

**HARTFORD CHURCH OF ENGLAND HIGH SCHOOL  
CURRICULUM, HOMEWORK AND ASSESSMENT FOR LEARNING POLICY 2017 – 2018**

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## **A) CURRICULUM**

### **1) INTRODUCTION**

The curriculum at Hartford Church of England High School provides the challenges which lead to academic success whilst recognising the worth of all individual achievement. Curriculum development and review is part of a whole school strategy for improvement at the heart of which is the personal development of all students. We are committed to the provision of a broad and balanced education for all of our students.

### **2) CURRICULUM AIMS AND OBJECTIVES**

We aim to provide a curriculum which allows students to leave Hartford Church of England High School equipped with the skills which will enable them to continue learning and lead effective lives in the 21<sup>st</sup> Century.

#### **Our objectives are:**

#### **1. To deliver a curriculum that is broad and balanced:**

- Meets National Curriculum and Statutory requirements
- Follows the National Curriculum Programmes of Study
- Defines a core curriculum to which all students are entitled, regardless of gender, race, creed or disability.
- Allocates time to subjects such that delivery of all aspects of the National Curriculum, including Statutory Requirements, is enabled whilst allowing for choice and flexibility
- Provides alternatives to GCSE accreditation

#### **2. To raise standards by:**

- Setting targets that are challenging
- Encouraging aspiration
- Providing academic challenge where appropriate
- Providing enrichment and extension opportunities
- Implementing, where practicable, the setting of students by ability so that individuals who share similar needs can have appropriate learning experiences

#### **3. To meet individual needs through:**

- Early identification of Special Educational Needs (including the More Able and Talented)
- Intervention and 'catch-up' strategies
- A flexible approach to the curriculum, within the constraints of available resources, which allows for progression to multiple pathways post-16
- Provision of support and guidance for individual students
- The use of assessment to develop individual learning plans and pathways.

**3) THE CURRICULUM IN KEY STAGE 3**

<b>YEAR 7</b>	<b>LESSONS PER TWO WEEK TIMETABLE CYCLE</b>
English (functional skills) and Drama	9
Maths (functional skills)	6
Science	6
<i>Computing</i> (functional skills)	3
<i>Modern Foreign Languages</i>	4
<i>Design &amp; Technology</i>	3
<i>Humanities (Hist, Geog, RS and Thinking Skills)</i>	9
<i>Art &amp; Design</i>	3
<i>Music</i>	3
<i>Physical Education</i>	4
<b>TOTAL</b>	<b>50</b>
Most but not all students follow this exact course of study. Where necessary students are given extra tuition in Literacy skills to enable them to be more successful in accessing the rest of the curriculum.	
<p>Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is delivered through a series of suspended Curriculum Days totalling 5 days throughout the year. This includes:</p> <ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Information, Advice and Guidance</li> <li>● Emotional Health and Well being</li> <li>● Drugs, Alcohol and Tobacco</li> <li>● Nutrition and Physical Activity</li> <li>● Personal Finance</li> <li>● Safety</li> </ul> <p>SRE is delivered within science and RS lessons.</p>	

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<b>YEAR 8</b>	<b>LESSONS PER TWO WEEK TIMETABLE CYCLE</b>
English and Drama	9
Maths	6
Science	6
<i>Computing</i> (functional skills)	3
<i>Modern Foreign Languages</i>	5
<i>Design &amp; Technology</i>	3
<i>Humanities (Hist, Geog, RS)</i>	8
<i>Art &amp; Design</i>	3
<i>Music</i>	3
<i>Physical Education</i>	4
<b>TOTAL</b>	<b>50</b>
Most but not all students follow this exact course of study. Where necessary students are given extra tuition in Literacy skills to enable them to be more successful in accessing the rest of the curriculum.	
<p>Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is delivered through a series of suspended Curriculum Days totalling 2 days throughout the year. This includes:</p> <ul style="list-style-type: none"> <li>•</li> <li>• Citizenship</li> <li>• Information, Advice and Guidance</li> <li>• Emotional Health and Well being</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Nutrition and Physical Activity</li> <li>• Personal Finance</li> <li>• Safety</li> </ul> <p>SRE is delivered within RS lessons.</p>	
<p><b>DAY A WEEK SCHOOL</b>            Selected More Able and Talented students in Key Stage 3 follow a Thinking Skills/Problem Solving activities curriculum for two lessons per fortnight.</p>	

<b>YEAR 9</b>	<b>LESSONS PER TWO WEEK TIMETABLE CYCLE</b>
English and Drama	9
Maths	7
Science	6
<i>Computing (functional skills)</i>	3
<i>Modern Foreign Languages</i>	5
<i>Design &amp; Technology</i>	3
<i>Humanities (Hist, Geog, RS)</i>	8
<i>Art &amp; Design</i>	3
<i>Music</i>	2
<i>Physical Education</i>	4
<b>TOTAL</b>	<b>50</b>
Most but not all students follow this exact course of study. Where necessary students are given extra tuition in Literacy skills to enable them to be more successful in accessing the rest of the curriculum.	
<p>Personal, Social, Health, Citizenship and Economic Education (PSHCEE) is delivered through a series of suspended Curriculum Days totalling 2 days throughout the year. This includes:</p> <ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Information, Advice and Guidance</li> <li>● Emotional Health and Well being</li> <li>● Drugs, Alcohol and Tobacco</li> <li>● Nutrition and Physical Activity</li> <li>● Personal Finance</li> <li>● Safety</li> </ul> <p>Sex and Relationships Education is delivered RS lessons.</p>	

**4) THE CURRICULUM IN KEY STAGE 4**

<b>YEAR 10</b>	<b>LESSONS PER 2 WEEK TIMETABLE CYCLE</b>
English	8
Maths	7
Science	9
Assessment (alternates between English, Science and Maths)	1
Modern Foreign Languages	6
History or Geography or Option X	5
Option Y	5
Option Z	5
RS	2
Physical Education	2
<b>TOTAL</b>	<b>50</b>
Most but not all students follow this exact course of study. Where necessary students are given extra tuition in Literacy skills to enable them to be more successful in accessing the rest of the curriculum.	
Personal, Social, Health, Citizenship and Economic Education (PSHCEE), is delivered through a series of suspended Curriculum Days totalling 2 days throughout the year. This includes: <ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Information, Advice and Guidance</li> <li>● Sex Education</li> <li>● Work Related Learning</li> <li>● Enterprise Education Emotional Health and Well being</li> <li>● Drugs, Alcohol and Tobacco</li> <li>● Nutrition and Physical Activity</li> <li>● Personal Finance</li> <li>● Safety</li> </ul>	

<b>YEAR 11</b>	<b>LESSONS PER 2 WEEK TIMETABLE CYCLE</b>
English(functional skills)	8
Maths (functional skills)	7
Science	9
Assessment (alternates between English and Maths)	1
Modern Foreign Languages	5
History or geography or Option X	6
Option Y	5
Option Z	5
RS	2
Physical Education	2
<b>TOTAL</b>	<b>50</b>
Most but not all students follow this exact course of study. Where necessary students are given extra tuition in Literacy skills to enable them to be more successful in accessing the rest of the curriculum.	
<p>Personal, Social, Health, Citizenship and Economic Education (PSHCEE), is delivered through curriculum areas.</p> <ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Information, Advice and Guidance</li> <li>● Sex Education</li> <li>● Work Related Learning</li> <li>● Enterprise Education Citizenship</li> <li>● Information, Advice and Guidance</li> <li>● Drugs, Alcohol and Tobacco</li> <li>● Nutrition and Physical Activity</li> <li>● Safety</li> </ul>	

**Key Stage 4**

Key stage 4 National Curriculum requirements are set out in section 85 of the Education Act 2002. Students study a mix of compulsory subjects (core & foundation) and, if they so elect, a course of study in a subject within each of four 'entitlement' areas.

<b>CORE AND FOUNDATION</b>	<b>Qualifications</b>
English Literature	GCSE
English Language	GCSE
Mathematics	GCSE
Modern Foreign Language	GCSE
Physical Education	Non Examination Course
Religious Studies	GCSE
Science for the 21 <sup>st</sup> Century	GCSE
Additional Science	GCSE
Applied Science	GCSE
Single Sciences: Biology, Chemistry, Physics	GCSE
<b>OPTIONAL</b>	
Art and Design	GCSE
Business Studies	GCSE
Computing	GCSE
Computer Science	GCSE
Dance	BTEC First Award Level 2
Drama	BTEC First Award Level 2
Design & Technology	
▪ Electronics	GCSE
▪ Food	GCSE
▪ Resistant Materials	GCSE
French	GCSE
Geography	GCSE
Health and Social Care	GCSE
History	GCSE
Intervention Maths/English	
Media	BTEC First Award Level 2
Music	BTEC First Award Level 2
Physical Education	BTEC First Award Level 2
<b>EXTERNAL SCHOOL PROVISION</b>	
MCC Beauty Care	NVQ Level 1
MCC Motor Vehicle & Motor Cycle Maintenance	BTEC Level 1 / 2
MCC Construction	BTEC Level 1 / 2



## **5) CURRICULUM ENRICHMENT**

As we are determined to educate the whole child at Hartford Church of England High School, we also offer a number of curriculum enrichment opportunities. We offer many extra-curricular activities at lunchtime and after normal school hours. Our students have every opportunity to participate in the widest possible range of pursuits to develop their skill and personalities.

There are many sporting activities and the quality of our young sportsmen and women is such that many are selected to represent their town, county and country. The school's teams often dominate in competitions. The school runs the Duke of Edinburgh and Archbishop of York Awards and within school many more students enjoy friendly competition in the inter-house activities that take place throughout the year.

The quality of Gym and Dance at Hartford Church of England High School has long been recognised as outstanding. Many parents, children from local primary schools and other members of the community have attended our festivals, Gym and Dance displays in recent years. We pride ourselves on the incredible participation rate in these events.

Music, which is available as a subject to all students, provides a vast array of opportunities for students including various choirs, orchestras and bands. We also allow for specialist teachers to offer instrumental lessons. Students are withdrawn from their normal lessons on a rota basis to minimise disruption to their studies.

The Drama department run a production every year and every two years we have our 'school play' which includes the Drama and Music department combining to deliver a high quality performance.

A number of departments now have extra-curricular clubs including Art, Design Technology and Science and we also have a homework club which is available every night after school. Within the English department students have taken part in 'Youth Speaks' and Mock Trial competitions.

From breakfast clubs to everyday lunchtime and after school activities, we fulfil our Extended Schools initiative with a clear passion, to provide a 'something for everyone' extra-curricular programme. Clubs and activities are well attended, not just by our Sports and Language Leaders, but by a range of students from our partner primaries, Years 7 – 11 and external partners through our Sports Partnership work.

The school offers a variety of school trips in a range of subject areas, examples are; Geography trips to Iceland, Football tours to Europe, Ski trips, Dance, Drama and Music residential. Students are also engaged in a variety of day visits throughout the year.

## **A) HOMEWORK**

### **1. The Purpose of Homework**

- to encourage students to develop the skills, **confidence and motivation** needed to study effectively on their own - this is vital given the importance for students in the future of lifelong learning and adaptability
- to consolidate and reinforce skills and understanding developed at school
- to extend school learning, **for example through additional reading**
- to sustain the involvement of parents and carers in the management of students' learning and keeping them informed about the work students are doing
- to meet particular demands, such as GCSE coursework

### **2. How Homework is organised**

The intrinsic value of homework is more important than the precise amount of time devoted to it. DfE guidelines suggest the amount of time, which should be spent by students, on average, on homework or GCSE coursework. This should fall within the following ranges:

Years 7 - 8	0.75 - 1.5 hours per day
Year 9	1 - 2 hours per day
Years 10 - 11	1.5 - 2.5 hours per day

Homework tasks will be typically up to 30 minutes for Years 7 - 8 and typically up to one hour for older students, according to their needs and aptitude. The homework timetable **specifies** which subjects are set homework on which night for each year group. It is important that subject teachers appreciate the need to work within this timetable, both in giving homework and in setting deadlines for its completion. Teachers are expected to achieve **at least 80% adherence to the homework timetable**. It is very important that homework arrangements, including sanctions for not completing it, should be consistently applied across the school so that all students see the arrangements as fair. The school will provide opportunities for students to do homework, under supervision, in the school learning resource centre and ICT rooms after school. Each pupil will be provided with a student handbook to facilitate the implementation and monitoring of the homework timetable.

### **3. The Responsibilities of the Pupil**

Students are expected to:

- always write down a summary of their homework in the student handbook
- always have their handbook with them and get it signed at home by a parent/carer every week
- complete homework tasks to the best of their ability within the appropriate length of time
- submit homework at the time requested

It is recommended that students get into the habit of doing homework on the night it is set and designate a regular homework time.

### **4. The Responsibilities of Parents / Carers**

Parents / Carers are expected to:

- provide a reasonably peaceful, suitable place in which students can do their homework or encourage students to attend other places where homework can be done, such as the school learning resource centre
- make it clear to students that they value homework and support the school in explaining how homework can help them make progress at school
- encourage students and praise them when they have completed homework
- expect deadlines to be met and to check that they are
- sign the student handbook once a week

### **5. The Responsibilities of the Tutor**

Tutors are expected to:

- ensure that the members of their tutor group understand the homework timetable and how the school expects the student handbook to be used
- ensure that all members of their tutor groups write their homework timetables in their handbooks
- monitor the completion of the student handbook and initial them **at least fortnightly**
- be aware if any pupil has home circumstances that make the completion of homework difficult and encourage such students to work after school in the learning resource centre
- ensure that the Head of House is aware of any shortfall in homework setting

#### **6. The Responsibilities of the Teacher**

Teachers are expected to:

- set homework of appropriate duration, usually at the time specified in the homework timetable
- set tasks that provide an appropriate challenge for all students
- set tasks with a clear objective, linked to the programme of study
- avoid setting homework in the final few minutes of a lesson – ensuring that all students have sufficient time to write homework down and that it is fully understood by students
- avoid the regular setting of “finish classwork” as a homework task
- monitor the completion of homework by students
- give prompt and appropriate feedback to students on the quality of their work, in line with the school marking and assessment policies
- teachers are not expected to always set formal written tasks
- the following list gives an indication of the variety of tasks that might be set:

Investigations / research / reading / drawing / interviews / designing / word processing / simple experiments / drafting / revision / essay writing / report writing / making a model / coursework / watching a TV programme

***Those students who fail to complete tasks without reasonable explanation are choosing to receive sanctions. In all cases the missing homework must be completed. Where there is a particular difficulty, the appropriate Curriculum Leader and Tutor should be kept informed and may wish to intervene.***

#### **7. The Responsibilities of the Curriculum Team Leader**

- lead their teams in discussing and developing homework tasks within a planned scheme of work in order to promote consistency and progression
- monitor the setting of homework by all members of their team
- monitor the quality and appropriateness of homework set by all members of their team
- ensure 80% adherence to the homework timetable

#### **8. The Responsibilities of the Head of House**

- support members of their team in inspecting and initialling student handbooks
- monitor this process within their teams
- carry out a monthly spot check of at least 5% of students' handbooks for their House and record their findings
- work with team members to bring about improvements in any shortfalls

**9. The Responsibilities of the SLT**

- participate in spot checks at tutor time with regard to the use of the student handbook
- review the effectiveness of homework on a regular basis. This will inform on the range and quality of homework across the school and help with departmental and year group evaluations. Each homework review will include inspection of students' work and discussion with students and staff

**10. Special Educational Needs**

In setting homework for students with special educational needs it is important to balance the right of students to share fully in the work of the class with their individual learning needs. These may need to include consolidation and reinforcement of specific skills. The SENCO will manage the liaison between teaching assistants and subject teachers to ensure that tasks are appropriate.

**11. Arrangements for Monitoring and Evaluation**

The Governors' Curriculum and Standards Committee will receive reports as required on the efficiency and effectiveness of the homework policy. All middle managers and members of the Leadership Group have an important role in monitoring the consistent application of the homework policy and in evaluating the contribution that homework is making to learning.

**12. Review of the Homework Policy**

The main criterion for the review of this policy is the extent to which it is contributing to the progress made by students and **their attitude to learning**. Governors, staff, students and parents will be involved in the review.

**HARTFORD CHURCH OF ENGLAND HIGH SCHOOL**

**B) ASSESSMENT**

**1) Teacher Assessments**

- CRU (Central Records Update) grades are awarded for Attainment and Effort.
- CRU grades are issued termly for Years 7, 8, 9, 10. Year 11 CRU are issued twice per year. Year 10 and Year 11 students also are issued with a Forecast Grade.
- Curriculum Leaders monitor CRU grades against target grades for each group after CRUs are published.
- CRU grades are compared to Expected Progress targets so that students who are not progressing towards their expected level can be identified.
- Half termly monitoring meetings between Curriculum Leaders and SLT line management link specify a schedule for tracking pupil progress and identifying groups and individuals above/at or below target. Action plans for individuals and groups below target are drawn up and reviewed at these meetings

**2) Tutor Involvement in Process**

- Heads of House identify students needing closer monitoring – this may involve being attached to Tutor / HoH / Pastoral Managers / Non Tutor / SLT member.
- Progress Days are held in September for Years 8, 9 and 11 and January for Years 7 and 10. On Progress days tutors or other nominated members of staff meet with students and parents to review academic progress and set 3 agreed targets to help ensure progress is maintained.

**3) Assessing Students' Work**

- Assessments form the basis of CRU levels/grades.
- Assessments will be graded to show attainment against NC Criteria at KS3, GCSE Level at KS4 or End of Course level in KS4 non GCSE subjects.
- Assessments take the form of either an Assignment or Test.
- Assignments take the form of a set task that can be graded as described above.
- Tests are of knowledge, skills or concepts that can be graded as described above.
- Students will know in advance of the requirements of assessments. They will receive a written formative comment on their work which relates to these requirements and which states:
  - what has been done well,
  - what needs to be improved,
  - how this improvement will be made.
- The formative comment for each assessment will be copied into the relevant page in the pupil planner for that subject; this will ensure that the pupil always has access to targets for improvement and may be able to discern patterns in these areas for improvement.
- Only "**Assessments**" receive a **level** (KS3) **or grade** (KS4). These will relate directly to target levels/grades.
- **Frequency of "Assessments"**  
There are 6 'Assessment Fortnights' per year, during which all curriculum areas will carry out assessments for all year groups.

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- **At KS3:**
  - Core subjects and English Baccalaureate (English, Maths, Science, MFL, History and Geography) will have one "Assessment" per half term (6 graded assessments over the year)
  - Non Baccalaureate subjects will have 6 assessments, 3 of which will be formal and 3 others within assessment fortnights.
- **At KS4:** All examined subjects will have at least one "Assessment" per half term. (This may differ at times due to the varying requirements of examined courses)

- At KS3, attainment indicates the level attained at that time. The CRU will take into account previous CRU grades. The expected level will be what they should head towards at the end of year.
- At KS4, attainment indicates what the pupil has achieved so far. Each CRU should be an amalgamation of the previous CRU grades.
- At KS4 the Forecast Grade indicates the teacher judgement of which grade the pupil will attain at the end of the course.

**4) Setting of Classes**

- Curriculum Leaders are responsible for placing students in appropriate sets.
- Depending on Curriculum requirements, non-core subjects are banded together and therefore are required to set across multiple curriculum areas.
- A formal setting review takes place twice a year. These should be implemented so as to take effect at the start of September (All Year Groups), January (Years 7 and 8 only).
- All Decisions concerning setting will take into account Ability at KS2 / Performance in CAT tests taken in Year 7 / and the most recent CRU Attainment Grades.
- Professional judgement is still required to ensure the individual child's needs are accounted for.

**5) Indication of Expected Progress Targets at KS3 and KS4**

- An indication of Expected Progress (target) is set for each child in each subject.
- In year 7 and 8 Expected Progress is reported in National Curriculum sublevels.
- In years 9, 10 and 11 Expected Progress is reported in GCSE grades.
- In non GCSE subjects such as Entry Level or BTEC qualifications, Expected Progress is reported in levels appropriate to the final grading of that subject.

**KEY STAGE 3**

- End of Key Stage 3 target is calculated from data based upon KS2 test results and where no KS2 test were taken, from CAT tests that take place for Year 7 during the Autumn term.
- An estimated starting point for each pupil in each subject is calculated at the start of Year 7 based upon KS2 test results.
- End of year and termly targets are calculated in uniform steps from the Estimated Starting point to End of Key Stage 3 Target.
- End of year targets are shared with Parents and Students through termly CRU sheets.
- Where a pupil matches or exceeds their end of year Expected Progress Target, the class teacher will set a Challenging Target in excess of the students current CRU

The end of KS3 target describes a benchmark of what other students have achieved with similar KS2 scores. If a child is surpassing an end of KS3 target, what they actually are doing is PROGRESSING at a quicker than expected rate.

Performance in KS2 tests are used as an indication of expected progress throughout KS3. The expected progress for each pupil is calculated to be in line with the attainment shown by other students who attain

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exactly the same KS2 results. One expected progress target per subject is set for each child. A second "challenging target" is set by subject staff, if a pupil exceeds that end of year expected progress target. At Hartford Church of England High School we use the 25th percentile grade. A pupil that matches their expected progress target is performing in line with the top 25th ranked pupil out of 100 in England who entered KS3 with identical KS2 scores.

As such the expected progress targets should be viewed as a benchmark which indicates how well a pupil is performing in relation to their prior attainment.

### **KEY STAGE 4**

At KS4 at Hartford Church of England High School we set a pupil's Expected Progress Target based upon progress at the 25th percentile.

This ensures that all students at Hartford Church of England High School are set Expected Progress Targets that challenges them to attain in the top quartile of the country in relation to students with identical KS2 scores.

- Data from KS2 tests is used to calculate a lower target (50th Percentile) and a higher Target (25th Percentile)
- The higher Target is known as the Expected Progress Targets (25th percentile) and are shared with parents and students on CRU sheets termly, Yearly Reports and Progress Day.
- Once a pupil matches or exceeds their Expected Progress Target, the class teacher sets a Challenging Target in line with, or higher than the higher Target.

### 6) **FEEDBACK**

#### **What is feedback?**

Feedback can take different forms: peer, self, teacher marking, or verbal.

The most important reason to check and assess work is that it enables the teacher to give feedback. This then informs the teacher of the progress a student is making in their subject area. This then allows for focused planning which is tailored to the needs of individual students and that leads to further progress. Formative feedback for student – whether this is based on teacher or peer assessment - is much more useful for the pupil than simply knowing the mark achieved in the assessment.

#### **Aims of feedback**

- **To help students make progress**
- To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- To inform our planning and structure the next phase of learning;
- To facilitate effective and realistic target setting for student and/or the teacher;
- To encourage a dialogue to develop between the student and teacher;
- To encourage students to have a sense of pride in their work;
- To encourage students to aim for perfect presentation
- To correct mistakes, with a focus on literacy skills.

#### **Principles**

- Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- A dialogue, both verbal and written, should be created between teacher and student. When marked books or assessments are returned to students it is essential to allow time for students to read the comments and engage with feedback, comments from assessments will be written into the student planner;

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- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- Peer and self-feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

**Type and frequency of verbal feedback**

- This is the most frequent form of feedback;
- It has immediacy and relevance as it leads to direct student action;
- Verbal feedback may well be directed to individuals or groups or students; these may or may not be formally planned.

**Type and frequency of written feedback**

- There are two types of written feedback: detailed and maintenance;
- The frequency of each type of written feedback will vary between subjects and key stages; agreed minimums will be maintenance checks of books once a fortnight and formative comments made on each assessment. This should be clear in the marking policies of each departmental area (see appendices for further information);
- Some departments that are more practical may well not have detailed written feedback;
- Detailed feedback will clearly identify the **strengths** and **areas for improvement** that students will then act upon;
- Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these.

**Type and frequency of peer feedback**

- This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;
- Written feedback is shown by the use of green pens;
- Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

**Type and frequency of self-feedback**

- Similar to peer feedback, students need an explicit and clear structure to identify their learning needs;
- Teacher should share success and/or assessment criteria where appropriate.

**Monitoring and Evaluation**

- Curriculum Leaders must ensure that their departmental feedback policy supports the school policy. This policy should clearly identify the type and frequency of feedback in subjects;
- Curriculum Leaders will monitor that this policy is observed by :
  - Collecting classwork/homework/assessments from a sample representing a range of levels/grades of every teacher in the department as part of the termly monitoring programme.
  - Complete book/assessment file logs on lessons learned (a programme used by the school)
  - Standardising assessments in departmental meetings by setting aside time for this purpose and storing these standardised assessment tasks to build up a portfolio for departmental reference
- The Senior Leadership Team will monitor that this policy is observed as they will discuss the termly monitoring programme as part of regular meetings with the Curriculum leaders.



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**APPENDIX 1) REPORTING CALENDAR 2017 – 2018**

<b>Year 7</b>	week starting	<b>Year 9</b>	week starting
Y7 Autumn CRU issued	4/12/2017	Y9 Autumn CRU & Report issued	4/12/2017
Y7 Resetting	4/12/2017	Y9 Spring CRU	19/03/2018
Y7 Spring CRU & Report issued	19/03/2018		
Y7 Summer CRU & Exam Results issued	2/07/2018	Y9 Summer CRU issued Y9 Exam Results issued	02/07/2018
Y7 Progress Evening	11/12/2017	Y9 Progress Day	4/09/2017
Y7 Parents Evening	24/05/2018	Y9 Parents Evening	29/01/2018
<b>Year 8</b>	week starting	<b>Year 10</b>	week starting
Y8 Autumn CRU issued	4/12/2017	Y10 Autumn CRU issued	4/12/2017
Y8 Resetting	4/12/2017	Y10 Spring CRU issued	19/03/2018
Y8 Spring CRU & Report issued	19/03/2018	Y10 Summer CRU & Report issued	02/07/2018
Y8 Summer CRU issued Y8 Exam Results issued	02/07/2018	Y10 Progress Day	4/09/2017
Y8 Progress Day	4/09/2017	Y10 Parents Evening	22/03/2018
Y8 Parents Evening	16/04/2018		
		<b>Year 11</b>	week starting
		Y11 Autumn CRU issued	20/11/2017
		Y11 Practice Exams issued	16/1/2018
		Y11 Spring CRU issued	19/03/2018
		Y11 Record Of Achievement issued	07/05/2018
		Y11 Progress day	4/09/2017
		Y11 Parents Evening	20/11/2017

**APPENDIX 2) ASSESSMENT AND MARKING OVERVIEW 2017 – 2018**

<b>KEY STAGE</b>	<b>ASSESSMENTS</b>	<b>MARKING/VERBAL FEEDBACK/PEER ASSESSMENT</b>
<b>KEY STAGE 3</b>	<b>ALL SUBJECTS</b> 1 PER HALF TERM  6 PER YEAR  6 FORMATIVE COMMENTS RECORDED IN STUDENT PLANNERS EACH YEAR	<b>ALL SUBJECTS</b>  MAINTENANCE MARKING ONCE A FORTNIGHT
<b>KEY STAGE 4</b>	<b>ALL SUBJECTS</b> 1 PER HALF TERM  6 PER YEAR  6 FORMATIVE COMMENTS RECORDED IN PUPIL PLANNERS EACH YEAR  (THIS EXCLUDES NON EXAMINATION SUBJECTS)	<b>ALL SUBJECTS</b>  MAINTENANCE MARKING ONCE A FORTNIGHT