In class questioning and Cold calling • Live marking & narrating while walking during independent practice • Independent practice

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What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• Universal Prompts (e.g. tell me more..., how do you know...,, explain why...) • Positive narration • Circulating the room during independent practice, including speaking • Closing the loop/gap, ensuring that a full and clear explanation is accessed by all.
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Students who are performing below their target grade • Students who have gaps from the previous CFU strategies • Where none, students with a low reading age, SEN, EAL students who are not literate in their mother tongue, PP
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• Live marking will happen every lesson – during independent tasks • All students should have some form of live marking every 4 lessons • Red pen used for live marking
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• Live notes to be organised at teacher's discretion – e.g. seating plan, class list to keep track of what students' they have visited. • Teacher's to Close the Loop through Exit tickets and Mini WB. • Re-teach of common misconceptions. Identified in exercise books.
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	• KS3 End of Module Assessments – Pearson Education Framework, linked to National Curriculum Grades 1-9. • KS4 Mock exams – AQA exam rubrics, mark schemes and boundaries.
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	Half termly Unit Assessment on a key skill Listening, Writing, Reading or Speaking (all 4 skills to be covered by the end of the year).
Year 8	Half termly Unit Assessment on a key skill Listening, Writing, Reading or Speaking (all 4 skills to be covered by the end of the year).
Year 9	Half termly Unit Assessment on a key skill Listening, Writing, Reading or Speaking (all 4 skills to be covered by the end of the year).

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Year 10	• End of Module AQA coursebook assessments • January & June mock exams
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	• Co-planning meetings will be used to discuss gaps identified in keys assessments with focus on KS4 – Mocks and End of Term Assessments. Since these are past papers, mark schemes from the specification will be used. Co-planning agenda will highlight assessment to discuss in advance.
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Reading data as well as FFT targets don't always represent students' ability in MfL so student targets in MfL are often different to those obtained from CATs tests.
Where is data going to be collated	• KS3 half termly exams are input on Bromcom as a grade (grade boundaries taken from Pearson) • KS4 half termly assessments are in the Shared Drive

Department: Music

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• • • Teacher questioning • Cold calling • Observation • Poll the room Nominate Plenary performances
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• • Teacher formative feedback • Whole class/ensemble feedback Individual practice feedback

How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Students identified through questioning • Cold calling and getting other students to nominate a peer to answer. • Assessing ACMO progress • ACMOs are ragged so I can easily identify and question/intervene when students are clearly struggling in their knowledge/skills. I can also stretch students that have clearly grasped something early by making them mentors or give them an extension task.
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• • • ACMO assessment x2 every half term ACMO assessments are RAGed Half class marked in 1 lesson
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• • ACMO assessment are live documents based on seating plans and kept electronically on GDrive No student books – grades are shared with students on board

Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	• KS4 only – component skills are monitored and RAGed • Used to identify areas of gain • Exam board rubric used to assess AoS (Pearson)
In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)	
Year 7	The department can access the ACMO spreadsheets at all times. We conduct them during the unit to
Year 8	demonstrate and track progress. During co-planning sessions, we look at any trends to determine whether lessons or SOL need to be amended in some way.
Year 9	

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	Ongoing but summative at end of unit. During a component we track students progress against the tasks that are to be completed in the assignment brief. Again these documents are 'live' so they can be accessed at any time. As a department we will scrutinise progress to ensure students are on track and amend lessons accordingly to give all students every chance of success.
Year 10	
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	Co-planning and department meetings KS4 progress trackers are utilised and analysed as a department on a regular basis to identify gaps in understanding. Strategies are then planned/discussed regarding how best to close gaps
We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Differentiated tasks • Co-planning • Dynamic teaching

Department: PE

	KS3 Core PE ***A range of these will be used at teachers discretion across Schemes of Learning not every lesson.** - Verbal feedback to class/individual (Practical Live Marking) - Peer Assessment through Coaching & Analysis - Habits of Discussion - Pre Call - Closing Loop through teacher and pupil demos
What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	**Examination PE** ***A range of these will be used at teachers discretion across Schemes of Learning not every lesson.** - Plickers Multiple Choice - Habits of Discussion - Polling the room - Seneca Learning

	- Pre Call - Do Now - Exam Questions - Live Marking (ACMO) - Peer Assessment
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	**KS3 Core PE** ***A range of these will be used at teachers discretion across Schemes of Learning not every lesson.** - Cold Calling - Guided (discovery) discourse – closing the loop so pupils are clear on misconceptions. This is also achieved through; - Questioning followed by; - Habits of discussion in conjunction with demos/model practice
	Examination PE ***A range of these will be used at teachers discretion across Schemes of Learning not every lesson.** - Guided Discourse - closing the loop so pupils are clear on misconceptions. This is also achieved through; - Questioning - Cold calling - Polling
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	**KS3 Core PE** - EAL pupils - Reading age - Physical literacy from AP Data - Pupils with gaps in knowledge Evidenced through the following CFU tasks; - Practical demonstrations - Cold Calling
	Examination PE - Pupils with gaps in knowledge - Reading age

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	- SEND - PP Evidence through the following CFU tasks; - Do Now to identify knowledge gaps - Lack of engagement with pre call - Online tools to identify knowledge gaps (seneca & plickers) - Polling the room - Cold Calling
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	**KS3 Core PE** - Every lesson – targeting around 5 to 6 pupils based on observations in the lesson. - Tracked through the new PE Teacher Planner. **Examination PE** - Every other theory lesson. - Should be able to check understanding of 6-8 pupils per lesson. - Need to embed use of red pen for live marking and symbols.
How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	**KS3 Core PE** - Tracked through the new PE Teacher Planner. **Examination PE** - Consideration of new Exam PE teacher planner or unit RAG sheet. More time being consumed which no one has ever approached me about despite consistently raising the issues.
Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it?	**KS3 Core PE** - Isolated technical practice and team strategy - Formative assessment prioritised ahead of summative assessment which is logistically not possible due to time constraints.

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What marking rubric or framework will we be using?	- Tracked in a new PE Teacher Planner.
	Examination PE - **What?** Every major topic will have one SILT. - **Why?** SILT at GCSE allows for analysis of all Assessment objectives and pupils understanding (more challenge for vocational course as it will be basically doubling up on necessary work to be done on computer) - **Purpose?** Measure extended writing progress – for prep of 9 markers - **Measurement?** Measure against GCSE mark schemes.

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)

CORE PE Year 7-10	Weekly lessons so termly (along with AP Data cycle)
Examination PE Year 10	Monthly
Examination PE Year 11	Bi Weekly
The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	- Co-planning meeting - Consideration of appropriateness of learning Objectives and Learning tasks. - What is the most effective strategy to close loops?

We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	- Reading data at KS4 to inform practice - Reading data to inform who you target in Q&A and the level of questions asked

Department: Science

What are the main and regular ways we will be checking for understanding in our classrooms? (Please ensure you consider both whole-class CFU and student-level CFU in your conversation and decision-making. Please also bear in mind the particular requirements of your subject and the exams you are ultimately preparing students for in this answer.)	• Mini whiteboards or polling the room • Habits of discussion • Cold calling- targeted for students with lowest mark from CFU • Closing the loop • Live marking of Do now and Exit tickets • Verbal feedback whilst live marking • IP is part of our sequencing lesson so live marking and noting codes (see below) in the mark book will be a primary focus.
What are the most regular forms of verbal feedback that a visitor would expect to see in every one of our classrooms? (daily)	• When polling the room/CFU identify misconception and use habits of discussion to close the loop. • When live marking during IP- narrate what the teacher is marking, identify any misconceptions and close the loop for all students.
How will we be choosing which students are prioritised for questioning, closing the loop on answers etc?	• Students who have gaps in the Do now • Students who have gaps in the Exit ticket (next lesson) • Students who chose incorrect answer during the last CFU/live marking. • Where none- PP, SEND, EAL and lowest reading age/students who are below their minimum target to students to cold call first.
How often will we be live marking in our classrooms? How many children can we realistically cover during one lesson? Will we be using a specific colour pen for live marking (will this be consistent across the school?)	• Red Pen every lesson • Top set 5-10 for large class sizes • All for lower sets and small classes

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How will we be collecting our live notes/marks for our own reference, in addition to the mark we make in student books? (these are key to planning for the next lesson/section of teaching)	• Export name from Bromcom			
	Name	Date and Content/skill	Date and Content/skill	Date and Content/skill
	√Seen and met X Seen not met Not seen NB: SWI- make a note of gap and row seen in teachers' planner.			

Which tasks will be deep marking? What is the purpose of this deep marking – how are we going to use it? How are students going to use it? What marking rubric or framework will we be using?	• EOTT, exam questions • Target the gaps • Reteach • Use exampro

In terms of our subject's requirements for sharing relevant checking for understanding, we're going to do that on average, with the following frequency: (please bear in mind how often you see each year group for lessons as you agree an appropriate frequency for this)

Year 7	Every 3 weeks (twice every half term)- no shared classes
Year 8	Every 3 weeks (twice every half term)- no shared classes
Year 9	Every 2/3 weeks (if class is not shared) Once a half term for each teacher for shared classes.
Year 10	2/3 weeks if class is not shared. Once a half term for each teacher for shared classes.

The way we're going to agree together which learning we're going to check collaboratively, what assessment, marking rubric and timeline we're going to use is?	End of topic test to assess for skills, misconception and relevant/core content.

We'll use reading data, CATs/PT data etc in the following way in our department, to triangulate with what we are assessing and to support us in meeting additional needs for those who are at risk of being left behind:	• Progress tests will be used at the end of year 8 and 9. • They will identify gaps in skills and knowledge. • Curriculum plan will be adapted to address the gaps.

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14. Appendix 2: School specific approach to the awarding of summative judgements across the school, in line with Trust practice

Duke's Aldridge Academy school-specific approach to the awarding of summative judgements across the school

Apart from the areas already listed in appendix 1, all further summative judgements are made through the means of external assessment and validation processes.

This includes:

- GL Progress Test series for years 7-9 in English, Maths and Science
- New Group Reading Test
- CAT4 tests for Year 7

These tests are used to:

- Assess whether our cohorts are on track to perform at national standard or above in terminal exams in due course
- Identify students who are failing to thrive in their learning in order to target appropriate intervention.
- Assess both cohort-wide and individual reading deficits so that appropriate actions can be taken and to inform teachers so that their planning is adapted to meet the reading requirements of all
- Determine whether further diagnostic assessment is required to drill down into particular needs for individual students.

Mock exams as described above take place as follows:

Year 11 – Autumn Term and Spring Term mocks

Year 10 – Spring Term and Summer Term mocks

Global papers are used for mock 2 in Year 11 and in all other mock series, appropriately selected papers are used.

It is important to note that for terminal assessments such as GCSEs, the exam window for vocational and practical assessments can mean that exam periods start earlier in the year and require removal from other lessons to complete practical examinations under JCQ conditions. This would include Music, Drama, Health and Social Care and Sports Studies.

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15. Appendix 3: School specific arrangements for reporting to parents

Duke's Aldridge Academy approach to reporting to parents

As standard practice, there is one face to face parents' evening for each year group. However, the following additional events also take place:

- 'Meet the parent' evening for Year 7 in the autumn term
- For Year 11, there is a parent evening after each mock series where grades are shared and parents are supported in helping their child revise and prepare for terminal examinations

Written reports

There will be one written progress report per year for each year group which is sent home to parents.

New Principal to determine the format and structure in consultation with staff.