



Teaching and Learning and Assessment Policy and Procedure

POLICY APPROVAL and REVIEW

Review date: **April 2021**

Approval needed by: **CTA Local Governing Body**

Adopted: **April 2021**

Next review date: **April 2022**

This policy (and the procedures outlined within) applies to Chase Terrace Academy and is in line with the core values of the Stephen Sutton Multi-Academy Trust (SSMAT).

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

Teaching and Learning and Assessment Policy and Procedure

Introduction

Here at Chase Terrace Academy, we work together to ignite the aspiration of all members of our community, encouraging and supporting them to achieve more than they had thought possible and our Teaching, Learning & Assessment Policy is a key aspect of this ethos. The policy applies to all Key Stages and supports us in ensuring that we have a progressive curriculum that builds in challenge whilst ensuring regular review and reflection. We know the importance of what takes place in our classrooms in shaping the lives and futures of the young people we teach and the policy focuses on the needs of students and reminds us of the reasons for the existence of the school and the criteria by which we are judged.

Our Teaching, Learning & Assessment Policy sets out clear expectations and entitlements which are fundamentally based on the Teacher Standards. There should be ongoing discussion in all departments about learning and how the policy and the wider "CTA Way", including the Know, Do Review (KDR) cycle, can be best implemented.

All classroom-based staff are leaders of learning in the school and the Teaching, Learning & Assessment Policy must be used to guide everyone's work.

This practice is supported by clear systems and structures that make-up "The CTA Way" and "lesson non-negotiables" that clarify expectations, in a practical way, for planning and teaching lessons. Teachers focus on quality first teaching for all students and this includes those with SEND. What is good for SEND is good for all and staff ensure that additional needs are considered when planning their lessons.

Learning and teaching are interactive. It is important that we teach students how to "learn to learn" in order to become independent learners and develop skills for life-long learning. We recognise the important role that parents and carers play in this and have therefore ensured that the KDR cycle is adapted for all stakeholders. Variants of the KDR cycle for teaching staff, students, teaching assistants and parents can be found at the end of this document.

We are all teachers of literacy and opportunities for students to develop their ability to read, write and speak must form a key part of lessons across the curriculum. Drop Everything and Read (DEAR) is used for the first 5 minutes at the start of the majority of lessons and subject specific literacy used throughout lessons. Subject specific literacy is clearly identified in schemes of learning and on knowledge organisers and there is obvious progression through the key stages.

It is essential that students are given opportunities to develop their understanding of right and wrong and take part in activities that develop their social, moral, spiritual and cultural (SMSC) understanding, where possible.

We are ambitious for our students and underachievement must always be challenged. Identifying and challenging underachievement is the responsibility of all teachers. Our aim must be to initiate change, not to simply process underachievement. High expectations are not enough on their own, action is needed to ensure they are met.

Responsibilities of Staff in tackling Underachievement

(i) Identification

All teachers must familiarise themselves with relevant data as it becomes available. For example, those in receipt of Pupil Premium funding, those with Special Educational Needs (SEN), those identified as being a HPA or LPA, EAPs etc. This information should be used to inform expectations and monitor and record progress. An up-to-date copy of the latest seating plan identifying key student groups for every class should be available in lessons to inform planning and allow visitors to identify specific students and groups of students. It is the responsibility of each individual teacher to ensure that this document is up-to-date and present in the classroom at all times.

As teachers we are responsible for reinforcing the school's expectations around behaviour and the SEND strategy at all times. This will allow us to address barriers to learning which may prevent students from achieving, such as disruptive behaviour, passive behaviour or a lack of confidence as well as poor organisational skills. Departmental discussions are expected to focus on intervention and promoting achievement and result in actions that challenge underachievement.

(ii) Challenge

Subject Teachers:

- talk to students about their learning in order to establish reasons for any underachievement and identify possible barriers to learning.
- use appropriate rewards when individual achievement or behaviour is realised or improved;
- use appropriate sanctions in line with our behaviour policy when work or behaviour fails to meet an acceptable standard. If students repeatedly fail to respond to sanctions then the Head of Department must be informed and take action. Appropriate members of the Pastoral Support Team and SLT Line Manager should be informed where necessary;
- make contact home when underachievement is first identified and work collaboratively with parents, where needed, support to do this should come from the Head of Department or Pastoral Support Team;
- give regular short term achievable, meaningful targets and learning goals;
- utilise form tutors as part of the support process particularly in communication with parents and the SEND team;
- enthuse, engage and motivate students so that they learn and make progress.

Subject Leaders:

- ensure Curriculum Implementation Plans, Schemes of Work and assessment tasks are appropriate, rigorous and sufficiently challenging. The implementation of Schemes of Learning should be monitored and following regular review schemes of work and assessment tasks should be 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 students against EAPs and other relevant benchmarking data in SISRA as required. Subject leaders liaise with Line Managers about progress;
- challenge students who repeatedly fail to respond to sanctions from subject staff. Appropriate members of the Pastoral Support Team and Line Manager should be informed where necessary;
- support staff in making early contact home to parents;
- address any weaknesses in the quality of teaching and support staff in their department, where necessary.

The CTA Way – Lesson Non-Negotiables

These key beliefs and principals are under-pinned by the following basic expectations:

All teaching staff:

Ensure that the classroom environment is tidy, welcoming and conducive to learning.

Are on time to meet and greet students positively at the door, with a “clean slate” and an engaging review activity/DEAR and end lessons in with a review of the learning objectives in order to assess learning. It is important that students have the opportunity to articulate and share their learning so that any misconceptions can be cleared up.

Follow the CTA Behaviour Policy and only publicly acknowledge (e.g on the board) positive behaviour/achievement

Plan for the effective use of teaching assistants and communicate their role to them prior to the lesson or (where not possible) early on in the lesson, ensuring that follow up discussions take place around progress and support strategies.

Suitably modified learning resources must be provided so that all students can access the lesson.

Know

Provide students (and parents/carers) with a **knowledge organiser** prior to (or at the beginning of) each unit

Have clear, tiered intended learning outcomes for each lesson, framed by Blooms Taxonomy (and not “All/most/some”), shared with the group and visible, or else referred to regularly, consistent with the KDR cycle.

Present new content in manageable steps. (Textbooks should not be relied upon to engage students in key new learning).

Scaffolding learning (in relation to barriers to learning) to enable all students to work towards intended outcomes.

Do

Allow time for effective independent practice of new learning (using the “independent Learning Prompts” in the lesson) to ensure that knowledge is embedded.

Ensure that students are given opportunities for practice (for fluency) and application (using new learning to solve the problems).

Review

Use “no hands up” questioning and “low stakes” quizzing regularly to assess and review prior learning before moving on, referring back to the “bigger picture” and regularly testing knowledge from previous units for work.

Have high expectations of students, the quality of work they produce and, most importantly, their progress (accumulation of knowledge and skills).

The Know Do Review Cycle

Lessons are planned around ‘The KDR Cycle’ and structured to promote learning and outstanding pupil progress over time.

The KDR Cycle summarises our expectations for good and outstanding teaching at Chase Terrace Academy.

Teachers share essential core knowledge with students prior to the lesson, providing a “big picture” overview and the foundation for challenging activities. Sharing this key knowledge also enables parents to play a role in supporting their son/daughter with their learning.

A copy of the KDR Cycle must be displayed in each classroom.

The application and structure of the stages of the KDR cycle is at the member of staff’s discretion in the lesson but guidance is offered below on good practice.



Know

Our students need to develop a deep body of knowledge (knowing more and remembering more of it).

‘Knowledge organisers’ (concise summaries of key information for each unit of work) outline the ‘significant knowledge’ and these summaries are shared with students and their parents/carers prior to, or during, the first lesson of that unit of work. They are referred to throughout the unit and their use is also built into home learning.

The importance of this key knowledge is stressed to students and the benefit of learning this content is promoted through regular ‘low stakes’ quizzing, and other forms of assessment. In addition to the ‘significant knowledge’ that is summarised by

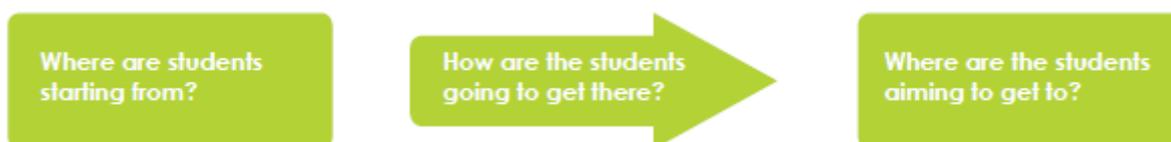
these 'knowledge organisers', teachers maintain a strong focus on the 'facilitating knowledge' that enables subsequent learning and the knowledge that creates the basis for 'defined, skilled performance'. Together, this key knowledge is sequenced (through careful planning) and 'foregrounded' (to distinguish it from the detail).

The **intended learning outcomes** for lessons, and sequences of lessons, are communicated clearly and concisely to students. These proposed new learning outcomes are framed using Bloom's taxonomy and are **tiered** to reflect the planned progress throughout the lesson and the unit of work. For example, in relation to a planned lesson on photosynthesis, intended learning outcomes could be: (1) State the word equation for photosynthesis, and use this to (2) explain what plants need in order to survive and, furthermore, (3) evaluate the likely effectiveness of different greenhouse designs.

Students only copy down intended learning outcomes where there is a clear benefit in doing so, but these aims should be reinforced (visually and/or verbally) throughout the lesson. Furthermore, lessons should be structured in such a way as to give students opportunities to assess their knowledge and skills in relation to this new learning.

When presenting complex ideas or large quantities of information, teachers scaffold the understanding and use of the knowledge carefully, using modelling or worked examples, which also provide a useful reference resource for later use. Textbooks can be useful, as a reference resource and/or for practice, but it is not effective to ask students to 'read and make notes', as key ideas may get missed amongst the large amount of information. Moreover, for some students, the language and presentational style of textbooks can cause additional stress and difficulties. Therefore, where a textbook is used as a class resource to aid the introduction of new learning, it is better to read the text as a group and for the teacher to identify for students the key knowledge that they need.

The 'Know' part of the cycle can also be considered to extend to teachers knowing their students well, planning carefully to cater for their individual barriers to learning and having a good continuously developing grasp of what they know and their areas for development.



Examples of effective methods to teach new knowledge include:

- Teacher expert exposition and explanation
- A Video or stimulating image used to provoke discussion
- A practical demonstration or modelled worked example
- Guided reading, as a class, supplemented with discussion and questioning
- Questioning, including using misconceptions to develop more a robust understanding of key knowledge

Examples of how staff will utilise knowledge of students include:

- Seating plans for all classes which include key data (Name, EAP, AT, SEND, Disadvantaged Status)
- A good working knowledge of any IEPs or strategies to support individuals
- Clear data tracking and assessment information
- Records of marking and feedback provided

Do

The 'Know, Do, Review' Cycle is applied continuously throughout the lesson. Following the introduction of new learning, students are given an early opportunity to consolidate their knowledge and understanding, through **practice** and, subsequently, **application**.

Lessons provide students with opportunities to apply new learning, ensuring that they have grasped new concepts and can apply them in different contexts. Wherever possible, lessons feature a combination of independent work and group or teacher-guided practice.

Teaching staff have high expectations of the quality of students' work - both in terms of content and presentation. These expectations are made clear to students and any work that falls below the required standard is repeated, at home or in a departmentally based detention (as appropriate). Sub-standard or incomplete work is not accepted.

Where possible, the work that students complete, should develop their literacy, numeracy and communication skills alongside their subject knowledge.

Students should be encouraged to persevere and tasks should be designed to enthuse students so that they are driven to carry on even when it becomes difficult.

Examples of effective methods for students to apply new learning include:

- Practising to test recall and basic understanding – useful in the development of fluency
- Applying new learning in a novel context, requiring higher order reasoning skills
- Teaching someone else – students working in pairs or small groups and taking turns to teach or work through a problem
- Summarising – turning key information into something else, such as a mind map or image
- Producing a set of questions that could be used to check understanding
- Doing past exam paper questions - with mark-schemes and examiner feedback provided

Review

Effective teaching approaches enable students to embed prior learning, so that they develop progressively more complex bodies of knowledge and an enhanced ability to build new knowledge. The aim is that '**automaticity**' is achieved, so that deep learning is readily available. This aim is supported by regular and systematic reviews of learning.

During lessons, therefore, regular opportunities are built in to review knowledge from previously taught topics, ensuring that this knowledge remains accessible. Reviews involve all students, including through regular 'no hands up' questioning and 'low stakes' quizzing to check that prior learning has been embedded. These reviews are generally kept reasonably short (5-15 mins.), so that pace is not compromised and enough time is available for new learning.

In order to build confidence, students are often told in advance which key knowledge will be assessed, so that they can study, prepare and self-check, using the relevant knowledge organiser as a reference tool. As a guide, where quizzes are done in this way, students might be expected to achieve a minimum of 80% of the marks available.

Regular low stakes quizzing (and other 'light' formative assessments) are supplemented with appropriately timed assessments that check key knowledge recall (on a cumulative basis) and also the ability to apply that knowledge in a range of contexts. These more summative assessments include written teacher feedback to support students in making improvements. The assessments also provide a more objective basis to establish how students are making progress in relation to targets for their achievement and highlighting the need for extra support/intervention.

As a result of the range of assessments used, students should become increasingly clear about what they know and understand and the areas where their knowledge is weakest. Teachers should also have good access to this information, so that they can plan effectively, using both aggregated class information and individual profiles, as appropriate.

Examples of review activities include:

- Regular quizzing at the start of the lesson, reviewing prior learning
- Exit pass activities – all students demonstrate that they can recall key information before they leave
- 'No hands up' questioning throughout the lesson – based on a plan for whom to ask, ensuring that everyone understands before moving on
- 'Here is the answer, but what is the question?' – also appropriate for use in the 'Do' phase of the lesson
- Retrieval practice placemats – a set of regular questions such as 'Write down three things you learnt last lesson' that can be used for any topic/part of a topic
- Picture prompts – students are given images linked to the topic or previous topic and are asked to write down as many relevant facts as they can
- Knowledge organiser review – students are asked to recall the information in a particular box/section of the knowledge organiser and then add in what they missed

Checks on student progress must occur regularly throughout the lesson. Questioning is the most effective tool for this and should prompt all learners to think. Wait time, non-reliance on volunteers and pose, pause, pounce, bounce are all key strategies to support the no-opt out strategy in classrooms.

Questioning should be used alongside the feedback from students during lessons to check progress, adjust teaching and modify future work accordingly. Questioning should also be built around Bloom's higher order thinking skills in order to deepen learning.

Differentiation by outcome is rarely sufficient. Lessons need to be planned to challenge learners of all abilities in the classroom. SEN information should be used during the planning stages (taken from the class seating plans). Teaching assistants also need to have a planned role in lessons to maximise their impact. Where appropriate, tasks should allow students to start at different points based on prior attainment and target data.

Lesson Planning

There is no requirement for staff to produce individual lesson plans but we would ask that staff ensure that departmental plans are adapted and reviewed regularly to make them suitable for individual classes and students.

There should be evidence of planning over time for a particular group which contains adaptations from the scheme of learning to make the lesson suitable for the students you teach. The format of this planning is at the member of staff's discretion but could include annotated schemes of learning or the staff planner.

The Lesson Planning Prompt Sheet (Appendix ??) should/could be used as needed to support planning and may be useful:

- When staff are teaching a new unit or lesson for the first time
- For NQTs/ NQT +1 who are still developing practice
- When planning for a challenging class or a class who have been underperforming
- As part of a support plan for teaching and learning
- To refresh teaching of a unit
- To review a lesson which did not have the impact you expected
- To develop a plan to reteach following an assessment
- To develop and refresh practice
- As part of CPD programme through the year

Home Learning at Chase Terrace Academy

Home Learning should be seen as an opportunity to extend, review and support the learning, which has taken/will take place in the class room. All Home Learning should be set via SMHW so that parents can access and support.

The Knowledge Organisers should be used to set revision every week, which will then support success in the classroom and assessments.

If students are absent, if they are able, the home learning would still be expected to be completed, as the knowledge organiser should have been supplied prior to the lesson and they should be using them every evening to review.

Students should build a routine from year 7-13 that every week, they should:

1. Self-quiz on a knowledge organiser for 15 -20 minutes for at least 1 subject
2. Complete additional maths practice set
3. Complete reading and additional English Practice set

The amount of home learning needs to be manageable and ensure that students are not prevented from attending after school extra-curricula events. The use of knowledge organisers to complete revision, allows for a flexible approach to when the work is completed.

The mantra of “By next lesson you should know...” should be used frequently to highlight the expectation of pre-reading/revision from the knowledge organiser and home learning should be set using this phrase via SMHW. Home learning should never be to “finish off” classwork – classwork should be completed to a high standard in class and if this not the case then the behaviour policy applied.

Parents should be familiar with asking their child “What do you need to know for the lessons you have tomorrow?” and play an active role in supporting the revision of this.

Year 7

At least 15 minutes each evening learning the knowledge organiser for a subject (copy it out/turn it into revision cards/self quizzing/SMHW quiz). Directed by the member of staff in the format of “Before next lesson, you must know...”

At least 30 minutes reading per night

At least 30 minutes additional maths practice per week

Year 8

At least 15 minutes each evening learning the knowledge organiser for a subject (copy it out/turn it into revision cards/self quizzing/SMHW quiz). Directed by the member of staff in the format of “Before next lesson, you must know...”

At least 30 minutes reading per evening

At least 30 minutes additional maths practice per week

Year 9

At least 30 minutes each evening learning the knowledge organiser for a subject (copy it out/turn it into revision cards/self quizzing/SMHW quiz). Directed by the member of staff in the format of "Before next lesson, you must know..."

At least 30 minutes additional maths and English practice per week

Additional Subject work where needed

Year 10 and 11

At least 30 minutes each evening learning the knowledge organiser for a subject (copy it out/turn it into revision cards/self quizzing/SMHW quiz). Directed by the member of staff in the format of "Before next lesson, you must know..."

At least 1 hour additional maths and English practice per week

Additional Subject work where needed – focus on assessment practice

In addition to the above, staff are also responsible for creating and maintain a purposeful learning environment, as outlined in the "Teacher Non-Negotiables" and further detail of how this can be maintained are outlined below:

Assessment for Learning underpins our assessment practice throughout the whole school.

The effective assessment and marking of work are fundamental to successful learning and teaching, and raising overall achievement. Assessment practices will differ according to subject, but these are our common expectations across the school:

- Routine assessment must be formative and used to inform learning and teaching. Assessment should be used to monitor the progress of learners and provide objective evidence to support reporting and setting arrangements.
- Marking must be regular and meaningful, providing clear, concise feedback to learners on the standards achieved and what they need to do to move their learning forward. Marking should also ensure appropriate standards of literacy and presentation are maintained. To encourage independent learning, opportunities for pupils to act on written feedback must be provided through the use of DIRT tasks.
- Formative assessment of class work and home learning should take place within two weeks of completion of the task. The depth of marking should relate to the nature of the task set.
- We insist on high standards of presentation. Written work must have titles underlined, a date, and identify tasks set as home learning.
- Departmental summative assessment must take place at least once per half-term, commonly at the end of a sequence of approximately 8-10 lessons. The class teacher should keep a detailed record of marks awarded which will provide key evidence for scheduled data collections and reports on progress.
- Each department should have a clear rationale regarding the awarding of grades for summative assessments across each year group. Such assessment is standardised through moderation.
- See assessment policy for further guidance (Annex ??).

High standards of behaviour for learning must be expected at all times. The behaviour policy outlines and reinforces these expectations.

A firm, fair and consistent approach towards student conduct is essential in all lessons to ensure that learning opportunities and outcomes are maximised so:

- It is expected that The CTA Expectations be on display in all classrooms, at all times.
- Any conduct which impacts on the learning of others should be dealt with by using the stage system as appropriate (please see additional document).
- Every opportunity must be taken by the class teacher to ensure that learning can continue as normal and that situations do not escalate unnecessarily.
- Each department should have arrangements in place for "hot-seating", should this be required to enable learning to continue.
- A senior staff call-out can only be made when the safety of students and/or staff is at risk, or learning cannot continue.

Through learning, our students are able to develop a strong sense of moral purpose. The promotion of pupil's spiritual, moral, social and cultural development is a planned part of the learning experience across the whole school.

Opportunities for students to develop SMSC understanding, within the context of the school and wider world, is a key component of our whole-school curriculum

It is the responsibility of all subject areas to ensure that opportunities to develop SMSC understanding are a planned part of schemes of work.

Assessment, Marking and Feedback Policy

The guiding principles of this policy are taken from the Teacher's Standards (September 2012) which state that all teachers should:

- Make accurate and productive use of assessment.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Teachers, as good practice, should also:

- Routinely inform pupils, in advance, of the criteria against which work will be assessed;
- Mark and return work promptly, conforming to the school marking policy.
- Take action (with the support of subject leaders) in the case of any pupil whose progress begins to fall routinely short of the EAP.
- Ensure that the gains of all students, no matter how small, are recognised as successes.
- Ensure that Literacy is routinely addressed through the marking and assessment of work.
- Provide opportunities for self-assessment and peer-assessment as a contribution to developing pupils as independent learners.
- Ensure that all work, including assessed work, is accessible for all students, including those with special educational needs.
- Ensure that pupils should be able to easily access the feedback that they have received throughout the year to give them an overview of their progress and their current performance. Subjects / departments must design and devise a system whereby assessments and feedback are always accessible to the student.

Chase Terrace Academy Marking Policy

The following policy applies to all departments and key stages.

The marking policy should be applied to all assessed work. Assessed work is defined as any work on which a grade is given. The grade should be the grade that the assessed work has achieved according to subject assessment criteria or exam syllabus mark schemes.

The frequency of assessed work will vary between different departments and subjects and will be dependent on the allocation of curriculum time. Assessed work should be evident at least every 8 – 10 teaching sessions.

Assessments will be scheduled in line with each department's assessment timeline and will include knowledge tests and application tests. Further details on this expectation are outlined in the staff planner.

Marking for literacy should be a regular feature of all assessed and monitored work. Spelling mistakes, where evident, should be corrected in accordance with the procedure outlined below in 'Marking for Literacy'

Where possible, assessed work should be prefaced with a clear assessment objective and use of assessment criteria, focusing on the specific skills / evidence the work will be assessed for. In this respect pupils should always be made explicitly aware of the criteria that work is being assessed against to facilitate effective self and peer assessment.

It is vital that assessed work and feedback is highly visible, easily identifiable and constantly accessible in exercise books, folders or assessment booklets. Departments need to identify and devise strategies to ensure that the historic record of assessments is always available to students and easily accessible in every lesson so that students can look back at previous targets and have an overview of the progress that they are making at any stage of the school year or in any lesson.

The key principles of 'Good' marking and assessment at Chase Terrace Academy

Comments at the end of work should clearly identify strengths and specific next steps to improve:

+	Identify areas of strength(s): indicated by a symbol followed by the appropriate comment
NS	Identify area(s) for improvement: indicated by this symbol followed by the relevant target(s) and tasks. The next steps comments should set a specific task for the pupil to complete as a response to the assessment.

Feedback on assessed work should also always make the EAP explicit, along with the assessed grade.

EAP	For Key Stages four and five, this should be the student's end of key stage EAP. For Years 7, 8 and 9, it should be the end of year EAP.
AG	This should be the assessed grade that the work has been awarded.

Feedback at the end of a piece of work could look like:

EAP

5AG

4+

+ Excellent introduction where you set out your ideas. Good use of evidence to support your argument.

NS

In your topic sentences, Use the key words from the question so that your answer always links back to the question.

Rewrite the first sentence of each of your points to incorporate this target.

It is vital that targets for improvements set at the end of work are personalised for academic improvement linked to curricular and subject specific needs and DO NOT focus on presentation, organisation or effort. These may be wider contextual factors but are not the catalyst of specific improvement. Staff should mark using green pen.

Assessment Formats

Departments/subjects may adopt the use of the school assessment format (provided below), or adapt the format into their own assessment booklets, provided that the whole school symbols are used:

 chaseterraceacademy	Student:	Date:
	EAP	AG
<p>+ What Went Well:</p>		
<p>NS Your next steps are:</p>		

Pupils should be prompted to act on their feedback.

Feedback is at its most effective when the pupils can understand what they have to do and how they should do it. It is important for pupils to be able to directly act on the feedback that a teacher has provided for them.

It is expected that written feedback on assessed work should prompt the pupil to act in response. This could be used as the starter for the first few minutes of the

lesson when the assessed work is returned. Students should respond in purple pen as far as possible.

There are a number of ways in which pupils could demonstrate that they have acted on their feedback in formally assessed work. For example:

- Highlight a section in their work which needs to be recompleted at the start of the next lesson, following the guidance provided by the teacher.
- Set a question or questions in the pupil's feedback that they have to answer or respond to.
- Identify an error in one section of a student's work (which is also repeated elsewhere) and prompt the pupil to correct the section of their work which you have not specifically marked.
- Where pupils have performed particularly well you could set an extension question to develop their understanding or ask them to explore an idea in greater depth.

All assessments and student work - where possible - should fully evidence the whole school marking for literacy policy and exercise books / workbooks / booklets should have a clearly designed page / section to record spellings

Self and Peer Assessment

- Developing good practice and evidencing Peer and Self –Assessed work in written work
- Peer and self-assessment is an essential part of assessment for learning
- Peer and self-assessment should always be used in close conjunction with the assessment criteria and, to aid effective self and peer assessment, specific assessment criteria should always be made explicitly available and could accompany or preface the assessment feedback:
- Self-assessment should be made evident by the use of a  symbol in the margin
- Peer-assessment should be made evident by the use of a  symbol in the margin

Managing Staff Workload

Whilst assessment and feedback is one of the key mechanisms for bringing about improvements in pupil progress, the school is committed to ensuring that expectations are sensible and, as such, allow staff time to focus on other priorities, including planning lessons, during their working hours.

Some of the measures taken as part this policy to support staff in managing their workload include:

- Allowing flexibility across departments on when assessments take place and, to some extent, what format they take
- Provided administrative support in creating and maintaining electronic documents to store and record outcomes from assessments

- Encouraging the appropriate use of statement banks as a starting point for providing high-quality feedback for students with clear next steps
- Ensuring that marking and assessment is a regular feature of whole-staff training to enable discussion around the most effective and time-efficient methods
- There is no expectation that every page in a student's book is marked or has ink on it. Marking and feedback should be prioritised on formally assessed work
- Outlining strategies through training which encourage students to take ownership of marking and assessment
- Having an open and honest monitoring policy for assessment and feedback. Staff know when books are going to be checked and there is culture of debate and discussion following this to further inform and develop best practice
- Reducing staff contact time to allow additional time for planning, preparation and feedback where possible.