ASSESSMENT AND FEEDBACK POLICY
KS3 - KS4
2024 - 2025

Approved by:	Ratified by Governing Body	**Date:** September 2024
Effective Date:	September 2024	
Last reviewed on:		
Next review due by:	September 2025	
Reviewed by:	Laura Cross – Assistant Principal, Teaching & Learning	
Website:		
Yes/No	YES	

1. The AFL Strategy aims to:

- Raise the profile of assessment amongst staff and learners.
- Provide an insight into students' learning for both students and teachers.
- Promote success for all.
- Support the target setting process.
- Enable continuous reflection on what students know now and what they need to know.
- Promote immediate interventions and link judgements to learning intentions.
- Encourage student confidence and self-esteem.
- Improve learner self-evaluation skills.
- Improve learner literacy levels across the school.

2. Purpose

This document is to support Curriculum Leaders and their departments by providing guidance on the role of assessment, possible teaching and learning strategies for assessment implementation and development, help staff highlight their personal areas for development and ways to effectively implement and monitor assessment practice.

3. Management of Assessment for Learning: Roles & Responsibilities

Curriculum Leaders

- Review and evaluate current assessment practice.
- Create an assessment focussed learning environment and department.
- Support and develop staff in the assessment process.
- Seek opportunities to use to a range of assessment practices both in the classroom and when giving students feedback.
- Undertake regular work samples to enable sharing ideas and resources to ensure consistent practice as part of the QA process.

Every Member of Staff

- Be aware of the assessment policy, its aims and objectives.
- Use agreed universal approaches and strategies in the delivery and promotion of assessment.
- Contribute to the development and implementation of the whole school strategy.
- Assist in the monitoring and evaluation of the department's teaching and learning.
- Encourage learners to develop their use of language and target setting.

4. Whole School Feedback Policies

Frequency of Feedback

It is expected that students of all key stages receive a minimum of 3 formally assessed pieces of work across the year for each subject that they study. The feedback that students receive will be given on the Department agreed Student Feedback Form. The formally assessed points should be identified by Curriculum Leaders and are outlined in the Department Assessment and Feedback Policy Appendices.

Teacher Written Feedback

Teachers are expected, to use clear and specific What Went Well (WWW) and Even Better If (EBI) personalised comments after each of the 3 formally assessed pieces. This can be done individually or through whole class feedback. The Even Better If (EBI) comments should be posed as a question/specific activity to allow students to respond to student feedback with My Response Is (MRI) to demonstrate progress following feedback.

Agreed feedback colours: Green for teachers and purple for students when completing MRI activities, correcting mistakes and peer and self-assessment.

When teacher assessed work is returned to learners, there should be some kind of verbal feedback, either individually, or to the class, where the student completes their reflections and actions. This can form part of an 'Engage' activity in a teacher's planning, or may be part of a whole feedback lesson, which allows students time to complete their MRI activity and reflection.

Whole School Student Feedback Proforma

Each Department have their own personalised version of the whole school proforma to be consistently used across the Department and all year groups for formally assessed pieces of work. This is printed on pale yellow paper for clear identification of teacher assessed work.

This clearly has specific, personalised teacher comments on what the student did well, what needs to improve, the student's target grade, the working at grade (WAG) and attitude to learning. There is also opportunity for students to engage in self-reflection.

Verbal Feedback and Live Marking

Teachers are responsible for evaluating the impact they are having on student progress on a daily basis.

Alongside formal written teacher comments, other forms of feedback will be provided to students. Teachers may give verbal feedback to students in a lesson. This needs to be clearly identified in student work, via a stamp or department agreed proforma where students can record the feedback they have been provided and make the improvements to their work.

Live Marking offers a means to make verbal feedback formalised. It allows for a dialogue between teacher and student, enabling the teacher to provide immediate feedback and a suggested action there and then that the student has to act upon before moving on to the next phase of learning. The feedback that students will receive should be diagnostic and close in on specific areas to improve.

Literacy

In order to provide consistency and ensure every teacher is not only assessing the subject content of a learner's work, but also their overall literacy, a common marking code will need to be used.

The following table details the universal symbols for most writing mistakes and should be adopted by all staff and written in the margin of their books, portfolios and/or essays.

SP	Spelling errors differentiated: Low ability – give students the correct spelling and in the AFL sticker ask them to create a sentence that includes this. Mid ability – circle part of the word that is spelt incorrectly and ask them to look up the correct spelling and re-write. More able – underline the word and ask them to correct it
T	Incorrect tense
^	Omission – (missed out a word)
//	Start new paragraph
P	Punctuation error
?	Meaning not clear
(-)	Learner needs to put one line through mistakes
U	Incorrect / no unit
WO	Working out

Methods of Assessment

We expect to see a range of assessment strategies adopted in a classroom, in books and written in schemes of learning. Staff should ensure that they use and understand the following means of assessment:

Formal: A planned activity resulting in the award of a grade, level or mark. This should be designed to establish the extent to which learning objectives have been achieved. Results are recorded and shared with students.

Informal: Teachers regularly check the progress that students are making. It will often be a qualitative judgement shared verbally following observation and/or questioning.

Diagnostic: Students and teachers make judgements about achievement against clear criteria (learning objectives) which highlight gaps in skills, knowledge and understanding and should lead to strategies for closing these gaps.

Formative: Provides information/evidence that will be helpful in determining how learning can be taken forward. Formative assessment must be used to inform future planning and may result in an interim grade, level or mark. It needs to involve the student in making judgements about attainment, progress and targets for improvement.

Summative: Provides information/evidence of what a student knows, understands and can do. This usually results in the award of a grade, level or mark.

Peer/Self: Students monitor each other's and their own progress against known criteria and can report to individual students.

Department Monitoring and Review: Work Sampling

- Curriculum Leaders must review samples of work to monitor standardisation and implementation of this policy through the completion of the departmental half-termly monitoring, which will form part of the department's half-termly review with the Senior Team Line Manager, Head of School and the Executive Principal.
- During the QA process, a focus will be placed on assessment during lesson observations and work sampling. Students' work and department plans/schemes will help inform the department's focus and commitment to assessment.
- Regular work sampling will be carried out by Curriculum Leaders to evaluate the learner's assessment for learning experience and develop teaching and learning.
- Students will be involved in the work sampling process as part of the whole school commitment to Student Voice. This will support the development of assessment for learning and develop teaching and learning across the school.

The desired outcomes for this policy are improvement in student's learning and a greater clarity amongst learners and parents concerning achievements and progress.

The performance indicators will be:

- An improvement in student attainment.
- Teacher, student and parent testimony concerning the usefulness of the feedback received.
- Consistency in teachers' feedback within departments and across the school.
- An awareness on the part of the learners of what is expected of them, what their working at grade, target grades are and how they can develop their overall literacy. This will also be shared with learners through their planners and class books.

Appendices

Department Assessment and Feedback Policy Overview

Art Department

Key Stage 3 – Year 7	
All books/folders must contain	Progress tracker for topics in KS3 at the front. Key word definitions in the back of book.
Formal assessments	3 pieces of work to be formally marked throughout the year: At least - One analysis - One practical outcome
Minimum marking expectations	3 teacher assessed pieces of work; these could be success criteria quick slips with a teacher comment. Students should purple pen their responses. 1 peer/self-assessed piece of work per half term, recorded in red book. Verbal feedback to be stamped in sketchbook. With student purple pen a summary of what was discussed.

Key Stage 3 – Year 8	
All books/folders must contain	Progress tracker for topics in KS3 at the front. Key word definitions in the back of book.
Formal assessments	3 pieces of work to be formally marked throughout the year: At least - One analysis One practical outcome
Minimum marking expectations	3 teacher assessed pieces of work; these could be success criteria quick slips with a teacher comment. Students should purple pen their responses. 1 peer/self-assessed piece of work per half term, recorded in red book. Verbal feedback to be stamped in sketchbook. With student purple pen a summary of what was discussed.

Key Stage 4 – Year 9 – ART, PHOTOGRAPHY and TEXTILES	
All books/folders must contain	Knowledge organiser, key words placemat, Edexcel assessment grid
Formal assessments	3 pieces of work to be formally marked throughout the year: At least - One analysis - One practical piece. These can include the check lists for projects. Once project is complete a full AO feedback should be given.

Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term, recorded in red book. Any verbal feedback to be written in red book.

Key Stage 4 – Year 10 – ART and PHOTOGRAPHY	
All books/folders must contain	Knowledge organiser, key words placemat, Edexcel assessment grid
Formal assessments	3 pieces of work to be formally marked throughout the year: At least - one analysis - one practical piece. These can include the check lists for projects. Once project is complete a full AO feedback should be given.
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term, recorded in red book. Any verbal feedback to be written in red book.

Dance Department

Key Stage 3 – Year 7	
All books/folders must contain	Progress Tracker Self-Assessment Sheet Formal feedback grid and reflection
Formal assessments	Autumn Term 1 – Performance & Choreography: Marvels Spring Term 1 – Performance & Choreography: Rock n Roll Summer 1 – Performance & Choreography: Matilda
Minimum marking expectations	3 marked teacher assessments with WWW, EBI and purple pen reflection per term 3 self/peer assessments per term with WWW, EBI and purple pen reflection

Key Stage 3 – Year 8	
All books/folders must contain	Transfer sheet from year 7 Progress Tracker Self-Assessment Sheet Formal feedback grid and reflection
Formal assessments	Autumn Term 2 – Performance & Choreography: Parkour Spring Term 2 – Performance & Choreography: Musical Theatre Summer 1 – Performance & Choreography: Choreography
Minimum marking expectations	3 marked teacher assessments with WWW, EBI and purple pen reflection per term 3 self/peer assessments per term with WWW, EBI and purple pen reflection

Key Stage 4 – Year 9	
All books/folders must contain	Target Grade Assessment Booklet with progress tracker and formal feedback grid
Formal assessments	Autumn Term 1 – Set Phrase Breathe Autumn Term 2 – Choreography & Mock paper Spring Term 1 – Performance in a Group Summer Term 2 – Choreography, Set Phrase x2, Mock Paper
Minimum marking expectations	3 marked teacher assessments on each practical element: choreography, set phrase and performance in a group 3 self/peer assessments with WWW, EBI ad purple pen reflection 1 filmed piece of work based on Practical element

Key Stage 4 – Year 10	
All books/folders must contain	Target Grade Assessment Booklet with progress tracker and formal feedback grid
Formal assessments	Autumn Term 1 – GCSE Exam Set Phrases Autumn Term 2 – Performance in a group, choreography & Mock paper Spring Term 2 – choreography, Performance in a group MOCK Summer Term 2 – GCSE Exam Performance in a group
Minimum marking expectations	3 marked teacher assessments on each practical element: choreography, set phrase and performance in a group 3 self/peer assessments with WWW, EBI ad purple pen reflection 2 filmed pieces of work for GCSE Practical exam

Key Stage 4 – Year 11	
All books/folders must contain	Target Grade Assessment Booklet with progress tracker and formal feedback grid
Formal assessments	Autumn Term 2 – Performance of Jazz & Hip Hop Phrases, Coursework check Spring Term 2 – Performance of Choreography, Coursework check Summer Term 1 – Coursework finalisation
Minimum marking expectations	3 pieces of marked coursework with feedback via Microsoft Teams per term 2 RAGS self-assessing CAPA228 & CAPA201 skills 1 video per term of practical work and feedback on this

Drama Department

Key Stage 3 – Year 7	
All books/folders must contain	Drama Workbook Formal Feedback sheets once completed
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** The Missing Person –Performance **Spring Term 1:** Harry Potter – Written **Summer Term 1:** Comedy – Performance
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Key Stage 3 – Year 8	
All books/folders must contain	Drama Workbook Formal Feedback sheets once completed
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** Pantomime- Performance **Spring Term 1:** Macbeth-Written **Summer Term 1:** Devising- Performance
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Key Stage 4 – Year 9	
All books/folders must contain	Drama Exercise book Formal Feedback sheets once completed
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** Baseline- The Box- Practical **Spring Term 1:** An Inspector Calls- Mock paper **Summer Term 1:** Devising - Practical
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Key Stage 4 – Year 10	
All books/folders must contain	Drama Exercise book Formal Feedback sheets once completed
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** C1 Mock performance **Spring Term 1:** C3 Mock paper **Summer Term 1:** C2 Mock Performance
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Key Stage 4 – Year 11	
All books/folders must contain	Drama Exercise book Formal Feedback sheets once completed
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** Baseline Performance from text **Spring Term 1:** 212 Performance from text Contemporary/classical **Summer Term 1:** Devising
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Design Technology Department

Key Stage 3 – Year 7	
All books/folders must contain	• Front cover with Assessment information, group code, teacher and student names. Date and score of main assessment. • Mini test dates and scores • KS3 Mark scheme. This has been compiled by DT staff and forms the basis for all mini tests and main assessment. Modelled on the GCSE 9-1 NEA mark scheme. It provides focus for target setting and students 'pitching' the quality of their work for each test and assessment they undertake. • Main assessment paperwork • Four 'Mini tests' scored out of 10 aimed to consolidate learning at interim points of the 16 weeks.
Formal assessments	• Main assessment focus. This differs for each of the three material areas. Dates will be decided as soon as there is a calendar to check dates against.
Minimum marking expectations	• At least the main assessment and two mini tests completed with feedback, purple pen and WWW/EBI from either staff and or students. Use of peer feedback as well. • Unit – KO (one of three throughout the year)

Key Stage 3 – Year 8	
All books/folders must contain	• Front cover with Assessment information, group code, teacher, and student names. Date and score of main assessment. • Mini test dates and scores • KS3 Mark scheme. This has been compiled by DT staff and forms the basis for all mini tests and main assessment. Modelled on the GCSE 9-1 NEA mark scheme. It provides focus for target setting and students 'pitching' the quality of their work for each test and assessment they undertake. • Main assessment paperwork • Four 'Mini tests' scored out of 10 aimed to consolidate learning at interim points of the 16 weeks. • Unit – KO (one of three throughout the year)

Formal assessments	• Main assessment focus. This differs for each of the three material areas. Dates will be decided as soon as there is a calendar to check dates against.
Minimum marking expectations	• At least the main assessment and two mini tests completed with feedback, purple pen and WWW/EBI from either staff and or students. Use of peer feedback as well.

Key Stage 4 – Year 9	
All books/folders must contain	• We don't use book and folders for ***all*** of the year 9 projects. A lot of the year 9 and 10 working is largely practical based learning for skills, making, manufacturing and applied theory. Alot of the learning takes place through kinaesthetic methods as is the nature of the subject. So, assessment of practical outcomes is completed individually for students as they develop. • The first two projects will have a booklet, and these will have the main assessment in with the paperwork needed and the marking criteria which outlines how the student will be marked. What would need to be included in their work to achieve up to and including the top grade for that piece of assessment.
Formal assessments	• Main assessment focus for that project or unit. These sheets are used in conjunction with either written work and or practical work being done depending on the time of the year. • The focus will be one of the six main areas used for the NEA coursework. Students will be marked against the actual exam section criteria and be awarded a mark and written feedback. One main assessment per term.
Minimum marking expectations	• One main assessment per project • Verbal feedback in the workshops to all students continuously to enable progress and improvement in their skills, knowledge. • Use of Demonstrations are used a lot to whole class to consolidate understanding too.

Key Stage 4 – Year 10	
All books/folders must contain	• Same as Year 9
Formal assessments	
Minimum marking expectations	

Key Stage 4 – Year 11	
All books/folders must contain	• Digital portfolios for the students NEA work is kept in the student hand in folder on the shared area.
Formal assessments	• All sections of the NEA are reviewed multiple times throughout the year.
Minimum marking expectations	• All six sections of the coursework project are marked at least three times in the year leading up to the hand in date. (February half term is the departments deadline) • Feedback is provided to the whole class against the permitted rules (JCQ) • Students are invited to intervention and sections for these students are re-marked and updated. • Theory is assessed through the use of Seneca Learning assignments which are set regularly as IKE. • Seneca assignments are **marked automatically,** and reports can be run to check for student who are under achieving and where necessary – re-assignment done or. Feedback given to students and parents on attitude to IKE is taken from these reports.

English Department

Key Stage 3 – Year 7	
All books/folders must contain	On the inside front cover of books, students should have their Progress Trackers to be completed throughout the year. At the beginning of every topic, students should have the T&L Schema to RAG their knowledge at the beginning of the topic, and to continually revisit as they go through the scheme of work. Once a formal assessment has been completed, students should have the whole class feedback sheet in yellow stuck into their books.
Formal assessments	Twice a year students will complete a reading test on Sparx Reader and a spelling test that will be peer assessed and checked by the class teacher. Three formal assessments throughout the year, one for each topic. Each formal assessment contains ten multiple choice questions that will be peer assessed, and a written paragraph that will be teacher assessed according to the provided mark scheme. Teacher should be given via whole class feedback, using the appropriate template ready to be stuck into books.
Minimum marking expectations	Every term teachers should mark at least one yellow box and one formal assessment.

Key Stage 3 – Year 8	
All books/folders must contain	On the inside front cover of books, students should have their Progress Trackers to be completed throughout the year. At the beginning of every topic, students should have the T&L Schema to RAG their knowledge at the beginning of the topic, and to continually revisit as they go through the scheme of work. Once a formal assessment has been completed, students should have the whole class feedback sheet in yellow stuck into their books.
Formal assessments	Twice a year students will complete a reading test on Sparx Reader and a spelling test that will be peer assessed and checked by the class teacher. Three formal assessments throughout the year, one for each topic. Each formal assessment contains ten multiple choice questions that will be peer assessed, and a written paragraph that will be teacher assessed according to the provided mark scheme. Teacher should be given via whole class feedback, using the appropriate template ready to be stuck into books.
Minimum marking expectations	Every term teachers should mark at least one yellow box and one formal assessment.

Key Stage 4 – Year 9	
All books/folders must contain	Progress trackers to be inside of books which must include target grade, yellow box grades and EOU assessment grades. KO needs to be in front of book to show students what they need to know by the end of the course.
Formal assessments	Yellow box marking must be highlighted in a yellow box clearly with a teacher WWW / EBI. EOU assessment task must be stuck in on yellow paper. Once completed there must be green marking present and a whole class feedback yellow sheet stuck in. Purple pen must be present demonstrating student progress made in response to the marking feedback.
Minimum marking expectations	One yellow box marking minimum per term / component studied. One EOU assessment for each text / component studied.

Key Stage 4 – Year 10	
All books/folders must contain	Progress trackers to be inside of books which must include target grade, yellow box grades and EOU assessment grades. KO needs to be in front of book to show students what they need to know by the end of the course.
Formal assessments	Yellow box marking must be highlighted in a yellow box clearly with a teacher WWW / EBI. EOU assessment task must be stuck in on yellow paper. Once completed there must be green marking present and a whole class feedback yellow sheet stuck in. Purple pen must be present demonstrating student progress made in response to the marking feedback.
Minimum marking expectations	One yellow box marking minimum per term / component studied. One EOU assessment for each text / component studied 2 mock papers marked before examination with feedback sheet and WCF stuck in books.

Key Stage 4 – Year 11	
All books/folders must contain	Progress trackers to be inside of books which must include target grade, yellow box grades and EOU assessment grades. KO needs to be in front of book to show students what they need to know by the end of the course.
Formal assessments	Yellow box marking must be highlighted in a yellow box clearly with a teacher WWW / EBI. EOU assessment task must be stuck in on yellow paper. Once completed there must be green marking present and a whole class feedback yellow sheet stuck in. Purple pen must be present demonstrating student progress made in response to the marking feedback.
Minimum marking expectations	One yellow box marking minimum per term / component studied. One EOU assessment for each text / component studied 2 mock papers marked before examination with feedback sheet and WCF stuck in books.

Food Studies Department

Key Stage 3 – Year 7	
All books/folders must contain	Practical progress tracker Signed knife and oven safety agreements
Formal assessments	2 assessments throughout the year are to be formally marked: 1st food rotation group: **Autumn Term 1:** Eatwell Guide and nutrition **Spring Term 1:** Formal assessment of practical session 2nd food rotation group: **Spring Term 1:** Eatwell Guide and nutrition **Summer Term 1:** Formal assessment of practical session
Minimum marking expectations	2 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term.

Key Stage 3 – Year 8	
All books/folders must contain	Practical progress tracker Signed knife and oven safety agreements
Formal assessments	2 assessments throughout the year are to be formally marked: 1st food rotation group: **Autumn Term 1:** Food provenance and sustainability **Spring Term 1:** Formal assessment of practical session 2nd food rotation group: **Spring Term 1:** Food provenance and sustainability **Summer Term 1:** Formal assessment of practical session
Minimum marking expectations	2 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term.

Key Stage 4 – Year 9	
All books/folders must contain	L1/L2 Eduqas Course Overview Practical progress tracker
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** HACCP, food labelling laws, food safety legislation and food hygiene **Spring Term 1:** Symptoms, signs, causes and preventative control measures of food-induced ill health **Summer Term 1:** Mock Controlled Assessment Task Theory: Unit 1 1.3.1 Health and safety in hospitality and catering provision. 2.3.3 Food safety practices
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term.

Key Stage 4 – Year 10	
All books/folders must contain	L1/L2 Eduqas Course Overview Practical progress tracker
Formal assessments	3 assessments throughout the year are to be formally marked: **Autumn Term 1:** Nutrition including how cooking methods can impact on nutritional value **Spring Term 1:** Menu planning- factors to consider, environmental issues and customer needs **Summer Term 1:** Unit 2 mock assessment to include practical
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term.

Geography Department

Key Stage 3 – Year 7	
All books/folders must contain	Books: Curriculum map RAG Sheets at the start of each topic Assessment folders: Progress tracker Yellow feedback sheets attached to each assessment
Formal assessments	1. Baseline 2. Fantastic Places 3. How do we use natural resources & what is development? 4. The Almighty Dollar
Minimum marking expectations	1 self/peer assessment task in majority of lessons. Individualised student comment provided. 1-2 WWW. 1 EBI.

Key Stage 3 – Year 8	
All books/folders must contain	Books: Curriculum map RAG Sheets at the start of each topic Assessment folders: Progress tracker Yellow feedback sheets attached to each assessment
Formal assessments	1. Baseline 2. Prisoners of Geography 3. Earthquakes & Volcanoes 4. Changing Populations 5. Shapeshifters
Minimum marking expectations	1 self/peer assessment task in majority of lessons. Individualised student comment provided. 1-2 WWW. 1 EBI.

Key Stage 4 – Year 9	
All books/folders must contain	Books: Curriculum map RAG Sheets at the start of each topic Assessment folders: Progress tracker Yellow feedback sheets attached to each assessment
Formal assessments	1. Baseline 2. The Challenge of Resource Management 3. The Changing Economic World 4. Coastal Landscapes in the UK
Minimum marking expectations	1 self/peer assessment task in majority of lessons. Individualised student comment provided. 1-2 WWW. 1 EBI.
Key Stage 4 – Year 10	
All books/folders must contain	Books: Curriculum map RAG Sheets at the start of each topic Assessment folders: Progress tracker Yellow feedback sheets attached to each assessment
Formal assessments	1. Baseline 2. The Living World 3. River Landscapes in the UK 4. Challenges in the Human Environment
Minimum marking expectations	1 self/peer assessment task in majority of lessons. Individualised student comment provided. 1-2 WWW. 1 EBI.
Key Stage 4 – Year 11	
All books/folders must contain	Books: Curriculum map RAG Sheets at the start of each topic Assessment folders: Progress tracker Yellow feedback sheets attached to each assessment
Formal assessments	1. The Challenge of Natural Hazards 2. November Mock Paper 1 & 2 3. March Mock Paper 1, 2 & 3 **2024-25 only –** 1. Changing Cities 2. November Mock Paper 1 & 2 3. March Mock Paper 1, 2 & 3
Minimum marking expectations	1 self/peer assessment task in majority of lessons. Individualised student comment provided. 1-2 WWW. 1 EBI.

History Department

Key Stage 3 – Year 7	
All books/folders must contain	Half termly assessments to be completed in red assessment books. Department formal feedback sheets. Student purple pen from feedback lessons.
Formal assessments	Half termly assessments at the end of each unit of work. These include an IKE quiz, source analysis and extended writing. **Autumn 1:** Norman Conquest **Autumn 2:** Relations between Church and State **Spring 1:** Tudor England **Spring 2:** The English Civil War **Summer 1:** The Transatlantic Slave Trade **Summer 2:** The British Empire
Minimum marking expectations	2 teacher assessed formal assessments per term. Whole class feedback to be delivered following all formal assessment. Half termly live marking of exercise books.

Key Stage 3 – Year 8	
All books/folders must contain	Half termly assessments to be completed in red assessment books. Department formal feedback sheets. Student purple pen from feedback lessons.
Formal assessments	Half termly assessments at the end of each unit of work. These include an IKE quiz, source analysis and extended writing. **Autumn 1:** Industrial Revolution **Autumn 2:** World War One **Spring 1:** The Russian Revolution **Spring 2:** World War Two **Summer 1:** The Holocaust **Summer 2:** Migration
Minimum marking expectations	2 teacher assessed formal assessments per term. Whole class feedback to be delivered following all formal assessment. Half termly live marking of exercise books.

Key Stage 4 – Year 9	
All books/folders must contain	All formal assessment to be completed in red books. Department formal feedback sheets. Student purple pen from feedback lessons.
Formal assessments	6 assessments to be completed across the year using past exam questions. These will assess taught content and exam skills. **Baseline:** Describe one feature… (2) Explain why… (12) **Mary, Queen of Scots:** Describe one feature… (2) Explain why… (12) **Spanish Armada:** How far do you agree? (16) **Full Elizabeth section of Paper 2.** **Medieval Crime:** Explain why… (12) **Early Modern Crime:** Explain one way… (4) Explain why… (12) **Industrial Crime:** Explain why…
Minimum marking expectations	2 teacher assessed formal assessments per term. Whole class feedback to be delivered following all formal assessment. Half termly live marking of exercise books.
Key Stage 4 – Year 10	
All books/folders must contain	All formal assessment to be completed in red books. Department formal feedback sheets. Student purple pen from feedback lessons.
Formal assessments	6 assessments to be completed across the year using past exam questions. These will assess taught content and exam skills. **Industrial Crime:** Explain why… **Full Crime section of Paper 1.** **Whitechapel:** How useful are sources A and B… (8) How could you follow up… (4) **Full Whitechapel section of Paper 1** **Treaty of Versailles:** Explain why… **Germany:** How useful are sources C and B… (8)
Minimum marking expectations	2 teacher assessed formal assessments per term. Whole class feedback to be delivered following all formal assessment. Half termly live marking of books.
Key Stage 4 – Year 11	
All books/folders must contain	All formal assessment to be completed in red books. Department formal feedback sheets. Student purple pen from feedback lessons.
Formal assessments	6 assessments to be completed across the year using past exam questions. These will assess taught content and exam skills. **Germany:** Interpretations questions 3b and 3c. **October Mock Exams:** Full Paper 1 and full Elizabeth section of Paper 2. **Germany:** Interpretations question 3d (16). **Cold War:** Explain the consequences… (8) **Cold War:** Narrative account (8) **Cold War:** Explain the importance of… (8) **February Mock Exams:** Full Paper 2 and full Paper 3.
Minimum marking expectations	2 teacher assessed formal assessments per term. Whole class feedback to be delivered following all formal assessment. Half termly live marking of books.

ICT Department

Key Stage 3 – Year 7	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	3 assessments throughout the year are to be formally marked: Autumn Term 1: Spreadsheet Spring Term 2: Promoting a cause. Summer Term 3: Mobile app development.
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 3 – Year 8	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	3 assessments throughout the year are to be formally marked: Autumn Term 2: Basic programming Spring Term 2: Vector graphics Summer Term 1: Computer systems
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 9 iMedia	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autum Term 2: R093 Assessment (Media Industry) Spring Term 2: R094 Planning and creating digital graphics. Summer Term 2: R094 Planning and creating digital graphics.
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 9 Vocational ICT	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autumn Term 2: Spreadsheet/Photoshop skills Spring Term 1: Word processing Summer Term 1: Databases
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 9 Computer Science	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autumn Term 1: Data representation Spring Term 2: Networks Summer Term 2: Programming
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 10 iMedia	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autum 1: NEA R094 Spring 2: R099 Digital games assessment Summer 2: NEA R099 Digital Games
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 10 Vocational ICT	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autum Term 2: R093 Assessment (Media Industry) Spring Term 2: R094 Planning & creating digital graphics. Summer Term 2: R094 Planning & creating digital graphics.
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Key Stage 4 – Year 10 Computer Science	
All Teams Class Notebooks must contain	Curriculum map Topic knowledge organiser Formal feedback sheets (x3)
Formal assessments	Autumn Term 1: Boolean logic Spring Term 1: Legislation Summer Term 1: Knowledge & understanding assessment
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'self-improvement' task to be live marked by the teacher once per term.

Maths Department

Key Stage 3 – Year 7	
All books/folders must contain	Progress Tracker Department formal feedback sheet
Formal assessments	3 assessments throughout the year are to be formally marked: **1- Baseline** **2- End of Autumn:** Unit 1-4 **3- End of Spring:** Unit 5-7
Minimum marking expectations	1- 3 teacher assessed pieces of work with QLA sheets completed for each, outlining WWW / EBI topics / Next Steps (with Sparx codes included) for students to use during home study sessions. 2- A task assigned for students to respond to in purple pen- yellow feedback sheet. 1 'yellow box' task to be live marked by the teacher once per term. 3- 1 peer/self-assessed piece of work per term (evidence kept- score on a spreadsheet, no physical evidence kept- papers will be returned to students).

Key Stage 3 – Year 8	
All books/folders must contain	Progress Tracker Department formal feedback sheet
Formal assessments	3 assessments throughout the year are to be formally marked: **1- Baseline** **2- End of Autumn:** Unit 1-4 **3- End of Spring:** Unit 5-7
Minimum marking expectations	1- 3 teacher assessed pieces of work with QLA sheets completed for each, outlining WWW / EBI topics / Next Steps (with Sparx codes included) for students to use during home study sessions. 2- A task assigned for students to respond to in purple pen- yellow feedback sheet. 1 'yellow box' task to be live marked by the teacher once per term. 3- 1 peer/self-assessed piece of work per term (evidence kept- score on a spreadsheet, no physical evidence kept- papers will be returned to students).

Key Stage 4 – Year 9	
All books/folders must contain	Progress Tracker Department formal feedback sheet
Formal assessments	3 assessments throughout the year are to be formally marked: **1- Baseline** **2- End of Autumn:** Unit 1-3 **3- End of Spring:** Unit 4-5
Minimum marking expectations	1- 3 teacher assessed pieces of work with QLA sheets completed for each, outlining WWW / EBI topics / Next Steps (with Sparx codes included) for students to use during home study sessions. 2- A task assigned for students to respond to in purple pen- yellow feedback sheet. 1 'yellow box' task to be live marked by the teacher once per term. 3- 1 peer/self-assessed piece of work per half term (evidence kept- score on a spreadsheet, no physical evidence kept- papers will be returned to students).

Key Stage 4 – Year 10	
All books/folders must contain	Progress Tracker Department formal feedback sheet
Formal assessments	3 assessments throughout the year are to be formally marked: **1- Baseline** **2- End of Autumn:** Unit 9-11 **3- End of Spring:** Unit 12-13
Minimum marking expectations	1- 3 teacher assessed pieces of work with QLA sheets completed for each, outlining WWW / EBI topics / Next Steps (with Sparx codes included) for students to use during home study sessions. 2- A task assigned for students to respond to in purple pen- yellow feedback sheet. 1 'yellow box' task to be live marked by the teacher once per term. 3- 1 peer/self-assessed piece of work per half term (evidence kept- score on a spreadsheet, no physical evidence kept- papers will be returned to students).

Key Stage 4 – Year 11	
All books/folders must contain	Progress Tracker Department formal feedback sheet
Formal assessments	2 assessments throughout the year are to be formally marked: **1- Mock 1** **2- Mock 2**
Minimum marking expectations	1- 3 teacher assessed pieces of work with QLA sheets completed for each, outlining WWW / EBI topics / Next Steps (with Sparx codes included) for students to use during home study sessions. 2- A task assigned for students to respond to in purple pen- yellow feedback sheet. 1 'yellow box' task to be live marked by the teacher once per term. 3- 1 peer/self-assessed piece of work per half term (evidence kept- score on a spreadsheet, no physical evidence kept- papers will be returned to students).

Media Department

Key Stage 4 – Year 9	
All books/folders must contain	Department formal feedback sheets Peach coloured IKE quizzes
Formal assessments	4 written assessments, each one as a summative assessment at the end of an exam unit of work. Autumn Term 1– Advertising Spring Term 2 – Film Summer Term 3 – Music Video and Magazines
Minimum marking expectations	4 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'yellow box' task to be marked by the teacher once per term.

Key Stage 4 – Year 10	
All books/folders must contain	Department formal feedback sheets Peach coloured IKE quizzes
Formal assessments	3 assessed pieces of work comprising 2 written assessments, each one as a summative assessment at the end of an exam unit of work. Plus at least one formal written assessment of student NEA using the exam criteria on Microsoft Teams. Autumn Term 1– Online, Social and Participatory Media Spring Term 2 – Radio Summer Term 3 – NEA – marked on Microsoft Teams
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'yellow box' task to be marked by the teacher once per term.

Key Stage 4 – Year 11	
All books/folders must contain	Department formal feedback sheets Peach coloured IKE quizzes
Formal assessments	3 assessed pieces of work comprising 2 written assessments, each one as a summative assessment at the end of an exam unit of work. Plus at least one formal written assessment of student NEA using the exam criteria on Microsoft Teams. Autumn Term 1– NEA – Marked on Microsoft Teams Spring Term 2 – Television Summer Term 3 – Newspapers
Minimum marking expectations	4 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. 1 peer/self-assessed piece of work per half term. 1 'yellow box' task to be marked by the teacher once per term.

MFL Department

<table>
<tr><th colspan="4">Key Stage 3 – Year 7</th></tr>
<tr><td>All books/folders must contain</td><td colspan="3">Curriculum Learning Journey

Department formal feedback sheet</td></tr>
<tr><td rowspan="3">Formal assessments</td><td colspan="3">3 assessments throughout the year are to be formally marked:</td></tr>
<tr><td>AUTUMN</td><td>SPRING</td><td>SUMMER</td></tr>
<tr><td>Listening:
Dictation & Multiple Choice
Reading & Writing:
Gap – filling &
short paragraph on personal information</td><td>Listening:
Dictation
Reading:
Matching exercise
Comprehension
Translation into English
Writing:
short paragraph on personal information</td><td>Speaking:
Speech based on Y7 work</td></tr>
<tr><td>Minimum marking expectations</td><td colspan="3">3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen.

Copies of Ike tests

1 ‘seek and sort’ task to be live marked by the teacher once per term.</td></tr>
</table>

<table>
<tr><th colspan="4">Key Stage 3 – Year 8</th></tr>
<tr><td>All books/folders must contain</td><td colspan="3">Curriculum Learning Journey

Department formal feedback sheet</td></tr>
<tr><td rowspan="3">Formal assessments</td><td colspan="3">3 assessments throughout the year are to be formally marked:</td></tr>
<tr><td>AUTUMN</td><td>SPRING</td><td>SUMMER</td></tr>
<tr><td>Reading:
Translation into English
Multiple Choice
Reading
Comprehension</td><td>Listening:
Dictation
Reading:
Word sort
Translation
Writing:
Short paragraph</td><td>Speaking:
Speech based on Y8 work</td></tr>
</table>

Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. Copies of Ike tests 1 'seek and sort' task to be live marked by the teacher once per term.		
Key Stage 4 – Year 9			
All books/folders must contain	Curriculum Learning Journey Department formal feedback sheet		
Formal assessments	3 assessments throughout the year are to be formally marked:		
	AUTUMN	**SPRING**	**SUMMER**
	Listening: Exampro past paper questions **Reading:** Exampro past paper questions	**Speaking:** General conversation Role Play Photo card Reading aloud	**Writing:** Full foundation level paper
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. Copies of Ike tests 1 'seek and sort' task to be live marked by the teacher once per term.		

Key Stage 4 – Year 10			
All books/folders must contain	Curriculum Learning Journey Department formal feedback sheet		
Formal assessments	3 assessments throughout the year are to be formally marked:		
	AUTUMN	**SPRING**	**SUMMER**
	Listening: Exampro past paper questions **Reading:** Exampro past paper questions	**Speaking:** Role Play Photo card Reading aloud	**Writing:** Full foundation level paper
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. Copies of Ike tests 1 'seek and sort' task to be live marked by the teacher once per term.		

Key Stage 4 – Year 11			
All books/folders must contain	Curriculum Learning Journey Department formal feedback sheet		
Formal assessments	3 assessments throughout the year are to be formally marked:		
	AUTUMN	**SPRING**	**SUMMER**
	Mock 1 2023 papers*	Mock 2 2024 papers*	Regular ragging T1,2 & 3
Minimum marking expectations	3 teacher assessed pieces of work with WWW and EBI comments with students responding in purple pen. Copies of Ike tests 1 'seek and sort' task to be live marked by the teacher once per term.		

Music Department

Key Stage 3 – Year 7	
All books/folders must contain	Formal assessments, peer/self-assessment grids, curriculum roadmap/learning journey, help-sheets, progress tracker, baseline assessment, class tests.
Formal assessments	Music Theory – Core Skills (Term 1) Keyboard Skills 1 – La Mourisque (Term 2) Ukulele 1 – Riptide (Term 3)
Minimum marking expectations	Verbal feedback provided every lesson for practical work. Peer-assessment and self-assessment each half term. 3 formally marked end-of-project assessments with student responses in purple pen.

Key Stage 3 – Year 8	
All books/folders must contain	Formal assessments, peer/self-assessment grids, curriculum roadmap/learning journey, help-sheets, progress tracker, baseline assessment, class tests.
Formal assessments	Keyboard Skills 2 – Classical Concert (Term 1) Composition – 12 Bar Blues (Term 2) Ukulele 2 – Chords & Tab (Term 3)
Minimum marking expectations	Verbal feedback provided every lesson for practical work. Peer-assessment and self-assessment each half term. 3 formally marked end-of-project assessments with student responses in purple pen.

Key Stage 4 – Year 9	
All books/folders must contain	Formal assessments, Area of Study booklets, revision knowledge organisers, exercise book for student notes, exam papers & class tests.
Formal assessments	Music Theory – Elements of Music (Term 1) Performance – Solo Performance (Term 2) Composition – Brief Composition (Term 3)
Minimum marking expectations	Verbal feedback provided every lesson for practical work. Peer-assessment and self-assessment regularly in lessons. 3 formally marked assessments based on listening/appraising, performing, and composing with student responses in purple pen.

Key Stage 4 – Year 10	
All books/folders must contain	Formal assessments, Area of Study booklets, revision knowledge organisers, exercise book for student notes, exam papers & class tests
Formal assessments	Composition – Free Composition (Term 1) Listening Exam Mock – Area of Study (Term 2) Performance – Solo or Ensemble (Term 3)
Minimum marking expectations	Verbal feedback provided every lesson for practical work. Peer-assessment and self-assessment regularly in lessons. 3 formally marked assessments based on listening/appraising, performing, and composing with student responses in purple pen.

PE Department

Key Stage 3 – Year 7 (Core PE).	
All books/folders must contain	N/a
Formal assessments	Head, Heart and Hands marking proforma based on each activity.
Minimum marking expectations	Input grade onto department wide sport tracker.

Key Stage 3 – Year 8 (Core PE).	
All books/folders must contain	N/a
Formal assessments	Head, Heart and Hands marking proforma based on each activity.
Minimum marking expectations	Input grade onto department wide sport tracker.

Key Stage 4 – Year 9 (PE EXAM)	
All books/folders must contain	Content sheet with an overview into each sub-topic test. Smaller Fab15s that have been peer assessed only.
Formal assessments	**Kept in the teacher assessment folder (1 folder for the teacher with all formal assessment kept in along with feedback sheet).**
Minimum marking expectations	One formal assessment per term, but likely to sometimes have two on occasional terms as some topics are bigger than others. End of topic tests/cumulative assessment need to be formally marked with feedback sheet. .

Key Stage 4 – Year 10 (PE EXAM)	
All books/folders must contain	Content sheet with an overview into each sub-topic test. Smaller Fab15s that have been peer assessed only.
Formal assessments	**Kept in the teacher assessment folder (1 folder for the teacher with all formal assessment kept in along with feedback sheet).**
Minimum marking expectations	One formal assessment per term, but likely to sometimes have two on occasional terms as some topics are bigger than others. End of topic tests/cumulative assessment need to be formally marked with feedback sheet. .

Philosophy and Religious Studies

Key Stage 3 – Year 7	
All books/folders must contain	Y7 Curriculum Learning Journey (CLJ), Personal Learning Checklist (PLC) & Progress Tracker
Formal assessments	• One formal assessment per half-term based on the CLJ • Over the course of each term, pupils will have two different forms of assessment; one knowledge-based test that will provide a percentage of achievement, and one extended piece of writing that reflects a student's written skills and areas for development. • At the end of the year, students will sit an assessment that will encompass a review of all core knowledge (such as keywords and key facts) learnt throughout the year. • End of topic PLC sheets are completed to help students identify areas for revision prior to assessments.
Minimum marking expectations	• The extended writing format follows a WWW / EBI (or equivalent) structure with spelling and grammar corrections indicated by the teacher in green pen and responded by the student in purple pen. • The knowledge-based assessment is required to be marked for accuracy of knowledge and identify areas of gaps in learning.

Key Stage 3 – Year 8	
All books/folders must contain	Y8 Curriculum Learning Journey (CLJ), Personal Learning Checklist (PLC) & Progress Tracker
Formal assessments	• One formal assessment per half-term based on the CLJ • Over the course of each term, pupils will have two different forms of assessment; one knowledge-based test that will provide a percentage of achievement, and one extended piece of writing that reflects a student's written skills and areas for development. • At the end of the year, students will sit an assessment that will encompass a review of all core knowledge (such as keywords and key facts) learnt throughout the year. • End of topic PLC sheets are completed to help students identify areas for revision prior to assessments.
Minimum marking expectations	• The extended writing format follows a WWW / EBI (or equivalent) structure with spelling and grammar corrections indicated by the teacher in green pen and responded by the student in purple pen. • The knowledge-based assessment is required to be marked for accuracy of knowledge and identify areas of gaps in learning.

Key Stage 4 – Year 9 (GCSE)	
All books/folders must contain	Personal Learning Checklist (PLC) & Progress Tracker
Formal assessments	A minimum of two pieces of quality marking of exam style questions with feedback to improve student outcomes per half-term. End of topic assessment at the end of term in exam style structure
Minimum marking expectations	• Marking will follow the exam style structure with spelling and grammar corrections indicated by the teacher in green pen and responded by the student in purple pen. • The exam style questions and assessments are required to be marked for accuracy of knowledge and identify areas of gaps in knowledge and exam skills.

Key Stage 4 – Year 10 (GCSE)	
All books/folders must contain	Personal Learning Checklist (PLC) & Progress Tracker
Formal assessments	• A minimum of two pieces of quality marking of exam style questions with feedback to improve student outcomes per half-term. • End of topic assessment in an exam style structure • Mock Exam in-line with the school's calendar
Minimum marking expectations	• Marking will follow the exam style structure with spelling and grammar corrections indicated by the teacher in green pen and responded by the student in purple pen. • The exam style questions and assessments are required to be marked for accuracy of knowledge and identify areas of gaps in knowledge and exam skills.

Key Stage 4 – Year 11 (GCSE)	
All books/folders must contain	Personal Learning Checklist (PLC) & Progress Tracker
Formal assessments	• A minimum of two pieces of quality marking of exam style questions with feedback to improve student outcomes per half-term. • End of topic assessment in an exam style structure • Mock Exam in-line with the school's calendar
Minimum marking expectations	• Marking will follow the exam style structure with spelling and grammar corrections indicated by the teacher in green pen and responded by the student in purple pen. • The exam style questions and assessments are required to be marked for accuracy of knowledge and identify areas of gaps in knowledge and exam skills.

Psychology Department

Key Stage 4 – Year 9	
All books/folders must contain	Learning journey Topic checklists
Formal assessments	4 assessments throughout the year are to be formally marked: **Autumn Term 1: 9 mark essay on Memory** **Autumn Term 2: End of topic assessment- Memory** **Spring Term 2: 9 mark essay on Development** **Summer Term 1: End of topic assessment- Development**
Minimum marking expectations	4 teacher assessed pieces of work with tick, target and literacy comments with students responding in purple pen Responses to short exam questions at the start of every lesson- self-assessed with students responding in purple pen

Key Stage 4 – Year 10	
All books/folders must contain	Learning journey Topic checklists
Formal assessments	6 assessments throughout the year are to be formally marked: **Autumn Term 1: 9 mark essay on Perception** **Autumn Term 2: End of topic assessment- Perception** **Spring Term: 9 mark essay on Social influence** **Spring Term 2: End of topic assessment- Social influence** **Summer Term 1: 9 mark essay on Psychological problems** **Summer Term 2: End of topic assessment- Psychological problems**
Minimum marking expectations	6 teacher assessed pieces of work with tick, target and literacy comments with students responding in purple pen Responses to short exam questions at the start of every lesson- self-assessed with students responding in purple pen

Key Stage 4 – Year 11	
All books/folders must contain	Learning journey Topic checklists
Formal assessments	4 assessments throughout the year are to be formally marked: **Autumn Term 1: 9 mark essay on Language** **Autumn Term 2: End of topic assessment- Language** **Spring Term 1: 9 mark essay on Brain and Neuropsychology** **Sprint Term 2: End of topic assessment- Brain and Neuropsychology**
Minimum marking expectations	4 teacher assessed pieces of work with tick, target and literacy comments with students responding in purple pen Responses to short exam questions at the start of every lesson- self-assessed with students responding in purple pen

Science Department

Key Stage 3 – Year 7	
All books/folders must contain	Books – Science skills trackers, Knowledge organisers Folders – End of topic assessments, cumulative assessments.
Formal assessments	3 cumulative assessments per year (1 each term)
Minimum marking expectations	Cumulative assessments to be teacher marked. Whole class feedback given on these, along with Fix it tasks and verbal feedback in lesson. End of topic assessments (peer/self-marked) – Whole class feedback provided on these along with fix it tasks and verbal feedback.

Key Stage 3 – Year 8	
All books/folders must contain	Books – Science skills trackers, Knowledge organisers Folders – End of topic assessments, cumulative assessments.
Formal assessments	3 cumulative assessments per year (1 each term)
Minimum marking expectations	Cumulative assessments to be teacher marked. Whole class feedback given on these, along with Fix it tasks and verbal feedback in lesson. End of topic assessments (peer/self-marked) – Whole class feedback provided on these along with fix it tasks and verbal feedback.

Key Stage 4 – Year 9	
All books/folders must contain	Books – Knowledge organisers – Required Practical Sheets Folders – End of topic assessments, cumulative assessments
Formal assessments	3 cumulative assessments per year (1 each term)
Minimum marking expectations	Cumulative assessments to be teacher marked. Whole class feedback given on these, along with Fix it tasks and verbal feedback in lesson. End of topic assessments (peer/self marked) – Whole class feedback provided on these along with fix it tasks and verbal feedback.

Key Stage 4 – Year 10	
All books/folders must contain	Books – Knowledge organisers - Required Practical Sheets Folders – End of topic assessments, cumulative assessments
Formal assessments	3 cumulative assessments per year (1 each term)
Minimum marking expectations	Cumulative assessments to be teacher marked. Whole class feedback given on these, along with Fix it tasks and verbal feedback in lesson. End of topic assessments (peer/self marked) – Whole class feedback provided on these along with fix it tasks and verbal feedback.

Key Stage 4 – Year 11	
All books/folders must contain	Books – Knowledge organisers - Required Practical Sheets Folders – End of topic assessments, mock papers
Formal assessments	**2 mock periods (6 pieces of marking per student)**
Minimum marking expectations	Mock papers to be teacher marked. Whole class feedback given on these, along with Fix it tasks and verbal feedback in lesson. End of topic assessments (peer/self marked) – Whole class feedback provided on these along with fix it tasks and verbal feedback.

Social Sciences Department

Key Stage 4 – Year 9 GCSE Citizenship (Year 9)	
All books/folders must contain	Breakdown of Theme A: Living Together in the UK and Theme B: Democracy at work in the UK Personalised learning checklist for Year 9 topics studied: Theme A: Living Together in the UK and Theme B: Democracy at work in the UK. These are distributed at the start of each topic and reviewed at the end of each topic.
Formal assessments	Baseline assessment: Theme A (first 4 weeks of course – migration and population trends). Theme A End of Topic (Autumn Term) Theme B Mid-Topic Essay (Spring Term) Theme B End of Topic (Summer Term) Assessments are sat in exam-style conditions, and formally marked by the teacher with a yellow feedback sheet inclusive of individualised 'tick and target' feedback. Teacher feedback and corrective work completed over the course of at least 1 lesson (Make a Difference -MAD time).
Minimum marking expectations	**Short response questions** *(up to 6 marks)* *At least* 1 peer/self-assessed piece of work per half term, completed in purple pen. *At least* 1 task to be live marked by the teacher once per term, completed in green pen and followed by the student's purple pen response. **Extended response questions** *(from 10 marks and up)* *At least* 1 teacher assessed (green pen) and student response (purple pen) per term.

Key Stage 4 – Year 10 GCSE Citizenship (Year 10)	
All books/folders must contain	Breakdown of Theme C: Law and Justice and Theme D: Power and Influence. Separate folder/booklet containing Breakdown of Theme E: Taking Citizenship Action Personalised learning checklist for Year 9 topics studied: Theme C: Law and Justice and Theme D: Power and Influence. These are distributed at the start of each topic and reviewed at the end of each topic.
Formal assessments	Theme C Mid-Topic Essay (Autumn Term) Theme C End of Topic (Autumn 2 / Spring 1) Theme D Mid-Topic Assessment* (Summer Term) *Teaching of Theme D: Power and Influence is paused mid-way through to start work on Theme E: Taking Citizenship Action. It then resumed in Year 11.

	Assessments are sat in exam-style conditions, and formally marked by the teacher with a yellow feedback sheet inclusive of individualised 'tick and target' feedback. Teacher feedback and corrective work completed over the course of at least 1 lesson (Make a Difference -MAD time).
Minimum marking expectations	**Short response questions** *(up to 6 marks)* *At least* 1 peer/self-assessed piece of work per half term, completed in purple pen. *At least* 1 task to be live marked by the teacher once per term, completed in green pen and followed by the student's purple pen response. **Extended response questions** *(from 10 marks and up)* *At least* 1 teacher assessed (green pen) and student response (purple pen) per term.

Key Stage 4 – Year 9 GCSE Sociology (Year 9)	
All books/folders must contain	Breakdown of Component 1 Understanding Social Processes and Component 2 Understanding Social Structures topics. Personalised learning checklist for Year 9 topics studied: Key Concepts of Cultural Transmission, Families and Research Methods. These are distributed at the start of each topic and reviewed at the end of each topic.
Formal assessments	Baseline assessment: Key Concepts of Cultural Transmission and introductory theories (Autumn Term) Families End of Topic Assessment (Spring Term) Research Methods End of Topic Assessment (Summer Term) Assessments are sat in exam-style conditions, and formally marked by the teacher with a yellow feedback sheet inclusive of individualised 'tick and target' feedback. Teacher feedback and corrective work completed over the course of at least 1 lesson (Make a Difference -MAD time).
Minimum marking expectations	**Short response questions** *(up to 8 marks)* *At least* 1 peer/self-assessed piece of work per half term, completed in purple pen. *At least* 1 task to be live marked by the teacher once per term, completed in green pen and followed by the student's purple pen response. **Extended response questions** *(from 12 marks and up)* *At least* 1 teacher assessed (green pen) and student response (purple pen) per term.

Key Stage 4 – Year 10 GCSE Sociology (Year 10)	
All books/folders must contain	Breakdown of Component 1 Understanding Social Processes and Component 2 Understanding Social Structures topics. Personalised learning checklist for year 10 topics studied: Education and Crime & Deviance. These are distributed at the start of each topic and reviewed at the end of each topic.
Formal assessments	Education End of Topic Assessment (Autumn Term) Crime & Deviance End of Topic Assessment (Spring term) Component 1 Understanding Social Processes Assessment (full exam paper): Key Concepts of Cultural Transmission, Families, Education and Research Methods (Summer Term) Assessments are sat in exam-style conditions, and formally marked by the teacher with a yellow feedback sheet inclusive of individualised 'tick and target' feedback. Teacher feedback and corrective work completed over the course of at least 1 lesson (Make a Difference -MAD time).
Minimum marking expectations	**Short response questions** *(up to 8 marks)* *At least* 1 peer/self-assessed piece of work per half term, completed in purple pen. *At least* 1 task to be live marked by the teacher once per term, completed in green pen, followed by the student's purple pen response. **Extended response questions** *(from 9 marks and up)* *At least* 1 teacher assessed (green pen) and student response (purple pen) per term.

Travel and Tourism Department

Key Stage 4 – Year 9	
All books/folders must contain	Curriculum Learning Journey Component RAG sheet
Formal assessments	2 assessments throughout the year are to be formally marked after each Learning Aim of Component 1: Component 1: Travel and tourism organisations and destinations: **A. Investigate the aims of UK travel and tourism organisations (6-hour mock assignment).** **B. Explore travel and tourism and tourist destinations (5-hour mock assignment).**
Minimum marking expectations	2 teacher assessed mock assignments with WWW and EBI comments with students responding in purple pen.

Key Stage 4 – Year 10	
All books/folders must contain	Curriculum Learning Journey Component RAG sheet
Formal assessments	3 assessments throughout the year: **Component 1 is formally assessed through a non-exam internal assignment set by the exam board (11-hours) at the beginning of Year 10. This is worth 35% of the overall grade.** Component 2: Customer Needs in Travel and Tourism: **A. Investigate how organisations identify travel and tourism trends (6-hour mock assignment).** **B. Explore how to meet the needs and preferences of travel and tourism customers (5-hour mock assignment).**
Minimum marking expectations	1 teacher assessed and exam board moderated formal assignment for Component 1. 2 teacher assessed mock assignments to assess progress of Component 2, with WWW and EBI comments with students responding in purple pen.

Key Stage 4 – Year 11	
All books/folders must contain	Curriculum Learning Journey Component RAG sheet
Formal assessments	**Component 2 is formally assessed through a non-exam internal assignment set by the exam board (11-hours) at the beginning of Year 11. This is worth 35% of the overall grade.** **Component 3 is formally assessed at the end of the 3-year course by a synoptic written exam. This is worth 30% of the overall grade.**

Minimum marking expectations	1 teacher assessed and exam board moderated formal assignment for Component 2. The final exam is marked externally.