

Hitchin Girls' School



Assessment and Feedback Policy

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Ethos

Creating independent and reflective learners who have the ability to take ownership of their learning and reach their full potential. To prepare these learners for lifelong learning. To give them confidence in their own ability to progress. To keep students motivated to improve and show pride in their achievements.

Statement of Intent

Providing high quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

This policy addresses the three broad principles of effective feedback:

1. ensuring teaching is high-quality, laying the foundations for effective feedback;
2. providing appropriately timed feedback (judged by the teacher) with a clear focus on moving learning forward; and
3. considering how pupils will receive and act upon the feedback given.

This policy has been designed to prioritise and exemplify the principles of effective feedback, ensuring our approaches are meaningful, manageable and motivating.

Clear, manageable expectations such as detailing the use of feedback in lessons, the regularity of feedback, and the use of specific methods of assessment and feedback within subject areas have been provided by subject leaders.

Assessment Principles

Our key principles for effective feedback are based on the research evidence from John Hattie, Dylan Wiliam, the Education Endowment Foundation and the Sutton Trust.

1. Feedback should be used to identify the 'learning gaps' of individual students.
2. Feedback should be specific and clearly focused on learning goals – with a view to moving on the learning of individual students.
3. It should also focus on what students are getting right – so they can continue to do so.
4. Students must be able to, and are expected to, respond to the feedback, so they can work towards closing the learning gap.
5. Feedback can take a variety of forms – teacher to student; student to teacher; student to student; self-assessment; written and verbal; focused on classwork, homework and assessments. All are valid.
6. Different forms of feedback will be more appropriate for different subjects. Subject areas will agree and decide on how feedback is consistently used across the subject.
7. Feedback – in terms of how well students are learning – should inform the teaching.

8. Feedback is not an add on. It is an ongoing and essential part of excellent pedagogy, used to deepen learning and improve teaching.
9. Feedback should be challenging – and used to encourage students to aspire to excellence.
10. Feedback should be high impact but manageable and sustainable for staff.

Forms of feedback

Written feedback has traditionally been at the heart of school feedback practices and has been viewed as a fundamental aspect of teaching. However, more recently it has been recognised that written feedback can be heavily time intensive for teachers and can impact on the time spent planning and delivering the curriculum. We therefore promote the use of other, more immediate forms of feedback.

Verbal feedback - Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be common practice in lessons. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning. Digital platforms may be used to record a 'voice note' if the teacher chooses this method.

Live marking - this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

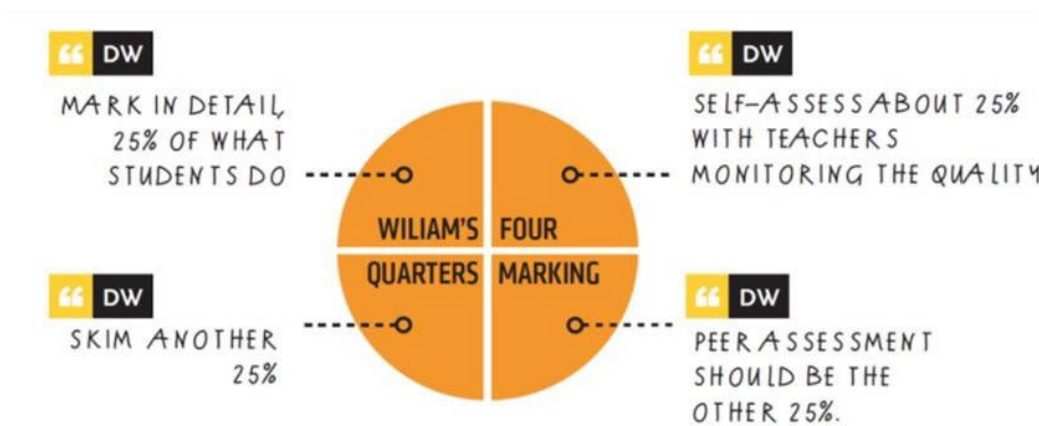
Automated marking - this is when a digital platform provides immediate feedback, often used for quizzes, multiple choice questions or unit assessments where there are definite answers.

Coded marking - this may use a shorthand notation that is explained to the student how to interpret and act upon. Use of rubrics/marking grids that are highlighted (either on paper or digitally) are similar in indicating to students where there are areas of strength and gaps.

Modelling and Exemplars - focus the 'how to get there' of the end product, showing students the process and construction. Students require frequent modelling and examples to understand what is expected in the process and construction of their work.

Peer and self-assessment are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other's work and the work of older students and experts.

There is no expectation that every piece of work will be marked. There is no expectation that one style of feedback fits all purposes. We support Dylan William's recommendation of a 'balanced diet' of different kinds of marking and assessment (though this is not prescriptive and teacher agency and professional judgement come first).



Forms of assessment

Subject specific assessment and feedback policies will make reference to the following forms of assessment and/or feedback strategies. Individual subjects will outline typical approaches and frequency of these, where relevant. Each department has its own approach, relevant to the subject area. Subject specific approaches are outlined in Appendix A. Note that these are subject to variation at any time by the Head of Department based upon the needs of that subject area or student cohort and therefore this appendix is not subject to the usual Trustees approval process for policy changes.

Formative assessment or assessment for learning, uses a range of informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Summative assessment is the more formal process of assessing students at the end of a particular topic, course or unit of study. This type of assessment is used to track student progress.

Feedback Pro-forma Following each formally assessed piece of work, students will receive feedback indicating areas for celebration and areas for development. We encourage the use of feedback sheets to provide this feedback. These can be found in student exercise books/folders or may be provided electronically via Google Classroom.

Student response to feedback Student response time (SRT) should be built into lessons. This ensures that students respond to feedback/guidance provided, helping to promote consistent practice. This student response time should encourage students to take responsibility for their own checking/correcting/editing/re-drafting, guided by teacher input. Where this approach to student response is not feasible, alternative approaches are outlined in the subject specific policies.

Homework is used to reinforce learning in the classroom, as well as providing students the opportunity to develop their independent learning and research skills. The nature of these tasks is decided at departmental level. Students should expect to receive some form of feedback to homework tasks, but the type of feedback can vary depending on task type.

Expected frequency of homework and more detailed information and suggestions of where students can access additional home learning resources can be found in the subject specific sections of the homework policy.

Literacy

Literacy is key to learning across all subjects in secondary school and all teachers at Hitchin Girls' School are teachers of literacy. A rich vocabulary is essential in all lessons for all students. Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.

Where appropriate, subject specific vocabulary should be checked and corrected as necessary, along with SPAG. Not all errors need to be highlighted. If the student has a large number of these errors, just the most significant will be indicated (key words, basic spellings etc.).

We use consistent literacy marking codes across the school. Literacy marking codes for both physical and digital work can be found in our Literacy for Learning policy. These are also displayed in classrooms.

Additional expectations

- A Level work should be assessed and graded based on the agreed HTA consortium schedule, as a minimum.
- Staff should be aware of members of disadvantaged and vulnerable groups and tracking of their progress should be a key priority.
- Feedback on NEA work should be in line with JCQ and school policy.
- The school reward system should be used to recognise and celebrate good work and/or progress.
- Standardisation should take place at department level to ensure a common standard of assessment.

- If students make written responses to feedback or undertake any peer or self assessment, this should be written in a different colour pen to their original work and any staff marking, so that it can be easily distinguished.

Monitoring assessment and feedback

Heads of Department are responsible for communicating the subject specific expectations to teachers in their department. They are responsible for ensuring that the assessment frequency is adhered to, that the feedback is impactful but also mindful of workload and that student progress data is recorded in a tracking system. This assessment data should be regularly monitored to identify where students are not making expected progress and appropriate interventions are then undertaken.

Heads of Department will undertake work sampling, in line with the school's self-evaluation process, to ensure that the department policy is being followed and that there is consistency across different teachers and student cohorts. They may also hold moderation and standardisation sessions, in particular pre or post marking of mock exams, to ensure consistent grading by different teachers.

The Senior Leadership Group will also look at books/online assessments as part of their Teaching and Learning classroom visits and will speak to students through both formal student panels and informal discussions.

It is worth emphasising that there is no expectation to see any specific frequency, type or volume of marking and feedback. Checks are therefore to ensure that school and department policies are being adhered to, so variability of approach and frequency across subjects and year groups is to be expected.

References

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Appendix A: Subject specific overviews

Subject	Ancient Civilisation and Classical Civilisation
Formative Assessment	We make use of a wide range of feedback for formative assessment. This includes the use of written feedback and verbal feedback (both face to face and digitally via mote). It is expected that staff will circulate and have conversations with students throughout lessons. We make use of automated feedback through digital platforms such as Google forms, Kahoot, quizlet (Class Civ) and Blooket (Anc Civ - exit passes). Modelling and exemplars are used across all key stages to prepare students for summative assessments. We also make use of peer and self-assessment at Key Stage 3 and 4. When providing written feedback, students are asked to complete peer and self-assessment in a different colour pen. However, a large amount of self-assessment will be completed online.
Summative Assessment	<p>Students in year 7 do not complete any summative assessment. They are provided with a 'taster' of the subject as part of the subject carousel.</p> <p>In year 8 & 9, students complete an extended assessment every 6 - 7 weeks, using GCSE style questions.</p> <p>At Key Stage 4, a summative assessment takes place every 8 - 10 lessons at the end of each module of learning. The assessment is made up of past paper GCSE questions or modelled on GCSE style questions.</p> <p>All summative assessment is teacher marked. Feedback sheets are used to follow up assessments across all key stages, detailing what went well and suggesting areas for further development. These feedback sheets are stuck in student exercise books.</p> <p>Key Stage 5 students have the same assessment schedule as Key Stage 4, but in addition to a feedback sheet, Mote is often used, where appropriate, for additional verbal feedback when work is submitted electronically.</p>
Student response	As mentioned above, all students receive a feedback sheet following summative assessment, highlighting areas for development. Students are given some time in class to work on these through the re-drafting of paragraphs. Whole class feedback/discussion is also used to address common misconceptions.
Literacy	All staff within the department are aware of and use the HGS literacy marking codes. However, this is adapted slightly when used with Chromebooks and instead, we will use colour-coded highlights for key words and terms.

Subject	Art, Craft and Design
Formative Assessment	Live and verbal feedback are the most commonly used types of feedback in Art and Design at all Key Stages. This is provided on a group and individual level as the teacher circulates the room. The aim is to respond to student needs, address

	<p>misunderstandings, check understanding and guide next steps in work. Whole class live and verbal feedback takes place through whole-class or group discussion, addressing group strengths and areas to develop. Teachers may stop the class and re- direct the learning on the basis of observed misunderstandings and additional learning opportunities. There are regular opportunities for teacher/student dialogue and peer and self-assessment is used at least twice during a project.</p> <p>More formal interim feedback is provided for project work at least once, in the form of either written, or recorded voice notes. Formal, interim teacher marking also takes the form of assessed pieces and students are provided with areas for celebration and target areas for development. These assessments are variously graded using 9-1 under the DEVELOP, EXPLORE, RECORD and PRESENT Assessment Objectives and recorded on a tracking sheet in workbooks.</p> <p>At Key Stage 5, we use Google Classroom to record interim feedback more frequently and this will be in the form of notes and/or Mote spoken.</p>
Summative Assessment	<p>KS3 Project work is formally assessed against all assessment objectives using the relevant department feedback sheet twice a year at project swap.</p> <p>At KS4, Year 10 project work is formally assessed with a summative grade at the end of each taught module (once a half term to Spring half term). In the Summer term, all Year 10 students complete a mock summative assessment, which is formally graded 9-1.</p> <p>In Year 11, there is no grade feedback once the NEA begins in the Summer term. There will however be some written and verbal feedback provided, in line with NEA regulations. There will be a mock exam in Year 11 and this will provide students with written feedback once complete and submitted, but no grade. Once the Externally Set Task (EST) begins in January of Year 11 there will be no written feedback on preparatory work towards the timed test, however verbal feedback will be given.</p> <p>At KS5, Year 12 have four taught modules. All are formally assessed and graded against all assessment objectives using the relevant department feedback sheet at the end of the module in line with HTAs. These assessments will be accompanied by an opportunity for teacher/student dialogue about the assessment. The mock will be graded and focused primarily on a recording task.</p> <p>In Year 13, there will be no grade feedback once NEA begins. There will however be written (on Google Classroom via the 'digital portfolio/planner') and verbal feedback in line with NEA regulations. There will be no written feedback on coursework sheets.</p> <p>At KS4 & 5, we are responsible for 100% of summative assessment towards certification. This happens in April/May of the entry year.</p>

Student response	<p>For KS4 & 5 assessments, students are given time in lessons to read through their feedback and they complete a review task on their assessment tracker. This tracker can be referred back to to ensure they are implementing previous feedback in future assessments.</p> <p>KS3 students self assess via a Google slides workbook.</p>
Literacy	All staff in the department are aware of and where relevant, apply the HGS literacy marking codes. Where this is done digitally, call out (add comment) tabs on programmes we use such as Google Docs or Slides are used to record the literacy codes.

Subject	Business Studies
Formative Assessment	Verbal feedback is a regular and routine part of Business Studies lessons. Teachers will often use lesson time to model what is expected in the process and construction of exam-style questions. Teachers will also use exemplars to model examples of high quality work. Live marking is used regularly to provide immediate feedback. The digital platform Seneca is often used to identify misconceptions. We also use this as a revision tool. Mote is used to provide verbal feedback online.
Summative Assessment	<p>At Key Stage 4, at the end of most units all students complete an end of topic test and a key terms test. These are written tests, which are teacher marked. Comments are provided for longer essay questions. All students receive a self-assessment sheet following each assessment and these are used to keep track of areas for development.</p> <p>Key stage 5 students also complete end of unit tests and a key terms test half termly. Students complete a bridging project throughout the summer before starting the course.</p>
Student response	Students are expected to respond to any comments provided on their summative assessments. Lesson time is provided for this. This response might include some re-drafting or correcting of responses. These corrections are made directly within the assessment. If feedback is provided verbally via mote, students are expected to respond.
Literacy	All staff within the department are aware of and use the HGS literacy marking codes, where appropriate. The use of these codes may be adapted when providing online feedback.

Subject	Computing
Formative Assessment	Verbal feedback is the most common type of feedback provided in lessons. Teachers will circulate the room whilst students work on practical tasks (For example Python or Excel) and will provide guidance to move learning forward. If work is completed online, verbal or written feedback is provided using mote or students may be provided with a written private

	comment on Google Classroom. More detailed written feedback is generally only provided for summative assessments.
Summative Assessment	<p>At Key Stage 3, students complete end of topic tests. These will be either a Google form or a practical problem based on the topic. For example, an unseen programming task (Year 9) or creating a spreadsheet (Year 7). Students submit these via Google Classroom. For the more theory based elements (Binary, logic gates) summative are written assessments.</p> <p>At Key stage 4 and 5 students complete the end of topic written assessments.</p> <p>Summative assessments can be marked using a Rubric or are teacher marked with written feedback provided. Target areas for development are shared with students.</p> <p>Key Stage 4 and 5 students will use a green pen to correct individual mistakes and whole class feedback will be used to address common misconceptions, or areas of the curriculum that students struggle with.</p>
Student response	<p>When teachers provide verbal feedback using mote, students are expected to respond to these comments on Google Classroom.</p> <p>Where appropriate, students may re-draft their work or adapt their answers. Student response tasks will vary depending on the year group and topic being assessed.</p> <p>If assessments indicate that there are gaps in knowledge across the class, then more lesson time will be provided to work on this.</p>
Literacy	All staff within the department are aware of and use the HGS literacy marking codes, where appropriate.

Subject	Design & Technology
Formative Assessment	<p>Verbal feedback is used throughout lessons in Design & Technology across all key stages, especially in practical lessons. Verbal responses from students are the most useful way to gauge student understanding and to ensure that students are aware of the assessment criteria. Teachers will circulate during practical lessons and will talk to students one-to-one to give feedback on their work and to ask questions to ensure the student knows what they need to do to improve.</p> <p>In KS4 & KS5, verbal feedback is used in lessons when students are working on their NEA's. Teachers support students with their projects and give general advice linked to the assessment criteria. Students continuously self-assess their coursework against the performance criteria.</p> <p>Peer and self-assessment is used regularly in lessons, especially during practical demonstrations. It is common practice for students to be encouraged to look over a</p>

	<p>classmates' work and provide feedback to support one another with practical work. In KS3, there may be peer-assessed written comments in student's booklets. Students in D&T are constantly self-assessing their work against example project work, slides on project powerpoints and practical examples. All peer and self-assessment should be completed in a purple pen.</p>
Summative Assessment	<p>In KS3, students complete a "Knowledge check" towards the end of each project. This assessment uses a google form, which is self-marking, providing immediate feedback to students. Students are then encouraged to discuss areas they struggled with and how they could have improved in the assessment. These quizzes are completed at the end of each project every 9 weeks.</p> <p>Rubrics are used for assessing homework & project work in KS3 D&T. Students will complete a project over a series of weeks and the rubric is used at the end of the project to assess the work. Mote is used to record feedback at the end of KS3 rotations. Students may have a chance to act on this feedback and re-submit their work. There is one assessment rubric per 9 week project and these projects are assessed in the first three weeks of each 9 week cycle.</p> <p>In KS4 & 5 students are given a summative assessment every half term which reflects on what they have been studying. Students' work is peer assessed or teacher assessed and students are given the time to reflect and highlight what they performed well on and what they need to do to improve.</p> <p>Students in YR 10 & 11 will complete practice NEA assessments. For these projects there will be a mark sheet for each part of the project. This will contain the assessment criteria similar to the NEA criteria. These sheets will be marked against the assessment points at the end of each section of the project. The amount of assessment will differ depending on the specialism and project but typically YR 10 and 12 will have 4 of these assessments per project.</p> <p>When students in Key Stage 4 & 5 are completing their NEA, they aren't allowed to get individual tailored feedback. Once a section has been completed, the class is shown a general feedback powerpoint slide with areas to improve for the group on that particular section. Students then have an assessment criteria sheet which they annotate and highlight areas for improvement linked to the class feedback. This will occur 6 times for YR 11 and 5 times for YR 13.</p>
Student response	<p>Time in lessons is dedicated to students acting on feedback. For example with YR 11, when they are working on their NEA, a lesson will be dedicated to acting on feedback, to give students the opportunity to improve their work. In KS3, if there are areas of project work in the student booklets, where students would benefit from acting on the feedback provided, then time is dedicated to this. There are also points in projects where acting on feedback is built into the scheme of work.</p>
Literacy	<p>All staff in the department are aware of and use the literacy</p>

	<p>marking codes when marking written work. The only exception is when marking NEA as teachers aren't allowed to provide this level of feedback.</p> <p>Students have access to key words/vocab for each subject/topic.</p>
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Subject	Drama
Formative Assessment	<p>Every lesson in year 7 there is teacher observation and other anecdotal assessments. In Y8 and Y9 there continues to be teacher observation, alongside class discussion and reflection. Students often keep a journal or record of their work in progress. There are several minor write-ups of topics done in class. Y10 formative assessment takes place alongside the year-long GCSE mock. Y11 formative assessment is done to back up the actual exam which takes the whole year to complete. This formative assessment will usually take the form of observation/discussion where regular verbal feedback is provided to students on the progress they are making towards their topic work/summative assessments.</p> <p>At A Level there are a wide range of activities that provide the teacher with information about the students - some practical and some written; alongside practice essays.</p>
Summative Assessment	<p>Y7 is seen as an introduction to practical drama and has no written assessment, the only summative assessment is a BBC Bitesize revision quiz on staging. This is completed online and students receive immediate automated feedback. The Y8 groups have two major assessments: one around January and one in the end of year exams. Both are a mixture of practical and written work to do with acting and devising. Year 9 have one major end of year exam. Assessments in year 8 and 9 are teacher marked and students are provided with a mark and a comment, indicating target areas for improvement.</p> <p>GCSE Drama (OCR) has three sections. Two are practical performances backed up by written work. Year 10 is a practice run of these with help allowed by the teacher. Students are provided with detailed written feedback. Time in class is given for whole-class and individual feedback on how to improve and students are referred to further materials and the revision booklet to support them to work on these areas.</p> <p>The Y11 assessment is the actual exam and the teacher is the examiner for one section. At A Level (Edexcel Drama and Theatre) it is similar.</p>
Student response	<p>Formal feedback is generally provided at the end of a topic. They are not set additional follow-up tasks, but they are expected to engage with their feedback and subsequent lessons encourage reinforcement of targets throughout practice activities.</p>
Literacy	<p>All staff in the department are aware of and use the literacy marking codes when marking written work.</p>

Subject	English & Media
Formative Assessment	<p>It is not an expectation for all classwork and homework to be teacher marked. Teachers will select key pieces of work to provide written feedback.</p> <p>Verbal feedback is a regular and routine part of English lessons. Teachers will often use lesson time to model what is expected in the process and construction of writing tasks. Teachers will also use exemplars to model examples of high quality work or use lower quality examples and provide students with tasks/activities to improve them.</p> <p>Where appropriate, teachers will make use of digital platforms for formative feedback, including, for example Google Question and Mote.</p>
Summative Assessment	<p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> ● Summative assessment according to Curriculum Map (balanced between reading and writing) ● No Exams in Year 7, 8 and 9 ● Speaking and Listening assessment in Year 8 and 9. ● The assessment will be marked by teachers using our progress descriptors. ● Students will reflect on their assessment on their target tracker, which is on Google Classroom ● Assessments will be given back as part of an assessment feedback lesson where students have time to reflect on and action their targets ● Students will end each unit with an evaluation - this will include time to reflect further on the assessment as well as the scheme as a whole ● NB formal assessments are not always at the end of a scheme of work. They are rarely closed book and students will usually (depending on the assessment) have opportunities to plan ahead of lessons. ● Assessments are recorded on Go4Schools <p><u>Key Stage 4</u></p> <ul style="list-style-type: none"> ● Main assessments are done in class in timed conditions ● Not all assessments will be closed book - especially in year 10, where there will be planning lessons ahead of the assessment (this is clarified with teachers for each assessment) ● Marks and/or grades are recorded on Go4Schools ● Students will reflect on their assessment on their target tracker, which is on Google Classroom. This will be done in lessons when assessments are returned as part of whole class feedback time. It is not expected that an entire lesson is spent on feedback, but there will be time to reflect and, where appropriate, address targets. ● English Spoken Language NEA is completed in the Summer of Year 10 ● GCSE Media NEA is completed by October half term of Year 11 <p><u>Key Stage 5</u></p> <ul style="list-style-type: none"> ● HTA schedule is inline with consortium expectations ● HTA marks and/or grades are recorded on Go4Schools

	<p>and completed in line with consortium expectations</p> <ul style="list-style-type: none"> • Feedback lessons for return of assessments is expected with time for students to reflect on their work. • NEA deadlines are agreed within the department each year.
Student response	We use tracker sheets for all key pieces of work (not only assessment). When assessments are returned, time should be built into the lesson to give whole-class feedback with time for students to reflect on and, where appropriate, respond to feedback.
Literacy	All staff within the department are aware of and use the HGS literacy marking codes. However, this may be adapted slightly when used with Chromebooks.

Subject	Geography
Formative Assessment	<p>Verbal feedback is used frequently in Geography lessons in both formal and informal ways. For example, following mock examinations we have created videos with specific feedback for each 6 or 9 mark question that serves as a reference for similar question types in the future. Mote is used regularly to feedback tasks completed on Google Classroom. It is also used during lessons to provide immediate feedback to tasks being undertaken, where appropriate. Peer and self assessment is also a common feature of Geography lessons and students are asked to complete this in green pen.</p> <p>Digital resources such as Google forms and Seneca Learning are sometimes used in Geography, providing immediate, automated feedback to students. Google Forms are used in some instances to digitise assessments to support department workload.</p> <p>Coded marking is sometimes used for whole- class marking. These codes refer to subject specific feedback and these codes are shared with students when used.</p> <p>Teachers regularly model geographical skills in lessons and during fieldwork. Students are also exposed to modelling of different question types and ways of approaching questions. Exemplars are often used alongside this to demonstrate good practice and techniques for answering questions.</p> <p>When modelling, staff are to develop metacognitive thinking where appropriate.</p>
Summative Assessment	<p>Before starting any major assessment or extended piece of work, students should be encouraged to approach revision and preparation metacognitively. Summative assessments follow the same format from Year 7 to Year 13. They are deliberately designed to look like formal external assessments - we do this to build resilience amongst students to reduce stresses they may feel when sat in their formal exam at the end of KS4/ 5. Assessments combine questions and space for answers. These combine question styles; multiple -choice, short answer and extended answers. There are also skills based questions.</p>

	<p>Some assessments have digital versions with auto-making capabilities to reduce staff workload when necessary.</p> <p>At KS3 and KS4 there are usually mid - and end- of-unit assessments. These are approximately every half -term.</p> <p>At KS5 these are slightly less often as there are fewer topics, but is assessed in line with the agreed HTA consortium schedule.</p> <p>The same assessments are used across each cohort to ensure consistency.</p> <p>Students receive personalised written feedback within their assessment papers when appropriate. Additional feedback is provided verbally in follow-up lessons. Each student also receives a feedback sheet following each assessment, indicating next steps to support student response to feedback. Whole class feedback is used when students would all benefit from specific follow-up tasks to address misconceptions, errors or gaps in learning. This may be presented through a REACT starter task or whole class feedback sheet. Where appropriate, feedback should develop student metacognitive approaches to reflection and planning.</p>
Student response	<p>Following each summative assessment, teachers go through the assessments and students annotate their paper using a green pen. Feedback sheets (as mentioned above) direct students to tasks that support them to develop their understanding and/ or skills in order that they can be applied in alternative contexts. Following correction/REACT tasks, students are expected to complete metacognitive reflection tasks (exam wrapper).</p>
Literacy	<p>All staff in the department are aware of and use the literacy marking codes when marking written work. If feedback on literacy is provided digitally, then written or verbal feedback may refer to common errors.</p>

Subject	History
Formative Assessment	<p>The History department regularly uses retrieval and recall tasks to gain an impression of the learning that has taken place and feedback is provided to guide students regarding what they need to do next to improve. These 'low stakes' strategies are usually self or peer marked in class or in cases where digital technologies such as Google forms are used, they will receive immediate automated feedback. Verbal feedback through questioning/discussion is also common in History classrooms.</p>
Summative Assessment	<p>All assessments are written and carried out in class. Assessment is standard across all groups and years.</p> <p>KS3: Each half term a written assessment takes place which is focused on historical knowledge and understanding and source analysis. Student feedback is given using a feedback sheet which the students stick in their book. The sheet has a grade</p>

	<p>and mark awarded, praise/ celebration comment and a target area for improvement. Feedback is given to the whole class by the teacher and then students record this in a sheet in the front of their exercise books. This is considered by students again before answering subsequent assessment questions. Following each assessment, students are given time in class to re-draft/ consider spag etc. The result is recorded on go4schools. Literacy is also evaluated and annotated. In the summer term an end of year exam takes place. Students also complete half-termly knowledge checks using a google form. These are based on the content outlined in the knowledge organiser on google classroom.</p> <p>KS4: Each half term a written assessment takes place which is focused on extended writing answering a specific GCSE style question. Feedback is given using a feedback sheet which the students stick in their book. The sheet has a grade and mark awarded, praise/ celebration comment and a target area for improvement. Feedback is given to the whole class by the teacher and then students record this in a sheet in the front of their exercise books. Following each assessment, students are given time in class to re-draft/ consider spag etc. This is considered by students again before answering subsequent assessment questions. Marks/ grades are recorded on go4schools. A formal exam takes place examining content in the summer term of Year 10 and in the autumn term of Year 11.</p> <p>KS5: Each half term a formal in class exam style question assessment takes place; this is a formal essay question marked using the exam board mark scheme. This is a written assessment and assesses the skill of extended writing. Feedback is given using a feedback sheet. The sheet has a grade and mark awarded, a praise/celebration comment and a target area for improvement. Feedback is given to the whole class by the teacher. The mark and grade is recorded on go4schools. Attainment is monitored closely and intervention takes place as appropriate. Following each assessment, students are given time in class to re-draft/ consider spag etc. Feedback following the assessment then takes place in class and the students respond in a different colour pen.</p> <p>Students in Y12 and Y13 also sit an end of year exam.</p>
Student response	Students respond to the teacher EBI usually using a different colour pen; this takes the form of re-drafting/ improving work. Classroom time is allocated to do this after each assessed piece of work. A summary comment is then written by the student on their assessment grid tracking sheet.
Literacy	All staff within the department are aware of and use the HGS literacy marking codes. Time is set aside to consider Literacy based feedback is always a focus when we mark our formal assessments. Moreover, literacy is particularly important in History in terms of historical vocabulary. As such, key words are frequently referenced. Students are provided with knowledge organisers, which codify specific knowledge, while

	the literacy mats codify key vocabulary, offering literacy support for all students.
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Subject	KS3 PE
Formative Assessment	In practical lessons teachers circulate and give verbal feedback throughout the lesson. Students are regularly asked to self and peer assess/give feedback using the assessment criteria/key teaching points given in the lesson. Teachers introduce upcoming summative assessments and demonstrate and/or describe the success criteria (these are also printed in their PE booklets at KS3). Staff aim to tell students where they are at (dot, tick, star) and give verbal feedback on how to progress.
Summative Assessment	We have a series of summative assessments (1-3 per module) per practical module throughout KS3. The same assessments are used across the cohort and are progressive from Year 7 - 9. These include practical and theoretical tasks which students complete on their Chromebooks. Staff give a dot, dot/tick, tick, tick/star or star, and these are recorded on Go for Schools (1-5) and on a grid in students' PE booklets. These marks generate a current working grade to compare to their target grade. They are then informed whether they are on target, exceeding it, or below it.
Student response	Students are told their level and how to progress prior to summative assessments. Teachers will do this through both individual and whole class areas for development. Students are encouraged to act on this feedback in the assessment.
Literacy	All staff in the department are aware of the HGS literacy policy. Key words linked to our key sports/activities and schemes of work are displayed in PE teaching areas. Teachers will select key words to write onto the whiteboard during lessons.

Subject	KS4 PE & Dance, KS5 PE
Formative Assessment	<p>Throughout both theory and practical lessons, teachers circulate and provide individual and class feedback verbally during the lesson.</p> <p>The use of teacher modelling and exemplars are common practice in PE and dance so that students know what is expected in the process and construction of their work.</p> <p>AfL tasks are used regularly throughout the lesson and these include use of digital platforms on pupil Chromebooks.</p> <p>Self, peer and teacher feedback against assessment criteria is given regularly. Students are given the opportunity to do lots of past paper practice questions, mock practicals and a mock EAPI (oral exam), where feedback is given and the opportunity to work on this and make progress before the final assessment.</p>
Summative Assessment	<u>Theory</u>

	<p>All examination classes are given end of module/half term assessments. These are teacher marked with an exam based grade given based on the recent exam series boundaries. Feedback should include either WWW and EBI, or a question and answer should be highlighted if it needs to be re-worked. Some time should be given to go through these assessments and key questions which are an area for development should be re-worked (during the lesson or for homework). There is no expectation to go through the whole paper, but feedback should be focused on key questions which a number of students found challenging. This may include videos of teacher feedback on key questions to support students in a more targeted/personalised way.</p> <p><u>Practical assessment</u></p> <p>GCSE Dance: Students have assessment lessons at the end of each module of taught work throughout the course where they are given a mark inline with AQA criteria. There are 10 practical assessments: 2 x autumn term in y10 2 x spring term y10 3 x summer term Y10 (1 out of 3 is real coursework) 2 x autumn term y11 (this is real coursework) 1 x spring term y1 (this is real coursework)</p> <p>GCSE PE: Students have a formal assessment lesson at the end of the practical module where they are given an approximate mark or descriptor for that sport. In Year 11 they are supported to select their three best activities (according to the criteria) and these are assessed again (summer sports in the summer term of Year 10) to provide them with a final mark to be sent to the exam board. This could include a video submission of an activity they do outside of school e.g. skiing.</p> <p>A Level PE: Students have the opportunity to submit video's of their assessed sport at two points during the course. We encourage students to complete and submit their practical video evidence in Year 12 to receive feedback for action in Y13 Autumn 1. After the final submission of their final practical work (by the end of Y13 Autumn 2), their practical activity is assessed and their final mark is sent to the exam board. Students also complete an oral exam (EAPI) which is undertaken in school during the Spring term of Year 13. It is assessed internally and the mark is sent to the exam board.</p> <p>Assessments are internally moderated.</p>
Student response	<p>Some time should be given in lessons for students to go through their assessment feedback and key questions should be re-worked (during the lesson or for homework). Students are encouraged to re-work in a different colour so gaps in learning are easily identifiable.</p>
Literacy	<p>All staff in the department are aware of the HGS literacy marking codes and these are applied when marking more extensive written tasks.</p>

Subject	Latin
Formative Assessment	<p>We use a wide range of approaches to formative assessment in Latin. Whole class assessment is common through the use of mini-whiteboards, questioning and whole class discussion. Teacher circulation throughout lessons is common practice. This allows teachers to check understanding and provide immediate verbal feedback.</p> <p>Peer-assessment is used to give feedback on presentations/dramatic performances, which provides students with '2 stars & a wish'. Self & peer marking is also used to mark vocabulary tests.</p> <p>A blended approach to learning is embedded within the department and digital platforms such as Blooket, Quizlet, Kahoot are often used, which provide students with live, automated feedback.</p> <p>For Key Stage 5, 'pre-learning' grammar and vocabulary tasks are used in class, including quiz-type games, kahoots, and quizlets. Students receive immediate feedback on mistakes and misconceptions and students are encouraged to share/discuss this with their peers as a learning opportunity.</p>
Summative Assessment	<p>All students from year 8 onwards complete 'end of even stage' assessments (i.e. they are assessed at the end of Stage 4, Stage 6, Stage 8 etc. all the way up to Stage 28 in Jan of Year 11). This equates to an assessment roughly once every six weeks. These assessments are cumulative, so assess the previous covered stages at each assessment point. These assessments are similar in style to a GCSE assessment. Students will also complete vocabulary tests at the end of odd stages.</p> <p>Sixth Form Latin students have an A level context style question roughly once every half term. They have a week-by-week schedule which diaries which sections of text they will cover and when their assessments will be. Model answers are provided after assessments have been completed. Y12 will have some unseen translations to complete both as homework and as class assessments and these are marked & graded with targets. Y13 will have unseen translations (prose & verse) & comprehensions set every 2 weeks. These are marked & graded with targets. In addition to individual feedback, teachers focus on the areas where common mistakes have been made when feeding back to the whole class.</p>
Student response	<p>All feedback sheets include space for a student response. Lesson time will be given, following assessments, for this to be completed. This will usually include setting personal targets and re-working parts of assessments, where appropriate.</p>
Literacy	<p>All staff within the department are aware of and use the HGS literacy marking codes. However, this is adapted slightly when used with Chromebooks and instead, we will address this verbally using mote and/or use colour-coded highlighting.</p>

Subject	Learning for Life
Formative Assessment	<p>All Learning for Life lessons contain starters or plenaries which recap prior learning or check prior knowledge of a topic. These can take the form of quizzes, mind-maps (which are often developed and added to throughout the lesson, before being reviewed at the end to show progress of understanding), thinking frames and theoretical case studies. During discussion activities, 'think, pair, share' is common practice. The sharing part is important for the teacher to identify any misconceptions which need to be addressed. This can be responded to verbally. Google doc assignments are used in most lessons, which teachers can check over to assess students' level of understanding.</p>
Summative Assessment	<p>Learning for Life is assessed through two google form knowledge checks per year (half way through the year and at the end of the year). These knowledge checks contain a mixture of questions: some assessing knowledge recall (e.g. identify two qualities of a good citizen) and others in the form of competency and confidence ratings (e.g. I feel confident I can identify signs someone may be struggling with their mental health - rate this statement from 1-5 depending on how far you agree or disagree).</p> <p>Responses to the knowledge checks are reviewed by the Head of Department to see which areas of the curriculum are potentially being misunderstood or need further consolidation. Headstrong assemblies, google classroom posts or tailored assemblies for year groups will be used to address this, as appropriate.</p> <p>The same assessments are undertaken by the whole year group to assess understanding across the cohort.</p>
Student response	<p>If there are areas of misconception, the Head of Department will intervene and bridge gaps in knowledge by delivering workshops / assemblies or possibly dropping in to classes or reforming the curriculum to help students gain a better understanding of the topic in question. It will be made explicit to students that this is an area of misunderstanding and we will work through this together. Alternatively, we will organise relevant guest speakers to educate students on sensitive or specialist topics.</p> <p>In Learning for Life communally 'working together' is important as some areas of study do not have a clear 'right' or 'wrong' answer (such as sense of self or personal wellbeing), however for some topics there are legalities which are important to understand correctly (such as consent). It is vital that students feel safe to say if they are misunderstanding anything. This is why Learning for Life teachers will make use of 'anonymous question' methods when discussing sensitive issues so that students feel able to respond to lesson content honestly without fear of judgement. Students' questions are passed on to the Head of Department who can respond via google classroom posts or assemblies as appropriate.</p>
Literacy	There is no formal marking of written work in Learning for Life,

	<p>but specialised vocabulary is modelled and used precisely and contextually. Where this is used incorrectly by students, the teacher will correct this. Reading comprehensions are also utilised, such as collectively reading contemporary news articles on a topic before answering questions on it, to further promote literacy and embed a deeper understanding of key terms.</p>
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Subject	Mathematics
Formative Assessment	<p>Maths lessons use a large amount of live marking during lessons. This use of live marking provides students with timely feedback, where they can identify errors quickly and receive verbal instruction on how to correct and proceed with their work.</p> <p>Answers are regularly provided for self or peer marking throughout lessons and this should be evident in exercise books.</p> <p>Teacher modelling through the use of worked examples is common practice in our delivery of new content, supporting students with the process and construction of mathematical solutions.</p> <p>Automated marking is often used and digital platforms such as DrFrost and Mathspad. These websites and many more are a regular feature of our blended approach to teaching in maths.</p> <p>These approaches to formative assessment are common practice across all classes and all key stages.</p>
Summative Assessment	<p>Key Stage 3: Students at KS3 are formally assessed half-termly. These are written assessments and assess the course content that has been covered up to that point. These assessments are teacher marked and will indicate student errors and provide students with a progress descriptor, which is recorded in go4schools. All students are provided with a Learning Log, which provides a vehicle for RAG rating each topic, helping students to identify their areas for celebration and areas for development. The Learning Logs are added to as the year progresses. All students in KS3 will also complete an end of year assessment, where all content is assessed. These are returned and levelled with a progress descriptor, as outlined above. However, occasionally questions may be adapted if groups are sitting the assessments at different times to ensure that all groups are assessed with 'unseen' questions. For all assessments at KS3, QLA sheets are completed by teachers for analysis of both common and individual areas for improvement.</p> <p>Key Stage 4: Students at KS4 are formally assessed half-termly, usually using the approach outlined in Key Stage 3. However, to avoid over-testing, half-termly topic assessments may not be used during mock exam seasons. For all assessments in KS4 (Yr10 EOY and Yr11 mock exams) QLA sheets will be prepared for analysis within the department</p>

	<p>as well as providing feedback for the students.</p> <p>Key Stage 5: All students at KS5 undertake a half-termly assessment, which is inline with consortium expectations. The same half-termly assessment is used across the cohort. However, occasionally questions may be adapted if groups are sitting the assessments at different times to ensure that all groups are assessed with 'unseen' questions. Additional topic assessments are provided as homework tasks and these are formally marked by the teacher or answers are provided to students. Teachers will provide specific written feedback to these tasks, as appropriate, to provide guided support to make corrections and address misconceptions.</p>
Student response	<p>To ensure students engage with the feedback provided in summative assessments, lesson time is provided, with guided teacher input, for students to correct errors. For Y11 mocks, worked video responses are made available to students. Additional questions may be provided to re-assess understanding once misconceptions have been addressed.</p> <p>In addition to student response time in lessons, we encourage students to work independently on their areas for development and recommend digital platforms such as Dr Frost Maths or MathsPad to support this. Where appropriate, links to specific revision questions will be provided to the students (eg. DrFrost, MathsPad, Corbett Maths, other) so both student and teacher can monitor reparative activity in areas requiring more work/revision.</p> <p>Students requiring additional teacher support are encouraged to attend maths club which takes place on the days as advertised on the extra-curricular clubs timetable, available on the HGS website.</p>
Literacy	<p>The HGS literacy marking codes are known to all staff within the department, but are used less frequently than other subjects, given the nature of the subject. Where appropriate, the marking codes will be used and it is common practice to see use of SP for spelling corrections when key subject specific vocabulary is misspelt.</p>

Subject	Modern Foreign Languages
Formative Assessment	<p>Staff will mark and give feedback on, as a minimum, one piece of 'productive' writing every whole term. In some cases, students may receive feedback on writing in both half terms in all three terms. These are tasks in which the students write in the foreign language and require a level of autonomy and manipulation of the language. Teachers will provide WWW/EBI relating to these 'productive tasks.'</p> <p>Self and peer-assessment is commonly used to assess listening and reading based tasks. Staff may choose to look at these or collect these results intermittently, but there is no expectation to do so.</p>

	<p>Verbal feedback is regularly provided by the teacher throughout lessons, particularly in response to contributions in speaking tasks. This could be at whole-class, small group or individual level.</p> <p>Live marking in class is used as appropriate to provide timely feedback to students and this might take the form of automated feedback where digital platforms are used.</p> <p>The department has a system of coded marking, specific to MFL, which staff are expected to use when giving written feedback on writing tasks. These codes are shared with students on google classroom and all should be familiar with their meaning.</p> <p>Staff will often use modelling during lessons to show students the process and construction of longer written tasks, so that they know what is expected of them. Tasks may be introduced with success criteria.</p>
Summative Assessment	<p>In MFL, we assess students against four main skills: Listening, Reading, Writing and Speaking. Students will be assessed on all of these skills across each academic year. Assessments take place at least once per term.</p> <p>At KS3, students are assessed in line with our progress descriptors.</p> <p>At KS4, students are assessed in line with GCSE grade boundaries. KS4 students will also sit formal exams at selected intervals, testing all four skills.</p> <p>At Key Stage 5, assessments take place in line with the agreed HTA consortium schedule.</p> <p>Feedback is given after all summative assessment and students record results in their individual Progress Portfolios and reflect on their assessment outcomes on Review & Target sheets.</p>
Student response	<p>Following each summative assessment, students use the Progress Portfolios to reflect on their assessment and set themselves a target to improve.</p>
Literacy	<p>All staff within the department are aware of and use the HGS literacy marking codes.</p> <p>Components of language, phonics and reading skills are actively taught as part of our curriculum.</p>

Subject	Music
Formative Assessment	<p>GCSE & A Level students receive detailed written feedback to practice listening papers and essay questions. Feedback on practical assessments is given on google classroom. We will often use coded marking within written feedback to manage staff workload (T= target H2i: How to improve SP: Spelling).</p>

	<p>We use a wide range of AFL techniques in lessons, to check student understanding, spot check and target differentiated questioning. This provides the opportunity for regular verbal feedback.</p> <p>We use a small amount of automated marking in music. This could be used when closed, short answer questions are posted onto Google classroom. This is generally used more to assess theoretical knowledge, which is less subjective than other aspects of the subject.</p> <p>Teachers regularly model practical work and successful students are asked to demonstrate good practice. It is common for students to receive modelled practical work, following which, they self-assess whether their own work successfully replicates what they are expected to produce.</p> <p>At the end of each topic, Key Stage 3 students peer-assess each other's performances.</p>
Summative Assessment	<p>At the end of each half term, all KS3 students perform the end result of their project. This is taken into consideration when providing students with a holistic grade.</p> <p><u>Key Stage 3</u> Assessment takes place half-termly and includes composing, performing and appraising. Different skill sets are assessed each time according to the topic. Students always receive verbal feedback, a grade and a written target.</p> <p>GCSE: Listening test at end of each set work topic with graded written feedback; verbal feedback for ongoing composition and performance practice (coursework)</p> <p>A Level: At key stage 5, the students are assessed in line with the HTA Feedback Policy. There may be some variation across the consortium but students are all provided with target areas for improvement which they respond to accordingly.</p> <p>All students have a grade tracker that is updated after each half-termly assessment. This outlines the topic, the grade achieved and a target for how to improve.</p>
Student response	<p>We would expect students to demonstrate they have taken on board verbal feedback in lessons through improvements in their practical work and end result of project work.</p> <p>After each half-termly topic assessment, students are given time in lesson to ensure they understand how/why they have been given the grade they have and how to improve so that they can move their learning forward in future work.</p>
Literacy	<p>All staff within the department are aware of and use the HGS literacy marking codes. However, these may be adapted slightly when used with Chromebooks.</p>

Subject	Philosophy & Ethics
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Formative Assessment	<p>Written feedback is used rarely for formative assessment. It may be used at Key Stage 4 & 5 to feedback on exam-practice questions. The majority of feedback is given verbally in response to students' spoken contributions. This is common practice in all lessons at all key stages.</p> <p>Live marking is used regularly, particularly at Key Stage 3, when completing starter/recall quizzes or using digital platforms to complete tasks and other similar activities.</p> <p>Modelling and exemplars are often used in lessons. They are most commonly used when teaching approaches to exam-style questions at KS4 and KS5. At KS3, they are mostly used to model the core skill of explaining and evaluating to demonstrate how to construct high-level responses to a question and prompt more complete responses.</p> <p>At KS3, students are consistently encouraged to comment on each other's contributions to discussions. Peer feedback is often used for student presentations, or some of the more creative tasks through the schemes. At KS4 & KS5, students will often use markschemes to peer and self-assess to improve answers to exam-style questions.</p>
Summative Assessment	<p><u>Key Stage 3</u> Students are assessed at two points in the year. One of these will be a written assessment, assessing the key skills of explaining and evaluating. There are 20-marks worth of questions on the written tests during Y7 and Y8, and 30-marks at Year 9. The other test each year is an assessed verbal presentation: the exact format of these is slightly different in each year, but all assess the same explaining and evaluating skills. Following each of these assessments, a holistic judgement of progress is made relative to the curriculum. As part of this holistic judgement, staff will take into account this verbal/written assessment activity, students' classwork and contributions to lessons.</p> <p>After each assessment, students will also receive a feedback sheet with next steps and space for student comment, in which they give advice to themselves for improving in their next assessment. This will form part of a feedback lesson, providing time for students to reflect and act on their areas for development.</p> <p><u>Key Stage 4</u> Students complete end of topic tests at the end of every topic, some occurring as Y10 or Y11 mocks. Each of these mirrors the GCSE assessment format. Students receive detailed written feedback on each question, plus key targets. A feedback lesson follows each end of topic test.</p> <p><u>Key Stage 5</u> All students complete an end of topic test at the end of every topic, totaling around twenty-one tests over the course of the two years. Some of these occur as Y12 or Y13 mocks. Each of these uses exam-style questions (typically two essays per test.) Students receive detailed written feedback on each question, plus key targets. A feedback lesson may be provided,</p>

	if there are whole class misconceptions or exam technique needs revisiting. Feedback lessons always follow mock exams.
Student response	<p>Following each assessment, all students receive a feedback sheet with target areas for development and students are expected to provide a comment on this.</p> <p>At Key Stage 3, subsequent lessons encourage explicit reinforcement of targets throughout practice activities. As the KS3 curriculum is built around core skills, which are frequently practised throughout each scheme, when students approach the practice tasks after an assessment, they are prompted to refer to their feedback at each opportunity to focus on the particular points of feedback offered.</p> <p>Assessment tracking sheets at Key Stage 4 & 5 record key points of feedback. During feedback lessons and when essays are returned, students are prompted to look for patterns and key themes emerging from their aggregate feedback. It would be expected that they would act on this feedback in future lessons and assessments.</p>
Literacy	All staff within the department are aware of and use the HGS literacy marking codes when marking written assessments.

Subject	Science
Formative Assessment	<p>We use a wide range of AfL strategies in the classroom.</p> <p>Mini-whiteboards, thumbs up/down, 5-a-day starter activities, and traffic light cards are used regularly to gauge whole class understanding. This allows us to correct mistakes and address misconceptions immediately and adapt teaching or offer additional support to individuals where needed.</p> <p>Peer and self assessment are also used regularly in the classroom as efficient and effective tools to provide students with immediate feedback on their work.</p> <p>Digital platforms, predominantly the Educake platform (as well as Blooket, Edpuzzle and Google Forms) are used to provide immediate automated feedback to questions where there are definite answers.</p> <p>Digital verbal feedback via Mote is also becoming increasingly popular as a method for providing feedback within the department.</p>
Summative Assessment	<p><u>Key Stage 3</u></p> <p>End of Topic tests (x2) for each of Biology, Chemistry and Physics. . The frequency varies depending on timetabling, but all students will have completed the first topic test of each science by Christmas. The second one will be completed by Easter. Papers mimic GCSE style e.g. MCQs, short answer questions, investigation based questions, and longer answer questions.</p>

	<p>They also sit separate Biology, Chemistry and Physics End of Year exams, which mimic synoptic type papers at KS4.</p> <p>Students have their tests thoroughly marked by the teachers, and will go through the questions in detail in class time. These commonly use standardised review powerpoints that are saved in the shared area.</p> <p>Students are given a standardised review task sheet, from which they complete questions targeting their individual area of weakness. The tasks are selected based on the questions given in the test so students can target their individual areas of weakness. There are some stretch and challenge tasks too.</p> <p><u>Key Stage 4 & 5</u></p> <p>Students complete End of Unit tests (in some cases these are “sub-unit” tests where it is sensible). Students will have around one of these per term. These are in addition to any mock examinations. These tests are thoroughly marked and feedback is given in much the same way as KS3.</p> <p>Staff will mark end of topic and interim assessments according to the SOW. All summative assessments will be recorded on Go4schools.</p> <p>Required practicals for GCSE and A-level: PAGS at KS4 do not need to be recorded but must be clearly signposted in the SOW. PAGS at KS5 need to be marked in accordance with OCR guidelines and kept in folders. The OCR generated tracking spreadsheet must be used to record the PAGS. The delivery and assessment of the Practical Endorsement is externally moderated by OCR during biennial monitoring visits.</p>
Student response	<p>In completing the review task sheets, students are responding to the feedback provided. As we continue to embed blended learning, much of this feedback will move online and be provided and responded to via Google Classroom.</p> <p>Outside of formal tests, utilising Mote as a method of giving digital verbal feedback is encouraged. In this way, staff will leave feedback verbally, including providing students with tasks or activities to do in response. These responses will be uploaded to the Google Classroom, or checked in class, to ensure accountability.</p> <p>Further opportunities for feedback occur as per the whole school policy through data captures and annual parents’ evenings. Arrangements are made to ensure that every student has the possibility for a parents’ evening appointment in science.</p>
Literacy	<p>Staff are aware of the literacy codes and use them when relevant. All whiteboards in every laboratory have a keyword section for use by the teacher and students. Literacy is</p>

	promoted in all lessons and students are guided with their spelling, punctuation and grammar.
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Subject	Social Sciences
Formative Assessment	<p>Verbal "live" feedback and peer and self-assessment are used frequently in classroom tasks across all subjects in all key stages.</p> <p>A blended approach to learning is embedded within the department and the use of digital technology for AfL is extremely frequent. This supports the completion of coursework in Health and Social Care and controlled assessment in Criminology and is often used to complete exam practice questions across all subjects. A large proportion of classwork is set and submitted via Google Classroom. We make some use of automated feedback through digital platforms such as Kahoot, Quizlet and Google Forms, which provide immediate feedback to help move learning forward.</p> <p>Modelling and exemplars by both students and teachers are used frequently across all subjects and key stages to help students to understand what is expected in the process and construction of their work. These often form part of both homework and classroom practice.</p>
Summative Assessment	<p>High-stakes summative assessments are a frequent method of assessment in Sociology and Psychology. Regular "End of Unit" assessments with feedback and student response are carried out every 6-8 weeks at KS5, and termly in KS4 Sociology. Summative assessment is also used for the written exam paper (non-coursework) units in Health and Social Care at KS4 and KS5 and in Criminology at KS5, at times indicated on the Curriculum Map (depending on stage of unit the classes are on).</p> <p>Summative assessments are teacher marked and students are provided with a feedback sheet detailing strengths and targets for moving forwards. Sometimes these targets are set by the teacher, and sometimes these are identified by the student during feedback lessons, with teacher support.</p> <p>Feedback is offered on the specific assessment objectives/criteria in each subject, with reference to markschemes and examiner reports.</p>
Student response	<p>During lesson time in low-stakes exam practice, in response to teacher feedback, students re-attempt practice exam questions, as needed. "Learning conversations" between student and teacher are documented in their work on Google Classroom and/or assessment files.</p> <p>Following summative assessments, students reattempt particular formal exam questions using the feedback given, in order to move their learning forward.</p>
Literacy	We use the Whole School Literacy Codes to address SPAG concerns within the department. We use the Freya Model and

	<p>other literacy strategies with work involving advancement of key term use. Staff attend professional development groups for this within school and are implementing/assessing the impact of these strategies as part of our ongoing departmental work.</p>
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