



Assessment, Recording and Reporting Policy 2016-2017

Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Assessment, Recording and Reporting Policy**

Considered at Governors' Committee meeting:

Date: Reviewed July 2016; reviewed and updated December 2016

Is there relevance to equality?

1 Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please

Yes/No

answer questions 2 and 3.

2 Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/

Yes/No

Maternity, Race, Religion or belief, Sex, Sexual orientation)

3 Does the policy affect one or more of the equality objectives set by the school?

Yes/No

(Please refer to the Equality Policy)

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Assessment, Recording and Reporting Policy – 2016-2017

There have been significant changes in this policy in the last 20 years. It reflects developments in both secondary schools the CSSAT's approach to student target setting, mentoring and academic monitoring. Subsequently, the policy has been reviewed annually, with the last review in 2016-2017. During this time, assessment for learning has been a significant area of focus and development in the Trust and this policy reflects the changes that have resulted from this.

Mission Statement

At Coombe, assessment is defined as:

“part of the learning journey. And as with most journeys, it helps to know where you're going, why you want to go there and how you plan to get there. It's also important to know where you are before you begin the journey!” (*Starting Out in Assessment*, NFER, 2012)

The use of a full range of planned assessment opportunities raises achievement through better targeted teaching and learning and is an integral part of the teaching and learning process at Coombe. It reflects all aspects of an individual's educational achievement and informs students, staff and parents/carers of progress made. It also contributes to the development, not only of the individual student, but also of the teaching and learning process within each department and across the school.

Aims

- To ensure that all students' assessment data (including prior attainment) and Coombe target is recorded and used to inform teaching, learning and target setting;
- To ensure that the levels of attainment and progress are effectively monitored and acted upon;
- To help students to know and to recognise and understand the standards they are aiming for;
- To involve students in the assessment process;
- To provide feedback to students as a result of assessment that enables them to recognise the next steps in learning and how to take them;
- To ensure that parents/carers are fully informed of and involved in their son/daughter's progress.

Objectives

Each department will:-

- review its scheme of learning/work on a regular basis and identify within them assessment opportunities and procedures in line with national guidelines;
- 'moderate' assessment procedures to ensure fairness, validity and to meet national and local guidelines;
- keep, as required, suitable evidence of achievement for its students to support teacher assessment;
- ensure all student assessment data and records are easily accessible to members of department and leaders within the school.

Assessment

A significant part of the professional approach of all teachers is the continued assessment of their students. Coombe is committed to the use and continued development of assessment for learning strategies, as outlined in the National Secondary Strategy.

- Students learn and express their learning in a variety of ways. Therefore a range of appropriate types of assessment both formative and summative are necessarily built into the schemes of learning/work in each department.
- Skills and content are covered by assessment procedures,

- Opportunities for differentiation are maximised within assessment procedures in order to personalise learning. This may be by task and/or outcome.
- Learning objectives and intended learning outcomes are shared with the students ensuring that they understand what they are learning and why;
- Questioning is planned in advance of a lesson in order to provide feedback on what students have understood;
- Assessment objectives and criteria are shared with the students;
- Students are engaged in self-assessment in order to help them to assess their own progress and become increasingly independent learners;
- Students are engaged in peer-assessment in order to provide valuable feedback and support to facilitate good or better progress;
- Targets are set in order that students understand the standard they are aiming for. These are reviewed regularly in order to ensure that there is progression and achievement towards the target;
- Oral and written feedback informs students as to where they are in their learning and how they can make progress;
- Through the monitoring of student assessments staff systematically identify students who are underachieving and are a cause for concern. This information is discussed in departments and appropriate strategies are put in place to address the issues identified. This may include specific department actions, referral to the HOY/Tutor or liaison with the SEND department;
- Assessments are used to identify appropriate intervention strategies and extra-curricular enhancement for students e.g. EAL; Literacy; Numeracy; Pastoral Support; IAG, etc.;
- Work is marked on a regular basis with formal assessment at the end of each topic or project. The focus is on high quality diagnostic feedback and therefore the frequency of marking may be adjusted in departments according to the type of feedback given and the method of subject delivery. Expectations are clearly detailed in the departmental improvement plans and handbooks and are monitored.
- Assessment enables staff to evaluate the delivery of their lessons/topics and plan effectively to ensure appropriate differentiation in order to achieve maximum learning for all students;
- Assessment helps to develop a positive self-image in the student through active and constructive feedback that promotes a feeling of success, and encourages a motivation for further study.

Baseline assessment

Information from each Primary School and NFER Cognitive Abilities Tests (CATs) is used to establish initial Year 7 teaching groups and informs all teachers of the students' prior attainment in English and mathematics. Students are targeted for intervention using a variety of information including KS2 results, NFER tests, behavioural/social needs and Special Educational Needs. The majority of subjects conduct subject specific 'baseline' assessments at the beginning of the academic year.

Under the guidance of the Special Educational Needs Co-ordinator (SENCO) assessments for literacy are conducted with all year 7 and new students in order to identify whether special consideration for internal and external examinations is required.

NFER CAT scores

Testing occurs in May and September each year for the New Year 7 cohort. These results are used to confirm student groups, compare different cohorts and are evaluated to ascertain the ability of individual and group potential. This ensures that resources and activities are targeted effectively.

Evidence

Teachers must be able to give an assessment of the performance of each child, and provide evidence to back up their professional judgement.

The importance of keeping work to the best standard possible is highlighted to the students. Under normal circumstances students have possession of their work but, on occasion, more significant or

large pieces of work may be stored by the relevant department. Staff keep records of work done and assessments made. These records can be in many forms e.g. final pieces of work in DT or recordings in music. In addition to this, the school makes available attendance and attainment records to staff and parents/carers.

Departments keep standardising portfolios of assessed work to use as exemplars that help students understand what is required for each level/grade.

Moderation

Informal classroom assessments use criteria set by departments and individual teachers and form the basis of progress monitoring throughout the year. At Key Stage 4 and 5, the criteria used is often provided by the relevant examination board. Assessment criteria are shared with the students prior to the commencement of the assessment activity and form the basis for the marking of the work. Assessment criterion are set through staff agreeing upon the way to interpret the criteria used for assessment.

- Staff use benchmark data, including examiners reports, to aid in the interpretation of assessment criteria;
- Staff with similar groups discuss and compare their assessment results during moderation and standardising meetings;
- Staff within a department meet to standardise their interpretation of the given criteria.
- Cross – marking is used as a useful moderation procedure.
- Staff are encouraged to organise or take up INSET opportunities in relation to moderation at Trust, Borough and National levels where appropriate.
- School grades for internal and external examinations are reviewed and evaluated in order to identify any areas of concern in departmental assessment and identify strengths and areas of development in relation to teaching and learning.
- Curriculum Leaders/Heads of Department plan for moderation and liaise with external moderators. Any costs for this are included in their budget.

Quality Assurance

The school has confidence in the professionalism and commitment of its staff. All staff co-operate to ensure a high standard of delivery and assessment of the curriculum and Curriculum Leaders/Heads of Department are responsible for maintaining consistently high standards within their departments. Curriculum Leaders/Heads of Department are supported in this and monitored by the Leadership team. They liaise with their line manager and staff to develop suitable strategies to monitor and evaluate the standards of work in the department including that carried out by student teachers and NQT's. A variety of strategies are used depending on the size of the department and the subject concerned. These strategies are recorded formally in the school monitoring plan and on the SIP (see individual department files and the CSSAT Teaching and Learning policy for further details).

Staff regularly receive INSET with a focus on assessment for learning and share good practice regularly.

Examinations and Tests

- National examination results and internal assessments are used diagnostically and for progress calculations at student, departmental and whole school level;
- Curriculum Leaders/Heads of Department formally feedback on their previous public examination results in the September of the next academic year. This evaluation provides an opportunity for departments to highlight their strengths and areas for development and to review schemes of learning/work and syllabus options;
- Externally provided data (including the Raise-online, PANDA, Fischer Family Trust Data, ALIS and ALPS) is used to inform progress of students;
- Examination and test results are regularly used to review the correct placing of a student within banding/setting systems;

- Examinations and tests provide information that allows staff to monitor the progression of each student and to identify underachievers and those that need extension activities;
- Assessments are used to inform parents/carers of their sons/daughter's progress through academic mentoring, parent/carer progress evenings and full annual reports;
- Assessments in mathematics inform staff when making decisions about a student's level of entry at GCSE level;
- Grades/levels and the subject choice processes in year 9 and 11 contribute to discussions regarding potential career choices.

Marking and Grading Subject Specific Work

Marking work provides a snapshot of the standard of work or progress of students. Students' work is marked using an approach which is appropriate to the task. Teachers mark in accordance with the specific Marking Policy for their school.

The following are central features of the marking of work at Coombe:

- Marking is accurate, up to date and purposeful;
- A written comment is the most important component of feedback to students: comments are positive and diagnostic – providing students with clear guidance on what they have done well and guiding them as to how they can improve and progress;
- Assessment is made in line with national standards and relevant up to date assessment criteria is used in conjunction with assessment results with individuals, departments and between the Coombe Secondary Schools;
- Not all work is graded – some pieces of work may be comment only;
- Students are aware of the level of their work and understand clearly what they need to do to progress;
- Students are set SMART targets that focus on specific and achievable goals;
- Marking focuses clearly on relevant learning objectives and reflects key priorities and learning outcomes;
- Students are clear about the assessment criteria that is being used through familiarity with the relevant mark schemes, subject criteria and syllabus objectives;
- Sensitive marking helps to promote students' positive self-esteem;
- Whilst specific approaches to marking and its frequency may differ according to the demands of different subject areas, expectations are clearly detailed in department files and are regularly monitored;
- See Appendix 1 and 2 for Marking Procedures at both Secondary Schools.

Assessing student work

The type of assessment of student work can differ depending on a students' curriculum year and the nature of the course that they are following but, in general, students work is assessed subject to the following guidelines:

Years 7 – 9

Students are assessed on age-related knowledge and skills using five stages:

1. M (Mastered) - this skill has been mastered at the expected level and the student shows exceptionable understanding or use of this knowledge/skill;
2. S (Secure) – this skill is secure shows the student has a good understanding and use of this knowledge/skill;
3. D (Developing) – the student is not yet secure in this knowledge/skill but has a reasonably good understanding of it;
4. E (Emerging) – the student has a very basic grasp of the knowledge/skill;
5. U (Un-assessable at present) – the student was absent or did not complete the assessment of this knowledge/skill). A student's level may differ across the different strands of a subject

area. Calculation of an overall level requires either a calculation of the mean or a professional judgement.

A students' achievement may vary across the different strands in a subject area. Strands are criteria used to assess student performance of skills, knowledge or understanding that relate to learning in each subject. Calculation of a single grade involves the amalgamation of achievement in every strand and the use of professional judgement.

Years 10 – 13

Students follow a wide range of courses between Years 10 and 13 including GCSE, VCERTS, BTEC Level 3 Extended Diplomas, A Levels and EPQ. From September 2017, all GCSE courses will be graded on a 1-9 scale.

Attitude to Learning

'Attitude to Learning' grades are collected three times a year for Academic Mentoring events and full reports. This assessment reflects the commitment and application of the individual student, irrespective of their ability. This is recorded as a 1-4 or 1-5 grade – the higher grade being the best.

Departments grade student work according to syllabus requirements. Individual subject approaches to grading is detailed in departmental files.

Academic Mentoring and Target Setting

Targets

Each student at Coombe is set a Coombe Target which indicates the level they are aiming to achieve at the end of Key Stage 4 or 5.

- KS3/4 Coombe Targets are based on 4 full levels/grades of progress from KS2 results.
- KS5 Coombe Targets are based on GCSE average point scores and use ALIS as the benchmark.

The targets are aspirational in nature and aim to reflect the 'Coombe factor' in terms of value added and are based on 4 levels of progress. Where a student has no Key stage 2 score, their targets are based on student matching of their CAT average and, specifically, verbal reasoning scores.

Academic Mentoring Days

Academic Mentoring Days take place twice a year - in the autumn and spring terms.

At Key stage 3, teachers record a 'progress grade' based on age related assessment criteria and in conjunction with an attitude to learning grade for each student.

At Key stages 4 and 5, a predictive grade is collected once each half term.

On Academic Mentoring Days, students meet with their form tutor or head of year to discuss and review their progress to date. Targets are set for the coming term in both curriculum and pastoral areas.

Parents and carers may be invited to join their son/daughter at the Academic Mentoring appointments and this is seen as an opportunity for the school to celebrate the achievements of each student and review avenues for progression. It is also provides a vehicle for students to discuss any issues that affect them directly.

Academic Mentoring Days have been a key element in raising achievement at Coombe and are viewed as vital to the process of communicating avenues for progression to all students. Parents/carers and

students access the progress reports through 'Insight'.

Parents'/carers' Evenings

Parents'/carers' evenings provide opportunities for parents/carers and students to meet with each of the student's teachers in order to discuss current performance, any issues that may affect the progress of the student and improvement strategies. The aim is to develop a partnership between teaching staff and parents/carers that will provide the support necessary for each student to get the most from their educational opportunities. It is also an additional opportunity to identify and communicate any underperformance to parents and students.

Recording and Reporting

Recording

All teaching staff keep a record in their planners of individual student performance and characteristics in accordance with their school policy. This includes:

- Attainment data
- Target levels / grades
- Prior attainment
- Special Educational Needs and Disability (SEND), PPG (student premium group) EAL (English as an Additional Language), MAGT (More Able/Gifted & Talented) and CLA (Children, Looked After).

Teachers will be asked to record the following information for each student:

- A 'Currently Working At' Teacher Assessed Level / Grade or a predicted grade (Half Termly)
- An Attitude to learning grade (Full or Half Termly)
- A target for the next term/year (Full Termly)

This information is collected using Assessment Manager in SIMS and specific deadlines for entering assessment data are provided to staff through the whole school calendar published prior to the start of term in September.

SIMS - Assessment Manager

This software is used to produce the annual reports, Academic Mentoring Day Information and to organise all data collected centrally. All teaching staff have access to:

- Teacher Assessed Levels/ Grades
- Academic Mentoring Day Information
- Annual Reports for all students
- Target grades

Regular training and update sessions are held in the use of SIMS, Assessment Manager and 4Matrix are provided to staff on a regular basis.

Reporting

Annual Reports are published annually in line with DFE requirements. The reporting schedule provides a full report on progress for each subject taught each year, with opportunities for parents/carers to speak directly with staff at parent/carer evenings or by individual arrangement.

These focus on successes and potential improvements that particularly feature what is required for a student to progress from one level or grade to the next.

Form Tutors or Mentors also write a detailed and individual report on each student, including information on extra-curricular activities, attitudes to school, attendance and punctuality as well as any pastoral issues. This is the most individual part of the reporting process.

Annual Reports are issued twice a year to provide information to parents/carers and students at the time it is deemed to be most useful to them.

Year 7	Summer Term
Year 8	Summer Term
Year 9	Summer Term
Year 10	Spring Term
Year 11	Spring term
Year 12	Spring Term
Year 13	Spring Term

Formative Monitoring of student progress

The monitoring and evaluation of student progress is vital to the continual raising of achievement at Coombe. The schools also have a duty to report student's progress to parents in all subject areas during the year. Careful monitoring and review is required.

Progress is measured against prior attainment (KS2 or 4) and against the Coombe Target. Reviews occur in a number of ways throughout the year:

- Departmental reviews of student Progress/Laser Meetings (half termly)
- 'Mock results' morning
- Examination/moderator Feedback and department examination reviews (annually, in Autumn term and after 'mock' examinations)
- Annual Reports

In addition to these formal measures it is expected that all teaching staff will continuously monitor student progress. This informs strategies and initiatives to enable all students to make good progress.

Progress Data

At the start of the academic year, teachers and departments use data collections from the previous year and baseline assessments to identify students who may have fallen behind. This informs teaching and learning strategies so that any areas for development or improvement can be addressed. Progress data is shared with curriculum leaders/heads of department and their staff each half term.

Heads of Year use attainment data to monitor student progress across all subject areas and to identify students for appropriate intervention strategies. These are discussed at Year-based 'Laser' meetings. Examination results are evaluated and monitored against the 'Coombe Target' and staff predictions.

Progress data is available to all staff on SIMS at all times.

Monitoring Procedures

Subject teachers

- accurately record teacher assessed skills;
- use assessment data to monitor student progress against the Coombe target grade;
- provide targets, initiatives and resources to students who are identified as underperforming as a result of monitoring;
- ensure student progress is rewarded;
- attend staff/student focused meetings and regularly – this includes underperformance and extending beyond targets), identifying avenues for progression for individual students.

Curriculum Leaders/Heads of Department and Heads of Year

- Use assessment data to monitor student progression against the Coombe Target;

- Ensure that teaching staff within their subject area implement the agreed departmental and whole school monitoring policies;
- Direct teacher target strategies, initiatives and resources to students who, according to their progress performance , require them;
- Identify good practice and progression to provide opportunities to share good practice within and beyond their department;
- Conduct regular planned and unplanned ‘book looks’ of student work;
- Conduct learning walks within their departments/across their year group;
- Ensure that students are aware of their target;
- Ensure student progress is rewarded.
- Ensure that all assessments conform to examination board requirements so that all assessment activities conform to ensure accurate and department procedures.

Tutors

- Use Academic Mentoring Day information to monitor student progress across all subject areas;
- Reward and recognize achievement and attainment publically with parent/carers and students;
- Discuss and identify areas of successful progression and areas for further development with students;
- Communicate concerns to students orally and via target setting;
- Communicate identified areas for development with parents/carers via planners, annual reports, telephone calls, parent/carer evenings and individual meetings;
- Conduct ‘books looks’ of students’ work.
- Monitor student’s homework in planners for their year group and check that parents/carers have signed it each week;
- Monitor student behaviour and attitude in and around school;
- Gather additional information on students if concerns are identified via “round robins” and discussion with subject teachers;
- Identify students causing concern through Year team meetings/laser meetings.

Students

- Take responsibility for their own progress by conducting regular self-review e.g. through the Academic Mentoring process and self-assessment exercises in subject areas;
- Set realistic targets short term targets for attainment based on feedback from staff and self-review;
- Regularly attend intervention/mentoring sessions where required.

Parents/carers

- Regularly review their son’s/daughter’s progress e.g. sign diary, look through their books, provide opportunities and venues for study at home and actively support their learning;
- Keep the school fully informed of circumstances which may affect their son’s/daughter’s progress;
- Attend parent/carer evenings in order to discuss their son’s/daughter’s progress;
- Contact the school if they have concerns regarding their son or daughter.

The following information applies to the Sixth Form only

Sixth Form progress is monitored in a variety of ways and at different stages throughout the year. The processes are as follows:

The Induction Period Review

- This process enables all subject teachers to feed back to students and the sixth form team about student progress in the early stages of their courses. The review applies to students in both year 12 and 13 and across all courses;
- Students highlighted as a cause for concern during the induction period meet with their head of year to discuss the issues. Depending on the seriousness of the concern, further action will be taken to address the concerns;
- Students may be advised and assisted in changing course, advised to discontinue a course and so on. In all instances, parents/carers are informed of the review and the reasons for the referral.

Tutor Meetings

- The sixth form pastoral system facilitates focused, individual meetings between tutors and students on a regular basis.
- The focus of the meetings may involve a range of issues but progress and current achievement underpins all discussions.

Student Contracts.

- In more serious cases, contracts are used with students that are always specific to the individual and the situation concerned.
- They are agreed between the school, student and parent/carers and have a definite review date in order to decide whether further action is appropriate.

Appendix 1

Coombe Boys' Marking & Feedback procedures

The purpose of marking is:

1. to motivate students to want to produce high quality work and to make progress.
2. to promote high standards of expectation and achievement.
3. to improve students' confidence and self- esteem.
4. to give specific encouragement and praise.
5. to find consistent and positive ways of responding to students so that achievements are recognised and needs identified.
6. to monitor the progress of students as part of our commitment to AfL.
7. to provide constructive feedback to students on how well they are doing.
8. to encourage students to review their own work and to set future targets.
9. to identify students who are working above, in line or below expectations.
10. to inform teacher planning to meets the needs of all learners.
11. to inform parents of how the student can make progress.

All staff will:

- follow the Coombe literacy marking procedures when assessing students' work;
 - display the marking key/poster in their classrooms and display in key places around the school;
 - display the key terms and phrases for their subject as part of effective displays for learning;
 - underline mistakes and place the appropriate symbols in the margin. If no margin is available, the symbols can be placed above the error. It is not policy to indicate every single mistake in students' work especially when marking work of students with a low level of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand *e.g. the particular literary focus will be the correct spelling of all key words and the correct use of paragraphs;*
 - Take opportunities to praise, both verbally and in marking, the effective and accurate use of literacy skills;
 - Ensure that marking for literacy is embedded in departmental approaches to providing effective feedback for students, with the use of purple pens, including WWW and EBI;
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with a green pen.

Frequency of Marking

1. 'Light touch marking'

This is marking completed every fortnight.

There is an expectation that students' books are seen by the teacher on a fortnightly basis so that homework and classwork is monitored. This is a lighter touch marking, but more than "tick and flick". Frequency is important in order to address areas for development promptly.

In order to make this manageable:

- Teachers may want to outline to students before a task is started exactly what aspect of the work will be marked and guide them in terms of length/detail.
- Teachers may also want to consider when setting homework what will be manageable to mark and how they plan to mark the work.

The essential areas for focus in the “light touch” marking.

- Subject specific errors;
- Obvious spelling or grammatical errors – if a word has been spelt incorrectly several times, it need only be corrected once, but should always be identified
- Missing or incomplete work
- Response by student to previous comments e.g. completing missed work or correcting spelling.

The different approaches that can be employed in “light touch” marking

Marking can take a variety of forms and can be approached in a number of different ways. It may be possible to **check** work during lessons. The principle of this is:

- to show you are aware of the quality of work;
- to challenge incomplete or untidy work;
- to record a brief comment or to recognize outstanding effort;
- to identify students who may require more help or challenge.

What must the teacher write?

A brief comment or an effort or attainment mark is required. This should then be recorded in your mark book/planner. Books should be signed and dated when they have been viewed.

Marking Feedback

This should be clearly evident in the students’ books. The guiding principles to outstanding practice are that it must;

1. be manageable for teachers;
2. relate to student’s targets, learning intentions, and success criteria which have been shared with the students;
3. involve all school based adults working with the students;
4. be used as part of the dialogue to improve learning and progress;
5. be a two way process;
6. encourage students to become aware of and reflect on their learning needs;
7. give recognition and praise for achievement;
8. give clear strategies for improvement.

Assessment for Learning approaches to “light touch” marking.

- Self-assessment - students can self-assess, providing that this is against specific criteria. Teachers should sign and date the self-assessment in order to show that they agree with the judgement.
- Peer assessment - This can be used as a form of marking of classwork or IST, again providing that it is made against specific criteria and that the teacher moderates the judgement by signing and dating the work to demonstrate agreement. It must follow an agreed code of conduct which encourages respect for each other’s work.

Speaking and listening - Teachers may wish to set classwork or ISTs and to mark it in the form of a speaking and listening task. This may also link with peer assessment.

2. Detailed diagnostic marking/ feedback

This is a thoroughly marked piece of assessed work. It should be levelled or graded with diagnostic feedback that is detailed and specific to the individual student. **This should be completed at least once per half term.**

How should work be marked?

This work should be marked against subject specific criteria which are made clear to students in advance of them completing the piece of work.

Ticks should be used to indicate valid and criteria meeting points made by the student or when they demonstrate the correct use of a skill e.g. correct points on a graph, correct diagram drawing etc.

There are 2 main components to diagnostic marking – ‘What Went Well’ (**WWW**) and ‘Even Better If’ (**EBI**)

WWW: Should consist of comments on a specific achievement(s), either based on subject knowledge and/or skills e.g.

- 'You have shown that you can.....'
- 'You are able to describe / explain / evaluate / draw / label.....!'
- 'You have successfully.....'

Ideally the comment will relate to one or more of the objectives or success criteria for the task. The target for improvement should be something the student can respond to, whether at the time or in a subsequent piece of work. In any case the response by the student should be highlighted by the student, e.g. by doing it in a different coloured pen, and dated, the teacher will then confirm and initial the completion of the target.

EBI: Should consist of SMART targets or comments. These include comments such as

- ‘to extend this further and reach a level 6M you need to consider the words and phrases the character has used to create an atmosphere of fear and menace’
- ‘to reach a grade 6, your answer must include elements of computer aided design AND computer aided manufacture’

All marking should be initialled and dated by the teacher.

3. Marking for Literacy Conventions

The following symbols and definitions should be used when marking work.

Symbol	Definition
sp	spelling error/s that need/s to be addressed
p	punctuation is missing or incorrect
gr	grammatical error/s that need to be addressed
^	something has been omitted
WWW	‘What went well’ – a reflection on what has been done/achieved
EBI	‘Even better if’ – how the work could be improved or ‘next steps’

*	something the student has done particularly well in their work
?	a question that the student needs to answer in their feedback
VFG	verbal feedback given (include the date)
SA	Self-Assessed work – written by the teacher or the student
PA	Peer-Assessed work–written by other students

Student response to marking

Once work has been marked and returned to students, opportunities must be made in the following lesson/lessons for students to respond to the comments and marking by the teacher or their peers.

Level 3 BTEC Assessments Level 3

Curriculum Leaders/Teachers in charge shall ensure that teaching teams:

- Provide learners with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment; these must be internally verified prior to issuing to learners.
- Assess learner's evidence using only the published assessment and grading criteria and ensure that assessment decisions are impartial, valid and reliable and does not disadvantage or advantage any group of learners or individuals.
- Ensure the assessment procedure is open, fair and linked to standards set by the awarding body.
- Implement procedures to ensure that work is not submitted beyond the examination board deadlines
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions and maintain a robust and rigorous internal verification procedure.
- Provide samples for Standards Verification as required by the awarding body.
- Monitor Standards Verification reports and undertake any remedial action required.
- Share good assessment practice between all departments who deliver BTEC courses.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Send appropriate information to the Quality Nominee when required.

BTEC Internal Verification

The Quality Nominee shall:

- Ensure there is an accredited Lead IV for all QCF/NQF courses.
- Sample the internal verification carried out by departments.
- Ensure all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and SV requirements. This should include all programmes and all assessors.
- Maintain and support an effective internal verification process including training for Lead IVs and subject staff.

Curriculum Leaders/Teachers in charge shall:

- Nominate and register a Lead IV for each programme via Edexcel online.
- Assume the role as Lead IV and complete online exercises and assessment.
- Plan an annual internal verification schedule, linked to assignment plans.
- Use standardised IV documentation as required by the awarding body.

- Use the outcome of internal verification to enhance future assessment practice.
- Ensure IV systems within the department are robustly maintained and that all assessors have been briefed, trained and supported appropriately.
- Ensure all assignment briefs and assessment of tasks are internally verified and fit for purpose. Internal verification of each assessor must be carried out.

Keep secure records of all internal verification activity. Records should be copied to the Quality Nominee.

BTEC Assessment Malpractice

Curriculum Leaders/Teachers in charge shall:

- Seek to avoid potential malpractice by informing learners, at the start of each course, of the malpractice policy and the penalties for attempted and actual incidents of malpractice.
- Teach learners the appropriate formats of how to record cited texts and other materials or information sources and provide evidence that they have acknowledged any sources used.
- Ensure learners are able to declare that their work is their own. Ensure learners provide evidence that they have interpreted and synthesized appropriate information and acknowledged/cited any sources used.
- Conduct an investigation following the policy procedure if required to do so after seeking advice from the Leadership Team and the Exams Officer. All stages must be recorded and kept.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- Give the individual the opportunity to respond to the allegations made and inform the individual of the avenues for appealing against any judgement made.
- Ensure that any sanction awarded will be in accordance to the policy and the awarding body.

Definition of malpractice by learners

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment.

Definition of malpractice by centre staff

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates or claiming for a certificate prior to the learner completing all the requirements of assessment
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence which does not belong to the learner to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.

- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulently claiming certification prior to the learner completing all the requirements of assessment.

BTEC Reasonable Adjustment and Special Considerations

- A learner does not have to be registered as having a disability to qualify for a reasonable adjustment, nor will every learner with a disability qualify for a reasonable adjustment.
- A reasonable adjustment may be considered to help reduce the effect of a disability or difficulty that places a learner at a substantial disadvantage for assessment purposes.
- Any adjustment must not impact on the validity or reliability of the assessment outcome but it might involve changing the usual arrangements, adapting assessment materials or method, providing assistance during assessment or using assistive technology.
- Adjustments must be approved (internally or externally) prior to the start of an assessment. The work produced should be assessed in a similar way to the other learners.
- Examples could be allowing extra time/extension, using a different assessment location, use of coloured overlays, use of assistive software, produce enlarged material or in Braille, readers/scribes, transcribers, language modification, BSL, ICT or electronic response devices.
- Adjustments may also be made in accordance to our admissions and SEND policies. For students who have an EHCP, the adjustment must be part of the plan.
- Special consideration may be given to a learner following a period of assessment where the learner was prepared and present but might have a temporary illness, injury or adverse circumstance at or near the time of assessment. This may also be applied if a learner misses part of an assessment for reasons outside their control (illness, accident, bereavement, serious disturbance during assessment, alternative assessment arrangements proved inadequate).
- Special consideration might not be possible if a practical demonstration is required for assessment or the criteria have to be met fully.
- Special consideration cannot give the learner an unfair advantage. The result and qualification must reflect the learner's real achievement and not potential ability.
- Where appropriate, SLT and Exams Officer will refer to the relevant examination board for guidance in these instances.

BTEC Accreditation for Prior Learning

- This would only be applied in rare circumstances.
- The Curriculum Leader and learner would discuss the possibility and then refer this to SLT and examination officer.
- The school will provide the learner with appropriate guidance and agree an action plan and assessment strategy and timescale. The gaps in achievement will be mapped and planned activities to provide evidence for the gaps in learning especially when mapping from an old to a new specification.
- The learner will then add to their portfolio of work to show evidence of prior and new learning.
- The assessor will then assess all evidence against grading criteria and unit specification. The assessor will also check validity and authenticity of the work. Feedback will be given to the learner.
- This work will be internally verified and then sent for external verification to the Standards Verifier.

Appendix 2

Coombe Girls' Marking & Feedback Procedures

The purpose of marking is:

1. to motivate students to want to produce high quality work and to make progress.
2. to promote high standards of expectation and achievement.
3. to improve students' confidence and self-esteem.
4. to give specific encouragement and praise.
5. to find consistent and positive ways of responding to students so that achievements are recognised and needs identified.
6. to monitor the progress of students as part of our commitment to AfL.
7. to provide constructive feedback to students on how well they are doing.
8. to encourage students to review their own work and to set future targets.
9. to identify students who are working above, in line or below expectations.
10. to inform teacher planning to meet the needs of all learners.
11. to inform parents of how the student can make progress.

All staff will:

- follow the Coombe literacy marking procedures when assessing students' work;
- display the key terms and phrases for their subject as part of effective displays for learning;
- underline mistakes and place the appropriate symbols in the margin. If no margin is available, the symbols can be placed above the error. It is not policy to indicate every single mistake in students' work especially when marking work of students with a low level of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand *e.g. the particular literacy focus will be the correct spelling of all key words and the correct use of paragraphs*;
- Take opportunities to praise, both verbally and in marking, the effective and accurate use of literacy skills;
- Ensure that marking for literacy is embedded in departmental approaches to providing effective feedback for students, including WWW and EBI;
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with a green pen.

Frequency of Marking

a) 'Light touch marking'

This is marking completed every fortnight.

There is an expectation that students' books are seen by the teacher on a fortnightly basis so that homework and classwork is monitored. This is a lighter touch marking, but more than "tick and flick". Frequency is important in order to address areas for development promptly.

In order to make this manageable:

- Teachers may want to outline to students before a task is started exactly what aspect of the work will be marked and guide them in terms of length/detail.
- Teachers may also want to consider when setting IST what will be manageable to mark and how they plan to mark the work.

The essential areas for focus in the “light touch” marking.

- Subject specific errors;
- Obvious spelling or grammatical errors – if a word has been spelt incorrectly several times, it need only be corrected once, but should always be identified
- Missing or incomplete work
- Response by student to previous comments e.g. completing missed work or correcting spelling.

The different approaches that can be employed in “light touch” marking

Marking can take a variety of forms and can be approached in a number of different ways. It may be possible to **check** work during lessons. The principle of this is:

- to show you are aware of the quality of work;
- to challenge incomplete or untidy work;
- to record a brief comment or to recognize outstanding effort;
- to identify students who may require more help or challenge.

What must the teacher write?

A brief comment or an effort or attainment mark is required. This should then be recorded in your mark book/planner. Books should be signed and dated when they have been viewed.

Marking Feedback

This should be clearly evident in the students’ books. The guiding principles to outstanding practice are that it must;

1. be manageable for teachers;
2. relate to student’s targets, learning intentions, and success criteria which have been shared with the students;
3. involve all school based adults working with the students;
4. be used as part of the dialogue to improve learning and progress;
5. be a two way process;
6. encourage students to become aware of and reflect on their learning needs;
7. give recognition and praise for achievement;
8. give clear strategies for improvement.

Assessment for Learning approaches to “light touch” marking.

- Self-assessment - students can self-assess, providing that this is against specific criteria. Teachers should sign and date the self-assessment in order to show that they agree with the judgement.
- Peer assessment - This can be used as a form of marking of classwork or IST, again providing that it is made against specific criteria and that the teacher moderates the judgement by signing and dating the work to demonstrate agreement. It must follow an agreed code of conduct which encourages respect for each other’s work.
- Speaking and listening - Teachers may wish to set classwork or ISTs and to mark it in the form of a speaking and listening task. This may also link with peer assessment.

4. Detailed diagnostic marking/ feedback

This is a thoroughly marked piece of assessed work. It should be levelled or graded with diagnostic feedback that is detailed and specific to the individual student. **This should be completed at least once per half term.**

How should work be marked?

This work should be marked against subject specific criteria which are made clear to students in advance of them completing the piece of work.

Ticks should be used to indicate valid and criteria meeting points made by the student or when they demonstrate the correct use of a skill e.g. correct points on a graph, correct diagram drawing etc.

There are 2 main components to diagnostic marking – ‘What Went Well’ (**WWW**) and ‘Even Better If’ (**EBI**)

WWW: Should consist of comments on a specific achievement(s), either based on subject knowledge and/or skills e.g.

- 'You have shown that you can.....'
- 'You are able to describe / explain / evaluate / draw / label.....'
- 'You have successfully.....'

Ideally the comment will relate to one or more of the objectives or success criteria for the task. The target for improvement should be something the student can respond to, whether at the time or in a subsequent piece of work. In any case the response by the student should be highlighted by the student, e.g. by doing it in a different coloured pen, and dated, the teacher will then confirm and initial the completion of the target.

EBI: Should consist of SMART targets or comments. These include comments such as

- ‘to extend this further and reach the next level you need to consider the words and phrases the character has used to create an atmosphere of fear and menace’
- ‘to reach a grade 6, your answer must include elements of computer aided design AND computer aided manufacture’

All marking should be initialled and dated by the teacher.

5. Marking for Literacy Conventions

The following symbols and definitions should be used when marking work.

Symbol	Definition
sp	spelling error/s that need/s to be addressed
p	punctuation is missing or incorrect
gr	grammatical error/s that need to be addressed
^	something has been omitted
WWW	‘What went well’ – a reflection on what has been done/achieved

EBI	'Even better if' – how the work could be improved or 'next steps'
*	something the student has done particularly well in their work
?	a question that the student needs to answer in their feedback
VFG	verbal feedback given (include the date)
SA	Self-Assessed work – written by the teacher or the student
PA	Peer-Assessed work–written by other students

Student response to marking

Once work has been marked and returned to students, opportunities must be made in the following lesson/lessons for students to respond to the comments and marking by the teacher or their peers.

BTEC Assessment at Level 2

Heads of Department/Teachers in charge shall ensure that teaching teams:

- Provide learners with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment; these must be internally verified prior to issuing to learners.
- Assess learner's evidence using only the published assessment and grading criteria and ensure that assessment decisions are impartial, valid and reliable and does not disadvantage or advantage any group of learners or individuals.
- Ensure the assessment procedure is open, fair and linked to standards set by the awarding body.
- Implement procedures to ensure that work is not submitted beyond the examination board deadlines
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions and maintain a robust and rigorous internal verification procedure.
- Provide samples for Standards Verification as required by the awarding body.
- Monitor Standards Verification reports and undertake any remedial action required.
- Share good assessment practice between all departments who deliver BTEC courses.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Send appropriate information to the Quality Nominee when required.

BTEC Internal Verification

The Quality Nominee shall:

- Ensure there is an accredited Lead IV for all QCF/NQF courses.
- Sample the internal verification carried out by departments.
- Ensure all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and SV requirements. This should include all programmes and all assessors.
- Maintain and support an effective internal verification process including training for Lead IVs and subject staff.

Heads of Department/Teachers in charge shall:

- Nominate and register a Lead IV for each programme via Edexcel online.
- Assume the role as Lead IV and complete online exercises and assessment.
- Plan an annual internal verification schedule, linked to assignment plans.
- Use standardised IV documentation as required by the awarding body.
- Use the outcome of internal verification to enhance future assessment practice.
- Ensure IV systems within the department are robustly maintained and that all assessors have been briefed, trained and supported appropriately.
- Ensure all assignment briefs and assessment of tasks are internally verified and fit for purpose. Internal verification of each assessor must be carried out.
- Keep secure records of all internal verification activity. Records should be copied to the Quality Nominee.

BTEC Assessment Malpractice

Heads of Department/Teachers in charge shall:

- Seek to avoid potential malpractice by informing learners, at the start of each course, of the malpractice policy and the penalties for attempted and actual incidents of malpractice.
- Teach learners the appropriate formats of how to record cited texts and other materials or information sources and provide evidence that they have acknowledged any sources used.
- Ensure learners are able to declare that their work is their own. Ensure learners provide evidence that they have interpreted and synthesized appropriate information and acknowledged/cited any sources used.
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Appendix 3

Assessment Without Levels at Key Stage 3

Background

The DfE removed the need for schools to use levels and level descriptors in the assessment of school students at Key Stage 3 in September 2014. Since September 2016, students arrive at all Secondary schools with 'standardised' scores; in reading, writing, and mathematics. These scores are based around 100 (like CATs) which will be an average of their performance.

Why were these changes implemented?

1. **Assessment through levels was never meant to be a label** –they were meant to support progress and the government were concerned that this was not the case in many schools.
2. **Undue pace** – It was felt that there had become an unnecessary focus on getting 'through' levels quickly, rather than embedding deep understanding of key concepts.
3. **Levels mean different things to different people** – i.e. they could be marks on a test, or APP work that fully matched a descriptor or 'mostly matched' a level.
4. **Successful nations do not use them** – Successful education systems are felt to be those that believe that children are capable of anything because of the effort they put in...not because they are level 4, 5 etc. This very much supports 'growth mind-set' theory.

Principles underpinning assessment of student progress at Key Stage 3 at the Coombe Secondary Schools

1. ***Assessment is at the heart of teaching and learning.***
 - a. Assessments provide evidence to guide teaching and learning- both before a lesson through the planning, during the lesson in the direction that lesson takes and after the lesson when reflective practice affects future planning and delivery of lessons.
 - b. Assessment activities provide the opportunity for students to demonstrate and review their progress to the teacher, their peers and themselves their progress.
2. ***Assessment is fair.***
 - a. Assessments are inclusive of all abilities, backgrounds and experiences.
 - b. Assessments are free from bias towards factors that are not relevant to what the assessment intends to address.
 - c. Assessment activities provide the opportunity for students to demonstrate and review their progress to the teacher, their peers and themselves their progress.
3. ***Assessment is honest.***
 - a. Assessment outcomes are used in ways that maximise desirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure accuracy.
4. ***Assessment is ambitious.***
 - a. Assessment places our students' achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment activities embody, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for all learners.
5. ***Assessment is appropriate.***
 - a. The purpose of any assessment process should be clearly stated to students.
 - b. Conclusions regarding student achievement can only be valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow students, their parents/carers and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to the Coombe Schools common principles.
- b. The results are readily understandable by third parties.
- c. Our schools' results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful, 'time well spent' and understandable information for:

- a. students in developing their learning;
- b. parents/carers in supporting their children with their learning;
- c. teachers in the planning teaching and learning activities.
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government (such as the LA).

8. Assessment feedback should inspire greater effort, motivation and a belief that, through hard work and practice, more can be achieved.

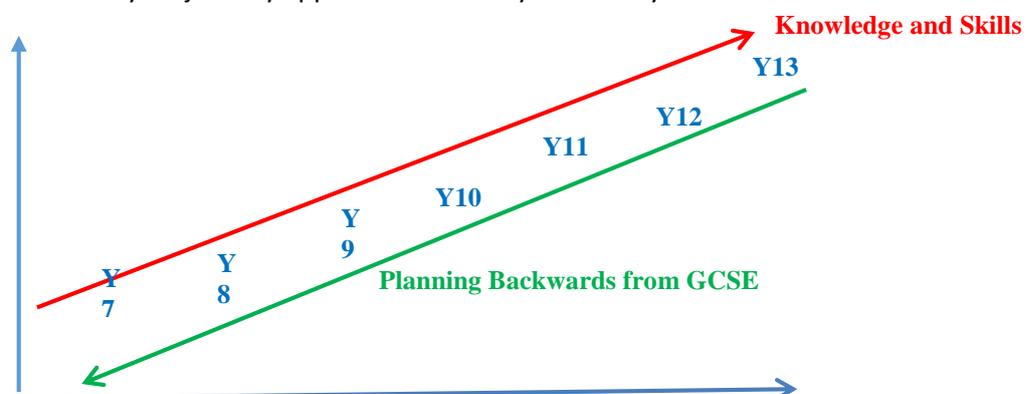
Assessment

- Ⓢ is based on developing the key knowledge and skills required for success in Key Stage 4
- Ⓢ is based on our high expected standards of students
- Ⓢ is based heavily on formative feedback and allows all students to succeed – and so develops a growth mind-set
- Ⓢ incorporates periodic summative assessment to support this ongoing formative feedback
- Ⓢ is simple and easy to understand – for staff, parents/carers and students.
- Ⓢ has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.

The Coombe approach to delivering assessment without levels.

The general principle is that students study fewer things in greater depth, so a deeper understanding of central concepts and ideas can be developed. Assessment focuses on this – teachers do not assess everything. This assessment is directly based on progress made, so celebrates the effort of all students, regardless of their starting point. During the five years of GCSE study, students will revisit specific skills, knowledge and understanding several time in an increasingly complex manner.

Lesson Planning takes a five year journey approach between year 7 and year 11



Appendix 4

Terminology used in the Policy

CSSAT	Coombe Secondary Schools Academy Trust
National Secondary Strategy	The National Strategies were professional programmes for children and young people across all the school phases in England, delivered on behalf of the Department for Education. They were first introduced in 1998 and ceased to operate in 2011. The materials were designed to help teachers and schools focus on the core business of improving teaching and learning. They are intended to offer support to both new and experienced teachers, as well as subject leaders and senior leaders This was introduced in 2001 by the DfE. It formed a plan to focus on key aspects of improvement and offered training to staff on a wide range of approaches to learning and teaching.
NFER	The National Foundation for Educational Research provides assessment materials and assesses and presents a wide range of educational research.
CAT	Cognitive Abilities Tests are produced by the NFER as a tool to assess children’s potential. These are on line tests that our students take in Year 6 and 7 and provide information about a students’ verbal, non-verbal, quantitative and special understanding.
INSET	In-Service Training. This can be experienced in school or externally.
NQT	Newly Qualified Teacher.
Raise on Line	DfE Report that reviews and benchmarks historical data at a school and national level.
PANDA	Key Stage 5 performance and assessment (PANDA) reports show success at sixth form level. These were recently replaced by the DfE 16-19 Inspection Dashboard.
FFT	Fischer Family Trust – established in 2001, FFT provides data and analyses to all schools and Local Authorities in England and Wales. Their estimates are used by teachers to inform the setting of ambitious and aspirational targets for students. They also analyze student results progress and provide school leaders with data to support school improvement and self-evaluation.
ALIS/ALPS	‘Advanced Level Information System’ and ‘Advanced Level Performance System’. These can both be used to produce target grades for Level 3 students. These aspirational grades are based on a wide national statistical analysis that tracks average GCSE performance against results at Level 3.
KS2	Key Stage 2
Insight	The system used by parents/carers, students and teachers to share information such as homework and reports.
DfE	Department for Education
Laser Meetings	Joint curriculum and pastoral meetings focussed on progress, wellbeing and attendance of students. These are held termly for each year group in the school.
AfL	Assessment for Learning is used to provide formative feedback to students and teachers so they know where they are now in their learning and what they need to do to improve.
WWW	‘What Went Well’ – a marking acronym that highlights positives about a students work
EBI	‘Even Better If’ – highlights what students need to do next to move their learning and understanding on.
Peer marking	Students assess each other using provided criteria and give feedback to their peers.
SMART targets	The acronym SMART has several slightly different variations, which can be used to provide a more comprehensive definition of goal setting: S - specific, significant, stretching. M - measurable, meaningful, motivational. A - agreed upon, attainable, achievable, acceptable, action-oriented. R - realistic, relevant, reasonable, rewarding, results-oriented. T - time-based, time-bound, timely, tangible, trackable.
Level 2 BTEC	The Business and Technology Education Council (BTEC) who provide a range of vocational style equivalent courses to GCSE’s.
Level 3 BTEC	The Business and Technology Education Council (BTEC) who provide a range of vocational style equivalent courses to Advanced Levels.
BTEC Quality Nominee	This person is a teacher who has been trained to review and monitor standards of BTEC’s in school.
EHCP	Educational Health Care Plan – replacing ‘Statements’, these offer resources to support students with disabilities of different types.
BSL	British Sign Language.