

Core Principle	How the principles will be achieved
Increase personalisation of feedback.	<p>Teacher assessed work in English will follow the 'Correct and Upgrade' approach. This involves the following:</p> <ul style="list-style-type: none"> • Correct - 3 careless/simple errors per page will be identified and highlighted in a blue highlighter. These types of errors include: spelling errors, punctuation errors, grammatical errors and basic misconceptions/errors (e.g. referring to the wrong era, writer or character). Pupils will then correct these errors in green by working out the errors themselves. • Upgrade (EBI) - 1 area for development will be identified and highlighted in a green highlighter. Teachers will provide a written comment which guides pupils on how to upgrade this section of their work. This should be focussed on key knowledge/skills that pupils require to aid their progress and learning. Therefore, the comment should be relevant to the 'Know and Show' for KS3 or an assessment objective in KS4/5. Pupils must be given time to respond to this comment in lesson and must complete the upgrade in green pen. • WWW and EBI– All pupils should be given a WWW and EBI that relate to the Know and Show (KS3) or an assessment objective (KS4/5).
Class feedback must impact on curriculum adaptation.	<p>Teachers should plan a green pen therapy lesson which gives pupils the time to correct and upgrade their work and to give any general class feedback.</p> <p>When marking a class set of books, teachers should also identify any general areas of development that are consistent across the set of pupils and adapt their teaching in the following lessons accordingly. For example, if a class is struggling to analyse key words from quotations, this should be addressed in following lessons.</p>
Regularity of timed conditions and robustness of assessment and feedback.	<p>Extended 'Red Zone' activities (progress checks) and milestone assessments have been scheduled for each SOW/topic. This work should be completed in the pupils' assessment books. Please refer to the 'Assessment and Feedback Schedule' for specifics (located in the English Department Handbook). Teacher feedback should be provided within 5-8 weekdays of the extended 'Red Zone' (progress check) or milestone assessment being completed.</p>
Strong routines of standardisation and moderation.	<p>Standardisation booklets will be available for all KS3 topics. These should be used for adapting any lessons/teaching and also when marking Red Zones and assessments.</p> <p>Standardisation of KS4/5 assessments/responses will take place at regular intervals throughout the year using AQA resources and recalled papers.</p> <p>Moderation activities for all Key Stages will take place at relevant times throughout the academic year (e.g. after milestone assessments/mock examinations).</p>

Appendix A - **English**

<p>Evaluated through strong and deep quality assurance of impact.</p>	<p>The frequency and quality of assessment and feedback will be monitored throughout the academic year by SLT, JCR and OC. Monitoring will include: book looks, staff voice and student voice.</p>
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Core Principle	How the principles will be achieved
<p>Increase personalisation of feedback</p>	<p><u>Summative Assessment:</u> Following every end of unit progress check a question level analysis spreadsheet will be completed so that individual targets can be easily identified for each pupil.</p> <p>Based on individual targets identified from question level analysis, specific video links are provided to each pupil so they can develop their individual areas of weakness. Following the video link, they will each be given a target related task to complete to show progress.</p> <p>Following each milestone assessment question by question data analysis spreadsheets will be completed. This will allow the teacher to identify an area for re-teach. The re-teach will take place across a series of lesson. In the final lesson a green upgrade sheet will be completed. The upgrade sheet will include a RAG for the whole assessment alongside a question to upgrade based on the 're-teach' focus.</p> <p><u>Formative Assessment:</u> All topics begin with a pre-topic assessment using Socrative. This is then used to inform lesson planning. Often this does not alter the series of lessons that need delivering but informs the tasks pupils should be completing during each lesson.</p> <p>MWBs are to be used regularly in lessons as checks for understanding. Teacher to give instant feedback and use this task to direct students to specific tasks.</p> <p>Teachers to circulate the class frequently completing live marking in red pen and having one to one discussions where misconceptions occur.</p>
<p>Class feedback must impact on curriculum adaptation.</p>	<p>Pre-topic assessments using Socrative inform the upcoming series of lessons, content. If the pre-topic assessment highlights a gap this should be addressed before the topic beginning through the use of MWBs or low -stake quizzing. Equally if a skill that is repeated, is already mastered by the whole class then the series of lessons should be adapted to ensure further stretch and challenge is provided.</p> <p>Following each Milestone re-teach opportunities have been built into the curriculum. Topics for reteach will be informed by question level analysis spreadsheets.</p>

Appendix A - **Maths**

	<p>For KS3, Numeracy groups will also be used to re-teach highlighted areas of weakness or provide take it further opportunities. These groups will be flexible and change on a regular basis to best fit the needs of the students.</p> <p>Year 11 will be taught a flexible bespoke curriculum in response question level analysis sheets completed following regular assessment.</p>
<p>Regularity of timed conditions and robustness of assessment and feedback</p>	<p>10 Question Units Progress Checks will follow every topic taught. Question 1-7 are fluency skills on the unit, question 8 reasoning style question and Q9 & 10 problem solving. The colour coded QLA sheet will then allow us to not only see strengths and weaknesses by topic area but will highlight types of questions that pupils generally have success in.</p> <p>Milestones will assess all content taught up to that point through a combination of A01, A02 and A03 style questions in line with 'know and show charts'. They will consist of both calculator and non-calculator sections (where necessary) dependent on content covered.</p> <p>All assessment timings are based on '1 mark per minute'.</p> <p>Students will be given an individual target and directed to resources to support upgrade within the following time frames:</p> <p>Progress Check: 5 days Milestone: 10 days</p> <p>All milestones are completed prior to a break and therefore re-teach opportunities for Y9/Y10/Y11 should take place in the first week back (see SOW). For Y7 and Y8 re-teach will take place through numeracy lessons across the whole half term.</p>
<p>Strong routines of standardisation and moderation</p>	<p>All assessments will include fluency, reasoning and problem-solving styles of questions.</p> <p>Red Zones will take place in at least one lesson per week and include a mixture of A01, A02 and A03 questions.</p> <p>Progress checks will all contain the same distribution of question types (Q1-7 A01, Q8 A02, Q9 &10 A03)</p>

Appendix A - **Maths**

	<p>All year 7 and 8 classes are to complete the same progress check assessments. For Y9 and Y10 foundation groups and higher groups will generally complete the same progress checks. In some cases adaption may be necessary and will be discussed as a department.</p> <p>Y11 progress checks are all individual due to the bespoke and adaptive nature of their curriculum.</p> <p>All KS3 milestone assessments are created by GE/KH in line with the know and show charts and to ensure adequate opportunity for pupils to reach each level of the ARC structure (EMG-10%, DEV-30%, EST-40%, MST-20%)</p> <p>KS4 milestones are created by class teachers using exam pro, with discussion between foundation and higher teachers so both foundation and both higher groups complete the same assessments. They are to contain an equal distribution of A01, A02 and A03 style questions.</p> <p>HOD to quality assure assessments and that individual targets and resources are provided following each summative assessment.</p>
<p>Evaluated through strong and deep quality assurance of impact</p>	<p>Quality assurance will take place regularly throughout the year by GE, KH and SLT.</p> <p>QA will be completed through: Drop ins, book looks, department discussions, Showbie checks, student voice.</p>

Core Principle	How the principles will be achieved
<p>Increase personalisation of feedback</p>	<p>For Y7-Yr9 there will be a formative progress test at the end of each topic. The formative progress checks will be marked by the teachers. The teacher will give whole class feedback on the assessment which will be WWW and EBI.</p> <p>Yr7-Yr9 will also do 3 milestone assessments, one before Christmas and one before April and one before July. The summative assessments will include questions from a range of topics and include underperforming questions from the progress checks.</p> <p>Personalised feedback will be done by pupils completing RAG grid for each question. Teacher will also give whole class feedback in the form of WWW and EBI Pupils will then complete questions written by the teacher on underperforming topics.</p> <p>GCSE. There will be a mid-topic progress assessment which will be marked by the teacher. The teacher will give whole class feedback in the form of WWW and EBI.</p> <p>There will be a milestone assessment at the end of each topic. There will be 2 mock exams each year, one on paper 1 and the other on paper 2. Personalised feedback will be by pupils completing a RAG grid on each question. Teacher will give whole class feedback in the form of WWW. and EBI. Pupils will complete questions on underperforming topics.</p> <p>A Level. There will be a mid topic progress assessment which will be marked by the teacher. The teacher will give whole class feedback in the form of WWW and EBI.</p> <p>There will be a milestone assessment at the end of each topic. Personalised feedback will be done by pupils completing a RAG grid for each question. The teacher will give whole class feedback in the form of WWW and EBI. Pupils will complete questions on underperforming topics.</p> <p>Yr 12 will do one mock exam in January which will be on topics taught to date and a full paper 1 in the June.</p>

	<p>Yr 13 will do 3 mock exams paper 1 in December and paper 2 and 3 towards the end of April. Personalised feedback will be as per the milestone assessment.</p>
<p>Class feedback must impact on curriculum adaptation</p>	<p>After the marking of each assessment there will be the following: A re-teach of the underperforming topics on the assessment. Do Now activities will focus on the knowledge and the type of exam questions in which the pupils underperformed on in the assessment.</p>
<p>Regularity of timed conditions and robustness of assessment and feedback</p>	<p>Staff will undertake standardisation and moderation of the marking of milestone assessments. For Yr10-Yr 13 only questions from past papers will be used. The software Exampro will be used to develop the papers. The overall 2023 grade boundaries will be used for Yr10-Yr13 exams with approximate 5% uplift JA and LF will undertake QA to ensure assessment is being carried out as outlined above. Also, JA and LF will undertake QA to ensure feedback policy is being followed correctly.</p>
<p>Strong routines of standardisation and moderation</p>	<p>After each milestone teachers need to have a minimum of 3 papers iv'd by another teacher. Teacher will initial the exam paper to indicate it has been iv'd</p>
<p>Evaluated through strong and deep quality assurance of impact</p>	<p>Underperforming questions will be included in subsequent assessments. By employing this approach then we can determine whether the feedback has been effective as pupils should perform better on these questions if the feedback has been effective.</p>

Appendix A – Creative Arts

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>KS3/4</p> <p>Over 3 lessons students are given verbal feedback to include WWW and EBI. This will be tracked by the teacher who will mark visits to students on the seating plan. Monitored through department meetings and lesson drop ins.</p> <p>All students given verbal personalised feedback following the progress check/milestone assessment. At KS3 in drama and music students will receive immediate verbal feedback following a performance including WWW and EBI linked to know and show charts. Art students will receive personalised feedback on Showbie alongside their photo of their work.</p> <p>At KS4 students receive personalised feedback linked to the PSA criteria.</p>
Class feedback must impact on curriculum adaptation	<p>KS3</p> <p>Adapt teaching dependent on class progress and reflections. Interim assessment: class feedback given approximately 3 lessons into a topic via a slide in the PowerPoint identifying what has gone well and focus on an aspect that the class are struggling to grasp. This will be different for each class. This will be based on the independent red zone tasks that students complete each lesson in music/drama/art</p> <p>KS4 & 5</p> <p>Teaching to be adapted in line with personalised student feedback and the demands of the specification.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>KS3</p> <p>Outcome based feedback once a half term in the form of a progress check or milestone assessment. Summative feedback given through Showbie in the form of WWW and EBI. In drama and music students will receive immediate verbal feedback following a performance including WWW and EBI linked to know and show charts. Art students will receive personalised feedback on Showbie alongside their photo of their work.</p> <p>KS4</p> <p>Minimum of two summative assessments per half term when not in controlled assessment conditions to include a progress check and a milestone assessment.</p> <p>Once PSA have started pupils will receive written feedback on completion of PSA in line with the Exam board regulations.</p>

Appendix A – **Creative Arts**

	<p>KS5 Minimum of two summative assessments per half term when not in controlled assessment conditions to include a progress check and milestone assessment. Pearson Externally set controlled assignments will receive written feedback on the completion of the assignment in line with Pearson</p>
<p>Strong routines of standardisation and moderation</p>	<p>KS3 Art to upload photos onto Showbie and annotate/mark the work on the picture to make feedback relevant. This is to be done every half term as the summative assessment, either progress check or milestone assessment. Music/drama performances to be marked live and verbal feedback given to students as well as class feedback in the form of WWW and EBI. This will be done once every half term either as a progress check or milestone assessment.</p> <p>KS4 & 5 Moderate within Creative Arts department before PSAs/controlled assignments sent off for final moderation.</p>
<p>Evaluated through strong and deep quality assurance of impact</p>	<p>KS3 Know and show charts. Department standardisation.</p> <p>KS4/5 Evaluation of results. Adaptations to delivery of specification if needed. Identify opportunities for resits.</p>

Appendix A – Design & Technology

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Key Stage 3</p> <ul style="list-style-type: none"> • Throughout practical lessons verbal feedback is provided. This is achieved by verbally telling students how to move forward when things have gone right and when they have gone wrong. This is not formally recorded. • Students are supported to peer assess each other's work. • Written feedback is provided via green assessment sheets which include a WWW and EBI • All students are given personalised feedback following progress checks/milestone assessments. <p>Key Stage 4</p> <ul style="list-style-type: none"> • In depth feedback is provided at Key Stage 4 when assessing practice exam questions and at key milestones. WWW and EBI are used. • At an NEA level we are not allowed to provide in-depth feedback for either Food or Design & Technology as set out in the JCQ guidelines. • Non-Examined Assessments are formally assessed in line with the exam board deadlines and using formal assessment paperwork
Class feedback must impact on curriculum adaptation.	<p>After marking has taken place there will be the following:</p> <ul style="list-style-type: none"> • A re-teach of the underperforming topics on the assessment. Do Now activities and lesson content will specifically focus on the knowledge and the topics in which the pupils have underperformed on in the assessment.
Regularity of timed conditions and robustness of assessment and feedback	<ul style="list-style-type: none"> • After Key Stage 3 and Key Stage 4 Data Assessment drops a moderation process will take place at department level. • At Key Stage 3 assessment takes place at the midpoint and endpoint of a rotation • At an NEA level we are not allowed to provide in-depth feedback for either Food or Design & Technology as set out in the JCQ guidelines. • At Key Stage 4 exam style questions are used in lessons, and these are timed activities as reflected in the actual examination. • The overall 2023 grade boundaries will be used for Year 10 – Year 11 exams with approximate 5% uplift.

Appendix A – Design & Technology

	<ul style="list-style-type: none"> Personalised verbal feedback is provided to the students throughout lessons and feedback will be given as to the areas in which they need to focus on and look at more outside of lesson time.
<p>Strong routines of standardisation and moderation</p>	<ul style="list-style-type: none"> Standardisation ensures there is a shared understanding of the marking criteria between staff members, and the awarding of grades is clear and in line with the examination boards assessment policy. Moderation will take place in line with the guiding principles set out by the exam board. At key points in Key Stage 4, sections of the Non-Examined Assessment will be team moderated to ensure continuity and prior to submitting to the exam board. External moderation will also take place at the end of Key Stage 4.
<p>Evaluated through strong and deep quality assurance of impact.</p>	<ul style="list-style-type: none"> Misconceptions identified by the class teacher are revisited to ensure in-depth knowledge has been secured. Showing consistent standards of working practice to our students and implementing high expectations. Quality assurance will take place regularly throughout the year, such as drop-ins, work scrutiny, student voice and departmental discussions. Liaising with the improvement partner.

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Red Zone – international monitoring – each child seen and being/ww given.</p> <p>Individual targets based on Milestone assessment – EBI and WWW using know and show as a highlighting tool at KS3. Exam criteria at KS4/5.</p>
Class feedback must impact on curriculum adaptation.	Curriculum review after each PC/MS during department time. Teaching adapted accordingly. Use Socrative for knowledge based PC reviews – gaps in knowledge readdressed.
Regularity of timed conditions and robustness of assessment and feedback	<p>KS3/4 extended writing practice every fortnight – 20-minute red zones. Individual feedback given by teacher circulation of the room.</p> <p>First 5 mins – checking for compliance only.</p> <p>Next 10 mins – read answer and provide feedback.</p> <p>Last 5 – Check students are implementing changes suggested – reflection criteria added. Staff take photos of model work to share with class during red zone reflection.</p> <p>Each extended red zone students are alternated. Aim - every child is seen per half term.</p> <p>Green pen upgrade to be completed using model answers/students work etc following one extended red zone per half term.</p> <p>KS3 PC half termly MS Termly</p> <p>KS4 – 2xPC 1xMS per term plus fortnightly extended writing tasks.</p>
Strong routines of standardisation and moderation	<p>Assessment to be planned using know and show.</p> <p>Mark schemes provided by staff member writing exam.</p> <p>Moderation meeting to be done post MS.</p>
Evaluated through strong and deep quality assurance of impact.	<p>Quality assurance to take place following RZ and PC</p> <p>Re test areas of weakness that we address to see impact.</p> <p>Showbie/Book QA from HOD during each assessment window.</p>

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>When Milestone assessments are marked, students will receive personalised feedback by their class teacher written in their 'Directed Practice' book. This will be in the form of a WWW (What went well) and an EBI (Even better if). The EBI is then to be completed by the student in green pen.</p> <p>Regular directed practice will take place throughout the year through 'Red Zone' activities. Staff will use intentional monitoring pathways to check for understanding and give immediate individual feedback to students. A number of Red Zones will also be marked for KS4/KS5 classes and each student who completes this will receive personalised feedback in the form of a WWW/EBI in order to help develop their answers further.</p>
Class feedback must impact on curriculum adaptation	<p>The 2023/24 curriculum mapping has allowed time for reteach/addressing common misconceptions which arise from assessment points. Following assessments, staff will adapt lessons for their individual classes in order to ensure students make progress and any gaps in learning closed.</p> <p>Socratic is being deployed this year as part of the departmental home learning approach. As students complete the Socratic quizzes, it is expected that staff use the data generated from these to plan reteach into the curriculum to ensure that knowledge 'sticks'. This could involve adapting DNA slides or designing additional Red Zone activities.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>All assessments will be completed in the allocated time for KS4 and KS5 (and additional time allocated for students allowed extra time). KS3 Milestone assessments will have a duration of 45 minutes and will focus on historical writing skills. All classes will receive timely feedback based upon personalised feedback [see above].</p>
Strong routines of standardisation and moderation	<p>All Milestone assessments will be moderated at KS3, KS4 and KS5 level to ensure the consistency of marking across the department. Each teacher will be required to bring a sample of books selected by the HoD at random to the moderation meeting and work will be jointly moderated to ensure consistency. A set mark scheme will also be developed for each assessment to ensure consistency when marking and to assist with moderation.</p>
Evaluated through strong and deep quality assurance of impact	<p>The Head of Department will meet with each member of departmental teaching staff on a half-termly basis to complete quality assurance in relation to how the curriculum has been adapted and what has been done in order to ensure that knowledge 'sticks'. QA will also take place via a sample of books from each year group during each assessment window to ensure that suitable feedback is being given to students and that it is being actioned with meaningful green pen upgrade work.</p>

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>KS3 – Over 3 lessons (Each student is offered verbal feedback and live marking during the lesson). The aim where possible is to provide live feedback to every student every lesson to support their learning. Homework to have written feedback at least once a Half term and end of term projects to have written feedback at the end of each half term.</p> <p>KS4 (C3 only) pupils will be given Red Zone questions to complete every two lessons, live feedback will be given during this period to ensure pupils are able to correct any miss understanding of the theory. Each half term pupils will have an end of topic test to review their progress where pupils will receive personalised written feedback.</p> <p>C1 and C2 pupils will receive written feedback at least once every two weeks when preparing for their PSAs. Pupils will also have live feedback within every 3 lessons as a min. Once PSA have started pupils will receive written feedback on completion of PSA in line with the Exam board.</p>
Class feedback must impact on curriculum adaptation.	<p>KS3 - Review the lesson feedback from the previous three lesson or lesson and change planning to meet the needs of the pupils to ensure pupils can recall the previous lessons knowledge. Alter DNAs to ensure that the previous three lessons are being tested to ensure knowledge is retained. Identify at least one key area from every three lesson that needs to be revisited to ensure that there learning is supported.</p> <p>KS4 (C3 Only) During the DNA we will review their answer and give feedback on pupil’s question. IF pupils are not able to complete DNA, then teaching will be altered to recover the areas pupils are finding most difficult. Once end of topic text is completed each half term this will be review to look at areas that pupils find most difficult and re teach those areas.</p> <p>C1 and C2 During the DNA we will review their answer and give feedback on pupil’s question. IF pupils are not able to complete DNA, then teaching will be altered to recover the areas pupils are finding most difficult. Once PSA have started no feedback will be given until PSA is completed</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>KS3 Assessment will be done continually through the lesson through live feedback during the lesson and at least one occurrence of a live quiz in Socratic per Half term to test pupils understanding. Completed projects will be graded at the end of each term.</p> <p>KS4 (C3 only) Each half term pupils will have an end of topic test to review their progress which will be marked by the teacher and feedback given.</p> <p>C1 and C2 PSA once completed pupils will have feedback and areas to correct and have one opportunity to correct miss understanding</p>
Strong routines of standardisation and moderation	<p>KS3 A term the team will review pupils work against Know it and show it levels to ensure students’ progress grades are the same across the board. This must be a mixture e.g., one from each level to ensure consistency.</p> <p>KS4 (C3 Only) at the end of each half term end of topic tests will be moderated to ensure that all answers are of the same standard and a sample of the red zones questions and answers will be moderated. C1 and C2 will be moderated by external source once PSA are completed.</p>

Appendix A – ICT

Evaluated through strong and deep quality assurance of impact	This has been shared with member of the IT team who have contributed to this and have given improvements for KS4 only one teacher and through has been discussed through line management and the SLT link all the above have been agreed with the SLT link
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Appendix A – **Media & Sociology**

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Progress checks will be a series of knowledge check questions via quiz or shorter mark exam style questions. Either via Socrative or written in deliberate practice books or on paper as per formal assessments. Mid way through a topic. One to one feedback discussions after each progress check.</p> <p>Milestones will be exam style questions. Written on paper from past exam papers. Written personalised feedback including what they have done well WWW and what areas they need to improve on EBI. Feedback sheets to be more personal to each student and their individual needs per their ability.</p> <p>Live individual marking in lessons will continue, to allow immediate misconceptions to be addressed either individually or as a class – red zones will be marked on Showbie regularly.</p> <p>WAGOLs are frequently used before as preparation for an assessment or after the completion of an assessment to allow students to identify gaps in their own work which will help them to develop their own responses to exam style questions.</p>
Class feedback must impact on curriculum adaptation	<p>DNA activities are pre-planned but adapted to address any common misconceptions within student work or areas of particular weakness. This also includes recalling knowledge of previously taught topics. Cold calling will be used regularly to assess individual student knowledge.</p> <p>Milestones and mock exams will often be whole or half of full exam papers to include knowledge of previous topics to ensure students are frequently revisiting and retrieving knowledge needed for overall exam assessment.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>Timed conditions are always used when responding to exam style questions in class settings. Students are also encouraged to do this at home from the outset so they get used to writing under time pressure and to help manage their time in preparation for the exam setting</p> <p>Assessments along with KRP past question practice are marked using standardised exam board markschemes alongside the examiner reports which support with common areas of weakness within that exam series. Lessons are adapted regularly to ensure students are fully understanding and retaining all content in order to complete assessments and therefore exams successfully.</p>

Appendix A – **Media & Sociology**

	<p>QLA is already completed following mock exams and feedback in class is focussed around those particular areas of weakness. Students always redo questions in their upgrade lessons, these are often completed as independent study.</p> <p>When KRP past questions or milestones fall 2 or more grades below their MEG, it becomes part of routine for students to reattempt or add additional knowledge.</p> <p>Mock exams are created using the previous summer exams which are password protected on the exam board website to ensure students are getting a robust assessment which hasn't been previously seen</p>
<p>Strong routines of standardisation and moderation</p>	<p>Exam board marking criteria is always used.</p> <p>Moderation is completed externally for both subjects with teachers from across partnership schools or local schools. For example Media NEA moderation is completed at Sutton Coldfield Grammar School For Girls with a group of 9 Media teachers from various schools. All names are redacted from all work shared.</p> <p>ATLP connections and opportunities to come together, will allow for moderation and standardisation of assessments and teaching materials to strengthen the robustness of our moderation</p>
<p>Evaluated through strong and deep quality assurance of impact</p>	<p>Evaluation of student progress throughout the year. Students of concern are always flagged with LM and strategies for improving outcomes are outlined and shared with the student.</p>

Appendix A – PE (Practical)

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Verbal feedback through use of names and linking to a specific skills.</p> <p>Peer feedback with the use of high achievers helping with the low achievers within the group.</p> <p>Live feedback which is consistently evident in the lesson – we address what we see in front of us. Teachers will take notes either on their iPad or will mentally take note. Over the 7 lesson unit students will receive at least 2 pieces of personalised feedback.</p> <p>Use of live modelling</p> <p>Students will all have tracker on Showbie for each activity.</p>
Class feedback must impact on curriculum adaptation	<p>Biggest lever is focused upon until it has been achieved.</p> <p>Basic skills are learnt before then moving on.</p> <p>Differentiation within the group to ensure that students who have achieved skills are then being challenged with ones who are struggling are working on the skill they haven't grasped yet.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>End of 7 lessons which is 1 activity block – lesson 7 is the assessment lesson in which they will be assessed.</p> <p>Minimum of 2 pieces of quality feedback over the 7 lesson block.</p> <p>Focus on skill within a modified game each lesson.</p> <p>Each lesson includes a know/show target for students to aim for.</p>
Strong routines of standardisation and moderation	<p>Use of videoing for moderation.</p> <p>Meetings regarding achievement in lessons (Dept curriculum time).</p>
Evaluated through strong and deep quality assurance of impact	<p>Drop in's</p> <p>Sharing of good practice</p> <p>KS3 trackers</p>

Appendix A – PE (Theory)

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Peer assessment with mark schemes on Showbie/whiteboard etc.</p> <p>Live marking through Showbie in the lesson where students save paragraphs and then it can be marked to then move on to the next section.</p> <p>Moving around the room, getting students to upgrade themselves when you've checked and agreed with their answers.</p> <p>Milestones being marked by teacher so students can see where they went wrong and focus upon the questions they struggled with.</p> <p>Use of mark schemes to help students to focus on rectifying gaps of knowledge.</p>
Class feedback must impact on curriculum adaptation	<p>Revisit topic areas which have been poorly learnt.</p> <p>Students can use mark schemes to write answers</p> <p>Model answers on how it should be written.</p> <p>"Over green pen" so give more than what they need to expand their knowledge.</p> <p>Green pen the milestones so they have the comparison and can then identify their mistakes.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>Exam questions are used in every lesson through DNA's, red zones or exam practice.</p> <p>End of topic areas – milestones (2/3 every half term dependent on qualification as well as how long topic areas are)</p> <p>Personalised feedback given from the milestone to students on their work.</p> <p>Upgrade section in the following lesson to address any misconceptions and gaps.</p>
Strong routines of standardisation and moderation	<p>Use of mark schemes to solidify correct answers and directly signposting students to terminology that they need to be using.</p> <p>Trackers will help identify areas of the course they are finding difficult.</p> <p>Dept meeting to discuss students and sharing students work through Showbie.</p>
Evaluated through strong and deep quality assurance of impact	<p>Drop in's</p> <p>Sharing of good practice</p> <p>Showbie work uploaded – able to see through Dr Showbie.</p>

Appendix A – Psychology

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>When students have work formally assessed (typically longer answer or exam style questions) they all receive written personalised feedback including what they have done well (WWW) and what areas they need to improve on (EBI). Amended feedback sheets to be more personal to each student</p> <p>Live individual marking in lessons will continue, to allow immediate misconceptions to be addressed either individually or as a class. Live assessment will also consist of other forms of feedback including questioning, quizzing and short answer apply-it questions to the content</p> <p>Students will have the opportunity to frequently sit with the class teacher and have the marking of longer exam-style questions explained so they can see where areas of strength and weakness lie within their responses, giving them to the opportunity to open the dialogue and explain what they could have done differently or anything they are struggling with in terms of knowledge and understanding. It is hoped that this will support and increase grade outcomes moving towards mock and formal exams</p> <p>WAGOLs are frequently used to allow students to identify gaps in their own work which will help them to develop their own responses to exam style questions. These are displayed within the feedback lesson, alongside being uploaded to Showbie so students can annotate their own copy to support them with improvements</p>
Class feedback must impact on curriculum adaptation	<p>DNA activities are pre-planned but adapted to address any common misconceptions within student work or areas of particular weakness following assessment. This also includes recalling knowledge of previously taught topics</p> <p>Milestones will include knowledge of previous topics to ensure students are frequently revisiting and retrieving knowledge needed for overall exam assessment</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>Timed conditions are always used when responding to exam style questions in class settings and are timed to the exam board requirements. Students are also encouraged to do this at home from the outset so they get used to writing under time pressure and to help manage their time in preparation for the exam setting</p> <p>Assessments along with KRP past question practice are marked using standardised exam board markschemes alongside the examiner reports which support with common areas of weakness within that exam series, supporting the adaptation of the curriculum and immediate lessons following that</p>

Appendix A – Psychology

	<p>QLA is completed following mock exams and feedback in class is focussed around those particular areas of weakness. Students are also encouraged to redo questions of personal weakness</p> <p>When KRP past questions or milestones fall 2 or more grades below their MEG, it becomes part of routine for students to reattempt or add additional knowledge</p> <p>Mock exams are created using the previous summer exams which are password protected on the exam board website to ensure students are getting a robust assessment which hasn't been previously seen</p>
<p>Strong routines of standardisation and moderation</p>	<p>Moderation within the department is frequent to ensure class teachers agree on the marks given to students for exam-style questioning.</p> <p>Utilise previous experience of staff within the department to support standardisation and moderation. This includes previous experience of marking for exam boards, extensive subject teaching experience and working with senior examiners in previous roles</p> <p>ATLP connections and opportunities to come together, will allow for moderation and standardisation of assessments and teaching materials to strengthen the robustness of our moderation</p>
<p>Evaluated through strong and deep quality assurance of impact</p>	<p>Evaluation of student progress throughout the year using new digital tracking sheets. Staff tracking has changed for year 12 this year to allow a smoother picture of student progress to be seen throughout the year with all assessments within one spreadsheet. Grades will be traffic light coded to allow easy QA of progress throughout the year</p> <p>Increase drop-ins to other Psychology lessons throughout the year to allow QA to happen across staff teaching Psychology and good practice to be shared</p>

Appendix A – RE

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Year 7 & 8 (2 hours a fortnight)/ Year 9 (3 hours a fortnight) 3 xProgress checks & 3xMilestones per year</p> <p>Progress checks are shorter and assess aspects of the module taught so far.</p> <p>Milestones is the end of topic and take into consideration other taught material from that year (prior learning/ skills developed)</p> <p>Year 9 have GCSE style questions which allow for more in-depth discussion and take into consideration material and skills taught over the key stage. They also look at shorter answers in longer milestones which enables them to be more concise with their answers. Students also have live marking, verbal Q/A, additional annotations on scripts at different KS depending upon need.</p> <p>KS4- 4 progress checks and 4 milestone per year. We also complete additional assessments which normally happen bi- weekly. These are usually 12-mark discussion questions and shorter questions are covered within the lesson during DNA and red zone which are either peer/ self or teacher assessed in the lesson.</p> <p>KS5- Year 12 are completing 7 progress checks and 6 milestones per year</p> <p>We will also mark timed essays both in the lesson and from home, this is spread across 3 teachers as we are covering different sections so gives a wide range of feedback and coverage of the content and skills. We also ensure that Milestones are covering different topics from past exam papers with mark schemes. Already put LTP and an assessment plan in place.</p> <p>Year 13 students will be covering 4 progress checks and 4 milestones.</p>
Class feedback must impact on curriculum adaptation	<p>Feedback lessons use WAGOLL's that support students in improving their answers, these are specific to the needs of the group ensuring that the highest achieving student has access to the appropriate WAGOLL. Students reflect upon their WWW/EBI feedback and are able to tick the items they have achieved on the green sheet to move their learning forwards.</p> <p>DNA tasks will require them to recall knowledge from previous topics. Milestones cover previous topics to ensure spaced practice and retrieval is covered. KS3- is very skills based with links to content. Skills and opportunities for demonstrating these skills are interweaved into all lessons so students are exposed to key command words and are able to apply these.</p> <p>KS4/5 – as above, DNA activities to cover a range of previous topics supporting interleaved practice. This allows students to recall previous knowledge but also adapt lessons based on assessments.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>Always timed conditions at all key stages.</p> <p>KS4 and 5 have the right amount time which mirrors the exam paper timings.</p> <p>Assessment are marked using appropriate mark schemes and a range of past exam papers and questions.</p> <p>KS3- Year 9 PC/M in the summer term are used from past exam questions.</p>
Strong routines of standardisation and moderation	<p>Moderation hasn't always taken place only with student teachers who were specialists. However, VW has had 10 years' experience marking for the exam board.</p> <p>Cross ATLP links with other colleagues to moderate</p> <p>2023-2024 three RE specialists in the department to moderate with for all year groups.</p>

Appendix A – RE

<p>Evaluated through strong and deep quality assurance of impact</p>	<p>Deep dives that have shown positive experiences with students having good recall of knowledge both of skills and content especially at KS4 (No KS5 until this year) January 2023, Easter 2023 and June 2023 positive feedback given in deep dives with SIP inspectors and S Roberts from the LAT team. Exam results were good, positive residual and predictions were accurate which shows good quality assurance measures are in place.</p>
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Appendix A – Vocational subjects

Core Principle	How the principles will be achieved
Increase personalisation of feedback	<p>Coursework units - Students will receive written feedback at least once every two weeks when preparing for their PSAs. Students will also have live feedback within every 3 lessons as a min. Once coursework has started students will receive written feedback on completion of PSA in line with the Exam board.</p> <p>Live trackers on the board so students know what they have achieved and where they are.</p> <p>OneDrive folder with work in it where teacher can access and write on their work. Teacher to do this once student has finished each individual task.</p> <p>Exam units - students will be given Red Zone questions to complete every two lessons, live feedback will be given during this period to ensure pupils are able to correct any miss understanding of the theory. Each half term students will have an end of topic test to review their progress where pupils will receive personalised written feedback.</p>
Class feedback must impact on curriculum adaptation	<p>Exam units - During the DNA we will review their answer and give feedback on student's question. If students are not able to complete DNA, then teaching will be altered to recover the areas students are finding most difficult. Once end of topic text is completed each half term this will be review to look at areas that students find most difficult and re teach those areas.</p> <p>Coursework units - During the DNA we will review their answer and give feedback on student's question. IF pupils are not able to complete DNA, then teaching will be altered to recover the areas students are finding most difficult. Once PSA have started no feedback will be given until PSA is completed</p> <p>Use of previously marked answers that are released from BTEC.</p>
Regularity of timed conditions and robustness of assessment and feedback	<p>Coursework units - Components split into 2 terms within Year 10 – students will have feedback and will have opportunity to correct any misunderstandings. Tasks will be timely and split based on guidance hours given. Follow dates given by BTEC. Feedback given once each task is completed on their work or on a separate document which has the marking criteria on it.</p> <p>Exam units – End of topic test at the end of a unit usually based on half term lay timings.</p>
Strong routines of standardisation and moderation	<p>Coursework units – moderated by external provider once PSA is completed and marks are sent to them.</p>

Appendix A – Vocational subjects

	Exam units – Half term topic end tests and will be moderated to ensure all answers are followed by the exam board markschemes. Red zones in most lessons to be able to link theory to exam questions and look at exam technique in how to answer different marked questions.
Evaluated through strong and deep quality assurance of impact	Drop in's Sharing of good practice Moderation of marking across staff teaching. LMM with BTEC lead.