



NEW PARK ACADEMY – JUNIOR & SECONDARY SITE

TEACHING & LEARNING, ASSESSMENT & REPORTING AND TARGET SETTING POLICY

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NEW PARK ACADEMY

Teaching & Learning, Assessment & Reporting, and Target Setting Policy

Introduction

In the Children's Plan the Government has made a commitment 'to ensure every child enjoys their childhood, does well at school and turns 18 with the knowledge, skills and qualifications that enable them to succeed in adult life'. New Park Academy supports the government's aim that 'all children should be helped to progress and no child should be left behind'.

The school population at New Park Academy mainly consists of groups of young people that have been identified as being amongst the most vulnerable ones for falling behind at each stage of their education: 'The evidence shows that children in care, some black and minority ethnic (BME) groups and pupils eligible for free school meals (FSM) do less well. Research shows pupils who are not in school are amongst the most vulnerable and those most easily drawn into crime'.

New Park Academy has the highest possible ambitions for the attainment of its pupils and puts in place all the necessary support to raise their attainment, improve attendance and reduce the need for exclusions. It aims to change existing patterns and accelerate the rate of performance of the most vulnerable students in a holistic manner, drawing support from a wide range of agencies.

Aim

This policy aims to ensure that both teaching and learning take place in accordance with the school's mission statement, embedded in the Every Child Matters Agenda, and is complemented and supported by the school's policies and procedures for appraisal and staff development.

Objectives

The objectives of the policy are to:

- Establish the underlying teaching philosophy at New Park
- Explore a 21st Century Learning Environment
- Ensure a shared understanding of the general factors indicative of good practice in teaching and learning, assessment and reporting and target setting
- Ensure consistently high standards of teaching in the school,
- Ensure that targets set are aspirational yet achievable
- Ensure the highest possible standards in pupil attainment, learning and behaviour, and that all teaching takes account of each pupil's individual needs as defined within his/her Statement of Special Educational Needs and subsequent IEPs,

- Ensure that all teaching supports the development of effective learning of literacy, numeracy and information technology skills,
- Demonstrate a clear understanding of the importance of parental involvement
- Provide a clear overview of the school's approach to the monitoring and evaluation of teaching and learning, assessment and reporting and target setting.

Teaching Philosophy at New Park

The majority of students who arrive at New Park have had very negative previous experiences of schools as places where learning has lost any fun element and they have lost their image of themselves as able learners. Self-esteem tends to be extremely low; there is a lack of trust in adults and education is perceived as a useless tool imposed by adults with little or no meaning for the young person involved.

In addition, there are usually other identified barriers to learning such as communication and general or specific learning difficulties, mental illnesses and/or family problems.

Staff at New Park believe that successful learning can only take place in an environment that is seen as safe and where young people feel the unconditional positive regard from trusted adults. First and foremost, our aim has to be the re-establishment of a trusting relationship between teacher and learner. For this reason, the school community is currently based around eight tutor groups. Each group has a class teacher, who teaches up to half of the lessons in KS3 and up to approx a third of the lessons in KS4. Each group also has one or two Teaching Assistants in KS3 and one Teaching Assistant in KS4, who stay with the group virtually all day. This intensive approach allows staff to gain a very thorough knowledge of their pupils and offers students the chance to build up trusting relationships with adults.

Teaching and Support staff use the gained knowledge to personalise the programme of study and adapt it to the individual's learning style. The set timetable takes into consideration the peak learning times for the students, i.e. most students are more receptive to engage in formal lessons such as English and Maths in the earlier hours of the morning. However, there is an understanding that negotiation can take place between teacher and learner to facilitate the best possible outcome, i.e. if a pupil is reluctant to engage with a particular task, he/she may be allowed to engage in an equally challenging task within a different subject area, also taught by this teacher. Also, a pupil very engaged in a particular task may wish to continue this into his next lesson, if s/he is still with the class teacher. The teacher may build into the lessons times for a physical break as often indicated as a specific need in the pupil's educational statement; there may be the need for a little bit of 'banter' with one pupil, and a strictly work based ethos for another. Pupils are taught to take responsibility for their own learning on a gradually increasing level, as they mature. Every member of staff wants to do the best they can for all of their pupils - to give them the best re-start in life, equip them with the basic educational skills to make the most of the learning opportunities available to them, and help them succeed in fulfilling their personal goals.

21st Century Learning Environment

In line with the vision for schools in the 21st Century, staff, governors and students at New Park have planned the establishment of a bespoke environment that facilitates the implementation of new trends in pedagogy to promote a fully accessible community based learning experience for all young people with social, emotional and mental health difficulties and other stakeholders. Individual ICT equipped work stations in most of the classrooms will allow flexible study, supported by the new and constantly developing learning platforms, of a full range of topics disregarding any traditionally timetabled lessons, which will make it possible to introduce a 'flexi timetable' in line with the newest research that schools should follow the internal clock of young learners. Additional flexible furnishing will facilitate informal group and paired discussions as well as formal teaching supported by innovative use of interactive white boards, digital cameras etc. An increased use of portable technology outside the school environment will demonstrate 'real world' applications of ICT. This environment, which will be less reminiscent of the traditional class room, will encourage school aged, as well as reluctant adult learners with a history of negative school experiences, to find new access to learning which will ultimately lead to increased 'achievement and enjoyment' and 'economic wellbeing'.

Teaching and Learning

The manner of teaching makes a major impact upon pupil learning, attainment and progress, and the way pupils respond to school. There are a number of key elements, which indicate good practice and which when combined ensure high quality teaching. These are noted below.

Teaching and learning are inextricably linked, the principle purpose of teaching being to ensure that pupils achieve the learning objectives set for them. This is done through the provision of a range of experiences within appropriate learning environments designed to meet each pupil's individual needs. The quality of the process is ensured through the regular monitoring and evaluation of teaching and standards of pupil achievement based upon the establishment of benchmarks, the setting of targets and specific support programmes. Improving teachers' understanding and expertise in tracking pupils' progress in all core subjects through the use of KPIs (Key Performance Indicators) will enable teachers to map the progression of all pupils and to identify pupils at risk of not making the expected progress to achieve threshold and progression targets and plan appropriate interventions. Additional personalised support, including one-to-one tuition where appropriate, has been part of New Park procedures before it became a new entitlement announced for every child who enters KS3 below level 4 last year.

Subject knowledge

Good teachers have a sound and secure knowledge of the subjects they teach. This is evidenced through a teacher's ability to:

- Enthuse the pupils for their subject

- Provide explanations and clarify points in a manner easily understood by pupils,
- Ask questions in a manner which allows pupils to extend their learning,
- Mark work in such a way as to provide feedback to pupils which will inform their learning,
- Draw on a wide range of contexts and resources to enhance pupil learning.

Expectations

Good teachers have high expectations of their pupils. These are evidenced through a teacher's ability to:

- Make clear their expectations to pupils,
- Provide challenge at a level well matched to pupils' abilities,
- Ensure that pupils apply themselves to their work and encourage high standards of presentation.

Planning

Good lesson planning is an important factor in ensuring pupil learning. It is evidenced through a teacher's ability to:

- Identify clear objectives for each pupil according to his/her individual needs,
- Set challenging and realistic goals for improvement, and see that these are achieved,

Use support staff and learning resources in an efficient manner and one which makes a positive contribution to pupil learning.

Methods and organisation

Good teaching is characterised by the use of a range of methods and organisational approaches to enhance pupil learning. This is evidenced through the teacher's ability to:

- employ a wide range of strategies including direct teaching to individuals, groups and whole class; and grouping pupils using a range of appropriate criteria,
- demonstrate a clear understanding of and response to each pupil's emotional and behavioural needs
- provide lessons which are well structured, inform and stimulate pupils, and maintain their interest,
- ask questions which probe pupils' knowledge and understanding,
- provide opportunities for investigation and problem solving,
- promote cooperative and independent learning through the provision of whole class, small group and individual tasks,
- provide opportunities for pupils to reflect upon, learn from and improve upon their performance,
- maintain the challenge and pace of each lesson,
- encourage pupils to use skills/knowledge gained from other subjects.

Management of pupils

The good management of pupils is essential in ensuring their learning.

This evidenced through a teacher's ability to:

- Maintain good discipline using a variety of methods whilst maintaining a consistent approach which is firm and fair and based on a shared understanding between teachers and pupils as to what constitutes acceptable and unacceptable behaviour,
- Maintain pupils on task through the appropriate use of time and resources, and ensuring their motivation through the timely use of praise and rewards,
- Involve the pupils and any other adults present in the management of the group as a whole,
- Encourage pupils to respect the rights of others.

Learning

Where teaching is good, pupils respond to the challenges they are set, show a willingness to concentrate on tasks and generally make progress in relation to prior attainment. There are a number of key elements, which demonstrate that pupils are learning. These are identified below:

1. Showing a positive attitude

This is evidenced when pupils:

- Are actively involved and enjoy learning,
- Show a willingness to apply themselves to tasks,
- Concentrate on, are motivated by and show an interest in their work,
- Demonstrate the ability to persevere and complete tasks,
- Show a readiness to ask questions,
- Are prepared to offer knowledge, opinions and ideas of their own,
- Are willing to debate and discuss topics.

2. Behaving well

This is evidenced when pupils are:

- Well mannered,
- Show respect for others, their feelings, beliefs and property,
- Respond well to school rules and classroom routines,

3. Forming good relationships

This is evidenced when pupils:

- Relate well to one another,
- Work cooperatively in lessons and around school,
- Show consideration towards staff and fellow pupils.

4. Making progress

Pupils demonstrate progress in learning when they show gains in what they know, can do and understand. This is evidenced:

- When pupils show an improvement against a baseline assessment e.g. attainments assessed by the school educational psychologist shortly after entry to school,

- Within teachers' individual records and reports,
- In pupils' records, including work samples, portfolios of work

Monitoring and Evaluation

Each teacher is responsible for ensuring his/her teaching and their pupils' learning is of the highest possible standard. This should be done with reference to the information presented above. It is important that teachers actively use their assessment of pupils to inform planning and ensure that work is well matched to each pupil's needs. Work produced should be regularly reviewed to ensure that pupils are making appropriate and sufficient progress (see below: assessment).

The overall responsibility for the monitoring of teaching and learning rests with the headteacher who will put procedures in place to ensure there are regular visits to classrooms for both 'Learning Walks' and formal lesson observations including review of pupils' work. Staff will be provided with feedback from these visits.

ASSESSMENT

Principles

Assessment should:

- 1) Actively involve all learners. We interpret this to be exemplified by:
 - Stating lesson objectives, providing a reference for pupils' self assessment and for plenary discussions
 - Habitually engaging children in discussion of their own work.
- 2) Be central to the learning process:
 - By underpinning organisation of learning groups
 - allocation of time and other resources etc.
- 3) Be based on information that is both relevant and manageable:
 - Through ongoing, informal teacher assessment based on KPIs (Key Performance Indicators)
 - Using the school's scheduled formal assessment procedures, beginning with the Baseline Profile and ending with Key Stage 4 GCSE's and other external accreditation
- 4) Identify needs, motivate learners and celebrate achievement:
 - Through regular marking/assessment of pupils' work, with feedback of celebratory comments and constructive guidance.
 - Be pursued in a way that keeps track of all pupils without being so intensive as to become unmanageable. Examples: targeting specific groups of learners on a cyclical basis; targeting a particular aspect of a piece of work.
- 5) Help plan the next learning steps:
 - By informing short-term amendment to long and medium term planning.

- By providing an overview of a pupils' progress through the school
- 6) Illuminate qualitative aspects of learning:
- To reveal the true nature of a child's understanding of a topic by revealing appropriateness of a child's achievements relative to her/his assessed capability, i.e. ensuring challenge in tasks set (in essence: are we stretching or coasting?)
- 7) Provide information to measure past performance and set target:
- Through analysis of statistical evidence –
 - For the individual child;
 - In assessing overall school performance.

Formative Assessment

Formative assessment is crucial

- In informing planning.
- In raising pupils' awareness of what they are trying to achieve and how they can improve on a lesson to lesson basis

In line with the KS3 and KS4 Strategy, assessment of understanding and progress through KPIs (Key Performance Indicators) forms the basis of any assessment at New Park; the following practices are followed in order to facilitate this.

- Learning objectives are shared with pupils as part of everyday practice.
- Pupils' understanding is explored through careful questioning.
- Pupils are given constructive feedback.
- Written comments or symbols are used to indicate achievements and areas for improvement, based on the system of WWW (what went well) and EBI (Even Better If). Time is set aside in lessons (DIRT – Dedicated Improvement and Reflection Time) for pupils to respond to teachers' written feedback, correcting mistakes or fulfilling a task that will progress their learning
- Pupils are set aspirational targets that are clear and achievable.
- Class or individual targets may be set to improve or develop personal and social skills, where necessary.
- Pupils are encouraged to assess their own performance through-
 - Checking their own work.
 - Plenary discussions

Summative Assessment

- A profile of the child's capabilities and needs is offered as part of the introductory information shared with all staff, based on written/oral information received at point of admission (incl info gained from prior teacher assessment). In some cases this might include a CAF, indicating support from outside agencies that has been put in place by a prior school
- Within the first half term of admission, base line assessments in numeracy and literacy take place, alongside a screening test for Dyslexia

- This base line date will be used as a benchmark for ‘value added’ future progress
- It also identifies each pupil’s broad area of SEN and helps to anticipate the impact that each key area may have on pupil progress.
- From this grouping it is possible to accurately predict for which of our pupils progress along their designated KPI pathway is an aspirational yet achievable and therefore appropriate target
- Staff are also able to identify those remaining students for whom at least one sub-levels of academic progress has to be considered an aspirational and achievable target at this point of their life
- Progress in academic subjects and personal development is assessed half termly on the school information system, enabling the teacher to note progress or lack of it over the year/key stages.
- Moderation takes place as part of core subject meetings
- In the core subjects, academic progress is evidenced and monitored through the progress against half termly learning targets. These are linked to KPIs outlined in pupils’ particular learning pathway. There are also termly personal development and attendance targets.
- When progress is not as it should be, discussions between the form tutor, TA and other relevant teaching staff are held to examine any particular circumstances which may shed light on the situation, and intervention strategies are planned
- Scheduled meetings between subject teachers and form tutors can serve as a valuable pooling of ideas whereby new strategies and practices can be discussed, support and consolation shared between staff when even best efforts fail, and where ultimately reinvigorated efforts to engage our most challenging pupils can begin.
- More specific intervention programs such as, the structured and agreed withdrawal from class with focused individual support offered by one of the school’s Learning Mentors may be put in place. This particular strategy - and many others commonly employed - requiring the resources of the SEN department will subsequently be discussed with the school SENCo and heads of departments in order to identify specific targets and agree an intervention timeframe before the program will be offered
- Summative evaluation of pupil progress is reserved until the term three, when pupil advancement within their designated learning pathway can be conclusively assessed.
- Once the assessments are verified, all this updated information is transferred by tutor teams to the whole school monitoring document on the school information system.
- The excel data sheet allows for tracking of the whole school population across the subject areas and throughout a pupil’s entire career at New Park, therefore offering an invaluable overview of complete pupil progress as well as progress in specific subject areas. A traffic light system code is used to illustrate the progress: achievement better than target (dark green), target fully met (green), working towards target (orange), target not achieved (red)

- Consistent poor performance in individual subject areas may be highlighted and whole school intervention or intervention in the form of CPD for a specific teacher may be put in place as a result
- Other forms of assessments take place as part of the optional QCA Tests in Literacy and Numeracy for Years 7 & 8, administered during summer term to facilitate:
 - Assistance in identifying areas of common weakness;
 - Informing pupil tracking, targeting, grouping and planning;
 - Informing IEPs where appropriate.
- In KS4 pupils work towards externally accredited examinations such as Entry Level Certificates, BTEC awards and GCSEs
- Performance in these exam outcomes is evaluated on a yearly basis

Assessment at KS2

At New Park Juniors, we aim to ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum. We do this by ensuring the core national curriculum objectives remain at the heart of the planning, whilst incorporating a book based approach to learning. We feel that a book based approach provides rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding. Maths, science and computing subjects are taught discretely. Further to this, we provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils, taking into consideration the British values and ensuring that pupils understand these. So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by pace, content, task, relevance, resources, extension, autonomy, outcome and teacher/adult support.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formal summative assessment is carried out at the end of Key Stage 2, when deemed appropriate for the child. Optional tests are also taken in Years 3, 4, 5 and 6 which are taken from Rising Stars in English and White Rose in maths. These are then used alongside classroom monitor.

Target setting

In KS2 students working levels are assessed from EYFS –Y6 standards and has pupils working across that range within KS2. Nearly always, pupils on entry to New Park are working below age expected levels in Maths and English. However, pupils make accelerated progress from their New Park Juniors baseline. Pupils follow Individual target plans that use National Curriculum year group expectation descriptors according to the child's level, these descriptors are then used to set ongoing lesson by lesson targets. Each child at

New Park Juniors follows expectations according to where they are with their learning, not according to their age. However, each child does follow year group National Curriculum expectations to inform where they are at, progress, and to set challenging targets. Descriptors are used according to the child's current learning age not their chronological age. For example, on entry to New Park Juniors a year 5 child may be functioning according to year 3 expectations therefore year 3 expectations will provide the starting point and the child will make accelerated progress towards their chronological age. Approximately 50-75% of the school are set targets to achieve at least 80% of 1 full year of National Curriculum expectations. This methodology ensures each child's progress can be tracked on a lesson by lesson basis.

Between 25% and 50% of children due to cognitive difficulties, or extreme past/present trauma in their lives have different expectations. Progress targets for these children consider the added complexity of the child on an individual basis. However, these children are all making strong progress according to their needs and abilities.

Reporting:

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the young person's learning.

Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences. The Parent Guarantee offered by the government goes further to ensure parents understand their child's individual learning and development priorities, as well as their responsibilities to help their child. It is important that staff see parents and carers as co-educators, and that there is a two-way flow of information between home and school

- Parents are kept informed by phone on a daily/weekly basis
- The pupil progress is shared with parents, during the statutory educational review and during the parent evening at Easter, when concerns are shared if a pupil is at risk of not meeting his/her individual targets. Strategies are discussed with parents/carers and support is offered as appropriate
- Written reports are sent to parents at the end of each term to inform about effort, attainment and end of Key Stage assessments. A longer, more comprehensive report is written for the **EHCP (Education, Health and Care Plan)**
- Pupils' achievements are publicly shared (with their agreement) in assemblies, both weekly and at the end of each term, when parents and carers are invited to attend.
- Relevant supportive evidence on school developments, active participation in community and other projects is shared on the school web-site and during open mornings
- Projects are shared with interested parties (e.g. parents/carers, other outside agencies).
- The school prospectus and the Guidance and Advice document offers information to new parents/carers

- There is a yearly Parents Evening, an Open Morning and a Prize Giving Ceremony
- Head Teacher's reports to the Trust and the Team around the School.
- Staff report about progress in their subject area to the governors on a yearly basis.

Marking Policy:

In New Park Academy we have students who have a wide range of abilities and experiences of learning. Many have come to us having had negative learning experiences in the past and it is our aim to enable them to grow in confidence, and become the best learners they are capable of being.

All pupils are entitled to regular and constructive feedback on their learning; teachers at New Park Academy will mark our student's books regularly and highlight the fantastic work that they are doing (WWW). We will inform our students of the progress they are making towards their goals and guide them towards their next steps to ensure they are always making progress (EBI).

Aims:

We give feedback and mark pupils' work in order to:

- show pupils that we value their work and encourage them to do the same
- boost self-esteem and aspirations through use of praise and encouragement
- give pupils specific information on the extent to which they have achieved the learning objectives and how to further improve their work
- check whether pupils have achieved the learning objectives, identify misconceptions and use this information to inform future planning
- share expectations
- promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements
- to inform the individual tracking of progress

Principles:

- Feedback and marking should be meaningful to pupils, teaching staff and parents.
- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils.

- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed. Bonus points will be given for exceptional effort or producing a good piece of work. The celebration assembly also allows us to celebrate pupils' efforts and achievements.
- The date and the learning objective will be written/stuck on every piece of work either by the pupil or member of teaching staff.
- Marking should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning (DIRT: Dedicated Improvement and Reflection Time), pupils will be given time to make further improvements/complete corrections.
- Pupils will think about their learning and self-assess in lessons, using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up.
- Where appropriate (depending on the ability of the pupils and the nature of the activity) pupils will be encouraged to mark their own work engaging them in the assessment process. Work must still be marked by teaching staff
- Where appropriate, pupils will be taught to highlight successes in their work (related to the learning objectives of the lesson) using colour coding. They will make improvements to their work using the same coding.
- Work will be marked in relation to the learning objectives and when appropriate the pupil's own EHCP/behaviour target. **Marking will not solely focus on secretarial errors.**
- Work will be quality marked in detail by teaching staff e.g. a positive comment linked to the learning objectives (www) and then a suggestion for how to further improve the work with a task to complete to secure this improvement (EBI).
- Alternative evidence e.g. photographs might be used to qualify pupil achievements in practical tasks/sporting activities/team projects etc.
- In KS4, pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination levels e.g. EL1/2/3.
- Pupils' work can be marked by the teacher or the TA. If the TA is supporting a group, it is often more appropriate for the TA to mark the books of the pupils they have been supporting.
- All staff, parents and pupils will be made aware of the marking policy and codes and its purpose. Pupils will be taught what the different codes mean and will be given time to look at marking of their work.

Teacher <u>WRITTEN</u> Feedback	Frequency	Teacher <u>VERBAL</u> Feedback	Frequency	“DIRT” (and) Student Self & Peer Assessment	Frequency
<ul style="list-style-type: none"> Clear, concise, specific to student’s progress and in student speak WWW - Feedback should be related to the learning objective (LO) and/or targeted learning outcome (TLO) of the lesson Linked to previous comments to highlight progression. May include effort comment EBI - <i>Requires a student response</i> which evidences improved understanding <i>Directs</i> students to complete an activity that consolidates/extends learning Literacy/Key word mistakes are picked up on and noted in the margin. 	<p>In core subjects, (Maths and English) work should be marked every lesson and progress thoroughly assessed each half term.</p> <p>In all other subjects books should be marked every 2 lessons minimum and progress assessed each half term</p>	<ul style="list-style-type: none"> A dialogue between the teacher and student VF written when verbal feedback is given- the student then writes an explanation of discussion to enable progression. Classroom climate should be appropriate: calm, safe, mistakes allowed Learning organised to facilitate verbal feedback e.g. individual and group work Should inform T&L thus may result in reshape of task(s) Should happen throughout lesson. 	Every lesson as appropriate with a focus on students 1:1	<ul style="list-style-type: none"> Students must respond to the EBI feedback Plan opportunities for student reflection and self/peer assessment Plenary and starters can be used as time for reflection. LOs and success criteria clear for students and relevant to current topic Must be evidence of students understanding of LO in books. Success criteria must link to pathway targets or GCSE/BTEC Students’ self/peer assessment uses WWW/EBI for feedback for self/each other. 	<p>“DIRT” Needs to be completed as soon as books are marked – Maths and English following each lesson.</p> <p>Other subjects – every second lesson.</p> <p><i>Self-assessment</i> when appropriate during lesson Reflection of what they have learnt/how they learnt/what next.</p> <p><i>Peer-assessment</i> twice per half-term or when appropriate</p>
Format of WRITTEN feedback		Format of VERBAL feedback		Format of self & peer assessment	
<p>What went well (WWW.) IN GREEN Level or grade only given when appropriate</p> <p>Even better if (EBI) IN PINK/PURPLE</p> <p>Student responses to EBI directed tasks need to be written IN ORANGE (or highlighted/circled in orange) to signify “DIRT” opportunities have been given</p>		<p>What went well (WWW) IN GREEN</p> <p>Even better if (EBI) IN PINK/PURPLE</p> <p>Positive sum up ☺</p> <p>Record of verbal feedback. IN ORANGE</p>		<p>Students start new quality piece of work with self-assessed next steps</p> <p>Students justify “why”</p> <p>Students are reflective learners.</p>	

Monitoring and Evaluation Examples

Whole school and department work scrutiny	Whole school and department work scrutiny& observations/drop-ins	Observations/drop-ins										
Pathway Target /Grade	WWW/EBI	Presentation										
Teachers/Students should record their Step/Stage target or grade in the front of their exercise book/folder They should regularly update their targets/grades. For example: <table><tr><td>Target (AOES)</td><td>Pathway 2 - O</td></tr><tr><td>Autumn 1</td><td>Emerging</td></tr><tr><td>Autumn 2</td><td>On Target</td></tr><tr><td>Spring 1</td><td>On Target</td></tr><tr><td>Spring 2</td><td>Above</td></tr></table>	Target (AOES)	Pathway 2 - O	Autumn 1	Emerging	Autumn 2	On Target	Spring 1	On Target	Spring 2	Above	<div>WWW: You hit your last target and are now able to use a semi-colon correctly. Well done!</div> <div>EBI: To secure the higher target, you need to use a full range of punctuation. For example ... and (). Write one sentence that uses brackets.</div> <div>WWW: An excellent story Amy. You’ve used a range of interesting words to secure the Step 4 target. I especially liked the word phenomenal!</div> <div>EBI: To move into the next Step you need to check that your choice of vocabulary is always accurate and also correct the spellings of the words underlined, three times.</div>	Students should follow these presentation rules: <ul style="list-style-type: none">Complete all work to their best possible standardsRespond to written feedback given by staff when it is received. – IN ORANGEDate and title of each piece of work is recorded.LO/TLO is clearly written/stuck in book.Write in pen and draw in pencil (pencil can be used for written work as directed by the teacher e.g. in Maths or to annotate diagrams)To correct a word/phrase, draw a single line through the incorrect wordDO NOT use correction fluidBest handwriting at all times.
Target (AOES)	Pathway 2 - O											
Autumn 1	Emerging											
Autumn 2	On Target											
Spring 1	On Target											
Spring 2	Above											
Examples of TLOS: Step 3 – O : I am able to find the mode and range of data Step 3 – A : I am able to find the mean of discrete data Step 4 : I am able to find the mean of grouped data Grade3: I am able to draw a simple diagram to show cell division by mitosis. Grade 4: I am able to describe what stem cells are, and the process of differentiation. Grade 8: I am able to discuss some possible uses of stem cells and the ethical reasons for not using them.	Marking for Literacy <table><tr><td>CP</td><td>Capital Letter</td></tr><tr><td>SP</td><td>Spelling</td></tr><tr><td>P</td><td>Punctuation</td></tr><tr><td>NP</td><td>New Paragraph – (marked as // within text.)</td></tr></table>	CP	Capital Letter	SP	Spelling	P	Punctuation	NP	New Paragraph – (marked as // within text.)			
CP	Capital Letter											
SP	Spelling											
P	Punctuation											
NP	New Paragraph – (marked as // within text.)											