ASSESSMENT FOR LEARNING

POLICY ENGLISH

2022-2023

Effective Date: September 2021

Last Reviewed: June 2022

Reviewed by: Miss K Lally

Next Review date: June 2023

Challenges

- Our Assessment, Marking and Feedback policy must
    a. Ensure that feedback is **consistently outstanding** across the whole department
    b. Fit within the whole school policy
    c. Be manageable – a "slick" system

Policy going forward

KS3 **Formal Assessments**

- **Teachers write in GREEN PEN. Teachers highlight WWW in GREEN and EBI in PINK**
- Each student will have an exercise book for English Language and an exercise book for English Literature. (Purple)
- Students will have an assessment folder (pink manila folder) that will contain their formally assessed work.
- The front of each student book will have the student's name, subject, teacher's name, and year. The target grade will be written in black marker on the top right-hand corner of the front cover of the exercise book
- There will be one formally assessed piece in assessment folders per term as outlined in the school assessment for learning policy; these will be stored in students' folders. Work in books does not need to be marked by the teacher but should be peer/self-assessed where appropriate
- These will use our agreed department cover sheets and fit in with the school policy of WWW EBI, student response and reflection
- Students respond to feedback using purple pen and this is stored with the assessments in the folder

Homework

- Homework will be peer /self-assessed

Informal Assessments

- In addition to the three formally assessed pieces per academic year students will also have one piece of informal marking per half term. The main forms of informal assessment include live marking, verbal feedback and whole class feedback. The purpose of the informal assessment is to provide students with effective feedback to move their learning on.

KS4

- Assessments will be marked using the department cover sheets and in green pen as per school policy. Highlighter will be used to show WWW (green) and EBI (pink)
- Each student will receive a comment from their teacher explaining what they have done well and providing a task for students to complete to respond to the feedback
- In years 9-11 students will have one formal assessment per term. These assessments will be stored in their folders. Where there are shared groups marking should be shared between the staff members
- Where years 10 and 11 have mock examinations, this will constitute their assessed piece for that term
- It is up to the individual teacher to manage their marking workload and ask for help as early as possible if needed
- All teachers will use a green pen to mark and make comments on students' assessment. All students will use a purple pen for MRI (My Response is) and student reflection
- Students in Year 10 and Year 11 sit 2 full mock papers per year – these are shared among the department and marked using the agreed cover sheets

- Moderation will take place within the department to ensure consistency of marking
- In addition to the three formally assessed pieces per academic year students will also have one piece of informal marking per half term. The main forms of informal assessment include, live marking, verbal feedback and whole class feedback. The purpose of the informal assessment is to provide students with simple feedback to move their learning on.

We will operate a seven day policy for extended writing assessments.
They will be returned to students no later than 7 calendar days after they have been sat.

KS5

- Students complete a minimum of one formal assessment per term. In addition for formal assessments students will complete essays that will be marked using the agreed AfL marking sheet for KS5
- Homework is teacher/peer assessed depending on what is most appropriate
- All essays are marked using the agreed cover sheets
- NEA will be double marked with pupils having two opportunities to improve following feedback

Appendix 1: Example of KS3 Formal Assessment Form

Sandy Secondary School Feedback Form

English: Student Feedback Form

Date: Class: Teacher Initials:

Target Grade: Working at Grade: Attitude to Learning: Achievement Point Given: ✓

Focus: Writing	
Emerging – attempts I write using some appropriate ideas, detail and basic information in my writing. I try to show a viewpoint in my writing. I can include some of the main features of different texts in my writing. eg, letter / speech I attempt to organise ideas by putting related points next to each other. I usually write openings and closings. I sometimes use paragraphs and connectives. I use simple sentences and I connect my ideas eg. *and , but, so.* I can write straightforward sentences with full stops, capital letters, question marks and exclamation marks, speech marks and commas. I am able to use vocabulary for effect. I use correct spelling of most common words	**Developing – clearly and consistently** I can write using relevant ideas with some imaginative detail and a viewpoint. I can write so that the main purpose is clear and consistent with the correct features. My writing is structured clearly and I can organise my sentences into appropriate paragraphs. Within my paragraphs/ sections, I can use a range of devices which support cohesion, e.g. discourse markers, connectives, references back to text, closings, openings. I can use simple and complex sentences in my writing to make my ideas clear and change the word order of my sentences for effect. I use a range of punctuation accurately to demarcate sentences, including speech punctuation. I use a reasonably wide vocabulary although I don't always choose the best word. I use correct spelling of most common words which have a function within a sentence.
Secure – Confidently for effect My writing has a convincing, individual voice or point of view which is established and mostly sustained throughout. My writing is imaginative and I use language techniques to good effect. I try to change my formality and use stylistic devices to suit my audience and purpose. My writing is clearly controlled and sequenced, e.g. differing length paragraphs, use of flashback in narrative, anticipating reader's questions. Within my paragraphs, I can use cohesive devices which contribute to the emphasis and effect of my writing, e.g. adverbials as sentence starters. I can use a variety of simple and complex sentences in my writing to show my purpose and achieve an effect on my reader. My sentences use a range of punctuation and are consistently accurate. I choose varied vocabulary which is generally appropriate to my purpose and audience. I use generally correct spelling throughout.	**Mastering –Accurate control with flair** My writing is imaginative and is generally a successful adaptation of a wide range of forms and conventions to suit a variety of purposes and audiences. I establish a distinctive individual voice or point of view which can sustain throughout. I can vary the level of formality and choose to use other stylistic devices within my writing for effect. My paragraph structure supports the meaning and purpose of my writing, with accurate use of connectives and discourse markers. I use different sentence types to show the purpose of my writing and to achieve my desired effect. I use a range of language features to shape/craft sentences. I use a range of vocabulary which is generally varied and ambitious and often judiciously chosen. My sentences use the full range of punctuation accurately for meaning. I have accurately used and checked correct spelling throughout my writing.

Sandy Secondary School Feedback Form

General Teacher Comments	
What Went Well (WWW)	
Even Better If (EBI)	
My Response Is (MRI)	
Student Reflection	
I have learnt that I need to: Next time I will:	

Appendix 2: Example of GCSE Formal Assessment Form

Sandy Secondary School Feedback Form

GCSE English Literature: Student Feedback Form

Date: Class: Teacher Initials:

Target Grade: Working at Grade: Attitude to Learning: Achievement Point Given: ✓

Focus: **Paper 1: Romeo and Juliet and A Christmas Carol**									
Romeo and Juliet									
AO1	/12	AO2	/12	AO3	/6	AO4	/4	R&J Total	/34
A Christmas Carol									
AO1	/12	AO2	/12	AO3	/6	ACC Total	/30		
Paper 1 Total	/64	Paper 1 %				Paper 1 Grade			

Pre-exam student self-assessment	
Circle the which face reflects how you feel about this assessment 😊 😊 😐 ☹ ☹ How did you prepare for this assessment? What do you hope to score out of 64?	What do you feel confident about? What are you feeling least confident about?
Immediate post-exam student self-assessment	
Now how do you feel about your assessment? Better than expected 😊 😊 😐 ☹ ☹ Worse than expected Which questions do you think went well? What do you think you got out of 64?	Which one(s) could have gone better? Select a question you found difficult. Tick what you found difficult about it: • Understanding what the question was asking • Recalling the content • Question structure Other (please say):

AO1- Understanding the text	**AO2- Identifying techniques and commenting on their effect**	**AO3- Context**	**AO4- SPaG**
I can show a clear understanding of the extract and how it relates to the question topic. I can show a perceptive understanding of the extract. I can make links to the whole text to show a clear understanding. I have used appropriate evidence from the text. I have made links with my answer and the question.	I can identify word types and linguistic devices. I can comment on the effect of these devices. I can identify structural devices used. I can comment on the effect of the structural devices used. I can use subject terminology accurately	I have included contextual ideas within my answer. I have made links between contextual ideas and the extract/text within my answer. I have explored the effect of the context on the modern and original audiences.	I have made time to proofread my work. I can spell generally accurately. I can punctuate my sentences consistently well. I can write grammatically correct sentences. I can use sophisticated vocabulary correctly.

Sandy Secondary School Feedback Form

General Teacher Comments	
What Went Well (WWW)	
Even Better If (EBI)	
My Response Is (MRI)	
Student Reflection	
My Response Is (MRI)	I have learnt that I need to: Next time I will:

Appendix 3: KS5 Formal Assessment Form

Sandy Secondary School Feedback Form

A-Level English Literature: Student Feedback Form

Date: Class: Teacher Initials:

Target Grade: Working at Grade: Attitude to Learning:

Focus:						
AO1	AO2	AO3	AO4	AO5	/25	Grade

Assessment Objectives

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
AO2: Analyse ways in which meanings are shaped in literary texts.
AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
AO4: Explore connections across literary texts.
AO5: Explore literary texts informed by different interpretations

A. RESPONSE	**You need to make sure you are answering the question.** Go back through and make sure your opinion is clear and you stick to the given topic. Explain ideas in detail and avoid generalisations like 'women can be seen as oppressed in many ways' – what ways? Why and how do opinions change?
B. LITERARY THEORIES	**You need to make sure you are using the correct literary terms for devices and literary theories.** For a higher level essay, you need to be able to talk with confidence about different literary devices and theories (feminism, modernism, realism etc.)
C. IMPRESSIVE TERMINOLOGY	**You need to make sure you have used impressive vocabulary** and avoided contractions or slang.
D. WRITER'S METHODS	**You need to make sure you constantly picking out different methods, devices and techniques.** You should be able to talk about AT LEAST one device in each paragraph.
E. ANALYSIS OF HOW LANGUAGE SHAPES MEANING	**You need to make sure you are analysing exactly how a device is used to influence the reader's views.** How does Williams/Stockett influence us – how does his language SHAPE the meaning of the text for us? When using a specific device, what is the purpose of the device? What does it do here? Why is it used? What does it reveal and make the reader think/feel/imagine? Is this what Hardy intended?
F. CONTEXT	**You need to make sure you are linking to historical/social context.** Make sure you are talking about the novel as postmodernist and the play as 20th Century. For example could you talk about the position of women? Could you talk about social boundaries, race and status? Could you talk about the divide between rich and poor?
G. DEVELOP CLEAR LINKS BETWEEN CONTEXT AND INTERPRETATION	**You need to make sure you are developing your understanding of context beyond just stating facts.** How do these facts help us to understand the character of Stanley/Blanche/Abilene/Mini? Would a Modernist reader or society react differently to these characters and events because of their different beliefs and experiences? Would Williams and Stockett want to be making particular comments about the time he was writing – do these characters represent a wider belief or statement from the author?

- ❑ You have made relevant arguments in response to the task
- ❑ You have used impressive terminology
- ❑ You have referred to critics' and literary theories
- ❑ You show you understand the writer's methods (language, structure, form)
- ❑ You have analysed how methods can shape the meaning of the text
- ❑ You show that you understand the context of the novel
- ❑ You make relevant links between context and your arguments
- ❑ There is a sense of debate in your response

Sandy Secondary School Feedback Form

General Teacher Comments	
What Went Well (WWW)	
Even Better If (EBI)	
My Response Is (MRI)	
Student Reflection	
My Response Is (MRI)	Do you think you could *confidently* meet this target now? **Give your confidence a rating out of 10 for this target.** *Explain your decision in full sentences.* */10* *What do you feel most confident doing?* *What do you still want to work on?*

Sandy Secondary School Feedback Form

Mark	AO	Typical features	How to arrive at mark
Band 5 **Perceptive/Assured 21-25 marks** '**Perception**' is demonstrated when students are showing the depth of their understanding and responding sensitively to the texts and task. '**Assuredness**' is shown when students write with confidence and conviction.	AO1	• perceptive, assured and sophisticated argument in relation to the task • assured use of literary critical concepts and terminology; mature and impressive expression	This band is characterised by **perceptive** and **assured** work which shows confidence, sharpness of mind and sophistication in relation to the task. At the top of the band students are consistently **assured** and will demonstrate sensitivity and **perception** across all five assessment objectives in the course of their response. At the bottom of the band there will be coherence and accuracy with some **perception** but with less consistency and evenness.
	AO2	• perceptive understanding of authorial methods in relation to the task • assured engagement with how meanings are shaped by the methods used	
	AO3	• perceptive understanding of the significance of relevant contexts in relation to the task • assuredness in the connection between those contexts and the historicist literary concept studied	
	AO4	• perceptive exploration of connections across literary texts arising out of historicist study	
	AO5	• perceptive and confident engagement with the debate set up in the task	
Band 4 **Coherent/ Thorough 16-20 marks** '**Coherence**' is shown when students are logical and consistent in their arguments in relation to the task. They hold their ideas together in an intelligible way. '**Thoroughness**' is shown when students write carefully, precisely and accurately.	AO1	• logical, thorough and coherent argument in relation to the task where ideas are debated in depth • appropriate use of literary critical concepts and terminology; precise and accurate expression	This band is characterised by **coherent** and **thorough** work where ideas are linked together in a focused and purposeful way in relation to the task. At the top of the band students will demonstrate a fully **coherent** and **thorough** argument across all five assessment objectives in the course of their response. At the bottom of the band ideas will be discussed in a shaped, relevant and purposeful way with a clear sense of direction, with one or two lapses in **coherence** and accuracy.
	AO2	• thorough understanding of authorial methods in relation to the task • thorough engagement with how meanings are shaped by the methods used	
	AO3	• thorough understanding of the significance of relevant contexts in relation to the task • coherence in the connection between those contexts and the historicist literary concept studied	
	AO4	• logical and consistent exploration of connections across literary texts arising out of historicist study	
	AO5	• thorough engagement with the debate set up in the task	
Band 3 **Straightforward/ Relevant 11-15 marks** '**Straightforward**' work is shown when students make their ideas in relation to the task clearly known. '**Relevant**' work is shown when students are focused on the task and use detail in an appropriate and supportive way.	AO1	• sensibly ordered ideas in a relevant argument in relation to the task • some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression	This band is characterised by **straightforward** and **relevant** work where the student's response to the task is clear and intelligible. At the top of the band students will demonstrate consistent **straightforward** understanding in the course of their argument. Ideas will be developed **relevantly.** At the bottom of the band there will be flashes of **relevant** understanding with evidence of **straightforward** thinking.
	AO2	• straightforward understanding of authorial methods in relation to the task • relevant engagement with how meanings are shaped by the methods used	
	AO3	• straightforward understanding of the significance of relevant contexts in relation to the task • relevant connections between those contexts and the historicist literary concept studied	
	AO4	• explores connections across literary texts arising out of historicist study in a straightforward way	
	AO5	• straightforward engagement with the debate set up in the task	
Band 2 **Simple/Generalised 6-10 marks** '**Simple**' work is shown when students write in an unelaborated and basic way in relation to the task. '**Generalised**' work is shown when students write without regard to particular details.	AO1	• a simple structure to the argument which may not be consistent but which does relate to the task • generalised use of literary critical concepts and terminology; simple expression	This band is characterised by **simple** and **generalised** work which is mainly linked to the task. At the top of the band students will demonstrate a basic **generalised** understanding in the course of their answer. Ideas will be developed in a **simple** way. At the bottom of the band there will be inconsistency, but the beginnings of a **simple** and **generalised** understanding.
	AO2	• simple understanding of authorial methods in relation to the task • generalised engagement with how meanings are shaped by the methods used	
	AO3	• simple understanding of the significance of relevant contexts in relation to the task • generalised connections between those contexts and the historicist literary concept studied	
	AO4	• simple exploration of connections across literary texts arising out of historicist study	
	AO5	• simple and generalised response to the debate set up in the task	

Sandy Secondary School Feedback Form

1. **Choose a quotation.** Make sure it has lots of ***devices*** you can analyse.
2. • **Explain** what the quotation literally means and what it initially reveals about vulnerability.
3. • Identify ONE language/structural device used in the quotation. Use your literary glossary to help you find impressive devices.
4. • Start to **explore** the images that this device creates in the reader's mind – be specific! Does it make us imagine anything in particular? Why? What feelings does it create? Why? Does the device have a particular purpose – is this purpose effective?
5. • **Explain** what it tells us about the theme, character/ idea. How do you know? Why did the author **want us to think** this?
6. • Make a relevant link to context. How does what you have said fit into **history/society**? Does this reveal anything new? Does it change the way we view Abilene and her parents? Do you think Stockett intended this? Do you, as a modern reader, agree with this view or disagree? Why?

CHALLENGE FOR HIGHER LEVEL THINKING

Repeat steps 3, 4 and 5 with a second device or key word from the same quotation.