****

**Assessment, Feedback**

**and PREP Policy**

**September 2021**

|  |  |
| --- | --- |
| School Staff were consulted on this document and it was accepted by the standards & performance committee on : |  |
| It was ratified by the Governing Body on : |  |

# 1 Assessment and feedback to students about their work

**1.1 Aim**

Our aim is to ensure that all students make progress in their learning. To support progress, students will be given feedback about the work they do and the contribution they make in class. This will happen in various ways depending on the type of work being done.

**1.2 Means of giving feedback**.

The ways feedback may be given includes the following:

* verbal feedback in class about a contribution to a class task or discussion
* verbal feedback about a piece of written work that is being completed in class
* going through an assessment, piece of work or PREP task with the whole class or a group of students to identify where common errors have been made
* work is marked with advice given on what has been done well and what needs to be improved
* work may be ticked or a teacher may initial a piece of work to acknowledge that it has been seen.

**1.3 Purpose of assessment and feedback**

The purpose of assessment and feedback is to support the student’s progress. It is expected that students will act on the feedback given, in whatever form. This is the student’s responsibility and staff must ensure that students take on that responsibility.

There may be some occasions where work is completed by students in order to practise a particular concept or skill. On these occasions the benefit to the student’s learning will be that the work has been completed rather than through getting specific feedback.

**1.4 Departmental systems and accountability.**

Departments have particular ways of giving feedback because of subject-specific requirements or departmental systems. Staff must ensure that they are familiar with and meet the department’s expectations in their practice. Full details of departmental expectations in terms of assessment and feedback will be in departmental documentation and in the appendix to this policy. It is the responsibility of Team Leaders to monitor the way staff give feedback and to ensure that it meets departmental expectations and is effective.

# 2 PREP

**2.1 Aim**

The aim of PREP is set to support the learning and progress of students, and to get all students into good study habits.

**2.2 PREP expectations**

Departmental Handbook and Schemes of Work set out PREP expectations and can also be found in the appendix to this policy. PREP is student led but is supported and encouraged by the teacher. The important thing is that the format of PREP is appropriate for each department. PREP may also be given to prepare for work or an assessment to take place in class. In these cases, the demonstration that PREP has been completed satisfactorily will be in the quality of the work subsequently completed in class or the results of an assessment.

It is the responsibility of Team Leaders to monitor the availability of PREP resources within the department and to ensure that it meets departmental expectations and is effective.

**2.3 PREP Roadmap**

In order to help students achieve competency in PREP for Key Stage 4, Shenfield employ a staggered approach to PREP. The students start with a similar approach to Primary School with English and Maths [HI] handed in PREP. This develops over time as more subjects are added and the format of PREP evolves. Each step on the roadmap is supported by form teachers, assemblies and within lessons to help students achieve competency.

Where students struggle with the next stage, this will be picked up by the Year Team and the students will receive support.

|  |  |  |  |
| --- | --- | --- | --- |
| **PREP 2021** | **Year 7** | **Year 8** | **Year 9** |
| **Autumn Term** | Focus: **[HI]*** English
* Maths
 | Focus: Re-launch **[RT] [ER]** **[HI] [R4A]*** English [HI] & [R4A]
* Maths [HI] & [R4A]
* Science [HI] & [R4A]
* MFL [HI] & [R4A]
* History [RT] & [ER]
* Geography [RT & ER]
 | Focus: Re-launch **[RT] [ER]** **[HI] [R4A]*** English [HI] & [R4A]
* Maths [HI] & [R4A]
* Science [HI] & [R4A]
* MFL [HI] & [R4A]
* History [RT] & [ER]
* Geography [RT & ER]
 |
| **Spring Term** | Focus: **[R4A]** & [HI]* English [HI]
* Maths [HI]
* Science [R4A]
* MFL [R4A]
 | Focus: **[RT] [ER]** **[HI] [R4A]*** English [HI] & [R4A]
* Maths [HI] & [R4A]
* Science [HI] & [R4A]
* MFL [HI] & [R4A]
* History [RT] & [ER]
* Geography [RT & ER]
* ALL other subjects [R4A]
 | Focus: **[RT] [ER]** **[HI] [R4A]*** English [HI] & [R4A]
* Maths [HI] & [R4A]
* Science [HI] & [R4A]
* MFL [HI] & [R4A]
* History [RT] & [ER]
* Geography [RT & ER]
* ALL other subjects [R4A]
 |
| **Summer Term** | Focus: **[RT] [ER]** [HI] [R4A]* English [HI] & [R4A]
* Maths [HI] & [R4A]
* Science [HI] & [R4A]
* MFL [HI] & [R4A]
* History [RT] & [ER]
* Geography [RT & ER]
 | Focus **[PQ]** [RT] [ER] [HI] [R4A]* English [PQ]
* Maths [PQ]
* Science [PQ]
* MFL [PQ]
* History [PQ]
* Geography [PQ]
* ALL other subjects [R4A]
 | Focus **[PQ]** [RT] [ER] [HI] [R4A]* English [PQ]
* Maths [PQ]
* Science [PQ]
* MFL [PQ]
* History [PQ]
* Geography [PQ]
* ALL other subjects [R4A]

Focus: **#PREP4Sept Conference**  |

N.B This version is for 2021-22 only, as we try to re-set and catch up from Covid disruption.

**2.4 PREP Common Language**

In order to assist students with understanding the expectations of each piece of PREP, a common language is used in the title line. The brackets indicate to students and parents exactly what the teacher expects.

**PREP Common Language**

**[R4A]** Revision materials for a planned classroom assessment. The Go4Schools deadline is the date the assessment will take place.

**[PQ]**       Practice Questions & Mark Scheme – to improve understanding, knowledge or skill. Independent learning opportunity not required to be printed or handed in.

**[HI]**        Handed-In PREP – This PREP should be printed, completed and handed in on the Go4Schools Deadline. It will be either self, peer or teacher marked.

**[ER]**      Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.

**[RT]**        Research Task – Should be completed by theGo4Schools deadline to aid task or assessed piece of work in lesson. Completion is essential for success for that lesson.

**[IA]**  Internal Assessment – An internally assessed assignment or coursework that is due on the date of the Go4Schools deadline.

**2.5 PREP Newsletter**

Alongside class set PREP each half term a PREP Newsletter is produced for KS3 & KS4. Every subject provides tasks, media sources and super curricular opportunities that align with the curriculum so students can extend their learning further.

This is one of the ways we support development of cultural capital within school.

**2.6 Guidance and support for students**

Students are given the following guidance about the amount of homework to expect:

|  |  |
| --- | --- |
| Y7 1 hour per night | KS4 as per course requirements |
| Y8 1 to 1.5 hours per night | KS5 as per course requirements |
| Y9 1.5 to 2 hours per night |  |

PREP set is recorded on Go4Schools, Edulink or available through X:Student Resources on the Learning Gateway.

The Library is open from 8.00am, every break and lunchtime and until 4:00pm Monday to Thursday for the completion of PREP. The Student Leadership Team also provides a PREP Support Club.

**Appendix**

**Departmental arrangements for Assessment, Feedback and PREP**

**Art**

**Assessment, Feedback and PREP**

Assessment, Feedback and PREP are intertwined in Art, as the assessment of a pupil’s skill is taken of the growing portfolio of work they produce throughout the year with a holistic judgment made that takes into account the skills developed and demonstrated across multiple pieces of work.

**Key Stage 3**

Students are expected to practice observational drawing, designing and creating at home.  They will be given a range of tasks from the teacher which supports specific techniques and processes taught in lesson, extra tasks can also be found on the PREP newsletter.  It is encouraged students complete one task per half term. Tasks will be assessed by the teacher once completed. All assessment in Art is the culmination of classwork and PREP work in students ongoing portfolio or work. Feedback will be given on the skills pupils have demonstrated and on where they can develop work further.

**Key Stage 4**

Students are expected to continue to work on their Art portfolios at home. Each portfolio is worth approximately 75% of their overall grade in Art, therefore completion of this at home is essential. This should take at least **ONE AND A HALF HOURS** per week.

Students will be set weekly tasks based on the AQA coursework Assessment Objectives which will be linked directly to their work in class.  Each weekly task will be monitored by the classroom teacher and assessed on a **FOUR WEEK CYCLE** at the end of the completion of each Assessment Objective. PREP is assessed alongside classwork in order to give a more accurate level for their portfolio.

The Art Department is open Mon – Thurs from 3.00pm – 4.00pm to help support students with completion of tasks.  Lunchtime sessions are also available daily.

**Key Stage 5**

Students are expected to continue to work on their Art portfolios at home, and/or during their independent study periods. Each portfolio is worth approximately 75% of their overall grade in Art, therefore completion of tasks are essential. Students should spend at least **four hours per week** completing their portfolio tasks. There is a designated Art studio available from 8.30am – 5.00pm Mon – Thurs, in order for students to complete work in school.

Students will be set weekly tasks based of the AQA coursework Assessment Objectives which will be linked directly to their work in class.  Each weekly task will be monitored by the classroom teacher and assessed on a **four-week cycle** at the end of the completion of each Assessment Objective. PREP is assessed alongside classwork in order to give a more accurate level for their portfolio.

**Business & Economics**

**Assessment and Feedback**

**Key Stage 4**

**GCSE Business Studies**

Pupils will complete assessments for the subject content documented in the specification building on the range and style of questions that occur in the final exam. These assessments will take place approximately twice each half term.  Students will then be provided with feedback on the skill they need to improve upon.

PREP based activities will seek to support independent learning through research activities either prior to or after the teaching of relevant subject content.

In line with the school’s exams timetable, students will take pre-mock assessments and mock exams with systematic feedback presented to classes through presentations on assessment criteria on different questions using appropriate materials to communicate exam board expectations.

**BTEC Business Studies**

Students will complete practice tasks with summative feedback and “dry run” tasks which provide feedback on how to improve prior to Controlled Assessment (CA).

Teachers will help students to ensure their research folders have been completed to appropriate standard to complete the CA. During CA general verbal feedback and support is allowed.

Following CA, an Assessment Record will be completed, detailing the criteria achieved and not achieved, with explanations as to why and the date assessment feedback was given to students.  Feedback must stop short of providing feedback or guidance on how to improve the evidence to achieve higher grades, e.g. we cannot provide a list of specific actions the student needs to take to achieve a higher grade if they are allowed an opportunity to resubmit, as specified by Edexcel.

Students are allowed one opportunity to resubmit evidence for each assignment within 15 school days, after assessment feedback has been given.  A resubmission assessment record will then be completed confirming the assessment criteria the student has and has not achieved with explanations of the decisions and the date feedback is given to the students.

**Key Stage 5**

**A level courses**

Students will be expected to maintain appropriate class notes in line with the specification. These will be checked in class by staff.

Students will be expected to keep up to date with developments within the news associated to their course, monitored verbally within class discussions.

Assessments will be completed based upon the subject content documented in the specification building on the range and style of questions that occur in the final exam. Students will then be provided with feedback on the skill they need to improve upon most.

In line with the school’s exams timetable, students will take pre-mock assessments and mock exams. These tests will then be fed back through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements, allowing them to generate their own areas of improvement to encourage progress.

**BTEC Business**

The first submission of work will include advice on how to improve, which criteria have been met (if any), which have not, and the resubmission date, which will be up to 15 school days from when the feedback was received – at the discretion of the teacher.

Students will then receive their final piece of work, which indicates where a criteria has been met and a brief explanation as to why any criteria has not been met (where applicable).

An Assessment Sheet will be completed for both draft and final submission, which will include what they did well and areas of improvement for specific criteria in line with Edexcel external verification requirements.

**PREP**

**Key Stage 4**

**GCSE Business (5 topics to be covered in each academic year)**

Students will be provided guidance through the PREP newsletter which is sent out each half term on independent learning activities.

Students will be expected to PREP for in class assessments through engaging with their class notes and resources provided on the student drive and online.

**BTEC Business**

Students are to complete individual research gathering tasks associated to their controlled assessment.

Students are to complete practice assignment tasks, in preparation for the controlled assessment.

Students will be provided guidance through the PREP newsletter which is sent out each half term on independent learning activities

.

Students will be expected to PREP for their external exam in Year 11 through engaging with their class notes and the resources provided on the student drive.

**Key Stage 5**

**A level courses**

Students are expected to:

* Read over the class notes previously made in class.
* Keep a proactive interest in current affairs and watch/read news items related to their studies.
* Have printed class notes and/or read around the topic prior to lesson, where directed.
* Complete out of class activities attached to research and presentation work.
* Revise for end of unit formative assessments set in class based upon the department’s schedule.
* Revise for summative assessments that occur in the exam hall based upon the school’s internal exams calendar.

**BTEC**

* Students must complete assignment tasks by the deadlines set.
* Re-submission work to be completed prior to the new deadline set.
* Missed deadlines require staff to follow the department procedure set up due to the possible consequences set by the exam board.
* During the teaching of external exam units, students must PREP for end of topic summative test.
* Revision associated to mocks in external exam units.
* Students to complete research gathering tasks associated to their internal controlled assessment units.
* Students to complete practice assignment tasks, in PREP for the internal and external controlled assessment units.

**Computer Science**

**Assessment and Feedback**

**Key Stage 3**

Feedback will be focused on topic assessments completed at the end of each half-term. These will provide an indication of the objectives met within the work and target objectives that will allow the Student to progress. Ongoing classwork will be self or peer assessed, overseen and checked by the teacher and misconceptions identified. This information will be used to inform future planning and provide verbal feedback as necessary.

**Key Stage 4**

Feedback will be focused on topic assessments completed at the end of every topic covered. These will provide an indication of the objectives met within the work and target objectives that will allow the student to progress. Each assessment will guide students in understanding the subject areas that need revisiting. Ongoing classwork will be self or peer assessed, acknowledged by the teacher and misconceptions identified. This information will be used to inform future planning and provide verbal feedback as necessary.

**PREP**

**Key Stage 3**

In KS3, PREP will allow students to reinforce, consolidate and expand upon the learning accomplished in class. PREP work will be assigned in Google Classroom, and/or Edulink/Go4Schools at the most relevant point of each half-term and will relate to the topic being covered during that half-term. Students may work through the PREP resources at their own pace, ensuring that all work is completed prior to the end-of-term topic assessment. The tasks will take the form of reading materials, worksheets and activities to be completed online (hard copies may also be provided where necessary). Verbal feedback will be provided to students in class/answer sheets provided where applicable and used to advise next steps and to inform future planning.

**Key Stage 4**

In KS4, for topics where pupils are directed to do so, they will need to:

1. Watch assigned flipped-classroom videos and to read assigned chapters from the prescribed textbook.
2. Produce independent notes from these resources in preparation for the following lesson in which the topic will be taught.
3. Produce solutions to practical programming tasks and code challenges using flowcharts, pseudocode and Python code.
4. Revise for topic tests and practice examinations (corrections will be made in class).
5. Reflect upon their performance and respond to teacher feedback with an outline of the specific steps they will take in order to meet and/or exceed the targets.
6. Feedback on these tasks will be given verbally in class and used to inform future planning.

**Drama**

**Assessment and Feedback**

**Key Stage 3**

For each unit each half term:

Practical Assessment (50%):

At the end of each unit a practical performance reflecting the skills/techniques learnt will take place in lesson and will be assessed using the Key Stage 3 Performance Criteria. Throughout the units there will be many “low stakes” opportunities for pupils to apply and demonstrate their performance skills, before the end of unit assessment. This is fed back to pupils through their Drama course booklet with what went well and areas for improvement.

Written Assessment (50%):

During each unit a written evaluation will be completed. This is to enhance specific Drama vocabulary and will allow students to reflect on their own work and progress. This will be assessed using the Key Stage 3 Written Criteria.

**Key Stage 4 and 5**

**GCSE and A-level**

Students will be given a week to complete home learning tasks. For time sensitive tasks, such as making notes after a rehearsal/workshop, the teacher may deem it appropriate for a shorter turnaround.

Teachers will mark any written tasks using the mark schemes/grading criteria where applicable.

GCSE and A Level: For practice exam questions and written work that counts towards a coursework grade, teachers will give students an area of success comment in line with mark scheme and a target/comments that reflect what students need to do to move up to the next marking band/grade.

In accordance with GCSE and A level guidelines, students will be able to have the first draft of their portfolio marked roughly. This cannot include spelling or grammar corrections. It should be used as a means of looking as to what you need to do to improve and refine your work. The teacher can only give basic comments.

**BTEC Level 2 & 3**

Home learning tasks will mostly be ongoing pieces of coursework and rehearsal logs that will be checked on by teachers at different intervals throughout the unit study. Students will be given verbal feedback on their progress at these points.

Students will be given a final hand in deadline for each piece of coursework which students can only resubmit once, within 10 days, if necessary.

In accordance with the BTEC marking and feedback policy, students will not be given written feedback on any piece of coursework until after the final deadline date.

Teachers will mark each piece of work in relation to the BTEC assessment criteria for each unit and a grade and feedback comments will be given to students once work has been internally verified.

**PREP**

**Key Stage 3**

Students will receive a Drama PREP newsletter with the PREP tasks as per the PREP calendar. Students will be told throughout each scheme of work by their teacher what PREP work they can do to enhance their drama studies and any resources will be placed on Go4Schools or Edulink.

PREP work might consist of the following:

* Vocab Sheet Definitions
* Learning the spellings of key words
* Learning of lines
* Worksheets
* Research

Students should ensure that they also complete the Further Reading Tasks, Super Curricular Activities and also research the media links.

**Key Stage 4 and 5**

**GCSE and A Level**

PREP for Key Stage 4 courses will be set by the teacher in line with the area of study for each course, be it BTEC or GCSE. These home learning tasks will support and extend the work students will be doing in class and prepare them for both practical and written assessments.

When studying practical course unit, PREP may include:

* Student independent rehearsals
* Note making after rehearsals/workshops
* Coursework and portfolio tasks
* Line learning
* Research into historical context of plays
* Research into themes and styles of performance for devised pieces
* Devising log entries
* Reflective/ Evaluative logs

Students will be given a week to complete these home learning tasks. For time sensitive tasks, such as making notes after a rehearsal/workshop, the teacher may deem it appropriate for a shorter turnaround.

When studying written course unit, PREP may include:

* Making notes after a practical exploration workshop
* Practice exam papers
* Completing Devising Log Book
* Research into set texts
* Annotating scripts
* Costume designs
* Set designs
* Lighting designs
* Live theatre production notes
* Reading of set texts
* Directorial interpretations for set text
* Evaluation

**BTEC Level 2 & 3**

PREP for BTEC courses will be set by the teacher in line with each unit of study and the assessment requirements outlined in the brief. For almost all briefs the students will be required to complete an ***evaluative rehearsal log for each lesson/week*** to document their process and learning journey. They will need to provide evidence of all they do.

These home learning tasks will be set in accordance with the submission dates and assessment deadlines for each BTEC Unit of study.

Home learning tasks will mostly be ongoing pieces of coursework and rehearsal logs that will be checked on by teachers at different intervals throughout the unit study. Students will be given verbal feedback on their progress at these points.

Students will be given a final hand in deadline for each piece of coursework which students can only resubmit once, within 10 days, if necessary.

**English**

**Assessment and Feedback**

**Key Stage 3**

Pupils will have ONE skills check at the end, or around the end, of each half term. The lessons building up to the skills check will incorporate low stakes practice including modelling answers, scaffolding responses and re-drafting work.

In the middle of each half term pupils will also take a knowledge check. This will involve 15 questions that will test the understanding of the work completed in class up to that point. Teachers will use the data from the knowledge check to inform the planning of the next lessons to better prepare pupils for the skills check at the end of the half term.

All key stage 3 pupils will be assessed on their reading age through Accelerated Reader’s STAR test. The pupils will be given a reading age linked to their chronological age so that we can assess where pupils are in their reading ability and help them to access all subjects across the curriculum.

All Year 7 pupils will take part in the Improving Secondary Writing Project and will be assessed on their writing ability twice a year; once in September and again in May. We will use the information from this project to highlight gaps in knowledge and inform planning for the following year.

All pupils will also be tested on their speaking and listening skills at the end of the year to assess their attainment in this vital skill.

All marks will be recorded on the classes EduLink or Go4Schools mark book.

All skills checks will be marked by the class teacher and given a mark out of 15, broken up into 5 bands (excellent, very good, good, fair and poor). Teachers will provide opportunities throughout the half term to help pupils prepare for the skill check. For example:

1. Teachers may include model paragraphs, paired writing, going through a mark scheme, showing good examples of work or missed opportunities, class discussion or a whole class PREP sheets.
2. Pupils may be expected to put right an area of their classwork that has been highlighted by the teacher. This should be completed in silence or as part of their PREP.
3. Low stakes testing may take the form of self-testing, verbal feedback through questioning, whiteboards, peer marking and silent conversations with the teacher in the exercise books.

Spelling, punctuation and grammar (SPaG) will be marked at least twice every half term. This could be in the form of a spelling test, grammar starters, a piece of written work that has a SPaG focus or the teacher going around the classroom. Pupils are expected to correct the mistakes themselves to encourage independent learning.

**Key Stage 4**

During each half term, pupils will study for either the English Language or the English Literature curriculum. Pupils will have two assessments every half term.

English Language

Assessments will be in the same style as a GCSE exam paper. Pupils will be tested for their reading skills or their writing skills based on extracts from both fiction and non-fiction. All assessments will be marked out of 40.

Pupils will also be assessed on their speaking and listening skills and they must complete a presentation to be awarded a grade at GCSE. Pupils could receive a distinction, merit or a pass. This will be recorded separately on their GCSE certificates.

English Literature

Assessments will be based on the GCSE Literature exams. Pupils will be expected to respond to a series of questions based on the texts they have studied and will be closed book in nature. All assessments will be marked out of 34 or 30 (the marks may vary for poetry assessments).

In addition to these assessments, pupils will also complete a pre-mock assessment and two mock exams over the two year course. These assessments will take place in the hall under high control conditions.

All assessments and tests will be marked by the class teacher and given a percentage attainment grade along with a class or cohort average percentage to allow for comparison. Feedback will be given in the following lessons.

Spelling, punctuation and grammar will be marked at least twice every half term. Pupils are expected to correct the mistakes themselves to encourage independent learning.

**Key Stage 5**

Formal assessments take the form of an essay or a series of exam questions to assess the progress that students are making in terms of their understanding of that particular module taught in that half term. As the year progresses, the level of challenge deepens as students gain more understanding of concepts and ideas, enabling them to demonstrate their progress in knowledge and understanding, whilst drawing on prior learning.

For these formal assessments students are awarded a mark out of a designated number and their percentage attainment will be reported alongside an average for the class to allow for comparison.

**PREP**

**Key Stage 3**

All pupils are expected to complete at least 20 minutes of reading a night with a book appropriate to their reading age (This will come from the STAR test and will be available on Edulink/Go4Schools).

Pupils are also expected to complete the tasks from the PREP newsletter and hand them in to their class teacher. All tasks have been designed to enhance the learning going on in the classroom and fully prepare students to complete assessments.

Finally, Year 7 and 8 will be required to complete a minimum of two tasks a week on Bedrock Vocabulary (an online vocabulary programme). This will be monitored by their class teachers and parents will be able to monitor this from home.

**Key Stage 4**

Pupils will be expected to re-read their Literature texts in preparation for the GCSE exams. This includes the modern play, Shakespeare, Power and Conflict poetry and the nineteenth century novel.

Pupils will also use PREP time to fully prepare for in class assessments. This may be revising past questions, going over class notes, redrafting work or attempting practice paper questions.

Finally, pupils will also be required to complete the tasks on the PREP newsletter that have been designed to help pupils better understand the social and historical contexts of the texts they will read.

**Key Stage 5**

For English Language, PREP involves pupils analysing and commenting on the representations and meanings created in a variety of texts. Pupils will also be required to research and redraft coursework while that is being completed. Ongoing PREP will include pupils revising concepts and language study ideas. PREP for English Literature will involve wide and extensive reading around the topics and themes of study to provide rich and varied opportunities for the comparison of texts with those set.

**Food**

**Assessment and Feedback**

**Key Stage 4**

**GCSE Food**

Theory Assessments

Students will complete a formal assessment every half term with exam style questions and marked using the exam mark scheme. These assessments enable us to see the progress that students are making with their knowledge and understanding of topics.

Practical Skills Assessments

Each practical will allow pupils to practice different skills at varying levels of difficulty and demonstrate their understanding. Recipes will be set on Edulink or Go4School, and given 7 days in advance. Practical skills are evaluated every practical lesson and marked using the practical section from the NEA2 mark scheme.

**PREP**

**Key Stage 4**

**GCSE Food**

Students have a recipe to read/adapt and a demonstration to watch once a fortnight in preparation for their practical lesson. Students will also be required to weigh and bring in their ingredients. Research and/or investigational tasks are set when appropriate. Extra reading and super curricular tasks are advised to reinforce subject knowledge and this is set in the PREP newsletter.

**Geography**

**Assessment and Feedback**

Work that is formally assessed will be marked to give feedback on what students did well and how they could improve their work. Classroom work and notes will not be close marked unless appropriate.

**Key Stage 3**

Marked work will be highlighted/underlined to show where a student has met the requirements of the assessment, written feedback will be given to show how longer answers might be improved upon. At KS3, the minimum expectation is two such pieces of assessment every term. Books will be reviewed by the classroom teacher as part of ongoing formative assessment throughout the academic year.

**Key Stage 4**

In Geography, summative end of unit tests in the style of exam papers will be done after every unit. These will be given a percentage and students will be given targets to improve. This will highlight knowledge or exam skills that should be focused upon to improve student outcomes. Formative exam practise in class should be reviewed to develop exam skills and enable students to feel confident in their end of unit tests. Low stakes, recall questions are used as often as practical to check progress and inform forward planning.

**Key Stage 5**

A Level students’ will be set knowledge checker assessments, and exam questions to check on progress. These may be sat in class or completed at home. Formative assessments of knowledge will be continually undertaken to ensure progress and that the synpopticity of the course is fully understood.

**PREP**

**Key Stage 3**

All students will be expected to undertake PREP activities independently and of their own initiative, staff will only set PREP in line with the PREP roadmap. Evidence of completed PREP will be seen in their assessments, as well as in handed in tasks. All staff will ensure that relevant resources and support are available for students on the Student Drive and through the appropriate online platform. PREP Newsletters provide resources and tasks that are not now set due to the roadmap thus allowing students access to a range of materials to support their learning.

**Key Stage 4**

Revision and recall flipped learning tasks should be set where appropriate to allow students to build good habits and ensure learning is fluid across the course. PREP should also be used to extend students with extra knowledge and content, drawing from current affairs and resources available in department. Resources such as cloud folders and online textbook access should be utilised where possible to familiarise student with these ahead of key revision periods.

**Key Stage 5**

PREP for A Level students’ will mostly focus on flipped learning and processing of learned knowledge. Revision for ongoing assessments and in class essay writing will also be a key component. A large proportion of PREP time will be taken up by the NEA, which should be completed as a first draft by the end of the first term in Y13. Resources such as cloud folders and online textbook access will be utilised where possible to familiarise students with these ahead of key revision periods. Students will also be signposted to extra reading and further resources to improve contextual knowledge to enable greater development of essay writing skill.

**History**

**Feedback and Assessment**

**Key Stage 3**

At KS3 students will be assessed in two different ways. These are:

Knowledge Assessments

These assessments enable us to see the progress that students are making with their knowledge and understanding of topics. Students will have 15 knowledge based questions to answer. Students will receive a knowledge assessment towards the end of half term 1, half term 3 and half term 5.

Skills Assessments

These assessments enable us to assess students’ skills of explanation and analysis and take the form of extended writing. Students will receive a skills assessment towards the end of half term 2, half term 4 and half term 6. These assessments are marked out of 12 and the marks are broken down as follows:

|  |  |  |
| --- | --- | --- |
| Marks awarded  | Skill shown  | What this means  |
| 1-3  | Stating  | Students are able to list information. To improve, students need to link the information to the question.    |
| 4-6  | Description  | Students are starting to write in some detail and are able to tell the story. To improve, students need to use words such as ‘because’ to explain why something has happened.  |
| 7-9  | Explanation  | Students are starting to use words such as ‘because’ to explain why something has happened. They do this in most of their paragraphs. To improve, students need to show explanation in every paragraph.  |
| 10-12  | Analysis  | Students use words such as ‘because’ at least 3 times in each paragraph to show explanation. They focus on the question throughout their answer which they show by consistently using the key words from the question.  |

Students are assessed in this way to as we want our students to understand the importance of both of these strands of assessment.

Knowledge assessments will be peer marked so students are able to receive instant feedback about their progress. Students’ answers will then be reviewed by the class teacher. Whole class feedback will then be given in a separate lesson along with explanations and discussions of any questions that students found particularly challenging.

Skills assessments will be marked by the class teacher. Students will receive feedback about what went well and a target for feedback which students will need to respond to. The class teacher will also provide whole class feedback about what went well and will model what students need to do to improve.

**Key Stage 4**

At KS4 students will be assessed in two different ways. These are:

Skills Assessments

These assessments enable us to assess students’ skills of explanation and analysis. These are exam style questions and are marked as such. Students will receive a skills assessment towards the end of half term 2, half term 4 and half term 6.

Knowledge Assessments

These assessments do not follow the structure of exam questions, but enable us to see the progress that students are making with their knowledge and understanding of topics. Students will receive a knowledge assessment towards the end of half term 1, half term 3 and half term 5.

Skills assessments will be marked by the class teacher using the appropriate Edexcel mark scheme. Students will receive a comment about what they did well and a target for improvement that students will need to respond to. The class teacher will also provide whole class feedback about what went well and will model what students need to do to improve.

Knowledge assessments will be peer marked so students are able to receive instant feedback about their progress. Students’ answers will then be reviewed by the class teacher. Whole class feedback will then be given in a separate lesson along with explanations and discussions of any questions that students found particularly challenging.

Students may also complete practise questions in between assessments. These will also be marked by the class teacher and feedback given, however the focus will be on helping students to improve their technique and a mark may not always be given.

**Key Stage 5**

At KS5 students will be assessed by using exam style questions. These will take the form of essay questions and sources questions as appropriate, depending on which parts of the course are being studied. These will be marked by the class teacher using the appropriate Edexcel mark schemes. Students will receive a comment about what went well and a target for improvement that students will need to respond to. It will also be indicated to students through marking, attainment for each strand of the mark scheme. The class teacher will also provide whole class feedback about what went well and will model what students need to do to improve.

**PREP**

All students will be expected to undertake PREP activities independently and of their own initiative. Evidence of this will be seen in their assessments. All staff will ensure that relevant resources and support are available for students on Edulink, Go4Schools and/or the Student Drive. PREP may also take the form of teacher directed work either as consolidation of knowledge, extension or preparation for a lesson.

**Mathematics**

**Assessment and Feedback**

**Key Stage 3**

Feedback will be focussed on topic assessments completed after groups of topics. These will provide an indication of the objectives met within the work and a target objective that will allow the Student to progress. Each objective will link to an online tutorial and in response to this feedback, it will be the student’s responsibility to go to www.hegartymaths.com, watch the tutorial, attempt the practise questions and assess them using the online question marking. Ongoing classwork will be self or peer assessed, and used by the teacher to identify misconceptions. This information will be used to inform future planning and provide verbal feedback as necessary.

**Key Stage 4**

Students will receive feedback on exam style PREP tasks on a two-weekly basis. This teacher marked PREP task will be reported as a percentage and can be compared against the average percentage for the cohort.  At the end of each half term an assessment will be taken consisting of GCSE style exam questions covering a range of topics taught that half term.  The result will be expressed as a percentage that can be compared to the average percentage for the cohort.  Feedback will be discussed during lessons and additional PREP tasks signposted for topic misconceptions.

**Key Stage 5**

Students will receive feedback on topic assessments at the end of each unit of work and will receive feedback on exam style PREP tasks on a two-weekly basis. These will be assessed by the class teacher and a percentage attainment given. In response to this feedback, it is the Student’s responsibility to correct all questions where marks were lost, using online resources or lunchtime support sessions to ensure this is completed fully and any misconceptions addressed. Ongoing classwork and independent study should be self-assessed where possible, and will be used by the class teacher to provide verbal feedback and plan future lessons.

**PREP**

**Key Stage 3**

PREP for Mathematics in Years 7 – 9 will take the form of tasks set on [www.hegartymaths.com](http://www.hegartymaths.com/). Pupils will be expected to watch the online tutorial for the topic(s) set, making notes on any key facts or methods. They will then need to attempt the “Quiz”, writing the questions and working into their PREP books and treating Hegarty like an online textbook. All questions should then be marked and corrected as necessary. If an answer is incorrect the “Get Help” button can be used to go to the exact part of the tutorial required to answer that question. Support is available for these tasks during lunchtime PREP sessions.

**Key Stage 4**

Students will complete alternating PREP tasks on a two-week timetable. One week of marked exam style questions, followed by one week of online or teacher assigned tasks.  Completion of these will be monitored by the class teacher and misconceptions identified to help inform future lesson planning.  Lunchtime support and Thursday after school support for PREP is available within the Maths Department.

**Key Stage 5**

It is expected that students will complete approximately one hour of additional study for every hour in lessons. Students will need to complete the required notes before each lesson and will be expected to complete questions after the lesson at home (as directed by their classroom teacher). The majority of tasks will be text book or exam questions that consolidate the learning from lessons. These should be self-assessed upon completion, teachers will then monitor the completion of work, identify any misconceptions and use this to inform future planning. Students will also complete an exam style homework on a two-weekly bases. It is the Student’s responsibility to complete all PREP to a high standard, seeking out support at lunchtime or afterschool as needed and before the task is due for completion. After each class assessment, part of the PREP for that week will include correcting all errors from the assessment.

**Media and Film Studies**

**Assessment and Feedback**

The Media/Film Department at Shenfield High School believes in high quality and student centred feedback which is focused on making sure that all pupils are given coherent and practical guidance which will enhance their chances of obtaining the highest possible grade, these are our guiding principles:

* To deliver feedback promptly, while students still have a clear recollection of the assignment just tackled
* To communicate the deadline, by which all feedback will be delivered, normally this will be no longer than one week from the date of submission
* To ensure students are able to benefit from their feedback, so they can use it for upcoming assessment tasks including coursework and unseen written examinations

**Key Stage 4**

Assessments will take the form of an essay or a series of exam questions assessing the progress students are making in terms of their understanding of the particular module taught that half term. As the year progresses, the level of challenge deepens as students gain more understanding of the film industry, enabling them to demonstrate their progress in knowledge and understanding, whilst drawing on prior learning.

For these formal assessments students are awarded a mark out of a designated number and when the percentage mark is awarded, students will also be able to see the average percentage of the rest of the class to allow for comparison.

**Key Stage 5**

With the new Linear A Levels in both media and film studies, there is a 30%/70% split between coursework and exam in both subjects. As the coursework unit for both subjects revolves around independent production work in a genre chosen by the examining board, our emphasis in assessment/student preparation is to structure/assess the process of research, production and evaluation, incorporating regular points at which students can get feedback on their work in progress. This means that students will receive written assessed checks on their coursework throughout the year.

With the new linear A Levels there is also more focus on the examination unit, with more emphasis placed upon preparing students with the requisite skills and knowledge for the exam experience so prep activities are also focused on timed practice answers, the formulation of essay plans, research and general revision for a full mock exam which is used at various points in the school calendar for monitoring purposes.

**PREP**

The Media and Film Studies department believes that the school policy of PREP should enhance student learning, raise standards of attainment and help develop students’ independent study skills. The department thus has the policy that media and film studies PREP will provide the student with not only an explicit consolidation of work but also further independently led challenge, with the aim to add depth and breadth to learning. For us it is an integral component of the curriculum and it is prepared and planned alongside all other areas of the curriculum.

**Key Stage 4**

PREP for Key Stage 4 students is set in conjunction with the six films studied throughout the two year period of the GCSE course. PREP activities for both Year 10 and Year 11 students will be similar but for Year 11 students these will be set on the Go4Schools website and for Year 10 students on the new Edulink platform. The PREP itself will include various Independent Learning Activities associated with the set six films – these will include activities such as researching the director and finding information to do with the narrative and themes of a particular film. Based on individual student progression and knowledge, pupils may also be set a variety of other activities, especially specific revision tasks and the preparation of drafts or plans of essays for their screenplay. Away from coursework the department will also prioritise the revision of key terminology and the practicing of analytical skills, as well as working on improvements in line with or to exceed their target grades. Teachers may also set additional PREP for students who need consolidation or extra practice in certain skills – these could include practicing answering exam-style questions at home for example.

In addition to PREP set in Film Studies, it is an expectation that students are also ‘active media consumers’ - watching, reading and listening to a wide variety of media texts. This should be on-going and not necessarily prompted by subject teachers.

**Key Stage 5**

For both the coursework and exam units, regular prep tasks are set and marked, with feedback given in class time and the department again following the policy of the school with the expectation that students should spend two hours per week on their set preparation work; it must also be noted that for Year 12 media and film students PREP will be set on the Edulink platform whereas for Year 13 students PREP will be set either by direct school email or through Go4Schools – this is dependent on the teacher and/or the task set.

**Modern Foreign Languages**

**Assessment and Feedback**

**Key Stage 3**

**Spanish & French**

Class books will be reviewed periodically to ensure notes are completed. Any incomplete notes will be set as additional PREP to be completed in the student’s own time.

End of module assessments will be conducted as modules of study are completed measuring all skills (listening, reading, speaking and writing), and these will marked as per the mark scheme provided with course materials. These assessments will include feedback from the teacher, and evidence of reflection (feedforward) from student during class time by means of verbal feedback.

**Key Stage 4**

**GCSE Spanish**

Class books will be reviewed periodically to ensure notes are completed and of the required quality. Any incomplete notes will be set as additional PREP to be completed in the student’s own time.

Vocabulary testing is peer-assessed on a fortnightly basis.

* The pass mark is 70%. Contact with parents/carers will be made whereby any student consistently achieves less than the expected pass mark.
* Marks will be taken in and logged on Go4Schools/EduLink, with verbal feedback given on positive elements and areas for development during class time.

End of module assessments will be conducted as teaching and learning content is completed measuring all skills (listening, reading, speaking and writing), these are marked as per mark scheme provided with course materials.

Pre mock assessments and mock exams will include a positive comment and the percentage attained, along with a class or cohort average percentage to allow for comparison. There will then be feedback through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements. This will cover all four skills (listening, reading, speaking and writing).

**Key Stage 5**

**A Level Spanish**

Ongoing assessments take place after each module of work has been completed, these are marked by the class teacher and given a percentage, along with a class average for comparison. Feedback is then given verbally to the group with areas of misconception highlighted and addressed.

Pre-mock assessments and mock exams will include a positive comment and the percentage attained, along with a class or cohort average percentage to allow for comparison. There will then be feedback through presentations on key areas for the whole group to focus upon, which will include activities/questions whereby students reflect upon their work and seek to make improvements. This will cover all four skills (Listening, Reading, Speaking and Writing).

According to the exam board rules, Independent Research Project (IRP) work cannot be reviewed by the subject teacher. However, students will be given a timetable for completion, and a checklist will need to be produced individually to show what actions have been carried out by each date. This will be periodically reviewed and actioned as appropriate.

**PREP**

The departmental policy is that ALL PREP MUST be handwritten, unless where expressly instructed otherwise by the class teacher.

ALL PREP must be submitted by the relevant deadline without fail. In the event that a student needs any assistance or support, they refer to their class teacher as soon as possible, and well before the deadline set.

* PREP for Key Stages 3 & 4 will be set according to the Shenfield High School PREP Roadmap. Tasks may comprise vocabulary learning or a topic-related written and/or spoken tasks.
* PREP Resources:

* + Go4Schools/EduLinkwill be used to set PREP tasks - this should be checked regularly.
	+ PREP Student Help Book
	+ MFL PREP Drop-in – every Wednesday lunchtime!

Support for PREP:

Students will be encouraged to seek assistance with their PREP from class teachers, but not before the following rules relating to independent learning set by the Modern Foreign Languages Department have been satisfied:

* Step 1 -  Is the information available to you in your exercise book?
* Step 2 -  Could you seek help from a classmate?
* Step 3 - Are there any sources of information you could use (e.g. online   dictionary/Quizlet)?

Students are actively discouraged from using any online translation tools, e.g. Google Translate. Students will be made aware that any suspect work will need to be redone by hand.

**Key Stage 3**

**French and Spanish**

Vocabulary practice will also take place during form time on a three-weekly basis as part of the form tutor programme.

PREP is set across the term in line with preparation for end of module assessment. Successful completion of this will be assessed by performance in the end of module assessment.

Students are expected to regularly refer to the guidance provided in the school’s PREP Help Book which outlines what students can do to improve and support their learning in French and Spanish in their own independent learning time.

**Key Stage 4**

**GCSE Spanish**

Independent Learning Activity (ILA) across the half-term in line with preparation for end of unit assessment from the Grammar and Translation Workbook or other tasks as directed by the class teacher. Successful completion of this will be assessed by performance in the end of unit assessment. This will be monitored in a specific session each fortnight at the least.

Students are expected to regularly refer to the guidance provided in the school’s PREP Help Book which outlines what students can do to improve and support their learning in Spanish in their own independent learning time.

**Key Stage 5**

**A-Level Spanish**

Students are expected to regularly read around the topics covered in both English and the target language in their own time to ensure a solid understanding of the concepts being taught at their own initiative.

For the literature and film elements of the course content, students will be directed to review the set texts after each lesson dealing with this element of the course in order to cover the examinable elements, following on from what is covered during class time. They will be expected to produce summaries of what they have covered at home which will be reviewed to ensure understanding and monitor completion.

Students will be given a non-exhaustive list of the grammar that must be covered by the end of the course. While specific grammar lessons will be given, it is expected that students take the initiative to fill gaps in their own understanding, asking questions if unsure.

**Music**

**Assessment and Feedback**

**Key Stage 3**

Students will be assessed twice on either their performance or composition skills every half-term. This will count for 60% of their progress descriptor. Students will also complete a listening task in class that is linked to the topics which are being covered during the half term. This will count for the other 40% of their progress descriptor. Verbal feedback and guidance will be given shortly before performance and composition assessments so that pupils can use the skills list provided to improve their work. Work will then be both peer and teacher assessed with indication of the skills met being given, from which pupils will set skills targets for their next piece.

**Key Stage 4**

**GCSE Music**

Students will be assessed in either solo performance, ensemble performance or composition every half-term. This will count for 60% of their current attainment. They will also have at least two listening tests that will count for 40% of their current attainment.

**BTEC**

Students will be completing a portfolio of evidence throughout the two years that is marked at certain points. Where work has not been formally assessed, a teacher judgement will take place to inform parents and students of current attainment. Regular mock exams will take place that will count for 25% of the current attainment.

**Key Stage 5**

**A Level Music**

Students will be assessed in either solo performance, ensemble performance or composition every half-term. This will count for 60% of their current attainment. They will also have at least two listening tests that will count for 40% of their current attainment.

**PREP**

**Key Stage 3**

Students will be encouraged to complete research activities linked to their work in class to further their understanding. Listening exercises are provided for them to increase their listening skills. All resources provided are linked to the topics they are studying in class.

**Key Stage 4**

**GCSE Music**

Students will either be asked to rehearse for a performance assessment, complete a research activity or encouraged to complete additional listening tests that are linked to the Area of Study from their lessons.

**BTEC**

PREP will often be related to Unit 1: The Music Industry. Students will research different areas in order to have enough information to make successful judgements in the exam. There will be two activities per half-term.

**Key Stage 5**

**A Level Music**

Students will either be asked to rehearse for a performance assessment, complete a research activity or encouraged to complete additional listening tests that are linked to the Area of Study from their lessons.

**PE**

**Assessment and Feedback**

**Key Stage 3**

Theory

The different schemes of work come from key areas of the PE curriculum, including; Anatomy and Physiology topics such as the skeletal system, the muscular system, the cardiovascular system and the respiratory system. There will be assessment points at the end of each half term to check pupil understanding, all marks will be recorded on Edulink or Go4schools.

Practical

Pupils will be given individual and/or whole class feedback when appropriate on a lesson by lesson basis. Pupils will be taught a range of sports where verbal feedback will be given concurrently to develop skills and decision making in a game situation.

**Key Stage 4**

**GCSE**

GCSE PE Theory books will be checked periodically to ensure notes are completed, with general feedback provided regarding progress and attitude to learning. Misconceptions in understanding will be addressed within completed exam questions. Exam questions and extended answer questions will be marked in line with Edexcel Mark Scheme and in a different purple work book.

Peer & Self-assessment will take place using our GCSE Highlighter Policy. Previous learning will be revisited and self-assessed, with teacher input in every lesson through effective questioning and routine starter activities.

End of unit test marked with mark scheme expectations, a percentage will be given on Go4Schools or Edulink including an average across the cohort. Pupils will receive feedback on End of Unit tests through presentations on key areas for the whole group to focus upon, to further develop their understanding of assessment requirements.

Students missing lessons or work will be directed to the appropriate lesson on their PREP4Sept USB stick or to watch pre-recorded lessons of the topic.

**Key Stage 5**

**A level PE**

Students will be expected to maintain appropriate class notes in line with the specification.  These will be checked in class by staff as part of half termly file checks to ensure students are well organised and up to date with work.

End of unit test results are put onto Go4schools or Edulink as a percentage, alongside an average percentage for the class or cohort to allow for comparison.

Pre-mock assessments and mock exams include a positive or constructive comment, a percentage attainment and average percentage for the class or cohort. Common points of feedback will be discussed in lesson following key exams in order to learn from mistakes. These feedback lessons will include activities/questions whereby students reflect upon their work and seek to make improvements. Students scoring below 50% will be expected to repeat the exam.

**BTEC Sport and Exercise Science Extended Diploma & BTEC Sport Extended Certificate**

Written and class feedback on tasks which replicate assessment & marking criteria for assignments is essential, giving students opportunities to understand how assessment criteria are met for the formal assessment.

General verbal and whole class feedback can be given when assignments are being completed to guide students and address misconceptions in the assessment criteria. This may be done through teacher presentation as individual feedback is not permitted.

The first submission of work will include which criteria have been met (if any) and which have not, with a resubmission date (10 school days from when handed back). Student declaration and assessment records will be completed, highlighting achieved criteria for each internal assessment.

In Year 1 for both courses, students will be studying towards completing external assessments in the summer term; therefore, assessment will include both formative and summative means. Students will be assessed using a range of mock exam style questions and end of learning aim topic tests.

For the new BTEC Sport specification which will include a largely exam based assessment method in Year 1, the students will be assessed at intermittent points that relate to the end of unit.  Small exam style questions will be set, marked and linked to the grading criteria of the BTEC extended and subsidiary diploma.

**PREP**

**Key Stage 3**

Pupils will be given verbal and/or written feedback on completed PREP work in line with the PREP road map.  PREP tasks will be linked directly to the scheme of work studied in class.

**Key Stage 4**

PREP Revision & Research are set at the teacher’s discretion. These tasks will focus on exam question and exam technique to support knowledge recall for pupils. These will then be reviewed and self-assessed in future lessons to allow pupils to develop their answers further.

**Key Stage 5**

**A-Level PE**

PREP is set regularly and it is an expectation that PREP is done ahead of every lesson to ensure students are adequately prepared for every lesson they attend. For every hour in lesson they are expected to do an hour of PREP for the next lesson. If no formal PREP is set students are expected to read through their class notes in order to learn that information as they are often given Spot Tests to gauge their understanding of the information being taught.

**BTEC Sport and Exercise Science Extended Diploma & BTEC Sport Extended Certificate**

BTEC PREP focusses on the development of coursework-based unit work where pupils will have been given a deadline for submission or resubmission for the unit or section currently being completed. For examined units, ongoing PREP will focus on exam technique and knowledge and will often include practise questions that will be reviewed and peer assessed in lessons to help pupils to develop their answers further.

**Science**

**Assessment and Feedback**

**Key Stage 3 & 4**

The new GCSE Science courses introduced in 2017 are very content driven. The depth of knowledge required is deeper and more intense than it has been previously and there is a greater emphasis on recalling scientific fact. To respond to this the science assessment and feedback policy will be built around assessing the students’ retention of scientific knowledge across the three disciplines.

Each subject is divided into units and each unit has around two monitoring points. These points consist of a (PC) progress check (a standardised assessment taken under controlled conditions to assess the understanding on the previous lessons work) and an end of unit test (EUT).

PCs and EUT will be marked by the class teacher according to a mark scheme.

The results will be recorded on the schools system.

Any students absent for the assessments will be required to take it at the earliest opportunity.

Once the PCs and the EUT are marked the students will spend the next appropriate lesson receiving verbal feedback on how they did, exactly where they went wrong and how they could improve. Students are expected to annotate their own tests to highlight the areas of weakness in the subject matter.

It is the department policy that a lesson be spent providing the vital verbal feedback on the PCs and EUT with the class once it has been marked.

* Areas of concern that have been identified as a weakness for the whole class will be clarified at a classroom level, while more individual feedback can be given during the course of the feedback session.

The PCs and the EUT for each student are to be kept in the students’ assessment folder as a catalogue of the work the students have carried out. Students are encouraged to retake the assessment if they are disappointed by the result and feel they can do better. If students require extra clarification on any area of the assessment they are encouraged to attend the student “Drop in” session available to them.

The practical elements of the Science course will be monitored and a score relating to the students undertaking of the practical work recorded on the school system. Students not meeting the standards set will have contact made to home to indicate their shortcomings.

**Key Stage 4**

**BTEC Engineering**

The feedback given to students at the end of each assignment will be kept within BTEC guidelines and written on the ‘Summative Assessment Sheets’. Students will be given feedback on where they have met the criteria and where they have not. They will then have a period of ten working days to resubmit their assignment for final assessment.

**Key Stage 5**

Each KS5 subject is divided into units and each unit has an end point assessment. These assessments consist of an end of unit test (EUT).

EUT will be marked according to a mark scheme.

The results will be recorded on the school’s system.

Any students absent for the assessments will be required to take it at the earliest opportunity.

Once the EUT are marked the students will spend the next appropriate lesson receiving verbal feedback on how they did, exactly where they went wrong and how they could improve. Students are expected to annotate their own tests to highlight the areas of weakness in the subject matter.

It is the department policy that a lesson be spent providing the vital verbal feedback on the EUT with the class once it has been marked.

* Areas of concern that have been identified as a weakness for the whole class will be clarified at a classroom level, while more individual feedback can be given during the course of the feedback session.

**PREP**

**Key Stage 3 & 4**

PREP is similar in KS3 and KS4. Students are guided to the PREP work that covers the topic area they are covering in lessons. Students are given a deadline in which to complete the work.

In **KS3** the PREP work will be set on a weekly or fortnightly basis and consist of a series of multiple choice questions and science investigation tasks relating to the work being covered in lessons. Deadlines for the completion of these PREP tasks will be set when the PREP work is issued.

The attitude for learning for KS3 students will be advised by the students’ performance in PREP.

In **KS4** the PREP work will again consist of tasks revolving around the work being covered in current lessons. Students are expected to complete the PREP work by the deadline, which is set when the PREP is issued.

The attitude to learning for KS4 students will be advised by the students’ performance in PREP.

**Key Stage 4**

**BTEC Engineering**

For examinable units, PREP work will consist of practice questions, creation of revision materials, a marking task or extended research, but will always be linked to their on-going class work and completion of this will enable them to be more successful in any class based assessed tasks in the future.

During the teaching and learning time of a coursework unit, appropriate tasks will be given as PREP to support the students’ understanding of the topic. This could include research tasks, note making, reading or completing tasks left unfinished from previous lessons.

After the assignment has been handed out, students will have a deadline to meet. Each student is expected to use their PREP time to ensure that each deadline is met. Any resubmissions will be completed outside of class hours as additional PREP work.

**Key Stage 5**

In KS5 the sixth form classes take a slightly different approach to the lower year groups.

Students are provided with a “workbook”. This workbook contains exam style questions that are tailored to the course and separated into the different units that the students study throughout the year. Students are informed of which unit is being studied and expected to have completed the relevant section in the workbook by the allotted deadline. Students who fail to complete the work set by the deadline have their ATL score adjusted to indicate such. Students are advised to seek help from their class teacher with any topic that they find challenging.

If a student is consistently failing to complete the PREP work set or regularly finding the questions too difficult, the sixth form support policy will be used to help support the student in improving their performance.

**Social Sciences**

**Assessment and Feedback**

**Key Stage 3**

Students follow a broad curriculum of PSHEE, Careers Education, Citizenship and Religious Education. Topics last between a half term and a full term. During lessons, pupils will receive verbal feedback on their work and their books will be monitored as an overview of their general attitude.

Each term, pupils will complete 2 assessments; there will be a “fact check” which will be a knowledge based recall task. Ahead of this, pupils will be encouraged to complete revision PREP in order to perform at their best. The other assessment will require students to complete a longer project or activity which will usually be completed in both class and PREP time. Each of these assessments will have a bespoke set of marking criteria which will explain to pupils what we are looking for. This will then mean that each pupil will be told if their work is “below expectations”, “meeting expectations” or “above expectations”. These termly assessments will be marked by giving positive feedback and a short follow up task using the department assessment sheets which are placed into their books.

**Key Stage 4**

**Non-examined Social Sciences**

All Year 10 students follow a non-examined course in Social Sciences. For this course, we will not be formally assessing against any formal or exam criteria, but we will be developing the skills required for all subjects, of good literacy, good knowledge and explanation, ability to give reasons for your ideas and evaluation. Students may be given suggested activities in order to develop generic beneficial skills. In the summer of Year 10, we will cover careers topics and this forms a vital part of their careers education; pupils will be supported to produce a CV which will then be submitted to teachers for feedback and corrections can then be made.

**GCSE Sociology**

In GCSE Sociology students will undertake regular exam practice.  Exam questions may be peer marked but in most cases feedback will come from teacher marking consisting of a positive comment along with the highlighting of areas for improvement.  Exam questions will always be linked to the current topic of focus and the rigour of the assessment will vary depending on which stage of the course that students are at, for example when beginning a topic, students may be given a smaller assessment consisting of two or three exam questions whilst at the end of a topic students will be assessed on an entire section of a practice exam paper.

**BTEC Health and Social Care (Level 1/2)**

Internal Assessments - Assignments

The feedback given to students at the end of each assignment will be kept within BTEC guidelines and is on the ‘Summative Assessment Sheets’. Students will be given feedback on where they have met the grading criteria and where they have not. They will then have a period of 15 working days to resubmit their assignment for final assessment.

External Assessments – Component 3

For exam units, assessments will consist of past exam questions and the creation of revision materials and will always be linked to their on-going class work and completion of this will enable them to be more successful in any class based assessed tasks to follow. Exam questions will always be linked to the learning aim being covered in class and the rigour of the assessment will vary depending on which stage of the course that students are at, for example when beginning a learning aim, students may be given a smaller assessment consisting of two or three exam questions whilst at the end of a topic students will be assessed on an entire section of a practice exam paper.

Feedback will be given in a timely manner verbally and/or written.  It will be given in the form of a student’s successes and areas for development.

**Key Stage 5**

Social Science offers Key Stage 5 courses in Law, Philosophy, Sociology, Psychology and BTEC Health and Social Care. During their course, students will be assessed on their factual knowledge, conceptual understanding and evaluative skills. Throughout the year, students are expected to maintain high quality written notes in an organised system, teachers may carry out spot checks on folders to check this is the case.

**A Levels**

Each course’s final exam is presented in a bespoke way, so teachers will expect large amounts of assessed work to be completed in a true exam format and under timed conditions. To this end, students may complete short answer factual recall tests, but will need to work towards the longer written answers which most courses also require.

**BTECs**

Internal Assessments – Assignments:

The feedback given to students at the end of each assignment will be kept within BTEC guidelines and will be on the ‘Summative Assessment Sheets’. Students will be given feedback on where they have met the criteria and where they have not. They will then have a period of 15 working days to resubmit their assignment for final assessment.

Externally Assessed units - Exams

For exam units, classwork and PREP will consist of past exam questions and the creation of revision materials or extended research and will always be linked to their on-going class work and the learning aim. Completion of this will enable them to be more successful in any class based assessed tasks to follow. Students will be required to respond to assessed work in a follow up activity.

Exam questions will always be linked to the learning aim being covered in class and the rigour of the assessment will vary depending on which stage of the course that students are at, for example when beginning a learning aim, students may be given a smaller assessment consisting of two or three exam questions whilst at the end of a topic students will be assessed on an entire section of a practice exam paper.

Feedback will be given in a timely manner verbally and/or written. It will be given in the form of a student’s successes and area for developments.

**Go4Schools (Years 9, 11 and 13) and Edulink (Years 7, 8, 10 and 12)**

GCSE and A Level Courses at KS4 and 5

At the end of a topic, students will always be tested or expected to write a fuller assessment or longer essay. In the first year of examined courses, this mark will then be shown on Go4Schools or Edulink as a percentage in order to track progress. On Go4Schools, there will be an average percentage added for each assessment to enable pupils to place themselves against the class average and see a comparison. In Y11 and Y13, this mark will be used to calculate a current working grade to see how pupils are progressing towards the final exam.

BTEC – Individual grading criteria will be recorded on Go4Schools or Edulink for each Unit, once a students has competed it.  For example, A.P1, A.P2.  For external assessments, in preparation for exams, students will complete a number of class and PREP assessments that will be recorded on Go4Schools or Edulink separately.

**PREP**

**Key Stage 3**

As mentioned each term, pupils will complete 2 assessments; the first will be a “fact check” which will be a knowledge based recall task. Ahead of this, pupils will be encouraged to complete revision PREP in order to perform at their best. The other assessment will require students to complete a longer project or activity which will usually be completed in both class and PREP time.

**Key Stage 4**

**Sociology**

In order to make maximum progress, pupils will be expected to continue their own independent learning in their PREP time. Sometimes, specific revision or an assessed piece of PREP will be set and we will monitor the completion of these. If pupils do not obtain the standards we expect of them, then greater time and support will be given to aid them with their PREP study habits.

**BTEC Health and Social Care (Level 1/2)**

Pupils will use their PREP time to prepare for assessed work and improve work if given the opportunity.

During the teaching and learning time of an internal assignment unit, appropriate tasks will be given as PREP to support the students’ understanding of the topic. This could include research tasks, note making, power points or completing tasks unfinished in lesson time.

After the assignment has been handed out the students will have a deadline to meet. Each student is expected to use their PREP time to ensure that each deadline is met. Any resubmissions will be completed outside of class hours as PREP.

**Key Stage 5**

**A-Levels**

Students will be expected to use time at home to PREP for their class work and to always reinforce and revisit their class work. PREP can be a combination of;

* Always checking class notes are detailed and reread for understanding
* Creation of revision materials during the year once a topic is completed
* Extra reading completed when set by teacher or found independently
* Any specific tasks completed as directed by the teacher
* Substantial amounts of time used to PREP are for timed essays or unit tests

If a student does not complete the PREP, then they will not achieve high marks in the assessments. The pupil will be spoken to and if this continues, the department will ask a student to spend their free time in the department area completing the work.

**BTECs**

Pupils will use their PREP time to prepare for assessed work and improve work if given the opportunity.

During the teaching and learning time of an internal assignment unit, appropriate tasks will be given as PREP to support the students’ understanding of the topic. This could include research tasks, note making, interviews or completing tasks unfinished in lesson time.

After the assignment has been handed out the students will have a deadline to meet. Each student is expected to use their PREP time to ensure that each deadline is met. Any resubmissions will be completed outside of class hours as PREP.