

Thomas Estley Community College

Feedback Policy

Approved/reviewed by	
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V2	January 2025	Maxine Young	Policy reviewed - no changes

Thomas Estley Feedback Policy

Rationale:

*To create a feedback policy that puts the relationship between students and teachers at the heart of it.
To enable teachers to be professionals and to allow students to make progress.*

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- ✓ redirect or refocus either the teacher's or the learner's actions to achieve a goal
- ✓ be specific, accurate and clear
- ✓ encourage and support further effort
- ✓ be given so that it is meaningful
- ✓ provide specific guidance on how to improve and not just tell students when they are wrong

Who is the policy for?

Students – to ensure that the feedback they are provided with enables them to make progress

Staff – to enable them to use their professional judgement in how best to provide feedback to their students

Leaders – to ensure that students outcomes and teacher workload are protected

Parents – to support them in understanding how feedback is provided to their children

What is the aim of the feedback policy?

To provide accurate, useful feedback to our students that makes a difference to their outcomes both academically and personally, emotionally and socially.

To allow students to access feedback that supports them in making progress.

To allow the professionals (teachers and LSAs) to determine the most effective way to provide feedback to their students, thus protecting teacher workload and ensuring that the policy is applied consistently.

What is the policy?

All adults working with students across the school will provide feedback to students on their work. Departments are free to determine how this looks within their departments.

Class teachers have a responsibility to communicate the methods of feedback to their students and ensure that all students understand how they will be provided with feedback.

What are the expectations?

Each subject teacher will use the department Feedback Policy to determine how they will provide feedback.

Where written feedback is given teachers have the responsibility of modelling good spelling, punctuation and grammar.

There is an expectation that work will be presented clearly and neatly, and department policy adhered to.

Opportunity should be built in to the lesson, at timely intervals (PRIDE time), to allow students to respond to feedback (in pink pen).

Students should be able to explain how they get feedback from their subject teacher.

There is no expectation that verbal feedback will be recorded.

There is an expectation that feedback will have an impact on students' outcomes and progress.

How is the policy monitored?

All staff are responsible for the effective implementation of this policy.

The policy will be monitored through conversations with students and subject teachers and the whole school QA process.

There will be opportunity for feedback to be done in in collaboration with students to allow them to provide vital input into the feedback process.

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Appendix 1: Art and Design

Feedback in Art and Design will be given based on progress, attitude to learning and presentation of work. All feedback should consist of positive reinforcement, be encouraging and constructively challenge students.

KS3 Written Feedback

In KS3 work will be in A4 sketchbooks (Year 7 and 8) and A3 portfolios (Year 9). Students will show their progress through written analysis, idea development, experimentation of materials and techniques and evolve into a personal response developed from the specified theme.

Formal pieces of work will be given written feedback by the teacher. The written feedback will reflect the Assessment Objective descriptions recorded on the Assessment Grid attached in sketchbooks at the start of a rotation. Students will reflect and act on targets set (rather writing a response repeating that this is done) and respond by using pink pen to underline the target once it has been acted upon. The frequency of this will depend on the duration and point of the project, for example there may be more written teacher feedback during the idea development stage than at the analysis/research stages, as students are showing their impact of their understanding/ research at this point. Written feedback should always use the school system of What Went Well and Even Better If (WWW &EBI). When given during the unit of work it should be subject area specific.

Subject specific spelling mistakes should be highlighted by teacher and the students should correct this using pink pen.

Written feedback will also be given at the end of the unit of work on the students' Feedback and Assessment Sheet, which they will have received at the beginning of the unit of work. This will generate a more general target that can be applied to the next ADT area and may be focussed on progress, attitude and/or presentation. The students will take their feedback and write a target on the new Feedback and Assessment sheet for their next area.

KS 4 Written Feedback

Written feedback is provided every 4 – 6 weeks and recorded on feedback sheets attached to sketchbooks. The feedback given relates to the Assessment Objectives of the AQA specification. Students are given guidance on how their marks can be improved. Students are required to act upon this feedback and provide a Pink pen response to reflect on how targets are acted upon and demonstrate understanding of feedback.

Verbal feedback is given weekly during lesson time.

Spelling of subject specific vocabulary is corrected at the rough draft stage of Artist Analysis and annotation planning stages.

Tracking sheets are used to monitor the completion of classwork and homework tasks (RAG) to ensure students are meeting the criteria of the AQA specification Assessment Objectives.

During the sustained project (Summer term year 10, Autumn term year 11) students work is presented on A1 boards. An additional tracking sheet is attached to A1 folders to monitor the progress of the sustained project and provide feedback on marks gained (Out of 24 for each Assessment Objective).

Students grades depend on how many marks they achieve during Component 1 (60%) and Component 2 (40%) (Each marked out of 96). Grade boundaries are changed yearly. An excel spreadsheet is used to input marks for each of the Assessment Objectives and used to predict possible grades using previous years boundaries. This is used to inform student progress and target setting further through written feedback.

During Component 2 (Exam), which takes place during the Spring term of Year 11, no specific written feedback is allowed to be given to students under AQA requirements. General class feedback is allowed and can be given verbally.

Verbal Feedback:

Verbal feedback should be given every lesson and, when based on progress, should relate to the lesson objectives and outcomes.

Verbal feedback based on safety and use of equipment will be regularly given during practical lessons by teachers, technicians and learning support assistants.

Verbal feedback should also be regularly given based on attitude to learning and presentation of work (both written and practical). This should be clear, specific and relate to the whole school policies. Time should be given for students to make improvements during PRIDE time.

Appendix 2: Business & Economics

What will be marked?

Key assessments and exam questions (those not marked in lessons using Self and peer assessment). Student notes will not be marked.

How will it be marked?

Teacher assessed in line with exam board criteria. Each piece will be marked and clear targets provided (EBI) to aid student progress. Where appropriate a grade will be allocated (mostly end of topic and formal assessments). These grades and marks will be recorded and used to inform AP decisions

Style of assessment

Assessment will take a variety of forms, these will include:

Formal end of topic assessments using past/sample GCSE Exam questions – teacher assessed

Exam questions carried out in the lessons – at least once every two weeks (again using GCSE sample/past questions) – teacher/peer/self-assessed.

Strategies to support marking

- Teacher to mark in green
- Where appropriate, subject stickers will be used for praise/recognition of effort/work
- Student reflection and student/peer assessment in pink pen
- SAP/PAP to be used to illustrate where this has taken place in the books
- PRIDE time in lessons

Examples of good practice

Self-evaluation feedback sheet will be used for key planned assessments. These will require student to reflect on their work and identify why marks were lost and then to set targets (with teacher support) on how to improve. Time will be allocated in the lesson for these to be completed. Students will also track their progress on tracking sheets (blue) and attach all formal assessments to this.

Use of literacy within marking

Student spelling, punctuation and grammar will be marked in key assessments and an expectation for students to correct using pink pen during PRIDE Time

Frequency and standardisation of key assessments

Referenced in the scheme of learning and tied to assessment points

key assessments will be set during the year and these will be assessed and graded, as planned in year plan/calendar and in line with the assessment points.

A sample of work will be moderated both internally (AC/CB) and externally through CLASS meetings, TELA Business Network and links with other schools.

Appendix 3: CRE

Feedback is now focussed on specific GCSE-style tasks in order to obtain a cross section of students' abilities at GCSE-style questions, rather than a generalised idea of work over a "couple of weeks". Students will be taught specific exam structures that they must follow when answering the questions.

Staff will mark GCSE-style practise questions in green pen, with student responses in Pink Pen to make their responses and improvements obvious.

Feedback will:

- Give students a mark on their question alongside which part of their structure they fell down on. For example: P, E, P, E. – 2/4 – no explanations. Students will then be able to go back and add in their explanations so they know how to improve their answer in-line with exam structure.

Citizenship GCSE:

- Homework will be marked using questions in order to extend their thinking about a particular topic. Students will then respond in pink pen.
- Students have specific books for classwork and then exam questions. Only the book with exam practice in it will be marked. It will be marked in-line with the CRE policy.

Self/Peer Assessment Points (SAPs/PAPs) – students assess each other's work against success criteria provided by the Teacher via sheets/power point slides. Students should include WWWs and EBIs, and should be given appropriate time to make clearly obvious improvements to their work in **Pink Pen**

Within feedback marking, spellings and poor use of grammar will be identified with the symbols **SP** and **G**.

Appendix 4: DT

Providing students with effective feedback is one of the most powerful strategies for our students to make progress and feel confident about their learning. This should therefore be a priority when planning and delivering lessons. Feedback in ADT will be given based on progress, attitude to learning and presentation of work.

All feedback should consist of positive reinforcement, be encouraging and constructively challenge students.

Written Feedback:

Students will show their progress through written work, exams/tests and practical work they produce. In KS3 written work will be in A4 work books (Yr 7 and 8) and A3 folders (Year 9).

Formal pieces of work will be given written feedback by the teacher giving feedback and students responding using pink pen. The frequency of this will depend on the duration and point of the project, for example there may be more written teacher feedback during design stages, than research stages, as students are showing their impact of their research at this point. Written feedback should always use the school system on What Went Well and Even Better If (WWW & EBI). When given during the unit of work it should be subject area specific.

Within written work there may be some more informal pieces of work where students will be exploring, experimenting and developing their thoughts. This work does not necessarily need written feedback from the teacher, but may be peer or self assessed using pink pen.

Subject specific spelling mistakes should be highlighted by teacher and the students should correct this using pink pen.

Written feedback will also be given at the end of the unit of work on the students' Feedback and Assessment Sheet, which they will have received at the beginning of the unit of work. This will generate a more general target that can be applied to the next ADT area and may be focussed on progress, attitude and/or presentation. The students will take their feedback and write a target on the new Feedback and Assessment sheet for their next area.

Assessments and Feedback

End of unit exams/tests take place at the end of units for KS3 and every 6 weeks for KS4. These should be marked by either Teachers or Peers with teacher guidance at KS3, and by teachers only at KS4. The students should be given time to reflect on their test and any written feedback they have received. Any corrections to their exam/test should be carried out in pink pen.

During Non Exam Assessment (NEA), which takes place from July Year 10 to Feb Year 11, no specific feedback is allowed to be given to students under AQA requirements. General class feedback is allowed and can be given verbally.

Verbal Feedback:

Verbal feedback should be given every lesson and, when based on progress, should relate to the lesson objectives and outcomes.

Verbal feedback based on safety and use of equipment will be regularly given during practical lessons by teachers, technicians and learning support assistants.

Verbal feedback should also be regularly given based on attitude to learning and presentation of work (both written and practical). This should be clear, specific and relate to the whole school policies. Time should be given for students to make improvements during PRIDE time.

Appendix 5: English

- **Feedback** will be carried out by the teacher in class books.
- As a general guide, feedback will be visible in books *at least* every three weeks. This could be whole class feedback but it will be evidenced in each book.
- Set assessment pieces will be used to track a student's progress across the year group.
- At KS3 set assessment pieces will always receive a WWW/EBI feedback from a teacher.
- At KS4 assessments *could be* grade only feedback followed by whole class feedback but may also receive WWW/EBI as a teacher feels will benefit the student.
- At KS3 whole class feedback may also be used but this would not be the case for set assessments.
- Not all work in class books/folders (such as notes, practice tasks, class exercises and planning) will be marked as this does not fit the way students are assessed by externally validated examinations.
- KS4 students will have assessed pieces which contain evidence of teacher and/or peer grading.
- Y11 students will keep their assessments in a specifically allocated folder. This will contain evidence of exam style assessments and grading and students identifying their areas for improvement.
- Students will track their progress using the assessment tracking charts.
- Students in years 7-10 will undertake spelling tests throughout the year at times indicated by their class teacher. These tests may be teacher/self/peer marked.
- Homework tasks will be checked but may not always be marked/assessed, depending upon their nature.
- High quality presentation is expected at all times in English. Dates and titles should be underlined neatly, and a learning objective should be evident for each piece/ Where classes are shared a teacher's initials should be evident at the top of the piece of work.

A number of strategies are used in the department to provide feedback effectively. These are:

- Peer assessment
- Self assessment
- Teachers generally mark in green and pink. Green is used to annotate/tick positive elements, pink is used to identify areas for improvement including SPAG. WWW is written in green, EBI is written in pink.
- Student interaction with feedback, including corrections and/or improvements are done in purple pen.
- There should be evidence of student interaction with feedback.

SPAG is an essential element of English.

- Incorrect spellings are pointed out or corrected at a frequency dependent upon the need of the student in question. This will be differentiated based on the teacher judgement of that student's resilience and ability.
- Punctuation errors are corrected or acknowledged for students to correct at a frequency dependent upon the need of the student in question. This will be differentiated based on the teacher judgement of that student's resilience and ability.

- Errors in syntax are pointed out/corrected for students as are errors in tense at a frequency dependent upon the need of the student in question. This will be differentiated based on the teacher judgement of that student's resilience and ability

Moderation and Marking Accuracy

- Formal examinations are moderated prior to the full set of marking being completed.
- In Year 11 blind marking of some student assessments will take place to ensure accuracy.

External moderation of pieces is carried out with Heads of English from schools in Leicestershire, in CLASS meetings and with Eduqas where possible.

Appendix 6: Geography

Overall Aim:

The marking of student's work should provide constructive feedback, suggesting ways in which students can improve their work. Students will be given directed lesson time to make improvements as this is an essential part of the learning process (PRIDE). It is the teacher's responsibility to challenge poor effort (requesting students complete work) and presentation standards (ensuring basic standards are met and if not reminded of the expectation).

1) Types of Feedback

Student Feedback:

- Students may self-assess and improve work using pink pen.
- Students may peer-assess work using pink pen to suggest improvements.

Teacher Feedback:

- Feedback may be verbal, where the teacher in class suggests how an individual or group may improve and develop their work. Improvements should be visible through pink pen.
- Written feedback will be provided on 'Assessment Milestone' pieces and students will reflect using pink pen.
- End of unit tests will be marked; students will then reflect and correct tests papers in a feedback session.

2) Frequency (Assessment Milestones)

- Teachers are expected to follow the 'Assessment Milestones' documentation to focus on specific pieces of assessed work at both KS3 and KS4. This list of 'Assessment Milestones' is compiled from a range of classwork, homework and end of unit tests.
- All topics at both KS3 and KS4 will have a piece of classwork, homework and end of unit test (unless otherwise stated e.g. Y10 and Y11 Mock Examinations).
- The 'Assessment Milestones' will, in combination, provide an opportunity for the teacher to assess and make a professional judgement on the students' progress. It is these pieces that will form the basis of Assessment Point data inputs.
- Teachers will provide a 'What Went Well' and 'Even Better If' for the identified classwork and homework pieces.
- Teachers will mark end of unit tests and provide students with a total score and grade; students will be expected to reflect on the test in a test feedback session. This can either be done from a printed mark scheme or via verbal instructions delivered to the class. Students will then write their own 'What Went Well' and 'Even Better If' based on their test strengths and weaknesses.

Marking Should:

- Provide geography-specific feedback.
- Be predominantly encouraging and constructive.
- Relate to the course content or skill being assessed.
- Challenge the students to improve their work.

Marking Must:

- Meet the requirements and frequency of the 'Assessment Milestones' documentation.
- Be completed by the teacher green pen.
- Encourage students to use pink pen routinely in lessons to reflect, correct and improve their work; this could include correcting SP&G errors and/or adding detail to their work once feedback has been provided.

3) Student Response (PRIDE)

- Teacher feedback with student reflection and response should be evident on all 'Assessment Milestone' pieces.
- Students must record targets (based on their Even Better If) on the tracking sheet in the front of their books.
- Students should reflect each term on their classwork by completing the PRIDE sheet in the front of their books.
- For KS4 assessments students should be given some form of 'follow-on task'; this may include planning out an answer to a topic-specific question, re-writing answer(s) or getting to grips with the mark scheme requirements.

4) Presentation

- Bookwork is used during lessons to make notes and to record answers to questions. This work does not need to be marked by the teacher unless there is an 'Assessment Milestone' within the lesson.
- Tasks and activities within lessons should prepare students for the content and skills demanded by the curriculum and GCSE specification.
- The teacher should regularly give verbal feedback on the work of students during lessons. This should include challenging misconceptions, quantity of work and presentation concerns.
- The students will be expected to regularly Self Assess (SA) and Peer Assess (PA) pieces in pink pen; which may include 'What Went Well' and 'Even Better If' comments.
- Students should be taught the content and practice subject-skills within lessons that suitably prepares them for the demands of end of unit tests, mock examinations and external GCSE examinations.

5) SP&G Expectations

- Targeted SP&G focus pieces are identified on the 'Assessment Milestones' documentation.
- In order to maximise the effectiveness of literacy marking teachers should only comment or correct a student's quality of written communication if the error negatively impacts on the geographical content. This could include the misspelling of key vocabulary, the incorrect capitalisation of place names and/or incorrect use of units.
- If a mistake has been highlighted by the teacher the student should correct the mistake in pink pen. If this is a spelling error the student must write the correct spelling three times in the margin or closest available space.

Appendix 7: History

Feedback is now focussed on specific GCSE-style tasks in order to obtain a cross section of students' abilities at GCSE-style questions, rather than a generalised idea of work over a "couple of weeks". Staff will mark GCSE-style practise questions in Green pen, with student responses in Pink Pen to make their responses and improvements obvious.

Feedback will be divided into 2 main types:

Teacher Assessment Points (TAPs) – focussed feedback on a question related to GCSE-style skills. These are usually questions developed in line with the topic studied to develop and test student's skills at answering GCSE-style questions. Students should be given **WWWs** and **EBIs** via either Written Feedback/Power point targets/EBI Stickers/Review sheets, and should be given appropriate time to make clearly obvious improvements to their work in **Pink Pen**. It is envisaged that a **TAP** will take place in students' books at least **once** a half-term, in addition to any **UAPs** (see below) within the same term/half-term. This will replace the old stamping and ticking of all work, and focus feedback on improvements and changes to GCSE-style answers, and provide staff with a basic idea of progress within the skills required at GCSE level.

Unit Assessment Points (UAPs) – the formal assessment of levels for attainment point data, for reporting, informing Parent's Evening discussions etc. These will take place at appropriate points in each term as indicated on the Scheme of Learning, and relate to the different areas of our OCR B History papers. For KS3 this will be once a Term, for KS4 roughly once a half-term.

At KS3 the termly focus will be:

Autumn Term: Questions 1 – 4 or 5 from **Papers 1 and 3**

Spring Term: Questions 6 – 8 or 9 from **Paper 1**

Autumn Term: Questions 6 – 8 or 9 from **Paper 3**

At KS3 a Unit test on the skills practised during the Term will be assessed in an End of Unit Assessment towards the end of each term.

At KS4 the focus will follow the Unit taught that Term e.g. **Y10 Autumn Term** - The People's Health, **Y11 Autumn Term** – The Making of America

Self/Peer Assessment Points (SAPs/PAPs) – students assess each other's work against Success Criteria provided by the Teacher via sheets/power point slides. Students should include WWWs and EBIs, and SHOULD be given appropriate time to make clearly obvious improvements to their work in **Pink Pen**

Within feedback marking, spellings and poor use of grammar will be identified with the symbols **Sp** and **G**. **Outside of feedback** marking, students will have a list of key spelling and grammatical errors with which to self-assess their work, along with identifying poor elements of presentation, and rectifying them.

Appendix 8: Dance key stage 4

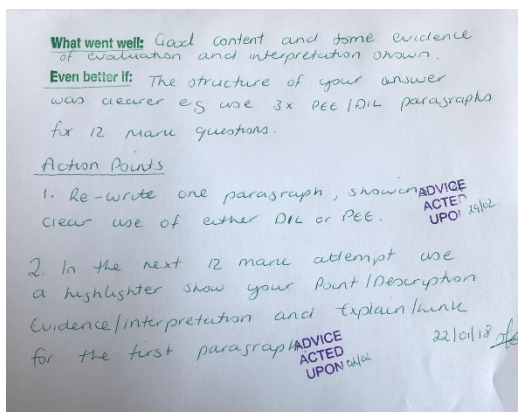
Frequency of marking

Theory work is marked weekly. Teacher Feedback for practical work is largely verbal with students creating action points in their workbooks weekly. Practical assessment occurs once every half term, students receive a RAG feedback sheet based on assessment criteria.

Strategies to support marking e.g., Use of highlighters, stamps etc

What went well/Even better if is used for written work with addition of, up to 3, action points for each student to respond to in pink pen. A purple Advice acted upon stamp is used once students have responded to feedback or apply feedback in future work. RAG feed back sheet is completed for practical assessment which tracks students progress and a self and peer assessment process produces action points. Highlighted boxes are used to direct students to specific or significant areas relating to feedback. Tracking sheets for extended questions are used, which students complete as a part of the feedback process. PLC are completed half-termly and inform ILPs.

Examples of good practice



6 marker DIEL progress tracker Year 10 (1 production feature)			Sep 19	Oct 19	Nov 19	Dec 19																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Frequency and standardisation of key assessments referenced in the scheme of learning and tied to assessment points

All formal assessments are marked by the teacher, written feedback is provided, and students respond in order to create targets for improved performance. Students are also required to complete regular peer and self- assessments throughout the course which are supported with the assessment criteria from the exam board.

Timing of key assessments

In the first year of the course assessments are in line with the Colleges' official assessment data collection points and periods of whole school mock assessment.

In the second year of the course all formal assessments are completed in line with the boards marking policy leading to the summative assessment deadlines in May and June.

Appendix 9: Music

Music Key stage 3

Frequency of marking

Student books will be marked once a half term with a learning objective achieved stamp to ensure work has been completed.

Strategies to support marking

Peer assess in pink pen and teacher feedback will also be in pink pen as this will be verbal feedback.

Homework is self-assessed in class as it is set as flipped learning.

Examples of good practice

Books are neat and up to date. Feedback any teacher feedback is written in green pen. Students will have self-assessed where needed with WWW, EBI. Any peer assessment is marked in pink pen. Some learning objectives are occasionally left with no work underneath if the lesson did not lend itself to them during that week's lesson, but this will not be frequent.

Use of Literacy within marking

In line with the English department

Frequency of standardisation of key assessments referenced in the scheme of learning and tied to assessment points

Any formal assessments will be marked by the teacher, performance marks are kept by the teachers, but written tests take place in books at the end of each topic, every half term.

Students will be asked to self-assess after each performance lesson and set themselves a target for the following week. Students will also be asked to peer assess performances, as a class and individually once every half term, this is not always written down but given verbally using a framework.

Timing of key assessments

Most projects will be completed and have a performance/ composition along with a 10 mark test for each topic at the end of each half term.

Music key stage 4

Frequency of marking

Folders will be marked every two weeks. Homework will be marked for the following week's lesson. Course work will be looked at but not marked according to the course guidelines.

Strategies to support marking

Books are for note making so a learning objective stamp will ensure that students have got notes for the lesson, exam questions will have a comment by the teacher for students to respond to.

Peer and self assessment for any worked marked by students will be in pink pen.

Any work done on Sibelius will be marked on the program with post it noted and highlighters to help students understand, this does not print out so a file will be kept by the teacher of the progress. Email feedback will also be used for this.

Verbal feedback will be given for performances.

Examples of good practice

Students books will be marked with learning objective stamps and exam questions have a comment and a question underneath, work in the rest of the folders are for student's referral for revision. Any work done on Sibelius is up to date via email.

Year 11s will have glossaries at the back of their books, year 10 have a separate book.

Use of Literacy within marking

This will be in line with the English department.

Frequency of standardisation of key assessments referenced in the scheme of learning and tied to assessment points

Half termly deadlines for performance and compositions, end of topic tests and exam questions every two weeks.

Students will also be asked to peer assess performances, as a class and individually according to the course date outlines.

Timing of key assessments

Coursework in year 10 starts after Christmas, coursework for year 11 is throughout the year. All students work up to this point will be leading to them be able to complete their course work with little feedback, in line with the boards marking policy.

Appendix 10: Maths

All evidence of reviewed work will be stored in Blue Folders (or whatever colour they are in current year). This would typically be all the tests, and probably no more than 20 topic objective tests. It would also contain Y11 Question-Level-Analysis documents, a page for recording test results and weekly skills scores.

Teacher input on work should clearly emphasise where a method, notation or answer has dropped marks. Examples of feedback on a student paper might include:

- underlining the keyword in a question or part of a question which was ignored (such as the word *factor* or the description *to three significant figures*)
- the correction of a mathematical formula
- an arrow directing a student what to do/where to take their answer next (such as rearranging formulae)
- The changing of a sign, digit or written method (such as an arithmetic error, or the addition of a power)
- Writing the start of the next step, or a word describing which method should have been used (such as writing *expand* or $- - = +$)
- **Students will be given opportunity with in lessons (PRIDE time) to respond to feedback**
- **Comment on presentation please!**

Maths marking should challenge the incorrect spelling of all mathematical keywords as well as a students ability to communicate mathematically. Examples of poor mathematical communication could be:

- poor use of inequalities
- unconventional or incorrect algebraic notation
- a written method which defied the normal order of operations
- skipping key steps or simply the omission of a method where one should be evident

Assessments

Each year KS3 students will take full trios of condensed GCSE Papers. Y7+Y8 at the end of the year (200 – 260 marks). Y9 in the mid-year exams while these remain. (300 marks) At all other assessment points students will take the appropriate tier of coloured test (50 marks) which will be used to inform teacher judgements and maintain group focus.

Additionally Y9 will take End of Year full Foundation Papers in order to help gauge their readiness for GCSE Sets (and to help with intervention/setting/enhancing and tier selection) (300 marks)

Year 10 will have Formal End of Year mock papers (either foundation or higher) and will take the coloured tier tests similarly to KS3. (300 marks)

Year 11 will sit full November mocks, full march mocks (in time for confirming tier of entry). (300 marks each) Additionally they will sit fortnightly papers in their double lessons (where timetables/calendars allow) – which will also come with the accompanying mark scheme and allow for self and peer review.

For ALL formal assessments (not the y11 fortnightly papers) it is expected teachers will mark in line with OCR methods to official mark schemes. **These papers will be returned at the rate of approximately 1 paper per lesson (i.e. 1 lesson for coloured tests - 3 lessons for end of year papers).** SUGGEST REMOVAL

All these papers will be subject to green (teacher) and heavy pink (student) annotation.

Ongoing marking

As described in the scheme of learning – a topic should take between 10 and 20 lessons depending on ability and content. Answers to work completed in lesson be shared at the end of each lesson, along with the corrections for common misconceptions arising.

The ending of all topics should conclude with a topic objective test which is limited to 20 marks and should therefore take 20 minutes. Teachers then will review these in the same length of time (This would typically take place within the same lesson).

These will then be collected in and/or scores recorded by the teacher who would use them as a basis for planning future work. A follow-up starter task or question sheet will be provided to review common problems with the topic. It is recommended this review take place a week or more later – rather than next lesson – in order to assess what has “stuck”.

Appendix 11: MFL

Assessment is integral to effective teaching and learning and focuses on helping students to learn and to understand how to make rapid progress. Effective assessment is crucial to raising achievement and is a key factor in challenging underachievement. Effective marking takes a variety of different forms depending upon the demands of the particular pieces of work and schemes of work over a period of time.

Ofsted thinks that assessment drives excellence in T & L. Therefore, it is vital that we apply a consistent approach to written feedback when marking our MFL student's books.

Department work trawls will take place once a term for every year group. They will be conducted using a sample of exercise books (folders for KS4) at random.

Poor presentation in exercise books/ folders must be commented on.

It is staff's responsibility to challenge poor presentation by asking students to cover graffiti with blank stickers or asking them to recopy the work during their own time (break, lunch or at home).

Purpose

The purpose of assessment and marking is:

- To help students understand the degree to which their learning is secure; to what extent they have mastered the skills, knowledge and understanding required in each subject
- To build the self-esteem of students by recognising and valuing their achievements
- To help students know the standards they are aiming for and what these standards 'look like'
- To provide students with a clear understanding of whether they are on track to fulfil their potential
- To provide students with the guidance and strategies to improve their work
- To help students improve their literacy and numeracy skills (in line with the literacy and numeracy policies)
- To provide teachers with accurate and evidence based information to inform planning
- To allow teachers and leaders to monitor student progress and target intervention.
- To provide information to students and parents to enable them to make informed decisions about future learning and career choice

Frequency of marking in MFL

KS3

- Books must be marked regularly - every 2 to 3 weeks for French, once a half term for Spanish
- always mark in green (peer assessment in pink gel pen)
- ask students to label the nature of the task they are doing "listening/ reading" or use the department stamps to label
- use the school stamp "what went well / Even better if" for any pieces of extended writing
- correct students' writing using the feedback code and ask students to correct their errors using the pink gel pens
- For French, students must use lilac exercise books, for Spanish, yellow exercise books. It is college policy that all KS3 students start each academic year with a new exercise book.
- Exercise books should be kept in the MFL classroom unless homework has been set using the exercise book

- For Spanish homework, the vocabulary tests are published on the MFL blog so students should keep their books in the MFL classrooms
- For Spanish, even though not formally assessed, teachers must mark one extended piece of writing for each unit of work

KS4

- Work must be marked regularly - every 2 to 3 weeks
- KS4 students are expected to keep the same folder across the whole of KS4
- At the start of KS4, students must keep the following hand-outs in their folder: a course outline (important dates / long term plans), a vocabulary booklet, a speaking booklet

College Strategies

This will be achieved through:

- Providing students with effective feedback which identifies areas for improvement and explains how to achieve specific targets or success criteria

PRIDE time will be built in to students learning opportunities. This time for students to respond to feedback and act up on improving their work.

- Ensuring that students respond to feedback in pink pen as a part of PRIDE time
- Providing all teachers with relevant attainment data and targets for each student they are responsible for
- Using every opportunity to identify and share successful student outcomes and achievement
- Praising students where appropriate both through oral and written feedback
- Celebrating student success and achievement publicly and privately
- Providing students and parents with regular summative and/or formative information
- Providing examples of student work clearly benchmarked against exam course criteria
- Modelling how tasks should be completed to deepen learning
- Ensuring teachers use the principles of Assessment for Learning to promote good and outstanding teaching and learning e.g. shared lesson objectives and success criteria; regular checking of understanding; effective questioning; effective feedback; peer and self-assessment; reviewing own learning; first and frequent marking
- Giving regular information to students and parents/carers regarding current and potential levels of attainment based on exam course criteria

Strategies to support marking in MFL

- use stamps objective met, advice taken upon, www/ebi (all college stamps)
- for KS3 speaking assessments, teacher's write the title and www / ebi in green + the grade awarded
- for KS4 speaking assessments, teachers use a simplified mark scheme from AQA
- for writing assessments same as for KS3 and KS4 speaking assessments
- it is the teacher's responsibility to ensure that all students respond to feedback following an assessment (see section on standardisation of key assessments)

Examples of good practice in MFL

Staff should give feedback in order to generate a student's response (see examples below) - the idea is that you can show that a conversation has taken place.

Nature of task / test	Examples of good practice
Listening & Reading tasks	• Tick correct answers • Correct answer when incorrect • Award a grade or R/A/G • Use the school stamp LISTENING / READING as appropriate • Always comment even if already peer / self assessed, e.g. comment on result + "now you need to revise the words for / to revisit the vocabulary on...." or add a smiley/sad face • To generate a response, ask them a question: "Now what do you need to do in order to improve your performance?"
Copying vocabulary	• Correct any spelling mistakes in the TL + English • To generate a response, write: copy 5 times the word... / copy 5 times the words you have misspelt / which word(s) do you need to focus on? / are you most likely to forget? Why?
Writing tasks	• Be specific on "what went well" (see stamp) i.e. why is it good? • Give a bullet point list for "even better if" • To generate a student's response, you could ask question(s) such as: "what else do you need to do / add?" • Use the following code when marking any written work and let students correct their own work A wobbly line below word = spelling error + write <i>sp</i> in the margin Verb underlined twice = verb error + write <i>VP</i> in the margin for past tense verb / <i>VPR</i> for present tense verb / <i>VF</i> for future tense verb <i>nf</i> = noun feminin / <i>nm</i> = noun masculin / <i>pl</i> = plural // = change paragraph <i>acc</i> = accent (and then underline where accent is missing) <i>X</i> = word missing • Ask students to rewrite their written work, looking at your marking to improve their work (this can be one at the start of a lesson or for homework) - you should remark the work to show if any improvement has been made and comment on progress or lack of... • Ask students to copy 5 times the words they have misspelt
Speaking tasks	• They should be conducted at least twice a year at KS3 and KS4

Use of Literacy within marking eg. Spag

- Staff must use the department agreed marking code to mark any pieces of written work: *sp* (spelling error), *wo* (word order incorrect), *X* (a word or phrase is missing), *//* (you need a new paragraph here), *v.* (wrong verb formation), *acc* (accent is missing or not formed correctly), *pc* (punctuation mark is missing or wrong), *cp* (a capital letter should be used)
- Students must have a descriptors of these marking code stuck at the back of their exercise book at KS3
- Students are responsible to correct their errors using the pink gel pen
- Staff are responsible to check that the written work has been corrected appropriately

- Staff must correct any spelling errors in the target language or English including the date, the LO or in vocabulary lists

College outcomes and implementation

The outcomes expected from this policy are:

- Teachers will set challenging work to meet the needs of each student
- Regular reporting to parents/carers will allow them to actively support both their children and both campus schools
- Marking by teachers will be completed in green pen
- Marking will support and improve students' literacy levels
- Records of marking and grading will be kept by each subject teacher
- Opportunities for the improvement and redrafting of work will be available, as appropriate
- Student work will be regularly sampled and bench marked for progress as a part of the Colleges Q and A cycle
- Exemplar work that is graded can be used as a teaching aid.
- Curriculum leaders will build a portfolio of good practice for reference and CPD purposes

College Formal, Regular Assessment

- Formal assessments will be written into schemes of work
- Marking will be completed on a regular basis. Evidence of progress will be collated from class work, homework and summative assessments.
- Feedback will be explicit, student friendly and in line with each subject's marking policy. Both strengths and targets for improvement will be identified in order that students can progress
- Students will be required to act upon teacher comments to deepen their understanding so that they can clarify their thought processes in greater detail as a part of PRIDE
- Formal assessments will cover all attainment targets appropriate to the subject/unit of work
- Data will be recorded on to SIMS at the identified assessment data entry points
- For subjects that provide students with a 'rough book' there is no expectation that this is marked by the class teacher. 'Rough book' must be clearly written on the book by the student
- When conducting formal assessments/ tests teachers should ensure consideration is made for those students who have approved special arrangements for examinations i.e. a reader/extra time/use of a lap top

Frequency and standardisation of key assessments referenced in the scheme of learning and tied to assessment points in MFL

- all students must write their end of year target grade on the college sticker and stick it on the cover of their exercise books / folders
- All grades for the 4 assessments in FRENCH (AT1, AT2, AT3, AT4) must be entered onto MFL spreadsheets to work out an overall grade. On SIMS, enter students' "personal best" (can't be a grade lower than previous data) – for French only at KS3
- Data entry for MFL Excel spreadsheets: grade 3- should be recorded as 3.3, grade 3 as 3.6 and grade 3+ as 3.9. An average should be calculated for AT1, AT2, AT3 & AT4. If a student has been absent during one assessment, the data from the previous assessment should be added (for WT1, staff should enter 0.9)

- KS3 Spanish is NOT assessed but any extended pieces of writing must be assessed using www/EBI. Students are expected to correct their own errors using the pink gel pens.
- At the start of each unit of work, students should stick a progress card, a vocabulary list and when available, a verb table to complete
- Each progress card must have a list of the content covered in the unit, including grammatical point and indicates the current grade and the target grade (for French only at KS3). The current grade should be the grade achieved in French the term before and the same as the one on the MFL assessment spreadsheet (not the "personal best" grade on Sims). The target grade should be half a grade higher than the current grade and NOT the GCSE target grade
- Listening & reading comprehension assessments can be peer assessed as long as students use the pink gel pens
- Staff should mark any translation tasks, extended writing assessments and speaking assessments

Appendix 12: Psychology Feedback Policy – 2019-20

Overall Aim:

The marking of student's work should provide constructive feedback, suggesting ways in which students can improve their work. Students will be given directed lesson time to make improvements as this is an essential part of the learning process (PRIDE). It is the teacher's responsibility to challenge poor effort (requesting students complete work) and presentation standards (ensuring basic standards are met and if not reminded of the expectation).

Types of Feedback

Student Feedback:

- Students may self-assess and improve work using pink pen.
- Students may peer-assess work using pink pen to suggest improvements.

Teacher Feedback:

- Feedback may be verbal, where the teacher in class suggests how an individual or group may improve and develop their work. Improvements should be visible through pink pen.
- Written feedback will be provided on 'Assessment Milestone' pieces and students will reflect using pink pen.

Frequency

- Teachers are expected to follow the 'Assessment Milestones' documentation to focus on specific pieces of assessed work at KS4. These will be every 6 weeks and synoptic in content.
- Weekly retrieval practice style quizzes will be undertaken by students to reflect current and passed knowledge
- The 'Assessment Milestones' will, in combination, provide an opportunity for the teacher to assess and make a professional judgement on the students' progress. It is these pieces that will form the basis of Assessment Point data inputs.
- Teachers will mark tests and provide students with a total score and grade; students will be expected to reflect on the test in a test feedback session. This can either be done from a printed mark scheme or via verbal instructions delivered to the class.

Marking Should:

- Provide subject specific feedback.
- Be predominantly encouraging and constructive to allow for future progress
- Relate to the course content or skill being assessed.
- Challenge the students to improve their work.

Marking Must:

- Meet the requirements and frequency of the 'Assessment Milestones' documentation.
- Be completed by the teacher green pen.
- Encourage students to use pink pen routinely in lessons to reflect, correct and improve their work; this could include correcting SP&G errors and/or adding detail to their work once feedback has been provided.

Student Response (PRIDE)

- Teacher feedback with student reflection and response should be evident on all 'Assessment Milestone' pieces.
- For KS4 assessments students should be given some form of 'follow-on task'; this may include planning out an answer to a topic-specific question, re-writing answer(s) or getting to grips with the mark scheme requirements.

Presentation

- Bookwork is used during lessons to make notes and to record answers to questions. This work does not need to be marked by the teacher unless there is an 'Assessment Milestone' within the lesson. However, books will be monitored for understanding and misconceptions.
- Tasks and activities within lessons should prepare students for the content and skills demanded by the curriculum and GCSE specification.
- The teacher should regularly give verbal feedback on the work of students during lessons. This should include challenging misconceptions, quantity of work and presentation concerns.
- The students will be expected to regularly Self Assess (SA) and Peer Assess (PA) pieces in pink pen; which may include 'What Went Well' and 'Even Better If' comments.
- Students should be taught the content and practice subject-skills within lessons that suitably prepares them for the demands of end of unit tests, mock examinations and external GCSE examinations.

SP&G Expectations

- In order to maximise the effectiveness of literacy marking teachers should only comment or correct a student's quality of written communication if the error negatively impacts on the content. This could include the misspelling of key vocabulary, the incorrect capitalisation of place names and/or incorrect use of units.
- If a mistake has been highlighted by the teacher the student should correct the mistake in pink pen. If this is a spelling error the student must write the correct spelling three times in the margin or closest available space.

Appendix 13: Science

The marking of student's work, providing constructive and encouraging written feedback and allowing students the time to make improvements is an essential part of the learning process and as such should be a priority for all teachers. It is the teacher's responsibility to challenge not only poor effort but also poor presentation, when the presentation negatively impacts the scientific meaning.

Students work is completed in two places with differing purpose:

1. Book work is rough work, used during lessons to make notes and to record and process data generated during investigations. This work does not need to be marked by the teacher unless there is specific purpose to do so. It instead should be routine for a teacher to give verbal feedback on this work during the lesson. This should include challenging presentation concerns that have a scientific impact such in the drawing of graphs, reflection of light or circuit diagrams. The work in the book should however be regularly student marked in pink pen using peer marking or following verbal feedback.
2. Teacher feedback with student reflection and response should be primarily found in the assessment folder that every student will have in addition to their book. The marking and assessment will form three parts that lead from one to another.
 - a) Students will be given a booklet of work at the start of a topic which contains challenging and diagnostic tasks that are linked to the learning objectives of the lessons and highlight misconceptions. These tasks should be completed weekly and assessed with a combination of self, teacher and peer marking.
 - b) These tasks should prepare students for the 30-40-mark exam that is completed approximately every 4 weeks in year 10, 5 weeks in year 11 and 6 weeks at KS3. The exam must be marked by the teacher. Upon return of the marked exam to the student, time should be given for students to correct their mistakes in pink. This can either be done from a printed mark scheme (higher abilities) or via verbal instruction delivered to the class.
 - c) After the exam, students will be given a selection of follow-on tasks, differentiated based on their strengths and weaknesses in the exam. Students should complete these tasks either in class or for homework and marked by either self, peer or teaching marking.

Marking should:

- Be predominantly encouraging and constructive
- Relate to the lesson objectives and learning outcomes
- Challenge the students to think for themselves
- Be personal and refer to the student by name where appropriate

Marking must:

- Teacher marking must be in green.
- Students must use pink pens routinely in lessons to reflect, correct and improve their work; this could include correcting mistakes or adding extra detail to their work. As such, pink pens should be available to be given to students to be used when appropriate.
- One piece of work per week must be completed from their work booklet in line with the scheme of work.
- The work booklet from their assessment folder must be marked every 3 weeks for both KS3 and KS4 classes.
- After each marking cycle, time must be devoted in the lesson to students reading and acting upon their feedback during PRIDE time; this must be done in a pink pen.

- A WWW/EBI must be included to guide progress.
- Incorrect science relevant spellings must be highlighted by the teacher and corrected by the students.
- At KS3 and KS4 students must complete rough work in A5 workbooks. KS3 and KS4 biology work in green, KS4 chemistry in red and KS4 physics in blue. All sheets must be routinely stuck in.

Further guidance on marking literacy:

- In order to maximise the effectiveness of literacy marking teachers should only comment or correct a student's quality of written communication if the error negatively impacts on the scientific content. This could include the misspelling of scientific vocabulary, the incorrect use of symbols in equations, the incorrect capitalisation of letters in element symbols or when writing pH for example.
- If a mistake has been highlighted by the teacher the student should correct the mistake in pink pen.

Frequency of standardized key assessments:

- All assessments are cumulative within a subject stream: chemistry, biology and physics and contain questions relating to topics from the start of year 7.
- Year 10 students sit an exam approximately every 4 teaching weeks.
- Year 11 students sit an exam approximately every 5 teaching weeks.
- KS3 students sit an exam approximately every 6 teaching weeks.

