



The Royal School

Wolverhampton

Learning, teaching and assessment policy

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Governor signature	
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Key changes to version 5 of the policy

- Marking frequency reviewed for both primary and senior.
- References to 5 learning cycles removed and updated to new termly assessment framework.
- Assessing without levels table updated.
- Templates in appendix reviewed and updated.
 - Work scrutiny form
 - Sixth Form File review template
 - Sixth Form independent work template

Executive summary

Learning, teaching and assessment policy

Rationale

The Royal School's vision is to be outstanding in every element of learning, pupil progress, teaching and assessment. There is no ceiling to achievement. The school aims to be an exciting learning environment for pupils, staff, parents and the wider community. This is one of the most important school policies that helps the school to achieve this vision. It reminds us of the reasons for the existence of the school and the criteria by which we are judged. Our key business is learning – everyone is here to learn and help others learn. This policy is focused on the needs of pupils. The policy is revised each year to incorporate newly learnt good practice.

Learning

Principles for outstanding learning include;

- **Ensure pupils become independent learners by 'learning to learn'.**
- **Ensure that all individual pupils are clear when tasks or activities begin.**
- **Ensure that tasks designed to develop understanding involve thinking and processing.**
- **Ensure the needs of individuals are met through effective differentiation.**
- **Provide the classroom environment and learning outside the classroom that allows individuals to flourish**

Teaching

Principles for outstanding teaching include:

- **Ensure that all pupils understand success criteria for each activity.**
- **Ensure that all pupils understand key vocabulary.**
- **Ensure that all pupils are willing and able to participate.**
- **Review, identify and celebrate learning, during and at the end of the lesson, to ensure that progress and success are recognised.**
- **Ensure lessons have a clear, well planned structure enabling progress for all pupils to be achieved.**
- **Provide pupils with an enrichment curriculum**
- **Teachers must be committed to being the best they can be – experts in their field**
- **Inclusion: All should achieve**

Assessment

Principles for outstanding assessment include:

- **The key purpose of assessment is to promote learning and progress and should actively involve all pupils.**
- **Assessment criteria should be shared and with and understood by all individual pupils.**
- **Pupils should be able to assess their own work and the work of others.**
- **Marking should provide feedback that celebrates achievement and identifies targets for improvement (feedforward)**
- **All pupils should be given time to reflect, correct and review when they receive written feedback**
- **Homework must be planned, clear and meaningful.**

Quality assurance

To ensure this policy is being delivered effectively it will be monitored by SLT and Heads of Faculty, Heads of House, Phase Leaders and Subject leaders through lesson observations, work scrutiny, learning walks and pupil voice.

Teacher quick reference guide for written feedback

1. Effort grades must not be used.
2. All marking must be dated.
3. Marking must be personalised, using pupil names.
4. All pages of pupil work should at least have a tick to acknowledge the work has been seen.
5. It is up to departments which pieces of work will be marked in detail.
6. Verbal feedback may be given. It would be helpful to annotate this in pupil books/folders.
7. Feedback must use Standard English and model quality.
8. SPAG should be addressed where appropriate, particularly subject keywords.
9. Sixth Form notes/folders must be checked half termly and evidenced in pupil folder/book using file review sheet and independent work log.
10. **All pupil feedback, peer and self-assessment to be completed using a red pen.** Teachers must use another colour to mark pupil work NOT RED!

Pupil responses

- Ensure pupils read your comments by making them respond each time you give them written feedback. (DIRT – Directed Improvement and Reflection Time)
- This could be completing a question/activity you have set them to extend their learning.
- Use it as a starter – give them time to respond and correct their mistakes.
- **ALL PUPIL RESPONSES SHOULD BE COMPLETED IN RED PEN.**

Star, target, question technique for marking:

Date * An excellent essay Zoe, particularly your conclusion.

T Try and define keywords in your introduction.

? Can you re-write your introductory paragraph below?

Code	Explanation
P	Punctuation error
sp	Spelling error (underline word and ask pupils to correct it)
^	Omitted word
//	New paragraph needed
~~~	Underlined error – check this
ww	Wrong word
gr	Grammar error
√	Correct
. or x	Incorrect
t	target for development/improvement
?	meaning unclear
TA	Teacher/TA assisted
I	Independent work
OF	Oral feedback given
SA	Self-assessed
PA	Peer-assessed
Abs	Pupil absent
PEE	point, evidence, explanation
<u>  </u>	underline
HW	homework
CW	classwork

Year group/lessons	How often written feedback received?
KS3 1 lesson per week	2 per half term including assessment
KS3 2/3 lessons per week	3 per half term including assessment
KS4 2/3 lessons per week	3 per half term including assessment
KS4 English and Maths	Fortnightly
KS5	Weekly (can be alternated between two teachers)
All pupils	One self-assessment per half term
All pupils	One peer assessment per half term

### Teacher file expectations

All teachers are expected to have a file (paper or electronic) containing the following information for each of their classes:

- Seating plan clearly outlining identified groups (EAL, SEND, PP, AG&T, Boarders, Elite Sports, pupils underachieving) and target grades/working at grades updated each learning cycle.
- Provision maps
- Class teacher data analysis and intervention document
- Evidence of planning – this could be in your teacher planner or electronically.

# Learning, teaching and assessment policy

## Rationale

The Royal School's vision is to be outstanding in every element of learning, teaching and assessment. There is no ceiling to achievement. This is one of the most important school policies that helps the school to achieve this vision. It reminds us of the reasons for the existence of the school and the criteria by which we are judged. Our key business is learning – everyone is here to learn and help others learn. This policy is focused on the needs of pupils. The policy is revised each year to incorporate newly learnt good practice. The key principles which underpin this policy are:

- There is no known ceiling to achievement – intelligence can be developed.
- It is our moral duty to do our utmost to help every young person achieve as much as he or she can.
- Each pupil must know what to do in order to improve and how to do it! High expectations on their own are not enough.
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.
- Every pupil has the right to be successful and the ability to achieve.
- Our job is to create independent and collaborative learning; not process and record what we find!
- Our teaching should be value rich and value driven and encourage pupils to become compassionate, inquiring and life-long learners in search of truth.
- Our teaching should help young people to recognise the importance of the spiritual, moral and cultural dimensions of life.
- Learning should encourage young people to become active and responsible citizens who make a positive contribution to society and are encouraged to participate, care for others (especially the vulnerable) and show leadership wherever that is possible.
- Safeguarding children and the PREVENT agenda underpins everything that is written in this document.
- All aspects of the curriculum should contain an international dimension.
- Communication should be frequent and informative between pupil, teacher and home.

# Learning

Key principles for outstanding learning are shown in **bold** followed by guidance for teachers on how to implement these principles in lessons at The Royal School.

## **Ensure pupils become independent learners by ‘learning to learn’.**

Learning and teaching are interactive. It is important that we teach pupils how to “learn to learn” in order to become independent learners and develop skills for life-long learning. It must be made explicit to pupils what they need to do to be successful in their learning. This could include:

- Discussions with pupils about learning
- Explanation of topic/task e.g. by teacher, between pupils, by pupils to whole group, and pupils to the teacher
- Reading and thinking time
- Scaffolding (writing frames, sentence starters)
- Modelling (sharing pupils’ work, working through examples, guided writing, sharing planning and demonstrations)
- Developing effective learning and study skills (e.g. revision techniques, recording notes, summarising) and sharing of good practice (i.e. pupil to pupil, pupil to teacher and teacher to pupil)
- Formative feedback (oral and written) and continual target setting on how to improve by teacher and/or pupil
- Regular reviews of progress toward set targets
- Peer and self-assessment

## **Ensure that all individual pupils are clear when tasks or activities begin.**

Learners will be unable to make progress and personal confidence will be damaged if they are unclear on any aspect of the learning activities planned by the teacher. If pupils are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives and outcomes allows pupils to engage with the process of learning.

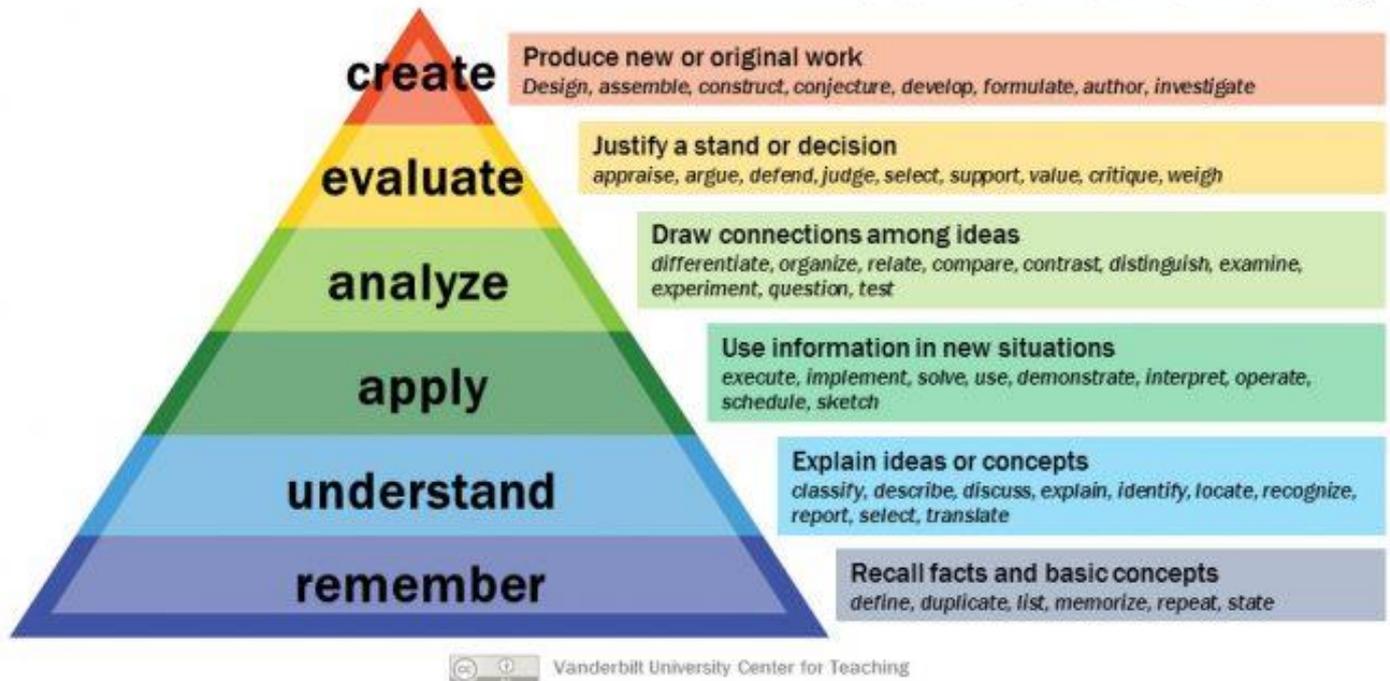
- Teachers must make the learning objectives and outcomes explicit to all pupils. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson (for an element of surprise!). This can be done in a variety of ways:
  - written or projected onto the board
  - orally
  - printed on handouts
- These objectives and outcomes must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:
  - pupils review their learning against the lesson objectives
  - teacher questions with differentiation by questioning
  - pupils record 2 key points (individually or in pairs)
  - teacher recaps
  - mini plenaries
- Longer term objectives across a topic, unit or series of lessons should be made clear and reviewed. This can be done in a variety of ways:
  - learning logs
  - concept tick sheets (what I know, what I have learned)
  - debates
  - ongoing mind maps

- topic overview

## Ensure that tasks designed to develop understanding involve thinking and processing.

Effective learning takes place only when pupils make sense of or process new learning or skills. If the purpose of a task is to develop understanding, it must do more than simply demand answers. Tasks to develop understanding will often be different from those that are used to test understanding. Teachers should plan to **challenge** pupils to use their higher order thinking skills, those towards the top of Bloom's taxonomy, and use activities that develop these skills in lessons.

## Bloom's Taxonomy



## Ensure the needs of individuals are met through effective differentiation.

There are often huge variations in the level of skill and confidence in the classroom, especially in mainly mixed ability teaching at The Royal. Teachers should ensure that the planning of tasks includes provision for those who might need further support **or** additional challenge.

- A range of teacher/pupil led and pupil centred activities should be used.
- Teachers must use a range and variety of teaching strategies (catering for visual, auditory and kinaesthetic learning styles) to take account of learning needs of all pupils.
- Teachers attention must be focused in its entirety on the pupils in front of them. Teachers must not sit working on laptops during lessons; working on e-mail or other administration tasks must be avoided unless it is related to the lesson.
- Pupils must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations.
- Differentiation is a powerful tool for pupil learning in the classroom and at home. This will take many forms and can include:
  - creating access (learning aims)
  - creating access (vocabulary)
  - differentiation in planning – must, should, could
  - differentiation in tasks and activities
  - differentiation by question

- differentiation through the use of scaffolds
- differentiation through group work
- differentiation through the use of ICT and technology
- differentiation by product
- differentiation in marking and feedback
- developing and adapting resources to both support and extend pupils taking into account all pupils' needs
- materials adapted for pupils who have English as a second language.
- Differentiation by outcome is not an acceptable method at The Royal School. All pupils need to be catered for to ensure they all make progress, regardless of their ability or starting point.

## **Provide the classroom environment and learning outside the classroom that allows individuals to flourish**

The way in which teachers manage the classroom will have a significant effect on pupils' learning and behaviour. There should be a mutual respect between pupils and other pupils and also between pupils and teachers. Pupils learn, develop and progress in a structured and stimulating environment.

- Punctuality and regular attendance are essential for staff and pupils.
- An electronic register must be taken for every lesson (except in Primary School where the majority of teaching is by the form tutor).
- If a pupil is absent from your lesson having attended the previous lesson, this must be followed up by the class teacher.
- Pupils must enter and leave the classroom in an orderly way at the instruction of the teacher.
- Ensure that pupils maintain appropriate standards of uniform and behaviour throughout the school.
- Teachers must dismiss pupils in time for their next lesson.
- The seating of pupils is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers should have a seating plan (target grades **must** be included on seating plan) for every class and this must be continually reviewed and assessed and must be available for cover. Use different groupings of pupils (friendship, support, task) to ensure success.
- Lessons must last the full duration and pupils must **not** be dismissed early
- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to estates immediately and appropriate sanctions used.
- Teachers are responsible for managing stimulating displays which should be changed regularly, they are responsible for overtly celebrating pupils' achievements.
- Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.
- Teachers must not allow pupils to deface books, folders and planners.
- All written work must have titles underlined, a date and an indication whether work is class or homework.
- When completing ICT based work, presentation remains very important and should be carefully checked for grammar and spelling errors.
- Pupils should write in blue or black ink and use a pencil and ruler for any tables or diagrams.
- **Red pen is to be used for evaluative work and feedback/feedforward.**
- Errors should be neatly crossed through with a line.

### Learning environment checklist – Senior School

- Tidy, purposeful rooms, devoid of clutter.

- A common approach to reinforcing the school values, ethos and SIP priorities.
- A numeracy based element to one of the displays relevant to subject. E.g. a time line in history, the different paper sizes in Art, iambic pentameter in English.
- Literacy board including subject specific keywords and marking code.
- Balance of working walls and celebration, changed at least termly.
- Some display of quality, exemplar student work, in colour.
- Current targets for pupils must be known by pupils
- Labelled resources
- Maintenance of accidental damage via students – e.g. tears to border etc.
- Directed management of areas outside of classrooms to enhance the subjects appeal.
- House/form notice board.
- Fire escape routes

### Learning environment checklist – Primary School

- Balance of working walls and celebration
- Reading corners in every room
- Tools, models and images
- Rewards and consequences - Behaviour pathway
- Timetables for curriculum/homework etc
- Labelled resources
- Current targets for children for the term/half term must be known by children
- Visual timetables
- Class codes
- Marking codes
- Marking codes from the policy
- Fire lists
- Fire escape routes

# **Teaching**

Key principles for outstanding teaching are shown in **bold** followed by guidance for teachers on how to implement these principles in lessons at The Royal.

## **Ensure that all pupils understand success criteria for each activity.**

If all pupils are to engage fully with the learning and to enjoy a sense of purpose and fulfilment then they need to be absolutely clear on what their learning aims are. The challenge for teachers is to communicate these aims to all, even those who have learning difficulties.

## **Ensure that all pupils understand key vocabulary.**

All subjects have sets of technical vocabulary that underpin the learning. For some pupils, exposure to such terms is a source of anxiety, and the challenge for teachers is to help all learners to feel comfortable with the key words.

## **Ensure that all pupils are willing and able to participate.**

In outstanding lessons, most pupils participate in speaking and in thinking. However, not all pupils are motivated or confident enough to participate in this way. The challenge for teachers is to encourage widespread, engaging and anxiety-free participation. Ask pupils to use the 'B strategy' (check your book, board, brain, buddy, before you ask the boss) when they are stuck to encourage them to think and talk about learning with their peers.

## **Review, identify and celebrate learning, during and at the end of the lesson, to ensure that progress and success are recognised.**

Success can become addictive and yet not all learners are always aware when they are making progress. The challenge for teachers is to ensure, through regular recapping and an end of lesson review or plenary, that all pupils recognise their progress in meeting the shared learning objectives. Pupil achievement must be celebrated. This can be done in a number of ways:

- using the school reward system e.g. merits, achievement points
- using a department's reward system e.g. postcards home
- through lessons highlighting an individual's success
- assemblies
- letters of commendation to parents/carers/pupils/agents
- displaying pupils' work (on display boards, in class)
- sending pupils to the Form Tutor, Head of Faculty, Head of House or SLT to show good work.
- nomination for a subject award.

## **Ensure lessons have a clear, well planned structure enabling progress for all pupils to be achieved.**

Clearly structured lessons promote learning.

- Lessons must have a clear start and end where pupils should stand behind their chairs. This could include starter activities such as brainstorms or demonstrations or a review/recap of previous learning.
- The setting and recording of homework should take place in the first part of the lesson and could be revisited or fully explained at an appropriate time in the lesson if necessary. Setting homework at the end of the lesson discriminates against pupils with learning difficulties.
- Lessons must have a clear finish (plenary) which will usually include a review of learning objectives and outcomes (see above) but may, also, include quick fire questioning to correct misapprehensions and a preview of the next lesson.
- Longer term objectives can also be reviewed in this section of the lesson making reference to final assessment outcome.
- A formal lesson plan is not required for each lesson, however evidence of what has happened should be recorded in the teacher's planner and be available for scrutiny when required.
- A formal lesson plan using 'The Royal School lesson progress map' (in appendix) is required for formal lesson observations.

## **Provide pupils with an enrichment curriculum**

Pupils and teachers must be committed to enriching learning through extra-curricular learning opportunities. We recognise that substantial learning takes place outside the classroom and that all pupils have an educational entitlement to an enriched curriculum. Such opportunities provide cultural, artistic and sporting experiences that pupils are unlikely to encounter in the home or local community; to develop greater self-confidence, and to witness excellence. All subject department / specialist areas should develop its own enrichment curriculum and offer pupils opportunities outside the normal constraints of the School. The enrichment entitlement could include:

- to go on a course away from school,
- to watch a play,
- to listen to an orchestra,
- to visit an art gallery / museum,
- to be exposed to expert sports coaches,
- exposure to a university,
- involvement with a business,
- field trips to enhance learning.

## **Teachers must be committed to being the best they can and be 'learners' too – experts in their field**

Teachers are lead learners, committed to continually improving their craft, and making each lesson better than the last. They openly embrace evaluations of their own teaching in order to improve. This should happen in a number of ways:

- Using pupil voice to receive pupil feedback and gain a clear understanding of when teaching is effective – e.g. through the use of pupil observers/surveys.
- Shadowing each other teach.
- Working in teams, both within subject specialisms and across subject specialisms, to explore effective learning and teaching.
- Joint planning of lessons that inspire pupils to become independent and effective learners.
- Making good practice visits to other schools and disseminating findings to colleagues.
- Using peer observations across departments so that good practice is widely shared and inter-disciplinary collaboration fostered.
- Focussing on what makes a lesson 'outstanding'.

- Taking the opportunity to demonstrate to Governors' Data, Standards and Achievement Committee the work of their department and pupils.

## **Inclusion: All should achieve**

Every pupil has the right to receive the highest quality education. It is our collective responsibility at The Royal to ensure that all their educational needs are met.

- Every pupil is entitled to a positive meaningful learning experience
- Every teacher and all support staff have a responsibility to meet the educational needs of **all** pupils
- SEN/EAL/PP/LAC/A,G&T information must be recorded and used by teachers to inform and enhance learning and teaching
- Every teacher is responsible for promoting Literacy, Numeracy, Citizenship, Life Skills and ICT to enhance learning and teaching

### Ensuring inclusion involves:

- Setting and explaining suitable differentiated learning challenges.
- Responding to pupils' diverse learning needs.
- Working to overcome potential barriers to learning.
- Setting parameters that ensure pupils feel safe and valued in their environment whether in a pastoral or academic sense, inside or outside the classroom.
- All staff are responsible for implementing safeguarding procedures and the PREVENT agenda in all elements of school life.

Different groups of pupils have specific needs which the school supports in a number of ways:

### SEND/EAL

- Information, such as the SEN register is available from the SENCO. This information must be entered in all mark books and targets discussed with pupils.
- Information regarding these pupils is required from all subject teachers for the pupils' reviews on a regular basis. It must be returned promptly when requested.
- The SENCO will support all teaching and support staff in meeting the needs of pupils. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources. The SENCO and teaching assistants should liaise with subject teachers where appropriate.

### Able, Gifted and Talented

- Through their department, each teacher is responsible for ensuring the needs of Able, Gifted and Talented pupils are met.
- All departments should have a person who is responsible for preparing departmental lists and highlighting A,G&T opportunities within schemes of work and departmental activities.
- The SENCO prepares annual lists and can be consulted for advice on strategies to meet their learning needs.
- Activities should not simply be more work and not necessarily of the same nature, but should stretch and challenge the most able pupils.

### Underachievement must be challenged: ALL pupils are capable of achievement.

Identifying and challenging underachievement is the responsibility of all teachers. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

### Identification

- Teachers must familiarise themselves with relevant data as it becomes available (for example, SEND/EAL/LAC/PP levels, A,G&T lists, target grades – CAT4,) and use this to inform expectations and monitor and record progress.
- Teachers MUST access records provided. These give information about individual pupil performances and their strengths and weaknesses. The relevant data must be shared with pupils sensitively. Teachers must address barriers to learning which may prevent pupils from achieving, such as disruptive behaviour, passive behaviour or a lack of confidence as well as poor organisational skills. Teachers must be aware of other factors, such as SEND, EAL, LAC, Pupil Premium and A,G&T needs, as well as any social and emotional influences that may affect learning
- Regular departmental discussions must focus on promoting achievement and must result in departmental actions that challenge underachievement
- Interventions must be provided for all underachieving pupils.

### Challenge

#### *Subject teachers must:*

- talk to pupils about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and must be reviewed. Progress must be recognised
- use appropriate rewards when individual achievement or behaviour is realised or improved
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard. If pupils repeatedly fail to respond to sanctions then the Subject Leader / Head of Faculty/ Head of House /Houseparent/ Phase leader must be informed and take action.
- give regular short term achievable meaningful targets and learning goals.

#### *Subject leaders must:*

- ensure Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate.
- regularly lead the department in moderating the grading of work against national expectations
- monitor and track the progress of individuals and groups of pupils against relevant data.
- use appropriate interventions to support pupils and departmental staff in challenging underachievement.

# Assessment

The Royal School adopts an 'assessment for learning' approach. Assessment for learning is defined well in the DfE 8 schools project (2007) 'Fundamental to AFL is that pupils share a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes), what good looks like (success criteria) and why they are learning this in the first place (the big picture/ curricular targets)'. This assessment policy is based on promoting pupils learning using a combination of AFL and other assessment methods.

The Royal School follows a 'Learning Cycle' approach in the Secondary Phase. Each Learning Cycle lasts for a term and there are 3 learning cycles per year. During most weeks the key content, knowledge and skills are delivered to pupils alongside formative assessment. At certain points within the cycle is an assessment week (varies by year group and subject) where a more summative assessment takes place in one (or more) of the lessons in that week. This assessment will be an exam once per term and once per year there will be formal exams that take place off timetable allowing for exams longer than one lesson to take place. A variety of other assessment types can also be used such as presentations, projects etc. Following each formal assessment is a reflection and re-teaching week. This is an opportunity for pupils to reflect upon the assessment completed by completing a learning cycle review sheet (see appendix) and identify areas for further improvement. Teachers can use this week to close gaps with targeted groups of pupils where more able pupils may use this week for independent, investigative work. By the end of each learning cycle pupils should be well equipped with the knowledge and skills required for that unit of work. Data is then analysed at the end of each learning cycle (and at mid-points) where interventions can then be planned for the next unit of work. The teacher data analysis and intervention planning documents should be completed termly and can be found in the appendix.

In the Primary Phase, Three Phase Planning is used in English and Maths, and the Cornerstones Curriculum is followed to provide coverage of the rest of the National Curriculum. Units of work in English last for three weeks, and in Maths for 1-2 weeks. This planning structure follows the pedagogical pathways championed by Pie Corbett, Nicki Gamble, Glenda Anthony and Margaret Walshaw, which emphasise the necessity for "Concrete, Pictorial and Abstract" teaching in Maths, and the use of shared and modelled reading and writing in English. English and Maths are assessed using Cornerstones Assessment Grids which are matched to the Interim Assessment Framework and National Curriculum outcomes. These grids are used to set targets with pupils and introduce interventions where necessary. Formal assessment takes place once per term, with the use of Cornerstones tests and Progress Tests to evaluate progression across the school. These results are combined with teacher assessment to create a final outcome which is reported to parents termly. These outcomes are linked to Cornerstones and National Curriculum Primary Objectives of Working Below Age Related Expectations (ARE), Working At ARE, Working Above ARE and Exceeding ARE.

Key principles for outstanding assessment are shown in bold followed by guidance for teachers on how to implement these principles in lessons at The Royal.

**The key purpose of assessment is to promote learning and should actively involve all pupils.**

It is important to identify the different types of assessment available for teachers to use to assess

the progress of pupils. An approach should be adopted using a combination of these types to form an accurate view on each child's progress.

### Formative assessment

Formative assessment is to monitor pupil learning to provide ongoing feedback that can be used by pupils to improve their learning and by teachers to improve their teaching. The aim of formative assessment is to give pupils clear guidance about how to improve their work and how they have been successful. Pupils must be told of the assessment criteria for both class work and homework tasks.

- All classwork or homework that is formally assessed, must receive formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by pupils in exercise books or files and the teacher could record this in their mark book/planner. Pupils should be informed what they have done well, and how to improve their work.
- Opportunities **must** be given for pupils to act upon the guidance. This could be done through class or homework, for example:
  - a starter or a plenary activity
  - pupils set their own targets by themselves, with the help of peers/teacher
  - discussion with the pupil
  - a peer assessment activity
  - peer teaching
  - re-drafting pieces of work
  - pupils keep guidelines on how to approach a particular question
- A formative comment should:
  - be concise and accessible for pupils
  - highlighting achievement of where they have been successful and indicating how improvement can be achieved, giving one or two specific targets. (see guidance in how to give written feedback section)
  - be personal by using the pupil's first name
  - encourage and support the individual needs of pupils in a constructive way
  - encourage pupils to take ownership of their learning
  - for GCSE and A Level, refer to the mark scheme where relevant

### Summative assessment

Summative assessment is 'assessment of learning', this is to *evaluate pupil learning* at the end of a unit of work by comparing it against some standard or benchmark (GCSE, A level grades, National Curriculum levels, percentages).

- There must be a minimum of one formal assessment task per learning cycle in every subject area. A record of progress in each unit should be kept. These tasks can be set for classwork or homework. Departments should centrally record and compare performance where more than one set exists.
- The task must be common across comparable groups and the success criteria clearly set beforehand.
- GCSE and A Level tests must be linked to past papers and the appropriate mark scheme and grade boundaries shared with pupils during the feedback session following the formal assessment.
- There are many types of formal assessment task including:
  - an extended piece of written work
  - an investigation/project
  - a practical task
  - whole class presentations, sometimes using ICT
  - an oral or aural activity

- a mid-topic test
- an end of unit test
- end of Key Stage test
- the mock exams or formal examinations.
- At GCSE and A level progress must be compared to targets and pupils also given formative comments on how to improve/exceed their performance to reach these targets set.
- A record of grades/levels achieved must be kept in teacher mark books and RAG rated according to whether the pupil has met their target. These can be paper based or electronic using SIMS. For example, a pupil who has not met their target would be red, meeting target amber/yellow and exceeding target green.
- After each formal assessment task, feedback must be given to pupils using relevant mark schemes (if appropriate) and time must be given for pupils to reflect on their strengths and areas for improvement. An example of a self-assessment form can be found in the appendix.

## **Assessment criteria should be shared and with and understood by all individual pupils.**

It is important for pupils to know 'how' to be successful. This can be done with sharing assessment criteria with them. Use examples from mark schemes and specifications for GCSE and A level courses. These examples may need translating into 'pupil speak' and this is a useful activity to complete as a class or in small groups.

However, not all criteria needs to be grade based. Let success criteria emerge in lessons. Scaffold 'live' with the whole class. Pupils can help to define success criteria for certain aspects of their work. They can then self or peer assess using this criteria and even create 'model' answers in pairs or groups.

The important point to remember is to share success criteria, whether formal from exam boards or informal and created by the class, pupils will then know what they have to do in order to become successful.

## **Pupils should be able to assess their own work and the work of others.**

Peer and/or self-assessment should take place at least once per learning cycle in every subject area, once per Phase in Primary. The review and reflection week of each learning cycle is an ideal opportunity for peer and self-assessment. The aim of self and peer assessment is to enable pupils to be actively involved in the assessment process and give them ownership of their learning and therefore encourage independent learning. Self-assessment should always take place after formal assessment tasks. Departments are encouraged to design their own methods of self and peer assessment in order to meet their subject specific needs. **Pupils should always use a red pen for any self or peer assessed work.** Pupils should also write 'self-assessed' or 'peer assessed' when they complete these tasks and sign their name.

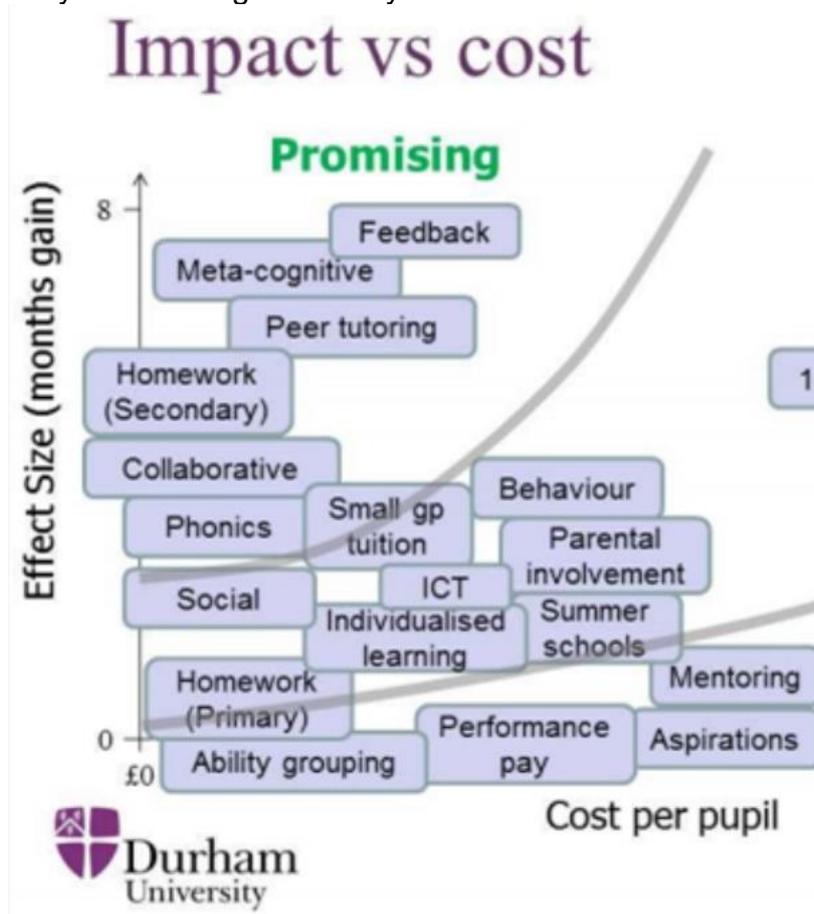
Some useful sentence starters teachers could use for self-evaluation are as follows:

- The most important point I learned today was...
- What I enjoyed most was ...
- What I want to find out more about is ....
- What I need more help with is...
- What still puzzles me is...
- What surprised me was..

- What I was most pleased about was...
- What I have learned that is new is..
- What helped me when something got tricky was...
- Right now I feel...
- I might have learned better if...

## Marking should provide feedback that celebrates achievement and identifies targets for improvement (feedforward)

There is much research on the subject of feedback but one of the most useful and interesting is the Education Endowment Foundation and Sutton Trust toolkit for teaching and learning. The image below represents the main findings and the most effective intervention to improve outcomes is 'feedback'. In some cases, the research has found that a pupil's grade can improve by up to half a GCSE based on effective feedback and assessment for learning. As it is a relatively low cost intervention, it is certainly worth doing effectively to make a difference for our pupils at The Royal.



Effort grades should not be used in written feedback. Not only is it difficult to judge how much effort any individual has put into a piece of work but they can also be a demotivating factor, especially for pupils with special educational needs. This is backed up by much research into this area, one of the most important and useful being Black and Wiliam 'The only written feedback that leads reliably to improvement is where you give a comment only and leave off a mark or grade'. A further example is given in Butler's research 'when pupils are issued with both marks and comments there is no gain. When pupils are provided with comments only there is a 30% gain in terms of pupil achievement'. Grades are important to track progress in formal assessment tasks but effort grades must not be used at The Royal.

### Guidance on how to give written feedback

The Royal School uses the star, target, question method for giving written feedback to pupils.

## Star, target, question

Date – the date must be recorded when the work was marked.

* A positive comment about the work.

T A subject specific target for improvement, indicating to the pupil how they can reach the next level/grade in your subject.

? A question that will challenge pupils regarding the topic you have just marked, the question could also clarify a point or ask a pupil to explain why. This can be a useful way of engaging a dialogue in the pupil's book/folder. Pupils must answer this question in red pen.

Example:

4/1/2016

* An excellent essay Zoe, particularly your conclusion.

T Try and define keywords in your introduction.

? Can you re-write your introductory paragraph below?

### General guidance

- The name of the pupil should be used to personalise written comments.
- Use 'because' when you say you like something.
- Including an action, a question or a challenge in your written feedback encourages a pupil dialogue to be developed in the exercise books/folders.
- Check that these actions, questions and challenges have been acted upon the next time you mark the book/folder. **Use secondary questions to challenge pupils even further.**
- Pupils could add new targets to new pieces of work as a reminder of the feedback that has been given.
- Not all pieces of work need detailed feedback. It will be dependent on the nature of the task and individual pupil input. Departments need to decide what work will simply be acknowledged with a tick or given detailed attention. As a minimum, all pages of pupil work should have at least a tick, to acknowledge the work has been seen. (Except A level class notes)
- Verbal feedback can also be given to pupils during the course of a lesson. It would be useful for pupils to evidence this and record what is said to them in their exercise books/folders. Teachers can then initial or use a smiley face to show the verbal feedback has been acted upon.
- Reference should be made to encourage pupils to catch up when they have missed a lesson.
- Avoid undeserved or excessive praise and focus on encouragement.
- Written feedback should model quality and use Standard English.
- SPAG (spelling, punctuation and grammar) now account for 20% of the GCSE English grade and an increasingly higher amount of marks in other subjects. Therefore, it is the duty of all staff to improve literacy at every level in the school.
- Pupils should be encouraged to go back and review their work to correct their own spellings when a teacher has used 'sp' in the margin and underlined the incorrect word.
- Pupils could then re-write their misspellings in the back of their book to practise them, or underneath in the Primary Phase.
- Not every spelling mistake needs to be highlighted as this could affect the self-esteem of the pupil if they are a particularly poor speller. However, all subject specific words should be highlighted for correction.
- Notes/folders must be checked for accuracy and content at least once a half term. There must be visible evidence that notes have been checked, for example, a teacher's signature. A record of this must be made in the teacher's mark book.

### Rewards

All pupils should be rewarded for good work. Pupils can be rewarded in the following ways:

- stickers or stampers,
- praise postcards,
- using the school reward system e.g. merits,
- using a department's reward system e.g. postcards home,
- through lessons highlighting an individual's success,
- assemblies,
- letters of commendation to parents/carers/pupils/agents,
- displaying pupils' work (on display boards, in class),
- sending pupils to the Form Tutor, Subject leader, Head of Faculty, Head of House or SLT to show good work,
- nomination for a subject award,
- Any other way of rewarding a pupil, this is not an exhaustive list!

### Marking codes

The following marking codes can be used to save time when marking common mistakes.

<b>Code</b>	<b>Explanation</b>
P	Punctuation needs working on
sp	Spelling error (underline word and ask pupils to correct it)
^	Omitted word
//	New paragraph needed
~~~	Does not make sense
ww	Wrong word
gr	Grammar error
√	Correct
. or x	Incorrect
t	target for development/improvement
?	meaning unclear
TA	Teacher/TA assisted
I	Independent work
OF	Oral feedback given
SA	Self-assessed
PA	Peer-assessed
Abs	Pupil absent
PEE	point, evidence, explanation
<u>u</u>	underline
HW	homework
CW	classwork

Frequency of written feedback

The following guide should be used and adhered to. All written feedback should be dated so accurate work scrutiny can be carried out during lesson observations and work scrutiny cycles.

Year group/lessons	How often written feedback received?
KS3 1 lesson per week	2 per half term including assessment
KS3 2/3 lessons per week	3 per half term including assessment
KS4 2/3 lessons per week	3 per half term including assessment
KS4 English and Maths	Fortnightly

KS5	Weekly (can be alternated between two teachers)
All pupils	One self-assessment per half term
All pupils	One peer assessment per half term

Primary

The guidelines laid out below are to be used in conjunction with Three Phase Planning in English and Maths (see separate document). Phase referred to in these guidelines indicate planning phases.

	English	Maths	Cornerstones
<u>EYFS</u>	Annotated records in line with EYFS assessment framework	Annotated records in line with EYFS assessment framework	Annotated records in line with EYFS assessment framework
<u>KS1</u>	<p>Each piece of extended writing is 'deep marked' with a self-assessment checklist followed by written or verbal feedback. Written feedback should follow the 'star, target, question' model and should be responded to by the student in red pen or pencil. Verbal feedback to a student, annotated on their book by the teacher and accompanied by pupil corrections in red pen or pencil is also acceptable for students who cannot read teacher comments. (Can be done in a group).</p> <p>Each piece of written work in English books is read and ticked, non-negotiables are corrected. 1 piece of written work in Phase 2 is given written or verbal and annotated feedback, which is responded to by the pupil. 1 piece of work in each phase is peer/self-assessed.</p> <p>Working with a group in class and giving feedback during lesson time is an efficient and practical way of marking books.</p>	<p>Each piece of work is ticked. Each calculation is checked and ticked. Corrections should be made in red pen.</p> <p>During phase 3 – problem solving/reasoning – written feedback – star, target, question should be used. For children who cannot read teacher comments, verbal feedback (in a group), or a picture problem can be given. Feedback should be responded to by the pupil in red pen.</p> <p>It is acceptable to put a challenge on the board for pupils at different levels to complete as their question.</p> <p>Working with a group in lesson time to complete their feedback is a practical and efficient way of managing marking.</p>	<p>Project work is peer/self-assessed and given written feedback by teacher.</p> <p>At least two pieces of cross curricular writing are given written feedback each half term, using the star, target question model. Feedback is responded to by pupils.</p> <p>All work is read and ticked – non-negotiables are corrected.</p> <p>At least 3 pieces of science work are given written feedback per half term and feedback is responded to by pupils.</p>
<u>LKS2</u>	<p>Each piece of extended writing is 'deep marked' with a self-assessment checklist followed by written feedback.</p> <p>Each piece of written work in English books is read and ticked, non-negotiables are corrected. 1 piece of written work in Phase 2 is given written feedback according to the 'star, target, question' model. This feedback is responded to by students in red pen. 1 piece of work in each phase is peer/self-assessed.</p> <p>Marking books whilst working in a guided group, or having a series of differentiated tasks for pupils to stick in or answer from the board as their 'question' is an efficient way of managing marking.</p>	<p>Each piece of work is ticked. Each calculation is checked and ticked. Corrections should be made in red pen.</p> <p>During phase 3 – problem solving/reasoning – written feedback – star, target, question should be used and responded to by students in red pen.</p> <p>It is acceptable to put a challenge on the board for pupils at different levels to complete as their question.</p> <p>Giving feedback in a guided group, or having differentiated tasks for the pupils to work through on the board is an efficient and practical way of</p>	<p>Project work is peer/self-assessed and given written feedback by teacher.</p> <p>At least two pieces of cross curricular writing are given written feedback each half term and pupils respond to them in red pen.</p> <p>All work is read and ticked – non-negotiables are corrected.</p> <p>At least 3 pieces of science work are given written feedback per half term and pupils respond to this in red pen.</p>

		managing marking, as this can be done during lesson time.	
<u>UKS2</u>	<p>Each piece of extended writing is 'deep marked' with a self-assessment checklist followed by written feedback.</p> <p>Each piece of written work in English books is read and ticked, non-negotiables are corrected. 1 piece of written work in Phase 2 is given written feedback using the 'star, target, question' model.. 1 piece of work in each phase is peer/self-assessed. Feedback is responded to in red pen or pencil.</p> <p>Until Christmas, write corrections on the work as in earlier years. From Christmas, give feedback underneath work e.g. 'Check paragraphs', to provide evidence of independent work for moderation.</p> <p>Marking books whilst working in a guided group, or having a series of differentiated tasks for pupils to stick in or answer from the board as their 'question' is an efficient way of managing marking.</p>	<p>Each piece of work is ticked. Each calculation is checked and ticked. Corrections should be made in red pen.</p> <p>During phase 3 – problem solving/reasoning – written feedback – star, target, question should be used. Corrections should be made in red pen.</p> <p>It is acceptable to put a challenge on the board for pupils at different levels to complete as their question.</p> <p>Marking books whilst working in a guided group, or having a series of differentiated tasks for pupils to stick in or answer from the board as their 'question' is an efficient way of managing marking.</p>	<p>Project work is peer/self-assessed and given written feedback by teacher.</p> <p>At least two pieces of cross curricular writing are given written feedback each half term</p> <p>All work is read and ticked – non-negotiables are corrected.</p> <p>At least 3 pieces of science work are given written feedback per half term</p>

Teacher records

- The attendance and punctuality of pupils in lessons must be recorded electronically on SIMS (except Primary School where majority of lessons are with the form tutor).
- The punctuality of homework will be monitored on 'Show My Homework'.
- Target grades must be recorded in teachers' mark books, seating plans and pupils' planners and used to inform discussion (particularly where underachievement is concerned). Teachers need to ensure that they record and monitor exceptional performances in terms of Able, Gifted and Talented and underachievement.
- It is essential that staff record grades for all assessed work in their mark books as this will allow individual progress to be monitored.
- With past examination questions/papers, grades/levels can be given, even if the task is not a formal assessment task. The relevant assessment criteria and grade/level boundaries should be used when assessing these tasks.
- Mark books should include the following information for each class:
 - EAL
 - SEND
 - Pupil Premium
 - LAC
 - More Able, Gifted and Talented (AG&T)
 - CAT4 targets
 - Number of boys/girls
 - Assessment results % and grade where appropriate.
- Any copies of Provision Maps should be kept in teacher records.
- Any data given to be kept in teacher records and used when appropriate.
- Your mark book should be available for inspection during lesson observations and learning walks.

Reporting, reviewing and target setting

- Pupil progress is reported termly.
- An indication of where a pupil is working at is given along with an intervention target from each teacher.
- After each report tutors should review progress with each of their tutees.
- A self-assessment should then be completed by the pupil reflecting on successes and areas for improvement.
- After each report Subject leaders, Heads of Faculty and Heads of House should also be monitoring progress in their respective areas and ensuring appropriate interventions are put in place to ensure success for all pupils.
- Formal target setting should be completed at the end of each learning cycle and target sheets be placed in the front of pupil books/folders.
- An example target setting form can be seen in the appendix.
- Progress is also reported to parents at parents' evenings.

All pupils should be given time to reflect, correct and review when they receive written feedback

Why spend hours writing in pupil books/folders if they don't read it? Make time for pupils to read and respond to your written feedback, DIRT time (Directed Improvement and Reflection Time). Use it as a starter activity every time you mark their books/folders. There should be evidence of a written dialogue between pupils and teacher in all exercise books/folders. Pupils could initial, tick or sign their name to show they have read their feedback. Teachers should always use a different colour to what the pupil has written in so comments can be easily identified (not blue, black or red). **All pupil feedback should be completed using a red pen.** Pupils should use a red pen to be evaluative.

This should include:

- Self-assessment
- Identifying areas of success
- Identifying improvement points
- Carrying out improvements based on feedback
- Giving feedback to a peer
- Posing questions for a peer to respond to
- Correcting spelling mistakes.

Homework must be planned, clear and meaningful.

Learning takes place inside and outside the classroom. To support pupils, homework must be planned, differentiated, meaningful, clear and set regularly.

- Homework must be set according to the homework timetable. This enables pupils to plan their time effectively.
- Homework should be set and checked weekly by teacher, tutor and parents.
- Homework should be marked in line with the frequency set out in the section above. It does not need to be marked separately but can be placed in pupil books/folders and marked during the usual cycle.
- All homework must be assessed. This can be done in a variety of ways, such as:
 - marked by the teacher
 - peer/self-assessment
 - orally
 - by testing

- Homework tasks must be planned and must not be 'finish off' work. Homework should (normally) be set and clearly explained in the first part of the lesson or at an appropriate point.
- Pupils must be clear about the purpose of the homework and how it will be assessed.
- Pupils must be given clear written instructions of the homework task, deadline and how to complete the work. This should be written on the whiteboard to ensure all pupils are fully aware of expectations.
- It is the responsibility of the teacher to ensure that homework is recorded on 'Show my homework' each week. A report should be produced for work scrutiny outlining the homework set during the academic year so far.
- Where appropriate, the previous homework should be reviewed in the lesson, clarifying misunderstandings and giving feedback upon positive aspects and how to improve if applicable.

Quality assurance

The Royal will ensure that all assessment of pupil work and quality of teaching is subject to a rigorous and robust process.

Quality assurance will take a number of forms:

- Work scrutiny
 - This will be completed by all levels of leadership including SLT, HOF, HOH, Assistant Heads, Subject leaders and Phase Leaders.
 - The result of this scrutiny is discussed with the individual teacher and recommendations made for further improvement including a date for a follow-up.
 - Work scrutiny proformas are collated and analysed at the end of each term to find areas of strength and development. Teachers can then be 'buddied up' to learn from each other, see what outstanding marking looks like and put these ideas into their own practice.
- Lesson observations
 - A systematic and rigorous approach to the evaluation of learning and teaching is in place with three formal lesson observations per year.
 - The reporting of progress with lesson observations each term will be reported to the Data, Standards and Achievement committee.
 - Where possible, all lesson observations are to be joint with the extended leadership team to ensure grades given are accurate and evidence from data and work scrutiny is triangulated.
 - All feedback from lesson observations will be entered into our database to analyse teachers' areas of strength and development in order to inform a purposeful, targeted CPD and INSET sessions.
 - Lesson observations will also be linked to our annual Professional Review and Development (PRD) programme.
 - Coaching groups of staff to be developed across all phases to encourage sharing of best practice.

The three formal observations will have the following foci:

- **PRD observation** – This will be carried out by the PRD reviewer which in most cases will be the direct line manager of the teacher, in the first term. This lesson observation will focus upon the specific targets set by the teacher for the forthcoming year.

- **PRD ‘dip-in’ observation** – This observation will take place before the PRD mid-year review meeting and carried out by the PRD reviewer in the second term. The observation will have a specific focus on at least one of the PRD targets and evidence will be gathered to check progress on meeting this target(s). If a teacher is deemed to be making little progress towards meeting their PRD targets further lesson observations will be carried out.
- **Challenge observations** – The final formal lesson observation of the year will take place in the third term. The teacher will meet with their observer and take a copy of their lesson plan to the meeting. The observer will then analyse the lesson plan and talk through the activities and strategies used and then challenge the teacher to improve their lesson plan before the actual observation. These observations will be joint to give all teachers the opportunity to observe their colleagues. This is to encourage teachers to try and take risks when being observed.

Any teacher who is deemed to require improvement or inadequate will be supported to reach at least good in their next lesson observation. They will be directed to peer observe an outstanding practitioner in school and also be offered support from their subject leader or Head of Faculty through joint planning, sharing of resources and further peer observations. Support from local outstanding schools may be sought. If the teacher then does not improve to be at least good in their next lesson observation a formal improvement plan will be put in place by the Vice Principal learning and teaching. This will involve specific focused targets to meet within tight deadlines to ensure further improvement. Failure to make progress with meeting these targets will start formal capability proceedings.

References and further information

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Sutton Trust and Education Endowment Foundation (EEF) teaching and learning toolkit

[http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF Teaching and learning toolkit Feb 2014.pdf](http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf)

Appendices of key learning and teaching documents

Assessing without levels

Lesson progress map

Lesson observation form

Work scrutiny record

Personal training plan RI to good

Class Teacher data analysis and interventions

Learning Cycle Review template

Sixth Form File review template

Sixth Form independent work template

Assessing without levels 2018

Year	Assessment level	Age Related Expectation (ARE)	Boundaries	Scaled score	RSW points
Rec	Working below	4years 10 months	2/10 < y > 5/0		1-14
	Working towards	5 years 2 months	5/2 < y > 5/4		15-16
	Working at expected	5 years 6 months	5/6 < v > 5/8		17-18
	Working at above expected	5 years 10 months	5/10 < v > 6/0		19-20
	Working at greater depth	6 years 2 months	6/2 < v > 8/2		21-33
Year 1	Working below	5years 10 months	3/10 < y > 6/0		7-20
	Working towards	6 years 2 months	6/2 < y > 6/4		21-22
	Working at expected	6 years 6 months	6/6 < y > 6/8		23-24
	Working at above expected	6 years 10 months	6/10 < y > 7/0		25-26
	Working at greater depth	7 years 2 months	7/2 < y > 9/2		27-39
Year 2	Working below	6 years 10 months	4/10 < y > 7/0	<97	13-26
	Working towards	7 years 2 months	7/2 < y > 7/4	98-99	27-28
	Working at expected	7 years 6 months	7/6 < y > 7/8	100-102	29-30
	Working at above expected	7 years 10 months	7/10 < y > 8/0	103-109	31-32
	Working at greater depth	8 years 2 months	8/2 < v > 10/2	>110	33-45
Year 3	Working below	7 years 10 months	5/10 < v > 8/0		19-32
	Working towards	8 years 2 months	8/2 < v > 8/4		33-34
	Working at expected	8 years 6 months	8/6 < y > 8/8		35-36
	Working at above expected	8 years 10 months	8/10 < y > 9/0		37-38
	Working at greater depth	9 years 2 months	9/2 < y > 11/2		39-51
Year 4	Working below	8 years 10 months	6/10 < y > 9/0		25-38
	Working towards	9 years 2 months	9/2 < y > 9/4		39-40
	Working at expected	9 years 6 months	9/6 < y > 9/8		41-42
	Working at above expected	9 years 10 months	9/10 < y > 10/0		43-44
	Working at greater depth	10 years 2 months	10/2 < y > 12/2		45-57
Year 5	Working below	9 years 10 months	7/10 < y > 10/0		31-44
	Working towards	10 years 2 months	10/2 < v > 10/4		45-46
	Working at expected	10 years 6 months	10/6 < v > 10/8		47-48
	Working at above expected	10 years 10 months	10/10 < v > 11/0		49-50
	Working at greater depth	11 years 2 months	11/2 < y > 13/2		51-63
Year 6	Working below	10 years 10 months	8/10 < y > 11/0	<97	37-50
	Working towards	11 years 2 months	11/2 < y > 11/4	98-99	51-52
	Working at expected	11 years 6 months	11/6 < y > 11/8	100-102	53-54
	Working at above expected	11 years 10 months	11/10 < y > 12/0	103-109	55-56
	Working at greater depth	12 years 2 months	12/2 < y > 14/2	>110	57-69
Year 7	Entry level 2				71
	Entry level 3				74
	GCSE grade 1				77
	GCSE grade 2				80
	GCSE grades 3-9				83-102
Year 8	Entry level 3				74
	GCSE grade 1				77
	GCSE grade 2				80
	GCSE grade 3				83
	GCSE grades 4-9				86-102
Year 9	GCSE grade 1				77
	GCSE grade 2				80
	GCSE grade 3				83
	GCSE grade 4				86
	GCSE grades 5-9				89-102
Year 10	GCSE grade 2				80
	GCSE grade 3				83
	GCSE grade 4				86
	GCSE grade 5				89
	GCSE grades 6-9				92-102
Year 11	GCSE grade 3				83
	GCSE grade 4				86
	GCSE grade 5				89
	GCSE grade 6				92
	GCSE grades 7-9				95-102
Year 12	AS grade E				104
	AS grade D				107
	AS grade C				110
	AS grade B				113
	AS grade A				116
Year 13	A level grade E				119
	A level grade D				122
	A level grade C				125
	A level grade B				128
	A level grade A				132
	A level grade A*				135



Lesson progress map

Teacher:	Subject:	Class:	Period:	Date:
What happened last lesson?				
Thinking Checklist		Differentiation/intervention planning		
Challenge & Progress: Have I... <input type="checkbox"/> ensured I am challenging students of <i>all</i> abilities from SEN to G&T? <input type="checkbox"/> planned to check students' progress regularly during the lesson? <input type="checkbox"/> planned for appropriate levels of questioning and planned my targeting of questions? (Bloom's Taxonomy)		Pupils requiring challenge:		
Communication: Have I... <input type="checkbox"/> planned who will read any texts in this lesson and whether this will be reading out loud? <input type="checkbox"/> ensured that returned work is marked for literacy and made time for students to improve sentence punctuation? <input type="checkbox"/> built in opportunities to learn and reinforce key words/specialist vocabulary?		Pupils requiring support and their identified needs (EAL, SEND, PP)/How will TA's be used in the classroom:		
Numeracy: Have I... <input type="checkbox"/> identified any specific numeracy aspects of the lesson? <input type="checkbox"/> identified students who might need support with numeracy? <input type="checkbox"/> planned appropriate numeracy support?				
Learning objective(s)... (what you want the pupils to learn)		Success criteria/Learning outcome(s)... (what the learners will actually do)		
PROGRESS MAP Outline of the <i>activities & questions</i> which will challenge students <i>of different abilities</i> to make <i>at least good progress</i> in this lesson.				
Activity to ensure that you and the pupils both know they have made progress.				
How is homework an integral part of the lesson?				



Lesson observation form

Observer		Teacher		Date		Time of day/ lesson period		Time spent in lesson (mins)	
Year group		Grouping	MC SU SA SL O	Subject		Faculty/ Key Stage		No. of pupils present	
Focus (PRD, SLT, HOF, Challenge, Peer, Informal) plus any specific focus e.g. Afl, engagement			Context (lesson objective/outcomes or description of activity)						

Evidence

Evaluation

<u>Strengths</u>	<u>Areas for development</u>
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Evidence demonstrating progress over time (data analysis, work scrutiny)

<u>Data (How many pupils below, at and above target?)</u>					<u>Work scrutiny</u>				
	Above target	On target	1 grade below target	2 or more grades below target					
No. of pupils									

Use for grades (1-4) if there is sufficient evidence: (NB The overall lesson grade must **NOT** exceed the overall grade for pupil learning)

Pupil learning		Pupil attitudes & behaviour		Teaching		Assessment		Progress over time		Overall Grade	
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Grouping codes: MC=mixed ability class; SU=Setted, upper ability; SA=Setted, average ability; SL=Setted, lower ability; O=Other

		Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Pupil learning	Progress	Rapid and sustained progress for almost all.	Most pupils, including groups, and identified groups e.g. SEND, PP, AG&T make good progress.	Progress is expected and broadly in line with targets.	Some, or all pupils are making inadequate progress.
	Learning	Pupils learn exceptionally well.	Pupils learn well.	Some pupils' learning is satisfactory.	Learning limited; pupils underachieve.
	Attitudes	High levels of engagement, interest, resilience, confidence, independence, courtesy, collaboration and cooperation.	Most pupils are motivated to participate. They are resilient, confident, independent, considerate, respectful and courteous.	A significant proportion of pupils do not work as hard as they could and don't work cooperatively.	Pupils, or specific groups (inc SEND, AG&T), are not excited, enthused or engaged by the teaching.
Pupil attitudes and Behaviour	Disruption to learning	Lesson proceeds without interruption.	Disruption to lesson is 'unusual'.	Major disruption is uncommon; there may be occasional low-level disruption, but it is not endemic.	Persistent low-level disruption occurs 'more than occasionally'. It hinders learning. The lesson is disorderly.
	Pupils' response	Pupils 'make every effort' to ensure that others learn and thrive. There is an atmosphere of respect and dignity.	Pupils respond very well to the teacher's behaviour systems. They consistently meet the teacher's expectations.	A significant proportion of pupils do not respond promptly to the teacher's directions. Nearly all students are engaged in learning.	The majority of pupils are not engaged by the teaching.
	Behaviour management	Behaviour management is systematic and consistently applied.	Behaviour management strategies are applied consistently.	Clear procedures for managing behaviour; usually applied, but not always consistently.	Procedures for managing behaviour are not clear or are not used consistently.
	Safety	Pupils understand unsafe situations and are highly aware how to keep themselves and others safe.	Pupils understand unsafe situations and how to stay safe.	Pupils know the main risks they face and understand how these may threaten their own/others' safety.	Pupils do not understand risk and may endanger themselves or others.
Teaching	Subject K&U	Excellent.	Well-developed.	Secure.	Limited.
	Planning	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour supported.	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Adequate for satisfactory progress.	Pupils are bored by the strategies and tasks, and may become disruptive
	Pace and depth of learning	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make significant and sustained progress.	The pace of learning is good throughout the lesson as time is used productively. The teacher provides well-targeted support for groups of pupils, including more able & disadvantaged pupils, as appropriate. As a result, most pupils make better than expected progress.	Little time is wasted.	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils.
	Challenge and match to needs (Literacy)	The teacher demonstrates deep knowledge and understanding and the work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level. <u>Literacy is achieved through extended writing and peer marking – reading.</u>	Tasks are set at a level that is suitable for groups of pupils of similar abilities. <u>Extended writing is included – through lesson or evidenced in exercise books.</u> Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Individual needs are 'usually' met. <u>Periods of extended writing are not present in exercise books or the lesson.</u>	Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard
	Activities	Well-judged and often imaginative.	'Effective'.	Mostly appropriate, but do not meet all needs.	Not sufficiently well matched to pupils' needs.
	Expectations	Consistently high of all pupils.	High.	Sufficient for satisfactory progress.	Not high enough.
	Teacher interventions including use of support staff	TAs and/or interventions are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs.	TAs and/or interventions are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress.	Additional support by TA's and/or interventions could be deployed more efficiently.	TAs and/or interventions do not support meeting the needs of groups of pupils so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support being provided
	Wider skills	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working.	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT.	Some support for skills, but provided inconsistently.	Pupils cannot use RWCM skills as well as they should.
Assessment	Of prior learning	Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress, and teaching then demands more of pupils.	Information from assessments is used to set tasks that are well matched to pupils' prior attainment.	Careful, but may lack rigour. Some repetition of work/lack of challenge.	Information from assessments is not used effectively in planning.
	During the lesson	Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work.	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work, any inconsistencies in assessment are clarified and solved via moderation.	Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or relevant.	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.
	Homework	Homework is an integral part of the lesson. It is varied and extends the learning, and is treated as being as important as the lesson.	Homework is used effectively to extend the learning.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Homework is not set or is set infrequently, seen as a 'bolt on' with little relevance to the lesson or sequence of lessons.
	Feedback and marking	Marking is regular as outlined in LTA policy providing pupils with very clear guidance on the strengths of work and how it can be improved in future, including next steps. The teacher ensures that corrections are carried out and any missing work is completed.	Marking is frequent and regular, providing pupils with guidance on how work can be improved. The teacher ensures that corrections are carried out and most missing work is completed.	Pupils are informed about their progress but some are unaware of how to improve. This is not always timely.	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved. There is no insistence that corrections are carried out or that any missing work is completed.
Progress over time	Pupils are making sustained exemplary progress (working well above target grades) shown by pupil data and work scrutiny. (Autumn term: meeting target = outstanding)	Pupils are making good progress (working above target grades) shown by pupil data and work scrutiny. (Autumn term: One grade below target = good progress)	Pupils are making expected progress (meeting target grades in Spring/summer term) shown by pupil data and work scrutiny.	Pupils are making inadequate progress (no progress or not meeting target grades) shown by pupil data and work scrutiny.	



Senior work scrutiny record

Written feedback shows evidence that:	Yes	Some	No
1. Learning is assessed through regular diagnostic marking (*T?) within an appropriate timescale as outlined in the learning, teaching and assessment policy.			
2. Pupils know their target grade (displayed on front of books), targets to improve and feedback identifies what learners have done well so they can build upon it and help to improve their next piece of work.			
3. Feedback to pupils uses positive language and marking is personalised using pupil's names including specific praise and rewards.			
4. Feedback gives specific improvement tasks to complete to close gaps and move to the next level or grade and pupils reflect and amend their work (red pen work/highlighters/post-its).			
5. Clear evidence that learners have completed the specific improvement tasks set. <i>Evidence that SPAG errors have been corrected.</i>			
6. Homework/independent learning is completed to a high standard, <i>using formal/appropriate language</i> , and is clearly identified and set weekly using Show My Homework.			
7. Major pieces of work are assessed according to levels or grades and show pupils are making progress that is at least good.			
8. Good literacy skills are promoted and spelling, punctuation and grammar mistakes are highlighted in line with literacy marking scheme.			
9. Good numeracy skills are promoted.			
10. Pupils' maintain books in a good condition, <i>showing high presentation of extended writing</i> and general presentation is of a high standard including titles and dates shown.			
11. Evidence of self-assessment (at least once per half term).			
12. Evidence of peer-assessment (at least once per half term).			
13. Termly Learning Cycle review sheets present.			
14. Sixth Form Independent work log present, used effectively and up to date.			
15. Sixth Form file review sheet completed.			
16. Improvement or progress evident throughout work.			
OVERALL GRADE Gold – Exemplary practice to share Green – Expected good practice Amber – Improvements required to meet expected good practice Red – Concerning practice that needs immediate attention			

NB. Whole sets of books should be submitted for scrutiny.

Overall comments

What went well/particular strengths identified

Even better if/area(s) to be developed

Areas for sharing good practice details (if gold is chosen)

Follow up action(s) please circle:

None

Meeting needed to discuss scrutiny

Resubmission of books in ___ weeks

Work scrutiny conducted by

Date



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Wolverhampton

Primary Work scrutiny record

Teacher _____ Subject _____ Date _____ Teaching group monitored _____

Written feedback shows evidence that:	Yes	Some	No
1. Learning is assessed through regular diagnostic marking (*T?) within an appropriate timescale as outlined in the learning, teaching and assessment policy.			
2. Pupils know their targets (displayed on front of books/classroom), targets to improve and feedback identifies what learners have done well so they can build upon it and help to improve their next piece of work.			
3. Feedback to pupils uses positive language and marking is personalised using pupil's names including specific praise and rewards.			
4. Feedback gives specific improvement tasks to complete to close gaps and move to the next level or grade and pupils reflect and amend their work (red pen work/highlighters/post-its).			
5. Clear evidence that learners have completed the specific improvement tasks set. <i>Evidence that SPAG errors have been corrected.</i>			
6. Homework/independent learning is completed to a high standard, <i>using formal/appropriate language</i> , and is clearly identified and set weekly using Show My Homework.			
7. Major pieces of work are assessed against key objectives, levels or grades and show pupils are making progress that is at least good.			
8. Good literacy skills are promoted and spelling, punctuation and grammar mistakes are highlighted in line with literacy marking scheme.			
9. Good numeracy skills are promoted.			
10. Pupils' maintain books in a good condition, <i>showing high presentation of extended writing</i> and general presentation is of a high standard including titles and dates shown.			
11. Evidence of self-assessment (at least once per half term).			
12. Evidence of peer-assessment (at least once per half term).			
13. Is there consistency in books across the year group?			
14. Improvement or progress evident throughout work.			
OVERALL GRADE Gold – Exemplary practice to share Green – Expected good practice Amber – Improvements required to meet expected good practice Red – Concerning practice that needs immediate attention			

NB. Whole sets of books should be submitted for scrutiny.



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Personal training plan RI to Good

Faculty/Phase:	Teacher:
Target (s) set	
Peer work scrutiny	Peer lesson observation
Teacher: Date and time of scrutiny meeting: Review of good practise observed:	Teacher: Date and time of observation: Review of good practise observed:
What I need from the school	
Steps I need to take to ensure my success	



Class teacher data analysis and interventions

No. of pupils	Whole cohort	Pupil Premium (PP)	SEND	EAL	LAC	Boys	Girls	AG&T	Boarders	Elite Sports	White British Boys (WBB)
Target	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade	Average grade
Autumn 1											
Autumn 2											
Spring											
Summer											
FINAL EXAM											
Autumn 1											
Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Specific interventions aimed at pupils below target				Impact and review of interventions from Summer 2017-18			
Autumn 2											
Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)			
Spring											
Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)			
Summer											
Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)			
FINAL Exam											
Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)				Trends identified in pupil groups (Disadvantaged, SEND, EAL, LAC, Boys/Girls, AG&T, Boarders, Elite Sports, WBB)			



Year XX learning cycle review

Name:

Teacher:

End of year Target Grade

Grade for this Assessment

Assessment Objectives examined in this assessment:

Questions completed well:

Questions for further development:

To close the gap in my learning I need to:

Teacher response:



Signed (Student): _____ Signed (Staff): _____

Date: _____



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Sixth Form File/Book Check Record

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Work is filed in a logical order						
All tasks are complete						
All homework tasks complete						
Evidence of own research is included						
Evidence of following marking feedback						
Diagrams are clear and annotated as needed						
Missing work has been copied up						
Key words and definitions are emphasised						
Topics have good detail; some of which has been independently researched						
Teacher target for next half term						
Student target for next half term						
Teacher initials & date						



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Sixth Form Independent Work Record

Name	Subject

You are expected to undertake **a minimum of 5 hours of independent work each week** for each subject. This does not include the work set as homework by your teacher. Please use the sheet to below to write a summary of the work you have done and your teacher will sign it off each week.

Week Commencing						
Reviewing work (i.e. going over class notes, reading the topic in the core textbooks, creating revision materials)						
Researching (i.e. internet sites, textbooks, documentaries etc) Write down the websites you have used so you can go back to them if you need to!						
Exam Preparation (i.e. reading examiners reports, mark schemes, completing extra exam questions etc)						
Increasing subject awareness (i.e. documentaries, speakers/presentations, newspaper articles, helping in lessons etc)						
Teacher Comment & Signature						