



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

TEACHING, LEARNING AND ASSESSMENT POLICY

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Author:
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Curriculum
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Teaching, Learning and Assessment policy: Summary

Introduction:

This policy is written with the understanding that teaching, learning and assessment forms a fluid cyclical process. Learning should be a visible process for students and their teachers, whereby they see the progress they are making and understand what they must do to develop and improve learning, teaching and progress. This is an on-going process, promoted through the structure outlined in this policy: Mark - Plan - Teach.

The policy is written with the understanding that the marking of student work, planning of lessons and teaching must include specific consideration of presentation and literacy standards.

This policy aims, as a consequence of information determined from accurate and effective marking, to empower teachers to plan lessons accordingly and teach lessons, which lead to a high rate of student progress. Crucial to this policy is the understanding that provision of clear and well-targeted feedback to students is integral in strategically moving students forward in their learning and closing any identified gaps in learning.

This policy explains the school's methodology to set appropriate targets for students, so that they are aspirational.

This policy recognises that validation and maintenance of high standards is important in ensuring that teaching and learning in school is effective. Consequently, this policy includes detail of methodology used to determine the standard of teaching, learning and assessment in school.

This policy, because assessment is integral to successful teaching and learning, details school procedure in relation to assessment and the sharing of student progress, through the school's reporting procedure.

The policy is written in specific parts, as follows:

- Summary: Mark, Plan, Teach.
- Part One: Mark, Plan, Teach - a more detailed explanation and inclusion of relevant Department for Education Teachers' Standards (as valid March 2019).
- Part Two: Presentation and Literacy Code of Practice.
- Part Three: Target Setting.
- Part Four: Assessment, Recording and Reporting.
- Part Five: Governance, Management and Evaluation of Assessment.

Summary: Mark, Plan, Teach

Mark:

- Marking and feedback must inform students: 'Where am I going?' 'How am I going there?' and 'Where to next?'
- Marking and feedback must comply with the marking schedule herein and consistently applied.

- Important pieces conducive to understanding and good progress must be marked.
- Teachers must have an overview of student starting points, progress and context.
- Formative marking must guide students to summative assessment points.
- Summative assessments must be graded.
- Clear feedback to students and its impact should be visibly demonstrable.
- Fundamental errors must not be ignored.
- Feedback should outline key actions, carefully targeted at student improvement, highlighted by the letter **A** which must give clear feedback explaining action a student must conduct to improve specific targeted aspects of learning.
- All work produced by students should be to an acceptable standard in compliance with the Presentation Code; if not, students must repeat the work.
- High literacy standards must be upheld in compliance with the Literacy Code.
- Homework must be set on “Show my Homework”; be cyclical and visibly contribute to learning, consistent with each subject’s individual marking schedule.

Plan:

- Planning must enable high quality delivery which meets the needs of all students.
- Be clear and precise about the knowledge and skills students are to learn.
- Consist of activities, including homework, which facilitate deep learning and good progress.
- Adhere to curriculum mapping and schemes of work.
- Differentiate over time to meet the needs of all students.
- Include student seating to maximise progress.
- Ensure students are purposeful from the beginning of lessons.

Teach:

- The quality of teaching must lead to at least good progress.
- Teachers must have high expectations.
- Learning outcomes must be clear.
- Success criteria, achievement and progress will be clear, visible and recognisable.
- Literacy and numeracy will be promoted and corrected; key words explained.
- There will be articulate instruction and questioning.
- Teachers will be open and adaptable in styles of teaching/pedagogical approach.
- There will be a classroom climate, conducive to errors being used as vehicles to improvement.
- Learning will ‘flow’ with the understanding that good progress is more important than strictly following a lesson plan.
- Teaching must facilitate all students to be engaged in learning.
- All students will be working harder than the teacher, over time.
- Effective teaching will determine that learning sticks, as evidenced through incisive, systematic and effective checking.

Teaching, Learning and Assessment policy:

Part One: Mark, Plan, Teach

As stated in the Teachers’ Standards, a teacher must:

- Guide students to reflect on the progress they have made and their emerging needs (2.3).

- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject (3.3).
- Make accurate and productive use of assessment (6).
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (6.1).
- Make use of formative and summative assessment to secure students' progress (6.2).
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback (6.4).

For marking to be effective:

- Marking and feedback should inform the following questions: 'Where am I going?' 'How am I going there?' and 'Where to next?'
- Marking and feedback must be regular and consistently applied in compliance with the marking schedule within this policy.
- Not all work produced by students need be marked. The emphasis should be on quality and consistency of marking, rather than quantity of marking. Important pieces conducive to student understanding and good progress should be marked.
- Marking and feedback should be conducted during lessons and after lessons. Marking can take place whilst students work independently in the classroom; it need not all be completed outside the lesson.
- Teachers must have a secure overview of the starting points, progress and context of all students, including reading ages, prior attainment, CATs scores, previous progress, etc. Context includes factors such as Pupil Premium, SEND, etc.
- Formative marking must guide students to summative assessment points.
- Summative assessments must be graded.
- Clear feedback to students and its impact should be visibly demonstrable, the regularity of which must be consistent with each subject's individual marking schedule. There must not be substantial gaps in marking, with students' work marked with actions to improve regularly and routinely.
- Fundamental errors must not be ignored, so students know their errors have occurred and they are able to make corrections.
- Written feedback must be targeted at improvement of learning and work produced. Feedback should outline key actions, which are carefully targeted at exactly what the student must do to improve.
- Feedback from the teacher should result directly in student improvement. This may be through future activities or more immediate Dedicated Improvement and Reflection Time (DIRT). It may be in lesson time or set as homework. Improvement activities must be part of a formative process, leading to students being prepared for 'final' assessed work that contributes to formal summative assessment. Written student responses to DIRT, should always be completed in green pen.
- Written feedback must state an action, highlighted by the letter **A**, which must give clear feedback explaining at least one action a student must conduct to improve a specific targeted aspect of learning. Action(s) must be specific points to be done to improve each unique piece of work.
- A red, pink or purple guideline, outlining the expected quantity of space required to complete an action effectively, **where appropriate** (for example with reference to extended writing) should be given by the teacher, to ensure the student response is sufficiently detailed.

- All work produced by students should be to an acceptable standard in compliance with the Presentation Code; if not, students must repeat the work. This must be a teacher and student expectation, reinforced where necessary.
- High literacy standards must be upheld in compliance with the Literacy Code; common and frequent errors, poor literacy and numeracy should be challenged by the teacher and corrected by the student.
- Homework must be set on “Show my Homework”. There must be evidence of regular, effective homework in exercise books, differentiated accordingly. Homework should be factored into sequential learning and play a key part in student preparedness, practice, revision and improvement of learning taking place in school. Outcomes to homework should be assessed, whether through marking of the specific homework or through class assessment for which it has been a factor.
- Homework should be cyclical and visibly contribute to learning. There must be evidence of marked homework in the exercise book at least once per half term for all subjects. At Key Stage 3, for subjects where class contact is less than 3 times per fortnight, this homework can be self or peer assessed, if appropriate.
- **Marking (with actions) and the opportunity for student responses to feedback** must occur according to the schedule, below:

Key Stage 3	
English/Maths/Science	A minimum of 3 occasions per half term
Other subjects	<i>Where class contact consists of 3 or more lessons a fortnight:</i> A minimum of 2 occasions per half term <i>Where class contact is less:</i> A minimum of 1 occasion per half term
Key Stage 4	
English/Maths (where contact is more than 5 times a fortnight)	A minimum of 3 occasions per half term
Other subjects (inc. Chemistry, Physics and Biology)	A minimum of 2 occasions per half term
Art and Graphics	A minimum of 1 occasion per half term <i>*Reduced frequency due to course being solely practical</i>
Key Stage 5	
All subjects	Fortnightly for shorter exam style responses/half termly for extended responses (e.g. completed art work; BTEC)

Plan:

As stated in the Teachers’ Standards, a teacher must:

- Set high expectations which inspire, motivate and challenge students (1).
- Promote good progress and outcomes by students (2).
- Be accountable for students’ attainment, progress and outcomes (2.1).
- Be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these (2.2).
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching (2.4).

- Plan and teach well-structured lessons (4).
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired (4.3).
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) (4.5).
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively (5.1).
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development (5.3).
- Use relevant data to monitor progress, set targets, and plan subsequent lessons (6.3).

For planning to be effective:

- Knowledge and skills to be learned must be clear and precise.
- Activities, including homework, must facilitate deep learning and good progress.
- Planning must adhere to department schemes of work and curriculum mapping.
- Differentiation must be planned over time to meet the needs of all students.
- Student seating should be planned to maximise student progress, taking into account different abilities and behaviours.
- Students should be purposeful from the beginning with appropriate pace for the intended learning.

Teach:

As stated in the Teachers' Standards, a teacher must:

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions (1.2).
- Encourage students to take a responsible and conscientious attitude to their own work and study (2.5).
- Demonstrate good subject and curriculum knowledge (3).
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings (3.1).
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (3.2).
- Impart knowledge and develop understanding through effective use of lesson time (4.1).
- Promote a love of learning and children's intellectual curiosity (4.2).
- Reflect systematically on the effectiveness of lessons and approaches to teaching (4.4).
- Adapt teaching to respond to the strengths and needs of all students (5).
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these (5.2).
- Have a clear understanding of the needs of all students, including those with Special Educational Needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them (5.4).
- Manage behaviour effectively to ensure a good and safe learning environment (7).
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour policy (7.1).
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly (7.2).

- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them (7.3).
- Maintain good relationships with students, exercise appropriate authority, and act decisively, when necessary (7.4).

For teaching to be effective:

- The quality of teaching must lead to at least good progress.
- Teachers will have high expectations.
- There will be fluidity between marking, planning and teaching.
- Learning outcomes will be clear.
- There will be articulate instruction and questioning.
- Progress will be clear, visible and recognisable.
- Literacy and numeracy will be promoted and corrected; key words explained.
- Teachers will be open and adaptable in styles of teaching/pedagogical approach.
- There will be a classroom climate, conducive to errors being used as vehicles to improvement.
- There will be clarity about success criteria and achievement.
- Learning will 'flow' with the understanding that great progress is more important than strictly following a lesson plan.
- All students will be engaged in their learning.
- All students will be working harder than the teacher, over time.
- Effective teaching will determine learning that sticks, as evidenced through incisive, systematic and effective checking.

Part Two: Presentation and Literacy Code of Practice

Presentation:

Rationale:

At Hilbre High School we recognise the visual appearance of work is important. Well-presented work evokes a positive response in the reader and promotes a sense of pride in the student's own work. A culture of well-presented work will foster an understanding of the importance in the world of work of accuracy and high quality presentation. In addition, exercise books are a primary source of revision for students; they must be clearly laid out in order to be useful.

Application:

These expectations are intended to apply to the vast majority of students in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a student who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

Presentation expectations:

1. Name/subject/teacher must be clearly indicated on the front of books. Either, written on the provided lines or stated on an appropriate sticker (placed top centre).
2. Blue or black ink must be used for all handwritten work. Exams must be completed in black ink.
3. All diagrams, tables and drawings will be done using pencil and ruler.
4. All work will have a clear title, underlined using a ruler.
5. Work must be dated (left hand margin using dd/mm/yy). Students studying languages may

be required to write the date in full in the target language instead.

6. The margin will only be used for dates/question numbers/letters.
7. All writing will be legible, of an appropriate size and joined up style is preferred.
8. All errors will be crossed out neatly with one line and using a ruler.
9. Students must not tear pages from their exercise book.
10. Student actions/DIRT should be completed in green pen.
11. Peer or self-assessment should be completed in green pen.
12. Teacher marking should be completed in red, pink, or purple.
13. Work from different years should be clearly separated or labelled.
14. There must not be any graffiti in exercise books.
15. Rough work should be completed in the back.
16. Presentation guidance must be in exercise books - front inside cover.
17. Literacy guidance must be in exercise books and displayed on the first page.

Literacy:

At the heart of our practice lies the acknowledgement that, whilst the basic skills of reading and writing might be explicitly delivered in the English curriculum, all teachers share responsibility for the consolidation of these skills and for their subject specific application. Good practice is to encourage regular proof reading of work (often effective as settling or starter activities). Students should use Standard English and grammatical forms. Slang and text speak, unless for effect, must not be used.

Principles:

- Literacy errors should be corrected regularly and students encouraged in re-drafting marked work to see their own improvement and progress.
- Teachers need to be selective in correcting literacy errors in order to positively support all students.
- Spelling should be corrected by the student three times.
- The following table contains symbols which all staff should use consistently for marking for literacy.

Templates for Presentation and Literacy are included in the Appendix section of this policy.

Part Three: Target Setting

End of Year 11 Target Grades:

- To set targets for all students, we use FFT Aspire, SISRA SPI and DfE Transition Matrices, taking the highest predicted target grade (based on Key Stage 2 scaled scores) out of the three sources to ensure students are set the most challenging targets.
- Targets are aspirational meaning students meeting them will have outcomes at the end of Year 11, placing them above the national average. If professional judgement and/or other available data deems targets to be below expectation for a student, targets are adjusted upwards.
- The minimum target set for students is a Grade 4.
- Students are not given their targets, as this can create a glass-ceiling. Instead all students are pushed to achieve grades beyond their targets by being challenged and given high quality feedback.
- Targets are used when judging the Rate of Progress students are making, following summative assessment.

End of Year Target Grades at Key Stage 4:

Using the End of Year 11 target grades as a starting point, we apply our own 'guide' Progression Pathway Progression Matrix to determine the progress we anticipate a student to be making at the end of each academic year.

GCSE Subjects				
Year 11 Target	End of Year 10 Target	End of Year 9 Target	End of Year 8 Target	End of Year 7 Target
9	7	6	5	4
8	7	6	5	4
7	6	5	4	3
6	5	4	3	2
5	4	3	2	1
4	3	2	1	1
3	2	1	1	1

HSC, CIDA, PE				
Year 11 Target	End of Year 10 Target	End of Year 9 Target	End of Year 8 Target	End of Year 7 Target
D*2	D2	M2		
D2	M2	P2		
M2	P2	D1		
P2	D1	M1		
D1	M1	P1		
M1	P1	P1		
P1	P1	P1		

Business BTEC and Engineering BTEC				
Year 11 Target	End of Year 10 Target	End of Year 9 Target	End of Year 8 Target	End of Year 7 Target
D*2	D2	M2		
D2	M2	P2		
M2	P2	P1		
P2	P1	P1		
P1	P1	P1		

Part Four: Assessment, Recording and Reporting

Introduction:

Accurate, rigorous and challenging assessment enables students to make rapid progress and provides robust information about progress made. All staff with responsibility for teaching students are accountable for the progress of those students and the accuracy of the assessment data provided through the academic year. Regular, effective assessment is key in ensuring students' success and the accuracy of predicted outcomes across the curriculum and at every key stage. It is important that students receive a diet of both formative and summative assessment, according to purpose. It is critically important that students are guided to improvement through formative feedback, so they are clearly informed and able to improve through understanding how improvement can be made, why and what improvement will look like. Periodically summative assessments will determine student progress at determined terminal points of learning; for example end of unit or end of a designated time span, such as a term.

It is essential to always consider the purpose of assessment and assessment data. Assessment takes two forms; formative and summative.

Formative Assessment:

Formative assessment informs students of the steps they need to take to improve their work.

It includes student self-assessment and target setting, since it actively involves students in evaluating their own performance and the steps they should take to ensure progression.

Summative Assessment:

Summative assessment determines how well students have understood a topic or course of work taught over a period of time. It gives parents/carers an understanding of achievement made, progress and outcomes for students over a period of time; it enables teachers to evaluate their delivery of a topic and the impact they have made.

Summative tests should be seen as the end-piece to a topic studied. As such, formative assessment practices should be applied to work produced before final summative tests, so that students are aware of how and what to improve before the final test assessment.

Many examinations are terminal and do not have a coursework/practical element; students must be prepared for this. The rigor of preparing for tests and the expectation placed on students to pass tests must be embedded in school; a key responsibility of the teacher must be to guide the student through the preparation process using appropriate feedback and formative assessment.

- At Key Stage 4, students are assessed using GCSE criteria.
- At Key Stage 3, students are assessed using the school's own Key Stage 3 Assessment: A to D Stage: Mastery, Curriculum, Assessment Maps.
- Students receive a diet of both formative and summative assessment, according to purpose.
- Students are guided to improvement through formative feedback, so they are clearly informed and able to improve through understanding how improvement can be made, why and what improvement will look like.
- Summative assessments determine student progress at determined terminal points of learning; for example end of unit or end of a designated time span, such as a term.

- Summative tests should be seen as the end-piece to a topic studied. As such, formative assessment practices should be applied to work produced before final summative tests, so that students are aware of how and what to improve before the final test assessment.

Key Stage 3 Assessment: A to D Stage: Mastery, Curriculum, Assessment

Mastery Curriculum - Assessment Procedures:

- The mastery curriculum, for students in Years 7 and 8 takes as its starting point, the necessary skills and knowledge required by students, so they can successfully access and utilise the requisite knowledge and skills for their GCSE studies.
- To achieve this, subjects have analysed content in GCSE specifications and determined how skills and knowledge must be built up over the five years from Year 7 to Year 11.

Hilbre High School assessment in Years 7 and 8 is based on:

- ‘Mastery’ of content through interleaved learning and ‘mastery’ of skills needed to access the requisite content.
- Progression through stages by students understanding the required content, mastering the skills taught and consistently applying them.

Assessment at Key Stage 3:

- To determine whether a stage has been achieved, subjects have ‘Subject Skills, Knowledge and Mastery’ maps, outlining what needs to be mastered to achieve mastery of a stage in a particular subject.
- Regular assessments determine whether students have mastered content.
- Where students do not achieve mastery of content within a stage, purposeful intervention is required. Where students consistently demonstrate knowledge and skills beyond the stage upon which they are placed, they must be given intervention to further extend their learning.
- Students must prove that they have understood and can apply what has been taught each term. They are tested using questions covering all of the topics, knowledge and skills taught so far. Students are then assessed to determine whether they are above, on or below progress, assessing their current attainment against their expected attainment, using their personal ‘flight path’ for each individual subject.
- Below is the ‘flight path’ used for students to determine their appropriate stages to be achieved each year and their expected Year 11 target grade, based on their ‘flight path’. Progress along a ‘flight path’ needs to be sustained, if students are to reach their predictions in Year 11. Students are placed on the appropriate flightpath as determined by their end-of-Year 11 targets, as detailed above.

Flight Path - Expected Trajectory of Progress: Years 7 to 11		
Year 7 target	Year 8 target	Year 11 target grade
7D	8D	4
7C	8C	5
7B	8B	6
7A	8A	7, 8 and 9

Frequency of Testing and Reporting:

- Students have three monitoring points per academic year.
- Mock examinations scheduled for Year 11 students occur in the spring term, allowing for sufficient time for the curriculum to have been completed and tested effectively.
- An Exams Week is scheduled in the summer term, in which all students in Years 7 to 10 formally sit the end-of-year summative tests.
- All students in Years 7 to 10 receive 3 Progress Reports per annum.
- Students in Year 11 receive 2 Progress Reports plus a Mock Results Report.
- Students in Year 12 receive 3 Progress Reports.
- Students in Year 13 receive 2 Progress Reports.
- One Progress Report per annum must contain detailed written information, written by each subject teacher about the student's progress in each specific subject.

We have three progress monitoring points, each falling at the end of a term. Throughout the term and leading up to the time of each monitoring, teachers assess every student and provide them with 'formative' guidance, so they can make further improvement. Towards the end of a term and close to the release of monitoring, relevant 'summative' assessment, enables teachers to award the student with a clearly informed grade for each subject, drawing on evidence gathered throughout the term and particularly from the final assessment. This appears in the Progress Report as Current Grade.

Progress Reports:

These are summative and evaluate a student's progress over time; specifically the duration of the academic year at each assessment point. In addition to outcomes from summative tests, other appropriate work, as recognised by the teacher and Progress Leader may be included in recognition of progress over time.

- The Progress Report will draw from all formally administered tests, marked against agreed criteria. Tests will not always be written. For example, there may be a spoken language test in MFL or a practical assessment in Food Technology, etc.
- It is expected that tests have sufficient content to mirror the body of work studied. Consequently, within a full term, if a practical is tested, the expectation is that a test of written understanding of a topic will also be conducted.

- Testing at Key Stage 4 must enable and expect students to access expected GCSE content and outcomes.
- Testing at Key Stage 3 must test a body of work that enables, expects and is conducive to students completing appropriate study for them to make good progress in the same subject at GCSE. (This includes option subjects.)
- Tests must be devised to include the areas of study that will inform the grade reported in the Progress Report. It is possible this may necessitate more than one test.
- For Key Stage 4 reporting, it is imperative that the mark scheme replicates expectation and standards for GCSE assessment and is marked on a scale of grade W (working towards GCSE standard), GCSE grade 1, GCSE grade 2, GCSE grade 3, GCSE grade 4, GCSE grade 5, GCSE grade 6, GCSE grade 7, GCSE grade 8, GCSE grade 9.
- For Key Stage 3 reporting, it is imperative that students are assessed against the ‘Subject Skills, Knowledge and Mastery’ maps and graded either A,B,C,D or W for ‘Working Towards’.
- It is critical that students are judged on their ability to demonstrate they fulfil mark scheme criteria.
- Tests must challenge students of all abilities with a fundamental expectation that hard work is required to make the desired progress.
- It is important that students and parents/carers are clearly informed as to what constitutes the subject grade that is reported in the Progress Report.
- **Teachers must provide accurate data in Progress Reports.**
- **Teachers must write comments carefully and ensure all spellings, names, pronouns, etc. are correct.**

The Key Stage 3 Report:

Key Stage 3 Progress Reports report information, as seen in the example below.

Subject	Standard Achieved	Rate of Progress	Engagement with Learning	Staff Name and Email
Art	7A	On	Good	caven@hilbre.wirral.sch.uk
Drama	7B	Below	Requires Improvement	popi@hilbre.wirral.sch.uk
English	7C	Above	Outstanding	bowied@hilbre.wirral.sch.uk
French	7A	Above	Good	gainsbourghs@hilbre.wirral.sch.uk
Maths	7D	On	Good	mooret@hilbre.wirral.sch.uk

Standard Achieved is judged by testing the Subject Knowledge and Skills required to master a particular stage. Depending upon the knowledge and skills realised within their assessment, a student is judged to be making the **Rate of Progress** that is either:

Above Track to meet the expected standard; **On Track** to meet the expected standard; **Below Track** to meet the expected standard.

Key Stage 4 Report:

Key Stage 4 Progress Reports report information, as seen in the example below.

Subject Progress	Current Grade	End of Year Target Grade	End of Year 11 Target Grade	Predicted GCSE Grade	Rate of Progress	Engagement with Learning	Staff Name and Email
Art	4	5	7	7	Amber	Outstanding	caven@hilbre.wirral.sch.uk
Citizen-ship	4	4	6	6	Green	Good	mooret@hilbre.wirral.sch.uk
Drama	4	6	8	9	Red	Good	popi@hilbre.wirral.sch.uk
English	5	5	7	7	Green	Requires Improvement	bowied@hilbre.wirral.sch.uk

Progress Reports are designed to clearly show current progress in each subject. Each Progress Report provides the Current Grade, End-of-Year Target Grade, End-of-Year 11 Target Grade, Predicted GCSE Grade, Rate of Progress evaluation, Engagement with Learning evaluation and contact details.

For students in all years, **Engagement with Learning** in each subject is evaluated. This is important as it shares our perception of the effort and commitment a student makes in the subject. It is expected that students consistently work to their best ability in all lessons and at home; we expect support from parents/carers in ensuring children work to their best ability and we encourage an open dialogue between teachers and parents/carers to ensure this is the case. Criteria for Engagement for Learning is shown below.

Outstanding	Good	Requires Improvement	Inadequate
Always Behaves well; Brings equipment; Has the expected attitude; Participates in lessons; Submits homework; Punctual to lessons.	Usually Behaves well; Brings equipment; Has the expected attitude; Participates in lessons; Submits homework; Punctual to lessons.	Sometimes Behaves well; Brings equipment; Has the expected attitude; Participates in lessons; Submits homework; Punctual to lessons.	Rarely Behaves well; Brings equipment; Has the expected attitude; Participates in lessons; Submits homework; Punctual to lessons.

There is one written report per annum. Comments in the written report are written for the parent/carer and are diagnostic in content. Comments provide clear information about the student's performance in class, in what areas of study improvements can be made and how.

Predicted GCSE Grade:

This grade is determined by the subject teacher, using a combination of the student's target grade and current rate of progress made.

Recording Assessment Information:

Recording Procedures: Formative Assessment:

- For information about recording formative assessments, see above.

Recording Procedures: Summative Assessment:

- Outcomes to summative assessment must be standardised within subjects; this is the responsibility of the Progress Leader to coordinate. Designated subject standardisation meetings are calendared prior to the report release date, so that amendments and adjustments can be made, following the standardisation process.
- Once standardised and agreed, results should be recorded on the relevant marksheet in SIMS.
- Due to a short turnaround in the time from entering the data to reporting to parents/carers, it is imperative that all teachers meet the monitoring deadlines.
- Should a member of staff be unable to complete the monitoring data (e.g. through illness) it is the responsibility of the Head of Subject to liaise with the Deputy Headteacher: Assessment, to determine the appropriate action. Responsibility for completion of the data may rest with the Progress Leader.

Frequency of Testing and Reporting:

- Students have **three monitoring points per academic year**. Each at the end of a term; each monitoring point must be informed by summative testing. However, the progress reported must draw on cumulative information from all summative testing conducted over the academic year and other evidence of progress made over time.
- The scheduling of testing must be coordinated by the Head of Subject. Unless falling within a designated Exams Week, tests can be conducted throughout the half term in which the Progress Report is released. This is particularly important for subjects with a heavy marking load, e.g. English.
- Mock examinations are scheduled for Year 11 students occur in the spring term, allowing for sufficient time for the curriculum to have been completed and tested effectively.
- The Exams Week is scheduled in the summer term, in which all students in Years 7 to 10 formally sit the end-of-year summative tests.

Part Five: Governance, Management and Evaluation of Assessment:

- Maintenance of the policy will be maintained by the Deputy Headteacher: Assessment and will be followed by all teaching staff within the school.
- The Deputy Headteacher: Assessment is responsible for monitoring the effectiveness of assessment practices across the school.
- Assessment is regularly checked through the school's Quality Assurance practice, in which exercise books, which should include all tests, are evaluated for a standardised approach to assessment and evidence of the consistency and clarity in the teaching and learning leading to assessment. This information is triangulated with student outcomes and observed teaching and learning.
- Subject Leaders are responsible for ensuring curriculum content and success criteria are available for parents/carers and students, monitoring formative and summative assessment, common end of year tests and interventions within Departments.
- Heads of House are responsible for monitoring data for trends and patterns pertaining to students in their Houses and creating intervention packages when needed.

Key Responsibilities to ensure this policy is maintained:

Class Teachers:

- Mark and assess in line with this policy.
- Share the Presentation and Literacy Code with students.
- Allow opportunities for students to act on feedback, through DIRT and other improvement activities.
- Plan opportunities for modelled, clearly guided peer and self-assessment.
- Encourage students to have a sense of pride in their work and to challenge incomplete or untidy work.
- Regularly set homework via 'Show my Homework' and ensure that there is evidence of marked homework in the exercise book at least once per half term.
- Ensure students are aware of clear targets, both summative and formative. e.g. their End of Year 11 and End of Year targets.

Progress Leaders:

- Ensure marking is in place which reflects the needs of the subject area and is compliant with the whole school policy.
- Ensure target setting is accurately maintained and reinforced through planned and timed standardisation activities.
- Monitor the application of this policy by ensuring it is consistently applied by carrying out a planned programme of work scrutiny on a half termly basis.
- Provide feedback to staff on the monitoring process in adherence to this policy.
- Ensure that less effective marking is identified and necessary support is provided to ensure improvement.

SLT:

- Ensure Department marking schedules are incorporated into subject curriculum plans and adhere to this policy.
- Monitor the quality of teaching, learning and assessment within each Department through effective line management meetings and scheduled subject, group foci and exercise book scrutinies.

Appendix 1: Forms to assess student work and observe lessons

The forms below must be used to assess the quality of students' work and the quality of teaching in lessons:

Learning Walk:

Observers should see a range of students including those representing 'groups'.

Department:		Teacher:	
Carried out by:		Date:	

Is learning improved for all students in the following areas? (RAG ratings: Green = high standard 'embedded'; Amber = appropriate to the lesson with potential to develop further; Red = insufficient focus (not all 'ingredients' are required in every lesson).		
	RAG	Comment
Progress		
Challenge		
Explanation		
Modelling		
Questioning		
Feedback		
Literacy		
Homework impact		

Identified strengths:

Any identified areas to develop further:

Exercise Book Scrutiny:

Department:		Teacher code:	
Carried out by:		Date:	
Type of scrutiny:	SLT/Department/Subject Focus/Walkabout		
Name/Year of student:			

	Yes	No	N/A
1. Book demonstrates student is making progress conducive with minimum end-of-Year 11 target.			
2. Consistent high standard across all work. Presentation guidance present and adhered to.			
3. Accurate purposeful progress focused marking.			
4. Significant errors detected and addressed.			
5. Evidence all work challenges students.			
6. Evidence work set is conducive to ability.			
7. Literacy guidance sheet present and adhered to; literacy assessed and corrected.			
8. Evidence of differentiation across abilities in the lesson/subject.			
9. Assessment, both formative and summative, addresses the body of work studied.			
10. Level of difficulty/challenge within assessment appropriate to Ability?			
11. Assessments on-track to ensure questions/skills required for students to achieve Levels 8 and 9.			
12. Marking follows the Marking policy requirements for actions.			
13. Actions completed by the student and checked/responded to by the teacher.			
14. Evidence of self and/or peer reflection leading to improvement of work.			
15. Evidence of homework impacting on work in the exercise book.			

Please write any further comments below and on the reverse:

Hilbre Lesson Observation Pro-Forma: 2019-2020



Teacher:		Observer:	
Subject:		Date:	
Lesson:		Duration:	
Class/Set		Number in class:	

Are student records clear and fully completed (e.g. seating plan/group info/markbook, etc.) Yes No

FOCUS:

PLANNING:
 Subject knowledge; Scheme of work/curriculum followed; Differentiation; Effective teaching strategies and resources; Setting of homework; Clear planned progression.

ENVIRONMENT:
 Clear and high expectation; Respect; Good behaviour; Positive climate for learning; Clearly established routines; Pupils work hard and are accountable for their learning.

TEACHING:
 Knowledge rich; Enthusiastic; Pace; Modelling; Questioning, Dialogue; Challenge and Rigour; Teaching adapted to the needs of the lesson/class.

MARKING/ASSESSMENT:
 Marking/assessment meets policy. Self, peer and teacher assessment and feedback is accurate, ensuring pupils understand how to achieve expected high standards and improve learning/ response.

PROGRESS:
 Stretch and challenge, questioning, checking understanding, engaging students, students taking responsibility for their own learning. Gaps addressed.

STANDARDS:
 A high standard of care for work and its presentation. A clear focus on maintaining high standards of literacy.

Is learning improved for all students in the following six areas? Consider Most Able, SEND and Pupil Premium students. Please RAG rate and comment on key methodology used to achieve this. Improving pedagogy: Red R; Amber A; Green G.

	RAG	Comment
Challenge		
Explanation		
Modelling		
Questioning		
Feedback		
Literacy		

Strengths	Areas for Development

From your observation, do you believe the quality of teaching and learning and assessment will ensure good or better progress over time?

Yes	<input type="checkbox"/>
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No	<input type="checkbox"/>
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If 'No', what is the level of support you recommend? This will be agreed and confirmed by both EHA and PLL.

High	Working with support external to my Department.	
Medium	Working with a Progress Leader (e.g. co-planning, team teaching, observing best practice in the Department).	
Low	Self-reflection (including exploring strategies to inform and develop practice) followed by a further observation.	

Please comment on any areas of best practice that should be shared, either on a school to school, whole school or department basis and how this could be achieved.

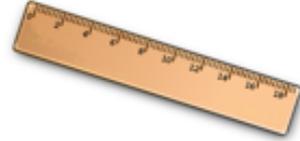
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Pride in my Presentation



“The standard of my work is a direct reflection of my attitude to learning”.

All my work must have a clear title, underlined using a ruler.



Diagrams, tables and drawings must be done using a pencil and ruler.



Blue or black ink must be used for all handwritten work. My exams must be completed in black ink.



All errors will be crossed out neatly with one line using a ruler.

CROSS OUT MISTEAKES

My actions to improve work and any peer and self-assessment will be completed in green pen.



With the exception of French and Spanish, work will be dated in the left hand margin using dd/mm/yy. The margin will only be used for dates and question numbers/letters.



I will not graffiti my exercise book.



Rough work will be completed in the back of my exercise book.

All sheets will be glued in carefully.





LITERACY ACTIONS

Code	Meaning	Action
✓ ✓✓	Good point/writing Excellent point /writing	Well done. You are demonstrating a high standard of literacy. Keep it up.
○	Spelling error	Write the corrected spelling three times.
P	Incorrect punctuation	Add accurate punctuation. E.g. full stops.
~	Poor written expression	Rewrite the sentence so it is accurate.
?	Point made/answer is not clear	Correct your point/answer.
//	Begin a new paragraph	Insert another // to indicate where you would begin the next paragraph.
E.g.	Provide examples	Give examples to explain your answer.
^	Missing word	Insert the missing word.
C	Needs a capital letter	Read through your work and insert the missing capital letters.
D	Needs more detail	Explain this point/answer in more detail.
T	The wrong tense has been used	Correct the tense that you have written in, so that either past, present or future is maintained throughout.
<input type="text"/>	Subject specific error	Action to be explained by your teacher.

Policy consultation process:

This policy has been completed after consultation within subject areas, consultation within the Teaching, Learning and Assessment Development Group and review by the Senior Leadership Team.

18th February 2019

Following further school development of Teaching, Learning and Assessment, it has been revised for submission to Governors in November 2019.