



# Assessment, Marking and Feedback Policy 2025.26

<b>Policies linked</b>	Curriculum Implementation
<b>Date of Issue</b>	July 2025
<b>Date to be Revised</b>	July 2026

*'Feedback that focuses on what needs to be done can encourage all to believe that they can improve.'*  
*Paul Black*

## Assessment, Marking and Feedback

Research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.

Sutton Trust research has shown that a teacher's instruction, through effective questioning and use of assessment strategies has the strongest evidence of improving pupil attainment. Ultimately the purpose of feedback is to move the learning forward and therefore this emphasises the importance of the quality of the feedback, whether it be verbal or written. Written feedback and responses to pupils' work is one strand of the Academy's Assessment, Marking and Feedback Policy however it is not the only form of assessment teachers use to assess their pupils' understanding. Teachers will use a range of formative assessment strategies in lessons which will include questioning, low stakes quizzing, 1-1 feedback conversations, think pair share and much more.

An integral part of teachers' work is planning sequences of learning that allow regular opportunities for both practitioners and pupils to assess and receive high quality and constructive feedback on their understanding against success criteria ensuring that pupils consistently make progress over time.

[Teacher Feedback to Improve Pupils Learning](#) EEF  
[EEF Marking Review](#) (July 2016)

### Effective Assessment Informs Planning and Learning

*Where are they now? What do they need to do to improve? How are they going to do it?*

In order to use assessment and feedback effectively to ensure progress over time, the following aspects must be embedded into our pedagogical practice:

1. Sharing of learning objectives to emphasise the learning intentions
2. KS3 lessons make explicit references to Approaches to Learning and IB Learner Profiles.
2. Frequent self and peer assessment of learning in relation to objectives using success criteria
3. Frequent Teacher Feedback
  - a) this will be verbal and written following milestones and books quality assurances
  - b) also take the form of 'live feedback' in lessons where pupils are provided 1-1, small group or whole class feedback
4. Accurate Assessment of Progress (PfPs)
5. Blue Reviews (DIRT – Directed Improvement and Reflection Time) are used to re-teach, address and practice common misconceptions and gaps in learning to ensure progress is made through the curriculum.
6. Milestone / PPE Self Review - pupils will have the opportunity to reflect on their learning, successes and areas for further development and capture these in their class exercise books.
7. Optional PPfP - completion of PPfPs with pupils is optional but encouraged for Year 11 and KS5 students. This is to ensure they are developing their awareness of their learning and what areas they need to improve upon. Equally, upskilling them on how to improve their areas of development. This can support pupils with building a revision list when working towards their next milestone / PPE.

### Learning Objectives and Success Criteria

In order for pupils to make progress, understand their own learning and assess this accurately, the learning objectives they are being set and success criteria against which progress is measured must be clear, allow mastery of skills and link directly to end learning goals (e.g. specifications). Learning objectives are statements that describe what a pupil will be able to do as a result of the teaching and learning that takes place within / across lessons. Learning objectives are linked to developing skills (e.g. Bloom's taxonomy) and knowledge of specification content. They should only be levelled when the objectives can be accurately and appropriately linked to grading criteria.

At the start of each lesson a **title, learning objective and date** must be on display for pupils to read, write down, and underline when they enter the classroom. The objectives must be shared and verbally explained to pupils so that they understand the purpose of the activities in the lesson. Pupils in KS3 will also focus on a specific **Approach to Learning** and also there will be references to the IB Learner Profiles. However, you will also see all lessons implement these with quality first teaching practice.

Success criteria are the actual skills and knowledge pupils will demonstrate that show they have met the learning objective. These should be used throughout the lesson against which both the teacher and pupils can then measure progress. Clear success criteria is fundamental to ensuring that peer and self-assessment by pupils is accurate and appropriate and must be shared so that pupils can talk about the learning in relation to them. Model examples across subjects are provided below:

### [Planning Sequences of Learning](#)



<b>Subject</b>	<b>Model Learning Objective</b>	<b>Success Criteria</b>
Science	Describe and explain the effect of limiting factors on the rate of photosynthesis	<ul style="list-style-type: none"> <li>· Describe that increasing carbon dioxide concentration increases the rate of photosynthesis, until a certain point where it levels off.</li> <li>· Explain that carbon dioxide is a reactant for the reaction.</li> <li>· Explain if there is more reactant present the reaction will occur faster due to more collisions and that the rate levels off when another factor becomes limiting</li> </ul>
Maths	Calculate the addition and subtraction of mixed fractions	<ul style="list-style-type: none"> <li>· Convert mixed fractions into improper fractions.</li> <li>· Calculate addition and subtraction of fractions by creating common denominators.</li> <li>· Explain the necessity to convert between mixed and improper fractions</li> </ul>
English	Explore and implement effective ways of persuading	<ul style="list-style-type: none"> <li>· Identify key features of persuasive writing and can implement elements in their own work.</li> <li>· Use language to have an effect on their audience</li> <li>· Manipulate their sentence structures to heighten the impact</li> </ul>

### Formative Assessment Opportunities

Assessment opportunities are embedded and weaved into every lesson. The type of assessment will differ depending on the desired outcome of the assessment; however, all assessment opportunities aim

- to diagnose pupils' learning, prior knowledge, pupils skill level, pupils understanding
- assess any barriers to learning to adapt and respond accordingly
- provide teachers with the feedback they need to adapt teaching accordingly
- address pupils misconceptions
- address gaps in knowledge
- adapt and make informed planning decisions to move pupils forward in their learning.

<b>Assessment Opportunity</b>	<b>What When How</b>	<b>Implementation of Assessment Type</b>	<b>Impact of Assessment</b>
Pupil self assessment and reflection	Every lesson	Pupils can be exposed to a range of strategies that empowers them to self assess to a high quality and to support this should be given <ul style="list-style-type: none"> <li>- success criteria,</li> <li>- provided with answers*,</li> <li>- given modelled exemplars,</li> <li>- verbal live feedback</li> <li>- provided with time to self assess their learning against the success criteria and reflect.</li> <li>- Questioning their answers to empower them to articulate their answers</li> </ul>	Pupils will measure their own progress and ascertain the gaps in their learning and understanding of the content. As a result pupils will be able to determine what they need to do to move forwards and make further progress. This is an opportunity for pupils to diagnostically correct their work and improve their original answers.
Peer assessment	When pupils complete independent tasks, practice and should be regular	Pupils should be given the opportunity to assess their peers' work and provide them with peer feedback. This can be verbal or written but pupils should be encouraged to articulate their feedback to their peers.	This can evoke productive and enhancing learning conversations and equally can support pupils in making further improvements in response to the feedback.

Digital / e-assessment	When pertinent to provide additional assessment opportunities  Possibly for homework tasks  Retrieval tasks	Digital technologies and platforms can provide a range of assessment opportunities. These can be created by teachers based on the content and skills they have learned and prior learning. Or they can use platforms that have algorithms that respond to pupils' progress and knowledge and intuitively use AI.	E-Assessments can be used to provide pupils with immediate feedback on their learning and can also be designed to provide written feedback when pupils have answered incorrectly.  E-Assessments can also be used to assess whole class progress.  E-Assessments give instant feedback and scores. They can also provide additional support with videos and more deliberate practice.
Verbal feedback during pupil practice	Every lesson  Live Feedback  1-1 / group / class	Teachers should take the opportunity in all lessons to circulate and assess pupils' learning by reading their work and providing immediate feedback. The feedback can be structured in a way that pupils are encouraged to engage in thinking deeper.	Immediate feedback can secure pupils' learning and ensure misconceptions are addressed rapidly and drive learning forward.
Questioning	Every lesson  1-1 / group / class	Throughout lessons teachers must use questioning to probe pupils' thinking and assess pupils' understanding. Questioning can be varied and different strategies can be used such as targeted, cold calling.	Through questioning teachers can determine pupils' understanding and further challenge them. Questioning can also provide teachers with the feedback they need to inform their planning of subsequent lessons.
Homework  Home Learning Policy	Weekly	Pupils home learning will contribute to pupils progress through the curriculum. The tasks and activities set for homework should provide pupils with more deliberate practice, extension to the learning content of the class content, revision tasks in preparation for milestones/PPEs. Tasks should be marked and pupils should ensure pupils self/peer assess their learning.	Self assessing and evaluating pupils' home learning will ensure they recognise areas of development and make progress as a result.

### Pertinent Timing of Assessment Opportunities

Milestone and/or PPE assessments are implemented in each module across the Academy to measure progress in relation to the learning objectives and success criteria covered throughout units of work. They also provide us with an opportunity to identify misconceptions and gaps in learning and understanding and use this to inform their planning. Assessments (milestones and substantive pieces) must be strategically planned to be both purposeful and pertinent within and between sequences of learning.

The Academy PfP Proforma must be used at each assessment point.

[KS4 PfP Proforma 25.26](#) [KS3 PfP Proforma 25.26](#)

Assessment	Implementation of Assessment Type	Impact of Assessment
Milestone / PPE Assessment	At least <b>once per module</b> pupils should complete a milestone / PPE that is marked by the teacher. The teacher will then complete a Planning for Progress review.  This is an opportunity for teachers to diagnostically mark and, where appropriate, provide written feedback to pupils.  The milestone format should mirror the mode of how pupils will be assessed at the end point. I.e: if it is a written examined subject milestone / PPE should mirror this.	As a result of the teacher reviewing the class's progress and learning from the milestone/PPE teachers will plan for 'Blue Review' lessons / tasks that will support pupils in addressing their misconceptions or gaps in learning and therefore accelerating pupils' progress.  Pupils should be given the opportunity to have more deliberate practice in the Blue Review lessons and this should then ensure pupils knowledge is more secure.
Substantive piece	Completed within an assessment cycle across the space of 2 modules (one term). The planning of <i>Substantive Pieces</i> should ensure that no more than <b>8/9 hours of teaching</b> have passed to ensure we are periodically assessing their learning at an appropriate point.	Teachers to formatively and summatively assess pupils work.  The Substantive Assessment can be completed and assessed within one lesson. This will empower the teacher to plan what specifically they want to assess

	<p>The substantive assessment piece/s will consist of a <b>substantive piece of work</b> that has been given to pupils to complete independently. This is recommended to be approximately 20-30 minutes.</p> <p>Following the assessment this can be self-assessed, peer assessed by pupils, or digitally assessed using a marking criteria and scheme.</p> <p>If the teacher would prefer to mark this they can but there is no requirement to.</p> <p>This assessment opportunity can be any of the following modes</p> <ul style="list-style-type: none"> <li>• Extended piece of writing</li> <li>• Written mini-assessment (mini-milestone)</li> <li>• E-Assessment (Google Form, Automated Quiz)</li> <li>• Sparx / Mathswatch Assessments</li> <li>• Oral / Practical Assessment</li> </ul>	<p>and how they can immediately address gaps in learning and misconceptions.</p> <p>The teacher can use the remainder of the lesson addressing misconceptions, addressing and specific areas that need more modelling. The rest of the lesson can be used to provide more deliberate practice where needed.</p> <p>If the teacher recognises that there is more time needed. This can then be planned for with the Blue Review Cycle for the module.</p>
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As a minimum all classes should have one PfP each module that will detail everything for the milestone and substantive assessment piece.

Teachers should ensure that as part of their assessment strategies, whether it be 'in class' assessment strategies or more summative assessment opportunities, they are consistently reviewing pupils' presentation, structure, quality of written work, detail and commitment to their learning. It is imperative that pupils books are reviewed and monitored and we as teachers do our due diligence on maintaining pupils books to an exceptional standard.

The review and quality assurance of pupils' books should take place **in lessons**. This will consist of live feedback, live marking when circulating and supporting the class.

**Teacher Assessment - Planning for Progress**

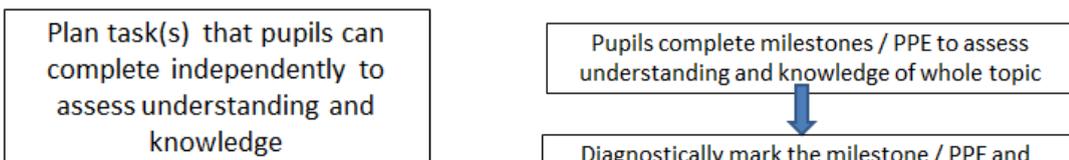
The flow charts below show how the assessment cycle ensures that gaps are identified and swiftly addressed through effective planning and opportunities for pupil response. These procedures must be followed to implement an effective cycle of assessment that will drive progress.

**CHANGE GRAPHIC to ONE Milestone and Blue Review Assessment Cycle**

1. Pupils shared date and revision / task list (pre-release) to prepare for assessment (google classroom)
2. Pupils Complete Milestone
3. Teacher marks milestone / PPEs - provides diagnostic feedback where appropriate.
4. Teacher completes PfP
5. *\*Pupils receive milestone / PPEs to review learning and complete 'self assessment' in their exercise book. Pupils may be able to complete questions with diagnostic feedback. **WHY and for WHAT purpose are you giving the milestone back?***
6. Teacher plans Blue Review Lesson/s
7. Teacher implements Blue Review Lessons this will include pupils being 'retaught' concepts that were common misconceptions
8. Pupils complete more deliberate practice to secure knowledge as part of the Blue Review Cycle
9. *\*Pupils receive milestone / PPEs to review learning and complete 'self assessment' in their exercise book. Pupils may be able to complete incorrect questions following the Blue Review learning*

*\*When pupils receive their milestone papers back is at the discretion of the Teacher (within the cycle from steps 5 to 8). The ultimate purpose is to ensure they can reflect and draw upon their strengths and areas for further development. If you want them to complete any specific questions this should be made explicitly clear and pupils should have the opportunity to complete and mark them using the mark scheme / marking criteria. The completion of questions should be planned and structured in lessons to ensure time is used appropriately.*

REMOVE and REPLACE with new graphic



### Progress Reviews of Milestone Assessment Tasks

Each term every pupil will undertake **at least one milestone task/ PPE** in every subject in exam conditions to assess their progress through independent work. This assessment must be a high quality assessment that has been standardised across the department to assess progress in relation to the learning objectives and success criteria covered. Milestones will only assess curriculum content and QWC (quality of written communication) / numeracy skills that have already been taught.

Milestones must be teacher assessed and where diagnostic marking is provided within the paper it is of a high quality that provides question specific feedback using appropriate annotations. Equally, pupils need to have sufficient time to engage with the feedback to ensure their learning moves forward.

All milestone tasks and PPEs should have a cover sheet to provide pupils with a consistent form of feedback and will be stored in their milestone task folder which also contains a milestone teacher tracker to keep a record of their termly milestones progress; this will run in conjunction with their exercise books. Staff should complete a PpP Form to inform planning of Blue Review lessons from milestones.

In conjunction with the pupils completing their cover sheet that is linked to the milestone whereby pupils detail strengths and weaknesses they will complete a PPfP Sheet which is completed electronically. The purpose of this is to systematically empower pupils to think, self-assess, evaluate their learning, hence self-regulation, and areas of strength and what they have identified will move learning forward. Pupils will capture this and will be stored electronically in their pupils' google classroom. Pupils will regularly review these, update, adapt and revisit each time they complete a milestone and substantive piece but also to support their independent work.

Statements highlighted on the front covers are used to identify strengths and areas to improve in relation to key objectives and success criteria. These statements along with diagnostic written feedback is to be used by pupils to master skills during Blue Review lessons (**DIRT** - directed improvement and reflection time), before learning is moved on.

**REPLACE these pictures with more current ones**

The image shows three overlapping pages of handwritten student work. The top-left page is a biology question about heart rate, with a handwritten answer in green ink: "AS heart rate increases, the amount of blood going through your body increases. This is good as your blood carries oxygen to the more your heart beats the more oxygen is getting to your muscles." The top-right page is a question about photosynthesis, with an answer: "The higher light intensity is, the higher rate of photosynthesis is until it levels off." The bottom page is a question about plant transport, with an answer: "translocation stores water in the phloem." A blue box at the bottom contains diagnostic marking criteria.

#### Diagnostic Marking

- Marked in green pen
- Identifies what pupils have been awarded marks for to show strengths in knowledge
- Highlights aspects of the question / content that pupils need to refer back to in order to improve their answers
- Does not correct work, but prompts and guides pupils towards finding the answer

### Substantive Piece - Assessment Point

Formative assessment strategies will be provided to pupils on a daily basis when questioning, circulating to assess work and when supporting pupils to peer and self-assess their own work in relation to success criteria. Pupils' learning and mastery of concepts should be clear through the use of effective formative assessment strategies and therefore planning adapted appropriately.

To ensure teachers are providing regular feedback that is highly impactful and moves the learning forward outside of milestone tasks / PPEs, pupils will be asked to complete an **independent substantive piece (assessment point)** (20-30 mins). The **substantive piece** does not need to be teacher assessed. A substantive piece can include a mini-assessment (mini-milestone), google form, practice sets, extended piece of writing, Sparx assignment, MathsWatch assignment, SAM Learning assignment, oral piece/practical assessment (Dance/PA). The teacher will determine what is the most appropriate assessment mode.

Immediately following the assessment (in the same lesson mostly) pupils can self or peer assess, provide a class marking criteria, mark collectively, use a digital platform to mark, or any form of electronic marking. The teacher will use this to assess how the class/individuals have performed using formative assessment strategies to capture this. This will provide the teacher with the opportunity to provide **instant feedback and address misconceptions** immediately.

### INSERT EXAMPLES OF PFPs

Although the milestone and substantive pieces replace book marking and also written feedback in books (outside of class), it does not mean that teachers should not still write individual comments on some pieces of work should it be deemed necessary to support pupils' learning in moving forward. As a result the following lesson or series or lessons are used to deliver high quality verbal feedback through a Blue Review (see next section).

When Book Quality Assurances are conducted there will be triangulation between the learning in books, the Planning for Progress Review Sheets, Google Classrooms and progress data. This will also provide an opportunity to ensure standards in books, quality of homework and classwork are of the highest quality.

### INSERT EXAMPLES of front sheet where appropriate

**Year 10 CA1- Services & Provision**

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_

Q	I can...	Marks
1	Identify the role and purpose of statutory, voluntary, and private sector.	/4
2	Identify three main purposes of health and social care provision	/3
3	Define four key terms used in health and social care.	/3
4	Differentiate between the terms "condition" "infection" and "disease"	/3
5/6	Understand the function of a hospital	/8
7/8	Understand the role of a GP practice	/3
9	Explain the types of medication available at a pharmacy	/3
10	Identify reason why rehabilitation may be required	/3
11/12	Understand the functions of the ambulance service	/4
13/14	Understand the types of residential care	/6
15	Identify how risk can be minimised	/2
16	Explain the function of a community centre	/4
Total=		/46 %

SPAG = Used correct spellings of subject specific keywords / Correct the highlighted spellings

Strengths
Improvements

This is an example of the front cover of a PHE year 10 milestone. (Left). Pupils will self assess their performance on each questions, highlight the QLA below, summarising the overall strengths and areas for further development.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Key Skills and Criteria	
<p><b>MYP Grading criteria B - Investigating patterns</b></p> <ul style="list-style-type: none"> <li>0 - Does not reach the standard described below</li> <li>L1/2 - Apply with teacher support, mathematical problem solving techniques to recognise simple patterns. State predictions consistent with simple patterns</li> <li>L3/4 - Apply mathematical problem solving techniques to recognise patterns. Suggest how these patterns work.</li> <li>L5/6 - Apply mathematical problem solving techniques to recognise patterns. Suggest relationships or general rules consistent with findings. Verify whether patterns work for another example.</li> <li>L7/8 - Select and apply mathematical problem solving techniques to recognise correct patterns. Describe patterns as relationships or general rules consistent with correct findings. Verify whether patterns work for other examples.</li> </ul>	<p><b>MYP Grading criteria C - Communicating</b></p> <ul style="list-style-type: none"> <li>0 - Does not reach the standard described below</li> <li>L1/2 - Use limited mathematical language. Use limited forms of mathematical representations to present information. Communicate through lines of reasoning that are difficult to understand.</li> <li>L3/4 - Use some appropriate mathematical language. Use appropriate forms of mathematical representations to present information adequately. Communicate through lines of reasoning that are able to be understood, although these are not always coherent. Adequately organise information using a logical structure.</li> <li>L5/6 - Usually use appropriate mathematical language. Usually use appropriate forms of mathematical representations to present information correctly. Communicate through lines of reasoning that are usually coherent. Present work that is usually organised using a logical structure</li> <li>L7/8 - Consistently use appropriate mathematical language. Consistently use appropriate forms of mathematical representations to present information correctly. Communicate clearly through coherent lines of reasoning. Present work that is consistently organised using a logical structure</li> </ul>
MYP Level Criteria B =	MYP Level Criteria C =

This one here is an example of a Maths MYP assessment from cover where the pupils are provided with a criteria based assessment model. This shows pupils the detail and levels of skills needed to achieve each MYP Grade.

### Suggested Model of Mapping Milestone Assessments:

**24 Hours Model Example**

(taking out 2 hours for milestone tasks and 2 hours for Blue Review)

**SP - Substantive Piece MST Milestone**

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		MST				SP				MST			SP

**24 Hours Model Example** (taking out 2 hours for milestone tasks and 2 hours for Blue Review)

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
			SP			MST				SP			MST

**24 Hours Model Example** (taking out 2 hours for milestone tasks and 2 hours for Blue Review)

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		MST				SP				MST			SP

**14 Hours Model Example** (taking out 2 hours for milestone tasks and 2 hours for Blue Review)

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
				MST					SP				MST

**14 Hours Model Example** (taking out 2 hours for milestone tasks and 2 hours for Blue Review)

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
			SP			MST			SP				MST

**17.5 Hours Model Example** (taking out 2 hours for milestone tasks and 2 hours for Blue Review)

Term 1							Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
			SP			MST					MST		

### 5-7 Hours Model (Design Block - Technology and Computing)

For subjects who see their pupils once a fortnight, a PfP will be completed for each assessment criteria completed by the relevant group. Please see an example model below of how this may look. In the design block, all pupils will receive feedback on eight assessments over the year.

Pupils will complete a reflection document on their digital workbook where they will identify their improvement point for each assessment criteria, and will refer back to this as a target for the next time they are completing an assessment for the same criteria.

Subject	Module 1-3: Assessment Criteria PfP is completed on			
	A - Inquiring and analysing	B - Developing ideas	C - Creating the solution	D - Evaluating
Design Technology	Y	Y		
Food Technology			Y	Y
Computing			Y	Y
Subject	Module 4-6: Assessment Criteria PfP is completed on			
	A - Inquiring and analysing	B - Developing ideas	C - Creating the solution	D - Evaluating
Design Technology	Y	Y		
Food Technology			Y	Y
Computing	Y			

### Self and Peer Assessment

Pupils must demonstrate an active role in the learning process by assessing their own and others' progress when independently completing tasks. Pupil assessment must be completed on all independent work to ensure pupils have an understanding of their *understanding* and learning. (This may be done verbally where more appropriate in practical based lessons such as PE and Drama). Teachers will provide pupils with success criteria, mark schemes, grade descriptors and model answers (see above) to support their self assessment and learning. This will be an opportunity for pupils' to reflect on their learning and think about what they need to improve to drive their learning forward, any comments should not consist of generic comments about their learning at the end of the lesson or low level feedback that doesn't enable progress.

Pupils must use red pen to assess key pieces of work and when making corrections clear modelled answers are completed to ensure the and ensuring clear correction. This should include detailed corrections, not just 'tick or cross' with pupils completing in depth analysis. The use of www/ebis can continue to be used but in a timely and pertinent to the stage in learning, for example, at the end of a topic, unit, sequence of learning, however more frequent use of this can be used. It is imperative that if pupils are directed to complete a www/ebi they are given time, support and they are quality assured for their use of language, terminology and accuracy.

Pupils will have opportunities to reflect on their learning after a milestone and significant piece using our www/ebi format. The reflection should be comprehensive, detailed, accurate and they should use the correct terminology and language. These self reflection comments should be learning focused and not referencing things like time, quantity or empty phrases like 'do more'. These reflections will be completed on their **digital reflection record** and they will have one of these per subject that is saved in their Google Classroom. *This will no longer form part of the 'front cover' of a milestone sheet so pupils have a continuous opportunity to reference and use it to target their revision.*

In Year 7-9 pupils will complete an end of unit self assessment that will require the pupils to reflect on their learning across the unit and will be an opportunity for pupils to engage with the initial unit plan header, the progress they have made and equally the steps they need to take to move their learning forward. Pupils will complete the **departmental** self-assessment proforma and this will signal the end of the unit. The proforma may be found as an extension to the unit planner headers at the beginning of the unit in pupil exercise books, or it will be found at the end of the unit in pupils' books, prior to starting a new unit. The proforma templates for each department can be found [here](#), but as a minimum these reflections will include:

- A reflection statement on the progress they have made in their knowledge and understanding of the statement of inquiry, and areas they still need to develop with regards to this
- A reflection statement linked to the relevant Approach to Learning for the unit which will include how they have used it successfully to improve their learning, how they may use it in the future and what areas they need to work on to improve this skill further in future

**Example Reflections:**

Statement of Inquiry	Understanding the <b>relationships</b> between force and energy enables progress in human capabilities
To what extent do you agree with this assessment?	I agree with it because if know <del>nothing</del> about energy then you wouldn't be able to get better technology and disasters could happen when you are <del>exp</del> experimenting with it can lead to disasters.
ATLs	T - Create original works and ideas SM - practise failing well
How have you demonstrated these approaches?	<u>I</u> making and bringing my bottle rocket name labelled the multiple on boards <u>Some</u> what failed would be the rocket experiment.

When appropriate writing an overall comment linked to the success criteria and be gracious in their receipt of feedback from others in the format of:

- WWW – what went well
- EBI – even better if
- SPaG – spelling, punctuation and grammar

<b>Pupil Assessment</b>	
<b>Pupils will ...</b>	<b>Pupils will not write...</b>
<p><b>WWW</b></p> <ul style="list-style-type: none"> <li>· Identify the correct aspects of the answer in relation to the success criteria</li> <li>· Where relevant, include a score / grade.</li> <li>· Underline and tick where they have demonstrated strengths as well as celebrating their successes E.g. 'I have described how ....'</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>· Use the model answer/success criteria to identify what they should have included in their answer in order to make better progress. E.g. 'I should have explained that....'</li> </ul> <p><b>SPaG</b></p> <ul style="list-style-type: none"> <li>· Write a subject specific comment on the quality of their literacy.</li> <li>· Link comments to a literacy based focus shared with pupils e.g. spelling of keywords shared at the start of the lesson. E.g. 'I did not use capital letters for names'</li> </ul>	<p><b>WWW:</b></p> <ul style="list-style-type: none"> <li>· 'Well done you used good detail'</li> <li>· 'I now know...'</li> <li>· 'I described it'</li> <li>· 'Well done you wrote a lot!'</li> </ul> <p><b>EBI:</b></p> <ul style="list-style-type: none"> <li>· 'Next time I need to write more'</li> <li>· 'I didn't understand...'</li> <li>· 'Next time explain as well as describe'</li> <li>· 'Include more detail'</li> </ul> <p><b>SPaG:</b></p> <ul style="list-style-type: none"> <li>· 'All correct'</li> <li>· 'Check spellings'</li> </ul>

<ul style="list-style-type: none"> <li>· Mark the work diagnostically to include:             <ul style="list-style-type: none"> <li>· Tick and underline pertinent points that are accurate and gaining the pupil marks</li> <li>· Annotate and comment on content that is incorrect or not yet detailed enough for the mark so pupils understand how to improve it</li> <li>· Marking for literacy using the relevant symbols (see section below)</li> </ul> </li> <li>· Highlight the knowledge and skills demonstrated accurately in relation to specific learning objectives / success criteria in green on the front cover</li> <li>· Highlight the gaps in skills and knowledge in relation to specific learning objectives / success criteria blue on the front cover</li> <li>· Include levels / grades on the front cover as a representation of their overall WAG</li> <li>· Ensure pupils complete their milestone trackers in their folders when they receive their papers back.</li> <li>· Plan lesson time for pupils to improve aspects of their assessment following necessary further verbal feedback or input of content/ skills</li> </ul>	<p><b>without</b></p> <ul style="list-style-type: none"> <li>· marking it clear what precisely gained the mark</li> <li>· Fail to write any diagnostic comments within the work to support pupil progress</li> <li>· Put crosses on work without annotating to explain to the pupil why it is wrong or what they need to consider to improve their answer</li> <li>· Use a non-standardised form of marking for literacy and numeracy</li> <li>· Fail to highlight the relevant success criteria pupils have met / not met</li> <li>· Allow pupils to move on without providing opportunities to address errors / misconceptions in their assessment.</li> </ul>
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### The Blue Review – Pupil Response to Teacher Feedback

When a PfP has been completed / milestone task marked, teachers must plan a Blue Review lesson or series of activities in more than one lesson for pupils to act on feedback at the most appropriate time.

PfP Blue Review – on the PfP the teacher will have planned for further input of content/skills that is necessary for pupils to improve their work and make rapid gains in their learning. Opportunities for pupils to act on this feedback must be embedded, for example a whole lesson may be planned to provide input or a range of activities to master the skills of opportunities to bridge gaps may be used across lessons as a series of starters, plenaries or home study tasks. Any task completed in books that has taken place as a result of the Planning for Progress Review will be indicated in the books with either a clear highlighted 'Blue Review' title and an optional blue highlighted line in the margin next to the work. The date of when this is completed should match that on the PfP.

Milestone / PPE Blue Review – on the PFP the teacher will have identified if further input is required and planned for this in lessons. Having addressed these gaps all pupils will independently read and engage with diagnostic and highlighted success criteria on their key formal assessments to then make improvements to their milestones in red pen.

Pupils must demonstrate resilience and determination by engaging with opportunities to improve in lessons and act on the feedback provided to the best of their ability to make rapid progress.

Closing the Loop - Following a Blue Review either teachers or pupils themselves close the loop by the teacher providing opportunities for assessment of improvements in relation to success criteria. It is important to recognise that some skills will take more than one Blue Review lesson or will need to be embedded across a sequence of lessons at pertinent points in order to improve and that the feedback given must enable pupils to make progress over time.

### Assessing Literacy and Numeracy

At the Hundred of Hoo Academy all teachers are teachers of literacy and numeracy in relation to their subject area. In the absence of marking books formally literacy and grammatical error should be addressed in lessons with live marking and feedback. Teachers should regularly refer to the spelling of subject specific terminology and disciplinary literacy.

For more information please read the Literacy and Numeracy Policies. Lessons must be planned to take every opportunity to embed and develop both literacy and numeracy skills. [Literacy Strategy](#) [Numeracy Strategy](#)

The following symbols are to be used, when correcting Standard English. Marking of literacy and numeracy should be subject specific and the following codes should be implemented where appropriate for each subject area. They are to be displayed in all rooms for pupils' reference.

Symbol	Meaning
^	Word or phrase missing
Sp	Spelling error – underline the word or part of the word and write Sp in the margin. Pupils are then to write these words out correctly in the margin
C	Incorrect use or missing capital letter
P	Punctuation error – underline the error and write P in the margin
G	Grammatical error
//	New paragraph required
T	Incorrect use of tense
?	Meaning is unclear

### BTEC and Controlled Assessment Marking

BTEC and Controlled Assessment marking must be completed in line with regulations set by the exam board. Different boards will have differing marking criteria. For example if a board has only one submission when a BTEC assignment has been set, marking of drafts is not allowed and the final assignment submitted is marked summatively to identify if the grading criteria have been met. Some examination boards will allow a first draft (formative assessment) with a strict timeline for a final resubmission (No third draft-resubmission).

It is recommended that research and preparation tasks are set as PHS? that will support pupils in completing the formal assignments to the highest of standards. The preparation and research tasks for the BTEC assignments and Controlled Assessments can be used as feedback and assessment for learning and understanding opportunities during the time period where pupils complete the assignment in lessons.

In practical based subjects assessment and feedback will need to be evidenced through the use of videos to document progress. Quality Assurance of the BTEC work can be completed using the 'Internal Verification – Assessment Decisions' form ensuring that the teacher's name and grading is written on the top of the document.

When controlled assessments are completed off timetable strict planning procedures must be adhered to by using the CA planning checklist, to ensure they are highly successful with minimum impact on other subjects.

Different subjects will have different marking criteria/guidelines/assessment procedures.

General guidelines for the BTEC subjects can be found below.

Assessment and Marking Policy 2022-2023

Examples of summative assessment can be found here. (Marked linked to criteria)

<b>Unit number and title</b>	<b>Unit 5: Application of Fitness Testing</b>
<b>Learning aim(s)</b> (the right side)	<b>A: Understand the principles of fitness testing</b>
<b>Assignment title</b>	<b>Explore fitness tests for different components of fitness Investigating and implementing fitness testing practices</b>

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
S/A.P1	Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing.
S/A.P2	Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples.
S/A.M1	Recommend methods that can be used to ensure fitness testing is conducted in a valid, reliable, practical, suitable and ethical way.

I am a student on the sport Level 3 BTEC course. A cricket club has approached me about the potential of becoming an assistant coach in order to develop the players at the club. The club is interested in making the players physical conditioning of the fitness testing procedures to see the levels at which the players are at. I have been asked to show my practical skills and understanding of the fitness procedures through many tasks that have been discussed, and agreed, in a recent committee meeting at the club. If I am to become assistant coach for the club, I will try to the best of my abilities in order to achieve the best out of my players and try to become the best team in the league. I will improve their physical conditioning and try to improve their skill related fitness components required. The main tasks I will be looking at will be validity, reliability, practicality and ethical considerations. I will be planning and conducting fitness testing with many different clients.

The definition of fitness testing is to collect information upon subsequent performance evaluations and decisions. We do fitness tests in order to see how well the players are conditioned and how highly skilled they are to get a strong idea as to what components of fitness are strengths and what components of fitness are their weaknesses, this way I will be able to create a training programme so that they can have their weaknesses eliminated and become the ultimate cricketer.

As a fitness instructor I need to have key knowledge of what is essential in sport and activities. I also will need knowledge of fitness tests and components of fitness, so that I can look to achieve the best out of my players and I will need to know the every key aspect so that I can eliminate any weaknesses players may have in relation to the key components of fitness for a cricket player.

Key:  
Skill related fitness components  
Health related fitness components

S/A. 11

new skills in football will start neurons in the brain which will be able to form neural pathways which will allow impulses to travel faster across them meaning decisions will be made quicker.

Two touch training drill (30 seconds)
Shooting drill (left foot and right foot) (4 shots)
Running in and out of cones with a ball (complete two lines of cones)
Passing to and from a partner using both feet (30 seconds)
Crossing into a box (do this until the person in the box connects with the ball)

**Ruler drop test - Reaction Time**  
 In the ruler drop test my client performed an average result of 13.8cm which results into the "good" category. This means my client has a good level when using their ability to react to a stimulus. My elite performer performed into the excellent category when performing this test with an average result of 8.2cm. My client has a good enough level of reaction time to become a high level tactician but to become an elite performer my client needs to perform into the "excellent" category. This is possible after my client completes a training programme, for reaction time my client will go through a circuit training with football based skills to be able to improve the ability to react to a stimulus.

El rondo (30 seconds)
Scan, receive, turn (1 minute)
3 vs 1 keep ball (1 minute, then change the tackler around)
Shooting from square pass (5 shots)
One touch passing (30 seconds)

This training programme is perfect for improving both football skills and reaction time. This is because a drill such as 3 vs 1 keep ball is good for targeting reaction time and football skills. This is because the people passing the ball will have to quickly react to the pressuring player who is attempting to get the ball. Only minimal time on the ball will happen on this drill meaning reaction time is important during this drill. After the first 2 weeks my client can increase the amount of time on the ball as my clients reaction time will be improving. Your nervous system and brain can navigate and control your entire body meaning every decision which is made goes through this and how quick these decisions are made gets improved when on a training programme such as this. This will improve my client as a midfielder because when in high pressure situations my client will improve making decisions in a short amount of time with opposition players pressuring.

S/A. P6  
S/A. P5  
S/A. O2

Examples of formative assessment marking can be found here (No grading criteria evident)

**Task 1**

**What is specificity?**  
 Specificity is the training that must match the needs of the activity and the person to improve the individual's fitness. *- How do you use specificity and progression in a training programme? Apply specific examples e.g. long distance training for a marathon runner compared to a sprinter.*

**What is progression?**  
 When you gradually increase the amount of exercise.

**What is cardiovascular endurance?**  
 Cardiovascular endurance is the ability to train continuously for a long period of time without tiring, it is a measure of how well an individual can do exercise that involves their whole body with high intensity over a long period of time.

**What is agility?**  
 Agility is the ability to react quickly to a stimulus and change the movement of the whole body quickly with speed in a very short time. Whilst creating this movement, you must be able to control it.

**When is cardiovascular endurance used in sport?**  
 Cardiovascular endurance is used when an individual is participating in a long-distance running event or playing a sport for the whole time. For example, playing the whole ninety minutes of a football match. Other sports that use cardiovascular endurance are swimming, dancing, and basketball. And more. When a football player plays in midfield the amount of running they do compare to the amount of running a goalkeeper does is a big contrast. *What does this mean about required levels of CV endurance?*

**When is agility used in sport?**  
 Agility is used when an individual needs to change position or direction with speed and accuracy. The majority of sports need agility but some more than others. For example, in basketball, in basketball, agility is used by most players. An example of this is when dribbling around players. In basketball, the player that plays for the centre position will run and move lots more than the player who plays for a point guard.

**How is cardiovascular endurance tested?**  
 To test cardiovascular endurance, you take part in the Cooper run. This is to see how far an individual can run in the given 12 minutes. You take this test on a standard running track or a location to measure the distance run without needing to stop. *Compare the test to the beep test.*

**How is agility tested?**  
 To test agility, you complete the T-test. This is when cones are set up in a T shape. The sprint is from the bottom of the T to the top. This distance is 10 metres. The individual then sidesteps 5 metres to the left and then back to the middle. They then sidestep to the right for 5 metres and then back to the middle. The person then sprints backwards from the top of the T to the bottom. *Include the fitness agility in*

**Task 1**  
 Name: Rosie Sammon  
 Class Code: 11BT4

**Methods of training for cardiovascular endurance:**  
 One method of training for cardiovascular endurance is interval training. Interval training is when you alternate between periods of hard exercise and rest. An example of this is running and walking, you run for 5 minutes and walk for one is one example of interval training. Another example is sprinting and jogging. You sprint for 3 minutes and then jog for ninety seconds. *What are the advantages? Describe the components of the training method?*

**Methods of training for agility:**  
 One method of training for agility is the saq test. This is also known as a speed agility and quickness test. It is used to develop the ability to change speed and direction in explosive activities and movements. To improve your agility, you should participate in saq training 2-3 times a week. An example of saq training is the box drill. This is when you place four cones in a box shape, each cone ten metres apart. At the bottom left corner of the box (in an athletic position) you sprint straight to the top corner. You then sidestep to the top right. You then go back to the next corner of the square. Lastly, you sidestep to the last corner of the square. Another method of training is circuit training. This is when you have a combination of six or more exercises and are performed with short resting periods in between the different exercises. *How can circuit training be used to develop agility? Describe circuit training*

*How are the SPORT and FITT principles used in training?*