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ACADEMY

FEEDBACK GUIDANCE

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1. What is feedback?

Feedback can take different forms: peer, self, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

Aims of Feedback

- 1.1. To help students make progress;
- 1.2. To provide strategies for students to improve;
- 1.3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
- 1.4. To inform our planning and structure the next phase of learning;
- 1.5. To facilitate effective and realistic target setting for student and/or the teacher;
- 1.6. To encourage a dialogue to develop between student and teacher;
- 1.7. To encourage students to have a sense of pride in their work;
- 1.8. To encourage students to aim for perfect presentation;
- 1.9. To correct mistakes, with a focus on Literacy skills.

2. Principles

- 2.1. Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback;
- 2.2. A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time (DIRT: Dedicated Improvement and Reflection Time) for students to read the comments and engage with the feedback;
- 2.3. Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria;
- 2.4. Peer and self feedback is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.

3. Type and frequency of verbal feedback

- 3.1. This is the most frequent form of feedback;
- 3.2. It has immediacy and relevance as it leads to direct student action;
- 3.3. Verbal feedback may well be directed to individuals or groups of students; these may or may not be formally planned.

4. Type and frequency of written feedback

- 4.1. There are two types of written feedback: detailed and maintenance;

4.2. The frequency of each type of written feedback will vary between departments and key stages; agreed minimums should be clear in the marking policies of each departmental area (see appendices for further information);

4.3. Some departments that are more practical may well not have detailed written feedback;

4.4. Detailed feedback will clearly identify the strengths and areas for improvement that students will then act upon;

4.5. Maintenance marking may identify specific issues such as key words, literacy and presentation issues; students should act upon these.

5. Type and frequency of peer feedback

5.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher;

5.2 Written peer feedback should be clearly titled and underlined as 'Peer Feedback' and it should include the name of the student giving the feedback;

5.3 Students need to be well trained over time to effectively peer assess one another. This process will be clearly led by the subject teacher.

6. Type and frequency of self feedback

6.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs;

6.2 Teachers should share success and/or assessment criteria where appropriate.

7. Literacy and numeracy feedback

7.1. If the literacy standards of our students are going to improve we must all give appropriate and targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons but are essential for successful communication everywhere. It should be monitored in both detailed and maintenance written feedback using the appropriate guidance in the Literacy and Numeracy policies.

7.2 We all have a duty to be vigilant about standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc. should be monitored accurately across the curriculum.

8. Homework and Feedback

Homework is an integral part of the learning process. Homework tasks must be purposeful and focus on building knowledge and skills.

Homework helps students practice and reinforce what they've learned in class. Repetition and application of concepts outside the classroom improve understanding and retention.

It encourages students to develop time management, organization, and independent learning skills. These are essential for academic success and lifelong learning.

Some homework assignments are designed to prepare students for upcoming topics, giving them a foundation to build on in future lessons.

Homework allows teachers to assess students' understanding and progress. It also provides an opportunity for feedback, helping students identify areas where they need improvement.

It can give parents insight into what their children are learning and how they're progressing, fostering

Completing homework regularly helps students build a sense of responsibility and self-discipline, which are valuable life skills.

Homework should be set according to the schedule below:

Subject	Key Stage 3 30 minutes	Key Stage 4 45 minutes
English	Weekly	Weekly
Maths	Weekly	Weekly
Science	Weekly	Weekly
MFL	Weekly	Weekly
History	Fortnightly	Weekly
Geography	Fortnightly	Weekly
RS	Fortnightly	Weekly
Technology	Fortnightly	Weekly
Art	Fortnightly	Weekly
Performing Arts	Fortnightly	Weekly
Physical Education	NA	Weekly
Social Sciences	NA	Weekly

Examples of appropriate tasks at Key Stage 3 include quizzes, mind maps, reading activities, spellings, definitions, summarising, open recall. Knowledge organisers should be added to Satchel One at the start of a topic to support revision for assessments.

At Key Stage 4 retrieval tasks as above remain appropriate alongside longer pieces of homework including extended writing tasks and exam practise.

In Key Stage 5 work and homework is set accordingly:

4 hours contact time, 3 hours independent study, 2 hours homework

Marking and feedback of these tasks should be detailed in subject appendix. Appropriate methods of feedback include self, peer assessment, marking of quizzes using appropriate platforms (including the use of AI) as well as teacher marking and feedback. Teachers should also set assessments in line with assessment policy and department guidelines.

9. Monitoring and Evaluation

Classroom Teacher

It is the responsibility of all classroom teachers:

- To ensure pupils receive regular, pertinent feedback on all aspects of their work and progress.

- To ensure that classwork and homework is marked regularly according to the department policy
- To mark work in a clear and legible manner
- To keep a record of marks and levels achieved in accordance with the agreed procedures within the department
- To explain the feedback and assessment grading system to the pupils
- To ensure that the feedback and assessment information informs further curriculum planning
- To apply rewards and sanctions following marking of work in line with the whole school Rewards and Sanction policy
- To ensure that pupils are given time to read through all feedback and act upon advice given.
- To ensure that they are fully aware of the assessment data in relation to the pupils they teach and this can be viewed via their marksheets.
- To be aware of both benchmarking data and targets alongside internal tracking data should enable staff to match learning to the needs of the individual and ensure that they make suitable progress.
- Where a pupil is flagged as underachieving, teachers should take steps to remedy this.
- Where underachievement is persistent teachers and HODs should undertake action.

Head of Department

It is the responsibility of the Head of Department:

- To ensure that the department has an effective feedback policy which is fully understood by all members of the department and that the policy is reviewed on a regular basis
- To ensure the department's policy fits with the whole school policy
- To ensure the implementation of the department's feedback policy and to ensure that feedback is regular and informative
- To establish a centralised system of recording and preserving marks / assessment levels / grades awarded by the individual teachers within the department and monitor the progress being made
- To ensure regular standardisation of agreed assessment procedures so that meaningful levels or grades are recorded and communicated to pupils
- To monitor the rewards and sanctions used in relation to work that has been marked.
- Where underachievement is persistent teachers and HODs should undertake action.
- To ensure all pupils make appropriate progress against challenging but realistic targets
- Moderate targets within their department
- Moderate assessments within their department to ensure consistency.

- Utilise suitable benchmarking activities alongside CATs and KS2 data to make sure pupils are appropriately set
- Regularly review the progress of pupils via Bromcom and SISRA analysis and endeavour to plan and implement suitable interventions to remedy underachievement.
- Suggest and communicate the need for set changes to the progress manager based on clear evidence and seek agreement with other subject leaders where appropriate - see setting policy.
- To carry out regular work scrutiny through learning walks and department time.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team:

- To monitor the consistent use of this policy across the school
- To report back to Domain Leaders on a regular basis with regards to marking and assessment.
- To challenge and support department leaders in making sure that tracking and assessment is rigorous, that challenging yet realistic targets are set and that underachievement is tackled swiftly and plans put in place to make sure all pupils make progress.

English

Key Stage 3	Key Stage 4	Key Stage 5
<p><u>Class Feedback</u> Students continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the student as it provides instant praise/areas for development that they can put into action straight away and in the future. Staff are also prompted to ensure that at least once per half-term, students are given either a whole class feedback task/ DIRT activity linked to an extended piece of writing completed in class or that evidence of live marking has taken place with feedback. Green pen work (i.e., self- and peer-assessment) should also feature at least once per half-term in students' exercise books. It is a requirement that there is detailed green pen work after the return of each written assessment.</p> <p><u>Assessment Feedback</u> Each long term (i.e., autumn, spring, summer) features three assessments: a reading assessment, a writing assessment (either creative or transactional) and an oral assessment. These are based on the text, topic, theme, and skills being studied at the time. The assessments are part of a portfolio of reading, writing & oral tasks that the student builds up over the course of the Key Stage. Detailed written feedback provided; this is marked according to the KS3 band criteria. All assessments are done in the assessment books; a record of the oral assessments is also kept here. Speaking tasks figure as part of each longer term's assessment; feedback is given according to the KS3 band criteria and attainment recorded in the assessment books. Verbal feedback is an integral part of every English lesson but there is no specific recording of this.</p> <p><u>Homework Feedback</u> KS3 students are set homework assignments every week on Satchel One. One is a self-assessing quiz/test with links to comprehension, SPaG and wider</p>	<p><u>Class Feedback</u> As with KS3, students continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the student as it provides instant praise/areas for development. Staff are also prompted to ensure that at least once per half-term, students are given either a whole class feedback task/ DIRT activity linked to an extended piece of writing completed in class or that evidence of live marking has taken place with feedback. Green pen work (i.e., self- and peer-assessment) should also feature at least once per half-term in students' exercise books. It is a requirement that there is detailed green pen work after the return of each written assessment.</p> <p><u>Assessment Feedback</u> Each half term includes a main terminal assessment for which detailed feedback is provided using GCSE criteria. Students are given numerical marks as well and exam levels and notional GCSE grades 1 to 9. These assessments are done in the students' assessment books. Mock examinations in Year 11 are externally marked and feedback is provided. This information is shared with students and assessment feedback lessons are provided to talk through the moderators' comments. Verbal feedback is an integral part of every English lesson but there will be no specific recording of this. As part of the GCSE course, students will need to complete a formal presentation for which an audio-visual recording will be made, and written documentation kept. During mock examination periods, the frequency and detail of feedback for those teaching GCSE Media Studies will reduce allowing students to use books for revision and giving teachers time to mark exam responses. Detailed written and verbal feedback will be provided for every mock examination, and there will be subsequent reflection and target-setting work undertaken.</p>	<p>Students at KS5 work in a number of ways: in exercise books, on file paper and in private folders.</p> <p>Detailed written feedback is provided at least twice per half term.</p> <p>Only where relevant and applicable will students be given numerical marks, examination levels/bands and indicative grades for their work.</p> <p>Targets will be clearly indicated; green pen work must follow the return of significant pieces of assessed work.</p> <p>Verbal feedback is an integral part of every English lesson but there will be no specific recording of this.</p> <p>At the start of the A-level course, students will be provided with course criteria, assessment objectives and key deadlines. This must be kept in their folder or book as regular reference points.</p> <p>Feedback may vary significant between the different subjects at A-level depending upon the particular focus of the work being done, the course component being studied or whether examination or NEA work is being undertaken.</p> <p>Homework Students should be set 2 hours of homework per week across the subject, alongside 3 hours of independent study which staff should be guiding students towards. Homework will be marked and feedback to be given to students on their work.</p>

<p>understanding of the taught unit. The other is a Bedrock Learning challenge with feedback being sent directly to teachers via the Bedrock tracking platform.</p>	<p><u>Homework Feedback</u> In Years 10 & 11, homework tasks are set on a weekly basis and will include revision of set texts (key characters/ themes/ plot) and extended writing responses linking to exam style questions. These tasks will be set on Satchel One each week and staff are encouraged to use TopMarks AI to mark extended writing homework tasks.</p>	
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Maths

<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant</p>	<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant</p>	<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant</p>
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<p>praise/areas for development that they can put in to action straight away and in the future.</p> <p>Assesments – In year 7 to 9, pupils complete a 25-minute formal assessment at the end of each completed topic. This is marked in detail by the teacher, which should include feedback comments and guidance.</p> <p>The assessments are then returned to the pupils who then carry out whole class feedback. The pupils are given a sheet which shows the topic areas for each question. Pupils record their score and strand. They will then mark next to the topics the areas of strength and development with ticks and crosses. One of the topic areas will be highlighted as the whole class feedback topic. The teacher will deliver a session on that topic area in a way that they feel is appropriate. The pupils will then complete an exercise on that topic. This is all completed in a blue assessment booklet. The assessment must be marked and fed back to the pupils within 1 week of it being sat.</p> <p>There may be occasions where the assessment performance suggests more than one topic needs to be focussed on. On these occasions the teacher can alter the approach in the most suitable way to provide useful feedback and progression.</p> <p>Pupils will also complete an end of year exam to check holistic progress. This is to be marked by the teacher. Teachers will then spend a lesson</p>	<p>praise/areas for development that they can put in to action straight away and in the future.</p> <p>Assesments – In year 10 and 11, pupils complete a 25-minute formal assessment at the end of each completed topic. This is marked in detail by the teacher, which should include feedback comments and guidance.</p> <p>The assessments are then returned to the pupils who then carry out whole class feedback. The pupils are given a sheet which shows the topic areas for each question. Pupils record their score and GCSE grade. They will then mark next to the topics the areas of strength and development with ticks and crosses. One of the topic areas will be highlighted as the whole class feedback topic. The teacher will deliver a session on that topic area in a way that they feel is appropriate. The pupils will then complete an exercise on that topic. This is all completed in a blue assessment booklet. The assessment must be marked and fed back to the pupils within 1 week of it being sat.</p> <p>There may be occasions where the assessment performance suggests more than one topic needs to be focussed on. On these occasions the teacher can</p>	<p>praise/areas for development that they can put in to action straight away and in the future.</p> <p>Homework - Pupils should be set 3 hours of homework per week across the subject. Due to the nature of the subject the vast majority of this will focus on textbook exercises, problem solving and exam questions. Staff are expected to mark this work and provide useful feedback for pupils to act upon.</p> <p>The textbook is a resource that is heavily relied on throughout the course. During activities in lesson time pupils should be encouraged to use the answer section of the textbooks to analyse critically the solutions that they produce.</p> <p>Assessments – In A Level mathematics, pupils will complete an end of half-term assessment based on what they have been taught during that block. These tests are created using past paper questions and are evenly created to ensure suitable challenge and tangible grade boundaries. The department utilise the use of the Assistant Head of Sixth Form to carry out these tests via a bookable schedule.</p>
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<p>discussing the paper using a visualiser to provide clear feedback.</p> <p>Homework – Pupils are set work to complete at home on Sparx Maths. This is in the form of a 30-minute activity based on the work they have completed that week. This is set from Wednesday to Wednesday. Upon completion to teachers provide feedback on the strengths and areas for development and may choose to alter their teaching based on pupil success.</p> <p>Pupils are to be rewarded for their efforts and this is celebrated in class. Any student that achieved 100% in their homework will receive 5 Aspire Points. Any pupils achieving 60%+ will receive 1 Aspire Point.</p> <p>Exercise books – Teachers should utilise opportunities during lessons to patrol the class and provide support and feedback in books.</p> <p>The main pieces of work that will be marked by the teacher are the topic assessments. Teachers are expected to view the exercise books termly to check on progress and comments on Spelling, Punctuation & Grammar, and ensure that the books are neat and tidy.</p> <p>Peer/Self-Assessment - Should be taking place during the vast majority of lessons using green pens. Pupils should be encouraged to make the feedback useful and easy to act upon.</p>	<p>alter the approach in the most suitable way to provide useful feedback and progression.</p> <p>Year 10 pupils will sit 2/3s of a GCSE paper leading towards each assessment point. This provides accurate evidence be make an informed decision on forecast grades and serves as a way of allowing the pupils to become accustomed to the style of the paper. Pupils will also complete an end of year exam in June/July.</p> <p>Year 11s will complete two sets of mocks in November and March.</p> <p>Homework – Pupils are set work to complete at home on Sparx Maths. This is in the form of a 60-minute activity based on the work they have completed that week. Sometimes this will include areas for development shown from mocks and test papers. This is set from Wednesday to Wednesday. Upon completion to teachers provide feedback on the strengths and areas for development and may choose to alter their teaching based on pupil success.</p> <p>Pupils are to be rewarded for their efforts, and this is celebrated in class. Any student that achieved</p>	
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100% in their homework will receive 5 Aspire Points.
Any pupils achieving 60%+ will receive 1 Aspire Point.

Exercise books – Teachers should utilise opportunities during lessons to patrol the class and provide support and feedback in books.

The main pieces of work that will be marked by the teacher are the topic assessments. Teachers are expected to view the exercise books termly to check on progress and comments on Spelling, Punctuation & Grammar, and ensure that the books are neat and tidy.

Peer/Self-Assessment - Should be taking place during the vast majority of lessons using green pens. Pupils should be encouraged to make the feedback useful and easy to act upon.

Science

<p>1. Students will receive detailed feedback after end of unit assessments during each half term. Feedback is a combination of teacher feedback (whole class and individual), peer feedback and self-feedback as most appropriate to the assessment and pupils. This will always identify strengths and weaknesses and how to improve.</p> <p>2. Students will be given improvement tasks for each end of unit assessment to stick into their book and used as part of DIRT lesson.</p> <p>3. As science is a practical subject pupils will be assessed on their practical skills in the end of unit assessments. Feedback will be given as whole class or individually as the teacher circulates whilst the practical task is completed. Disciplinary knowledge will regularly be assessed and feedback given as appropriate to the task.</p> <p>4. Verbal feedback is given to students continually within science lessons, during everyday classroom discussions, and on an individual basis when required. The nature of verbal feedback in science means that students will usually act on this feedback immediately; therefore verbal feedback will often not need to be recorded.</p>	<p>1. Students will receive detailed feedback after end of unit assessments during each half term. In year 10 students will sit end of half term assessments to enhance retrieval of previous topics covered and current topics. Feedback is a combination of teacher feedback (whole class and individual), peer feedback and self-feedback as most appropriate to the assessment and pupils. This will always identify strengths and weaknesses and how to improve</p> <p>2. Students will be given a improvement tasks for each end of unit assessment to stick into their exercise book and used as part of DIRT lesson.</p> <p>3. As science is a practical subject pupils will be assessed on their practical skills in the end of unit assessments. Feedback will be given as whole class or individually as the teacher circulates whilst the practical task is completed.</p> <p>4. Verbal feedback is given to students continually within science lessons, during everyday classroom discussions, and on an individual basis when required. The nature of verbal feedback in science means that students will usually act on this feedback immediately; therefore verbal feedback will often not need to be recorded.</p>	<p>1. Students will receive detailed feedback after regular assessments throughout each half term. Feedback is a combination of teacher feedback (whole class and individual), peer feedback and self-feedback as most appropriate to the assessment and pupils. This will always identify strengths and weaknesses and how to improve (BEST is suggested as a preference). These should be filed by pupils in their subject folder.</p> <p>2. Students will be given improvement tasks for each assessment to put into their folder and used as part of DIRT lesson.</p> <p>3. As science is a practical subject, pupils will also receive feedback on their required practical (Required practical lab book). Feedback is a combination of teacher feedback, peer feedback and self-feedback as most appropriate to the assessment and pupils. This assessment will be recorded on both the AQA tracker and Tracker grids in the front of their lab books to audit their practical skills against the exam board criteria, this will naturally identify skills that need to be developed in future required practicals.</p> <p>4. Verbal feedback is given to students continually within science lessons, during everyday classroom discussions, and on an individual basis when required. The nature of</p>
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<p>5. Formal assessments such as end of year exams will be teacher marked and then reviewed by students to improve future learning.</p> <p>6. Students are expected to respond to/act on any feedback given. DIRT time will be given after all progress tests, during lessons and for homework. This should be completed by pupils using green pens.</p> <p>7. Work books will be checked for presentation, completed work and misconceptions on a regular basis.</p> <p>8. Homework will be regularly set (according to the guidelines) on Educake where immediate feedback is given to the student. Teachers will respond where appropriate and areas of improvement are common.</p>	<p>5. Formal assessments such as mocks will be teacher marked and then reviewed by students to improve future learning.</p> <p>6. Students are expected to respond to/act on any feedback given. DIRT time will be given after all progress tests, during lessons and for homework. This should be completed by pupils using green pens.</p> <p>7. Work books will be checked for presentation, completed work and misconceptions on a regular basis.</p> <p>8. Homework will be regularly set (according to the school guidelines) on Educake where immediate feedback is given to the student. Teachers will respond where appropriate and areas of improvement are common.</p>	<p>verbal feedback in science means that students will usually act on this feedback immediately; therefore verbal feedback will often not need to be recorded.</p> <p>5. BTEC coursework will be assessed and feedback given according to BTEC guidelines.</p> <p>6. Formal assessments such as mocks will be teacher marked and then reviewed by students to improve future learning.</p> <p>7. Students are expected to respond to/act on any feedback given. DIRT time will be given after all progress tests, during lessons and for homework. This should be completed by pupils using green pens.</p>
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Business Studies

Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant praise/areas for development that they can put in to action straight away and in the future.

Exercise Books/SMHW – Pupils will receive one piece of written homework every four weeks (printed in yellow). This will consist of exam questions/end of topic questions. This will be marked and graded by the teacher. The marking will include comments about areas for development and exam technique, as well as a NCFE grade for the work. The teacher will then model a solution for the questions that pupils struggled with the most. The pupils then have a follow-up retrieval practice questions using the coloured grids/Kahoot during the lessons to reinforce previous learning.

It is the job of the teacher to arrange this photocopying in good time. The teacher should also maintain an effective QLA sheet to track areas for development leading towards the exam.

Revision Folder – Pupils will be given a termly homework project that involves creating revision notes for the topics and keywords studied in lesson in order to develop knowledge in preparation for the external exam, this will be checked against the specification criteria at the end of each term by the teacher who will provide verbal and written feedback on strengths and areas for development at the front of the folder.

Coursework - 60% is coursework therefore this assessment will be based on the marking grids from the exam board in year 11 (January – March). Student will have two opportunities to complete their coursework. After the first submission the teacher will provide feedback with improvements using the exam board marking grid with

Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant praise/areas for development that they can put in to action straight away and in the future.

Homework - Due to the nature of sixth form 5-2-2 policy pupils have 5 lessons, 2 study periods and 2 hours of homework per week across the subject. This homework should be based on written coursework assignments with the remaining time devoted to extended reading, daily news and research. Written homework should be formally marked by the teacher, providing areas for development, hints on exam technique, and a grade if appropriate.

Revision Folder – Pupils will be given weekly homework tasks that involves creating revision notes for the topics and keywords for the unit studied in lesson in order to develop knowledge in preparation for the external exam, this will be checked against the specification criteria throughout the term by the teacher who will provide verbal and written feedback on strengths and areas for development at the front of the folder.

Coursework - 50% is coursework therefore these assessments will be based on the marking grids from the exam board and homework will involve completing these coursework assignments, areas for improvement will be recorded using the exam board feedback sheet. Coursework grades will be sent to NCFE exam board after the completion of each unit (usually every half-term). 50% of the cohort will be required to have their coursework Internally Quality Assured (IQA) before the Externally Quality Assured (EQA) visit by the exam board. The coursework is currently internally IQA by Mrs Corbitt who is an examiner for NCFE.

an NCFE grade. 40% of the cohort will be required to have their coursework Internally Quality Assured (IQA) before the Externally Quality Assured (EQA) visit by the exam board.

Assessments –Pupils will undertake topic assessments at the end of each half term or unit. Pupils will also complete retrieval practice questions which the teacher will mark and provide answers to support. Marking and feedback will take place as above.

Peer/Self-Assessment - Should be taking place during the vast majority of lessons using green pens. Pupils should be encouraged to make the feedback useful and easy to act upon

Assessments – 50% is external examination in March/July of Year 13. Pupils will also complete retrieval practice questions which the teacher will mark and provide answers to support. Students will also undertake a range of assessments in year 13 including knowledge and exam style questions for units 1 to 5 in preparation for their mock and actual examination. Teacher, self and peer assessment will be used.

Peer/Self-Assessment - Should be taking place during the vast majority of lessons using green pens. Pupils should be encouraged to make the feedback useful and easy to act upon

Computer Science

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant praise/areas for development that they can put in to action straight away and in the future.</p> <p>Exercise Books – Much of the work completed at KS3 is done on computers e.g. coding. When pupils complete paper homework it is stored in the classroom. When work is marked, it should include areas for development, helpful comments and a grade where appropriate. Pupils should be given the opportunity to act on their feedback during lessons using green pens.</p> <p>Peer/Self-Assessment – Due to the nature of the subject peer assessment does not typically happen. Self-assessment often happens in the form of classroom discussion.</p> <p>Assessments – A formal assessment is given at the end of the CS rotation for each year group.</p>	<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant praise/areas for development that they can put in to action straight away and in the future.</p> <p>Exercise Books – Pupils keep their notes in word document summary sheets in their OneDrive and also have an exercise book.</p> <p>Homework - Pupils will receive one piece of written homework every two weeks. This will consist of exam questions/end of topic questions. This will be marked and graded by the teacher. The teacher will then model a solution for the questions that pupils struggled with the most. The pupils then have a follow-up homework to try the questions again based on the feedback that they received.</p> <p>Assessments – Topic assessments are made up of past exam questions and take place at the end of a topic. These assessments are given GCSE grades.</p> <p>Coursework – for the foreseeable future, coursework must be completed but does not need to be marked. The policies regarding end of term assessments and peer/self-assessment are the same as Key Stage 3.</p>	<p>Verbal - Pupils continually receive verbal feedback throughout any lesson. This form of feedback has a high impact on the pupil as it provides instant praise/areas for development that they can put in to action straight away and in the future.</p> <p>Homework - Pupils should be set 4 hours of homework per week across the subject. Due to the nature of the subject. At least 2 hours of this homework should be based on written assignments with the remaining time devoted to extended reading, research and Flip-Learning. Written homework should be formally marked by the teacher, providing areas for development, hints on exam technique, and a grade if appropriate.</p> <p>Assessments – Pupils are given a handout of past papers and these are used to create an accurate picture of a pupil’s level as well as what they should be working on moving towards their examinations. Assessments should be marked in the same way as homework assignments.</p> <p>Peer/Self-Assessment – Peer assessment is used in the game design and testing phase of the course. Self-assessment is on-going throughout the course.</p>

Art

KS3	KS4	KS5
<p>Verbal Feedback – Pupils continually receive verbal feedback throughout lessons. This</p>	<p>Verbal Feedback – Pupils continually receive verbal feedback throughout lessons. This focuses</p>	<p>Verbal Feedback – Pupils continually receive verbal feedback throughout lessons. Feedback is</p>

<p>provides instant praise and clear next steps to develop artistic skills, composition, and use of media. Verbal feedback encourages experimentation and reflection on creative choices.</p> <p>Sketchbooks – Pupils record their research, experimentation, and reflections in sketchbooks. Teachers provide written feedback identifying strengths, areas for development, and how to build on ideas. Pupils respond to feedback in green pen to show reflection and improvement.</p> <p>Practical Work – Feedback is provided during and after practical lessons. Teachers focus on technical accuracy, safe use of materials, and creative risk-taking. Pupils are encouraged to evaluate their own outcomes and identify next steps for improvement.</p> <p>Peer/Self-Assessment – Pupils engage in regular peer and self-assessment, particularly during critique sessions. They reflect on artistic techniques, creativity, and use of formal elements to improve their work.</p> <p>Assessments – At the end of each project, pupils complete a final piece or series of outcomes assessed against school criteria (record, explore, refine, present). Feedback identifies creative strengths and development points.</p> <p>Homework – Homework tasks may include artist research, sketchbook development, drawing</p>	<p>on improving technical skill, creative expression, and development of personal ideas. Teachers guide pupils to refine their work through discussion and reflection.</p> <p>Portfolios – Pupils develop more personal and independent bodies of work in their sketchbooks. Feedback focuses on the exploration of ideas, refinement of techniques, and effective annotation. Students are given time to respond and show progress through reworking or developing their studies further.</p> <p>Practical Work – During practical sessions, pupils receive formative feedback to refine their technique, media control, and composition. Pupils are encouraged to experiment and review their progress against GCSE assessment objectives.</p> <p>Peer/Self-Assessment – Pupils take part in structured critique sessions where they analyse their own and others’ work, discussing visual impact, skill, and meaning. This promotes deeper understanding of artistic development.</p> <p>Assessments – At the end of each project or component, pupils complete assessed pieces aligned to GCSE criteria. Written and verbal feedback focus on composition, technique, annotation, and personal response.</p> <p>Homework – Pupils receive regular homework, such as artist analysis, preparatory studies, or</p>	<p>focused on the development of independent artistic practice, refinement of technique, and articulation of ideas and context in preparation for external assessment.</p> <p>Sketchbooks / Portfolios – Pupils produce comprehensive portfolios demonstrating independent enquiry, experimentation, and personal response. Teachers provide detailed feedback on concept development, technical control, and contextual understanding, with pupils reflecting critically on their progress.</p> <p>Practical Work – Pupils work independently to create sophisticated, resolved final outcomes. Feedback focuses on creativity, coherence of ideas, and the quality of execution. Pupils engage in ongoing critique to refine their artistic vision.</p> <p>Peer/Self-Assessment – Peer critique and self-reflection form a key part of the creative process. Pupils evaluate their progress through discussions, journals, and annotations, demonstrating critical understanding of their artistic development.</p> <p>Assessments – Assessments include mock exam projects and portfolio reviews, marked against A-Level assessment objectives. Detailed feedback is provided to help pupils refine their visual and contextual understanding in preparation for final submission.</p>
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<p>studies, or photography. These tasks encourage exploration and independent creative thinking. Written feedback will be given fortnightly to assessed homework.</p>	<p>annotation tasks. Homework supports coursework development and reinforces classroom learning. Feedback will be given fortnightly for assessed pieces.</p>	<p>Homework – Pupils are expected to complete independent study to develop and refine their portfolio. This includes artist research, contextual writing, and practical development. All written work receives formal feedback fortnightly to support artistic growth.</p>
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Design and Technology

KS3	KS4	KS5
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<p>Verbal Feedback – Pupils continually receive verbal feedback throughout lessons. This form of feedback has a high impact as it provides instant praise and clear next steps that can be actioned straight away, whether developing design ideas, improving practical outcomes, or refining presentation techniques.</p> <p>Sketchbooks – Pupils record their design ideas, research, and evaluations in sketchbooks. These are reviewed during the rotation by teachers and include written comments identifying strengths and areas for development.</p> <p>Practical Work – Feedback is provided during and after workshop sessions. Teachers focus on safe working practices, accuracy, and craftsmanship. Pupils are encouraged to assess their own progress and set personal goals for improvement.</p> <p>Peer/Self-Assessment – Pupils regularly use peer and self-assessment to evaluate design ideas and completed products. This may take place through design critique sessions or end-of-rotation reviews.</p> <p>Assessments – At the end of each rotation, pupils complete an end of unit test. Feedback identifies specific strengths and next steps.</p> <p>Homework- Tasks may include design sketches, material research, idea development, or reflection on practical work. These tasks are</p>	<p>Verbal Feedback – Pupils continually receive verbal feedback throughout lessons. This feedback is often given during design development or practical work and focuses on improving accuracy, creativity, and quality of manufacture.</p> <p>Design Portfolios – Pupils compile detailed design folders (digital or paper-based) that document research, design ideas, development, and evaluation. These are assessed against GCSE criteria, with whole class feedback highlighting how to improve creativity, functionality, and technical accuracy.</p> <p>Practical Work – During making tasks, pupils receive continual formative feedback on their use of tools, accuracy of manufacture, and finish quality. Practical outcomes are assessed against GCSE criteria. Pupils use self-assessment to evaluate their final outcomes against design intentions.</p> <p>Peer/Self-Assessment – Peer and self-assessment are built into the design process. Pupils critique each other’s work, offering constructive feedback during idea development and final evaluation stages.</p> <p>Assessments – End-of-topic design and practical assessments are marked using GCSE grade criteria. These include both written (exam-style) assessments and practical project evaluations.</p>	
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<p>designed to encourage creativity and reinforce classroom learning. Homework will be marked and feedback given fortnightly.</p>	<p>Feedback focuses on exam technique, design communication, and technical skill.</p> <p>Homework – Pupils receive regular homework that may include design work, exam-style questions, or portfolio development. Written tasks are formally marked, with guidance on exam technique and areas for improvement. Feedback is given fortnightly.</p>	
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MFL

Key Stage 3	Key Stage 4	Key Stage 5
<p>1. At least two pieces of work are completed and marked every half term in the assessment books. The marking will be turned around within two weeks. Feedback should include areas strengths and potential areas for improvements. Staff can use whole class feedback, the skills sheets, peer and self-assessment (this is evident through a different colour pen or SA/PA) or personalised comments as appropriate.</p> <p>2. A DIRT activity is completed at least once every six weeks. Students are given time to respond in a different colour to the marking and complete the DIRT activity during the lesson.</p> <p>3. Peer and self-assessment (this is evident through a different colour pen or SA/PA) are also used as a learning tool where appropriate in the class books (blue) or on whiteboards. It is structured and clearly led by the teacher. Where appropriate whole class activities are student-marked and results are recorded.</p> <p>4. Oral feedback is given in all lessons, specifically focussing on accuracy of language and pronunciation.</p> <p>5. All assessment books have a copy of the appropriate KS3 assessment criteria – staff to refer to this both verbally in lessons and in writing at least once a term (≈ 12 weeks).</p> <p>6. Assessment books to be mainly out on desks and referred to during lessons.</p> <p>7. 30 minutes homework will be set per week. This will usually be on languagenut and will incorporate vocabulary retrieval, grammar practising and reading and listening exercises. Staff will use the feedback from languagenut to</p>	<p>1. At least two pieces of work are completed and marked every half term in the assessment books. The marking will be turned around within two weeks. Feedback should include areas strengths and potential areas for improvements. Staff can use whole class feedback, the skills sheets, peer and self-assessment (this is evident through a different colour pen or SA/PA) or personalised comments as appropriate.</p> <p>2. A DIRT activity is completed at least once every six weeks. Students are given time to respond in a different colour to the marking and complete the DIRT activity during the lesson.</p> <p>3. Peer and self-assessment (this is evident through a different colour pen or SA/PA) are also used as a learning tool where appropriate in the class books (blue) or on whiteboards. It is structured and clearly led by the teacher. Where appropriate whole class activities are student-marked and results are recorded.</p> <p>4. Oral feedback is given in all lessons, specifically focussing on accuracy of language and pronunciation.</p> <p>5. All mock exams are marked against the exam board criteria and pupils are made aware of their grades in specific skills and individual strengths and weaknesses.</p> <p>6. Assessment books to be mainly out on desks and referred to during lessons.</p> <p>7. 45 minutes homework will be set per week. This will be either on languagenut and will incorporate vocabulary retrieval, grammar practising and reading and listening exercises or it will be preparation for writing / speaking assessments, translations etc. Staff will use the feedback from languagenut to identify areas of</p>	<p>1. Verbal feedback is given in all lessons, focussing on accuracy of language and pronunciation.</p> <p>2. Structured peer and self-assessment used. (this is evident through a different colour pen or SA/PA)</p> <p>3. Regular one-to-one feedback is undertaken.</p> <p>4. Detailed oral or written feedback (using BEST where appropriate) on all extended writing tasks and translation tasks, using the exam criteria where appropriate.</p> <p>5. Students expected to improve and re-draft work in response to the feedback.</p> <p>6. All work will be turned around within two weeks.</p> <p>7. Homework is set weekly by each teacher and is either teacher marked, self/peer marked or auto-marked by languagenut as appropriate.</p>

identify areas of development/misconceptions to be addressed in lessons. Teachers will enquire about non-completion of tasks and will follow the school behaviour policy regarding this.	development/misconceptions to be addressed in lessons. Teachers will enquire about non-completion of tasks and will follow the school behaviour policy regarding this.	
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Geography

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal The majority of feedback in lessons will be given through verbal feedback. Cold calling will be regularly implemented and the use of whiteboard “Show me” activities will help the classroom teacher steer and develop pupils understanding of the topic and highlight any misconceptions.</p> <p>Written Daily, weekly and/or monthly review tasks will be marked in one of the following ways: classroom teacher, peer or self. Self and peer assessment will be shown in green pen in exercise books. Classroom teachers will complete a “Book Look” every 4 weeks. They will take a selection of books from each class (minimum of 5 books) including examples of PP, SEND, HA and review these books focussing on presentation, literacy and checking for misconceptions. Where appropriate classroom teachers can add feedback in red pen in books. A general list of WWW and EBI based on “Presentation”, “Literacy” and “Subject” will be then fed back to the whole class. Pupils will then correct errors in their own book, in green pen, using the feedback sheet, which will be stuck in their books for reference. See below for example.</p> <p>Homework Homework is set fortnightly and is based on the Geography in the News segment of lessons. Students will read an article and then answer comprehension questions and students are given an immediate score online.</p> <p>Deep Feedback At the mid-point of a topic an assessment will be completed which will be marked by the classroom teacher. Whole class feedback will be provided by the classroom teacher including</p>	<p>Verbal The majority of feedback in lessons will be given through verbal feedback. Cold calling will be regularly implemented and the use of whiteboard activities will help the classroom teacher steer and develop pupils understanding of the topic and highlight any misconceptions. Constructive advice will be provided either verbally or written, where necessary, to help with exam technique.</p> <p>Written Daily, weekly and/or monthly review tasks will be marked in one of the following ways: classroom teacher, peer or self. Self and peer assessment will be shown in green pen in exercise books. Classroom teachers will complete a “Book Look” every 4 weeks. They will take a selection of books from each class (minimum of 5 books) including examples of PP, SEND, HA and review these books focussing on presentation, literacy and checking for misconceptions. A general list of WWW and EBI based on “Presentation”, “Literacy” and “Subject” will be then fed back to the whole class. Pupils will then correct errors in their own book, in green pen, using the feedback sheet, which will be stuck in their books for reference. See below for example.</p> <p>Homework</p>	<p>Verbal The majority of feedback in lessons will be given through verbal feedback. Cold calling will be regularly implemented and the use of whiteboard activities will help the classroom teacher steer and develop pupils understanding of the topic and highlight any misconceptions. Constructive advice will be provided either verbally or written, where necessary, to help with exam technique.</p> <p>Deep Feedback Pupils are set a minimum of one exam style question every 2 weeks and this piece of work is assessed using the AQA mark scheme by either self, peer or classroom teacher. Formative feedback is provided. Daily, weekly and/or monthly review tasks are either self or peer assessed and added to pupil’s folders. Assessments are completed at the end of each topic and marked by classroom teachers. This will be twice a year across physical and human geography (6 modules assessed throughout Year 12 and Year 13). QLA and deep feedback will be given to pupils. Following mock examinations individual feedback will be given. Pupils are encouraged to reflect and expected to note methods of improvement. QLA is produced where marks are collated for each question to highlight common misconceptions, strengths and weaknesses, informing how assessment feedback is delivered and students’ independent reflection.</p>

<p>both positives (What Went Well, WWW) and improvement points (Even Better If, EBI). At the end of each unit, pupils will undertake an assessment. Whole class feedback will be provided by the classroom teacher including both positives (What Went Well, WWW) and improvement points (Even Better If, EBI). Dedicated reflection time will be allowed and facilitated by the classroom teacher to help improve their work and understanding through targeting common whole class misconceptions and modelling of specific assessment tasks.</p>	<p>Homework will consist of exam style question booklets, online quizzes and exam questions.</p> <p>Homework booklets will be marked by classroom teacher bi-weekly and written feedback will be provided. The quiz will be marked online, and the exam questions are marked and feedback given to student.</p> <p>Deep Feedback</p> <p>At the start of each GCSE topic, students are given a Personalised Learning Checklist (PLC) which outlines AQA specification points with a number code. Exam questions have been extracted from past AQA exam papers to create Learning Reviews (see below for example). Learning Reviews will be completed in exam conditions, in pairs or as homework twice each half term. Learning Reviews will be deep marked by classroom teachers or self/ peer assessed. This will help ensure students have targeted revision during their independent study.</p> <p>At the end of each unit pupils complete a full AQA module assessment, which is marked by classroom teachers and a GCSE equivalent grade will be given, based on the most appropriate grade boundaries. Question Level Analysis (QLA) is produced where marks are collated for each question to highlight common misconceptions, strengths and weaknesses, informing how assessment feedback is delivered and students' independent reflection. End of unit assessments will be stored within students' assessment folder and students will complete a corresponding self reflection sheet in their exercise book, considering their</p>	<p>Pupils are expected to store all their classroom notes and assessments neatly together in A4 folders organised by topic, as per the school Sixth Form policy. It is students' responsibility to maintain the chronology of their notes and inform the classroom teacher if there are gaps.</p> <p>Homework</p> <p>Homework and independent work will follow the Sixth Form 4,3,2 policy. Feedback will be provided on exam questions and note taking by classroom teachers.</p>
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preparation for the assessment and processes they can action to improve.

Travel and Tourism

Verbal

The majority of feedback in lessons will be given through verbal feedback. Cold calling will be regularly implemented and the use of whiteboard activities (Show Me boards) will help the classroom teacher steer and develop pupils understanding of the topic and highlight any misconceptions.

Controlled assessments

Verbal feedback is provided by classroom teacher during the monitored preparation sessions. Controlled assessments are marked and moderated by classroom teacher in line with the Pearson markscheme and written feedback is given to students.

Homework

Homework is set online weekly and will consist of subject specific quizzes and keyword knowledge based on the specific PSA for Component 1 and 2. Students will receive immediate scores for quizzes online. Exam questions and quizzes will be set and marked by the classroom teacher for Component 3.

History

KS3	KS4	KS5
Formal, closed-book assessments will be marked by teachers (ideally ideally in red pen) to highlight SpaG issues and misconceptions. Students will be given feedback using Whole Class Feedback (WCF) sheets. Students will then complete green pen activities in response to their WCF addressing misconceptions.	Y10 will complete at least one practice GCSE question per half term in HT1-5. These may be formal, closed-book assessments or informal, open-book assessments based on teacher discretion. In addition to this; Y10 will complete a mock examination in HT6.	Y13 will complete mock examinations in HT2 and HT4. They will also complete at least two practice exam questions. Y12 will complete mock examinations in HT6. They will also complete at least three practice exam questions. From 13/4/23 practice exam questions should be completed in class and be written by hand. These can be formal

<p>Y7 will complete two formal assessments in an academic year: HT2 and HT4. Y8 will complete two formal assessments in an academic year: HT1 and HT5. Y9 will complete two formal assessments in an academic year: HT2 and HT4.</p> <p>Informal, open book assessments may be timeline based, interpretations based, unseen text based, knowledge based, oracy based etc. These may be teacher marked (ideally ideally in red pen) where appropriate (to highlight SpaG issues and misconceptions), self-assessed (ideally using green pen) or peer assessed (ideally using green pen). Depending on the assessment they may be tick marked/highlighted using marking criteria grids. This should mean students complete at least one assessment each half term except for Y8 HT5. In those half terms at least one piece of work should be SpaG marked in line with the school policy.</p> <p>In addition to this, marking codes can be used at teacher discretion. Self-assessment and/or peer assessment (ideally using green pen) can additionally be used where appropriate and at teacher discretion. Teachers should also be live marking where possible and appropriate eg class is on task and no students require support. Live marking should be shown by a (ideally red) 'V' for verbal feedback, Any student response to this feedback should ideally be in green pen.</p> <p>Marked work should be returned to students in a timely manner.</p> <p>Homework will be set minimum fortnightly by teachers on Satchel One.</p>	<p>Y11 will complete at least one practice GCSE question in HT1 and HT3. These may be formal, closed-book assessments or informal, open-book assessments based on teacher discretion. In addition to this; Y11 will complete mock examinations in HT2 and HT4. These will be marked by teachers (ideally in red pen) to highlight SpaG issues and misconceptions and students will be given feedback using WCF sheets addressing misconceptions. Students will then complete (ideally green pen) activities in response to their WCF.</p> <p>In addition to this, marking codes can be used at teacher discretion. Self-assessment and/or peer assessment (ideally using green pen) can additionally be used where appropriate and at teacher discretion. Teachers should also be live marking where possible and appropriate eg class is on task and no students require support. Live marking should be shown by a (ideally red) 'V' for verbal feedback, Any student response to this feedback should be ideally be in green pen.</p> <p>Marked work should be returned to students in a timely manner.</p> <p>Homework will be set weekly by teachers on Satchel One.</p>	<p>and closed book or informal and open book at teacher discretion. These will be marked by teachers (ideally using red pen) to highlight SpaG issues and misconceptions. Student feedback can be given using WCF sheets or individually highlighted student-friendly mark schemes at teacher discretion addressing misconceptions.. Students will then complete (ideally green pen) activities in response to their feedback.</p> <p>In addition to this, marking codes can be used at teacher discretion. Self-assessment and/or peer assessment (ideally using green pen) can additionally be used where appropriate and at teacher discretion. Teachers may 'live mark' individual students work at their discretion. Live marking should be shown by a (ideally red) 'V' for verbal feedback, Any student response to this feedback should be in green pen.</p> <p>Folder checks should be completed at teacher discretion and in addition to KS5 policies as set by CWI.</p>
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Religious Studies

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal feedback: The majority of feedback in lessons will be given through personalised verbal feedback. This will help students develop their knowledge and understanding of the topics or to enhance the different skills in RS. This can be given via the use of a variety of assessment for learning technique (cold calling; targeted questioning; think pair share; whiteboards; short answer questions; circulating the classroom during independent work etc.)</p> <p>Topic Assessments/Home works:</p> <ol style="list-style-type: none"> 1) At the end of each unit/topic of work, pupils will undertake an end of unit assessment. This may be PEER or SELF assessed (for the shorter answer questions) as well as being marked by teachers, against a mark scheme. The extended written question in part 4 of the test should be marked against the KS3 benchmark bands. Feedback can be given through the use of DIRT codes/ feedback sheet or utilising whole class feedback. Students should be given time in the following lesson to improve/respond to feedback (green pen) 2) There will be one piece of extended written response in books per unit/topic. Feedback can be given via teachers highlighting comments of what they can improve on and an improvement task or using whole class feedback to address common areas of improvement. This should be marked using the success criteria of the KS3 bands (emerging, developing, secure, extending and exceptional). Pupils should be given DIRT time to respond to the feedback (in green pen) 3) End of topic home works will be self/auto marked low stake quizzes on showmyhomework to help with memory and recall; also, to inform planning lessons for students. 4) Weekly/monthly reviews – this can take the form of recall questions; free recall; key word tests; multiple 	<p>Verbal feedback: The majority of feedback in lessons will be given through personalised verbal feedback. This will help students develop their knowledge and understanding of the topics or to enhance the different skills (assessment objectives) in RS. This can be given via the use of a variety of assessment for learning technique (cold calling; targeted questioning; think pair share; whiteboards; short answer questions; circulating the classroom during independent work etc.)</p> <p>Topic Assessments/Home works:</p> <ol style="list-style-type: none"> 1) One end of topic/unit test per topic, this may be PEER or SELF assessed – in particular the 1-5-mark questions (so pupils understand the mark scheme in greater detail) this will be checked and marked by teachers; against the AQA mark scheme. Pupils should be given time to improve their answers during a feedback lesson – feedback can be given during whole class feedback or highlighting comments on a feedback sheet. 2) At a mid-point of each unit/topic students will complete exam-style questions in their books on a subtopic within the unit. This will be marked against the mark scheme, on the feedback sheet. Teachers will highlight/tick comments or using whole class feedback to address common areas of improvement. This will help to inform future planning and address misconceptions. Pupils will be given time to act on their feedback. 3) Home works will be a combination of self/auto marked low stake quizzes on showmyhomework and retrieval tests to help embed key words and teachings to improve memory and recall. 4) Weekly/monthly reviews – this can take the form of recall questions; free recall; key word tests; quotes/teachings; multiple choice etc these are planned into the SoW and can be self/peer assessed. This allows 	<p>Verbal feedback: The majority of feedback in lessons will be given through personalised verbal feedback. This will help students develop their knowledge and understanding of the topics or to enhance the different skills (assessment objectives: knowledge and understanding, application, evaluation) in Psychology. This can be given via the use of a variety of assessment for learning technique (cold calling; targeted questioning; think pair share; whiteboards; short answer questions; circulating the classroom during independent work etc.)</p> <p>Assessment/ Home works</p> <ol style="list-style-type: none"> 1) At least one essay question (16 marker) per topic; marked using a marking feedback sheet/matrix. WWW; EBI and try this tasks given to help close any gaps in learning. This is followed by DIRT time for students to improve their work and complete their improvement task. This may also be PEER or SELF assessed (using a detailed ‘student friendly’ mark scheme) in order for student to understand what makes a good essay question. 2) Students are given a series of past paper questions on different subtopics of the unit (assessing a range of skills) feedback given will be a range of teacher, peer or self. Comments on how to improve will be given and DIRT time given. 3) Quizzes/assessments will be set on showmyhomework or Seneca learning. This will help with memory and recall; also, to inform planning of future lessons for students. 4) Weekly/monthly retrieval starters planned into SoW (e.g. recall questions; retrieval grids; key word tests; odd one outs; connection grids etc) will allow teacher and pupils to understand where strengths and weaknesses are. Again allowing for verbal feedback in lesson time and planning of future lessons.

<p>choice etc these are planned into the SoW and can be self/peer assessed. This allows areas of misconceptions to be addressed at the start of the lesson.</p> <p>The teacher will monitor the presentation, literacy and effort in books once per term. This can be done via the use of feedback stamps or stickers or comments in books.</p>	<p>areas of misconceptions to be addressed at the start of the lesson.</p> <p>The teacher will monitor the presentation, literacy and effort in books once per term (This can be done via the use of feedback stamps or stickers or comments in books).</p>	<p>Folder checks (once per term). Teacher will check notes, organisation, DIRT tasks, evidence of revision. A discuss</p>
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Psychology

Key Stage 3	Key Stage 4	Key Stage 5
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N/A	N/A	<p>Verbal feedback: The majority of feedback in lessons will be given through personalised verbal feedback. This will help students develop their knowledge and understanding of the topics or to enhance the different skills (assessment objectives: knowledge and understanding, application, evaluation) in Psychology. This can be given via the use of a variety of assessment for learning technique (cold calling; targeted questioning; think pair share; whiteboards; short answer questions; circulating the classroom during independent work etc.)</p> <p>Assessment/ Home works</p> <ol style="list-style-type: none"> 1) At least one essay question (16 marker) per topic; marked using a marking feedback sheet/matrix. WWW; EBI and try this tasks given to help close any gaps in learning. This is followed by DIRT time for students to improve their work and complete their improvement task. This may also be PEER or SELF assessed (using a detailed 'student friendly' mark scheme) in order for student to understand what makes a good essay question. 2) One end of topic/unit test per topic, this may be PEER or SELF assessed (so pupils understand the mark scheme in greater detail) this will be checked and marked by teachers; against the AQA mark scheme (a mark, percentage and grade will be given). Pupils are given time to improve their answers during a feedback lesson – use of whole class feedback and common areas of improvement will be focused on and activities designed to address common misconceptions. Students will also be given a personal area/target to focus on. 3) Students are given a series of past paper questions on different subtopics of the unit (assessing a range of skills) feedback given will be a range of teacher, peer or self. Comments on how to improve will be given and DIRT time given. 4) Quizzes/assessments will be set on showmyhomework or Seneca learning. This will help with memory and recall; also, to inform planning of future lessons for students. 5) Weekly/monthly retrieval starters planned into SoW (e.g. recall questions; retrieval grids; key word tests; odd one outs; connection grids etc) will allow teacher and pupils to understand where strengths and weaknesses are. Again allowing for verbal feedback in lesson time and planning of future lessons. <p>Folder checks (once per term). Teacher will check notes, organisation, DIRT tasks, evidence of revision. A discussion will happen between teacher and pupil; comments noted and targets set for the next term.</p>
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Health and Social Care / Child Development

Key Stage 3	Key Stage 4	Key Stage 5
NA	<p><i>1. Verbal feedback:</i> Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.</p> <p><i>2. Controlled Assessment:</i> Work will be monitored regularly. Individual tasks for assignments will be marked with the grade and areas for development. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments.</p> <p><i>3. Maintenance and literacy feedback:</i> Regular feedback will be based on literacy and quality of presentation and understanding of key subject terminology.</p> <p><i>4. Homework and class tasks</i> will be marked when appropriate approx. every 2-4 weeks. Feedback will be given with specific targets for improvement. Learners will receive targeted (DIRT: Dedicated Improvement and Reflection Time) to read and implement the feedback comments.</p>	<p><i>1. Verbal feedback:</i> Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.</p> <p><i>2. Coursework:</i> Work will be frequently monitored, marked and feedback given to students.</p> <p><i>3. Self-assessment:</i> students will assess their own work against mark schemes to support DIRT feedback.</p> <p><i>4. Extended questions:</i> Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.</p>

Drama

Key Stage 3	Key Stage 4	Key Stage 5
<p>As Drama is not on the National Curriculum, KS3 criteria has been built, using the GCSE Exam Criteria (Edexcel). Assessment Criteria is based on the criteria of each Component and then separated into the House Style descriptors of: Exceptional / Extending / Secure / Developing / Emerging</p> <p>Component 1: Devising Component 2: Text In Performance Component 3: Theatre Makers in Practice</p> <p>1. Observations of group and individual work are conducted in each practical lesson. Relevant verbal feedback is given accordingly, using WWW and EBI. This feedback is via peer assessment, using grade descriptors from Criteria. (Appendix 1) Verbal Feedback is also provided by the teacher.</p> <p>Students are encouraged to verbally respond to performances using the WHAT HOW WHY structure. (Used at GCSE in the writing tasks.)</p> <p>Rosenshine Principles are used in lessons in regards to feedback. At the start of every lesson (where applicable), there is a re-cap session where students are given verbal feedback based on their responses on prior learning. Any misconceptions are addressed at this stage.</p> <p>2. Year 7 & 8 students undertake 6 practical assessments over the course of the year. This links to Rosenshine Principles: Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.</p> <p>The practical assessment videos are to be kept on the</p>	<p>Edexcel Drama 9-1 GCSE This GCSE follows a linear structure and is made up of 3 Components. (As below) The summative assessment of Component's 2 & 3 take place in Year 11. Component 1 will be completed at the end of Year 10.</p> <p>Criteria from the Exam Board is used to inform feedback. Staff use specific terminology from the Criteria.</p> <p>There is a page in the front of every GCSE book to collect Data information – FG and Effort Grades etc</p> <p>Component 1: Devising 40% (30% written 10% Performance) This is a practical coursework-based unit. It is internally assessed and externally moderated.</p> <p>WWW and EBI feedback will be provided in GCSE Drama books when practicing writing structure for Component One Portfolio. Teacher to mark these using Red Pen.</p> <p>The written portfolio will receive one formal written and verbal feedback of the Portfolio's penultimate draft as per requirement of the specification.</p> <p>When completing the practical rehearsals in lessons, there will be opportunity for peer and self-assessment and verbal feedback. (WWW and EBI) After the final performance at the end of Year 10, there will be a questionnaire to collate data to evidence success of performance from peers and teacher. This will guide students to evaluate their success for the Portfolio aspect of the Component.</p> <p>Homework and class tasks will be marked when appropriate - approx. every 2-4 weeks. Feedback will be given, with specific targets for improvement. Learners will receive targets to read and implement the feedback comments. A Drama Terminology spelling tests will be issued at least 6 times a year to improve literacy.</p>	<p>Edexcel Drama and Theatre A-Level This A-Level follows a linear structure and is made up of 3 Components. (As below) The summative assessment of Component's 2 & 3 take place in Year 13. Component 1 will be completed at the end of Year 12.</p> <p>Criteria from the Exam Board is used to inform feedback. Staff use specific terminology from the Criteria.</p> <p>There is a page in the front of every A-Level book to collect Data information – AEG and Effort Grades etc</p> <p>Component 1: Devising 40% (30% written 10% Performance) This is a practical coursework-based unit. It is internally assessed and externally moderated.</p> <p>WWW and EBI feedback will be provided in A-Level Drama books when practicing writing structure for Component One Portfolio. Teacher to mark these using Red Pen.</p> <p>The written portfolio will receive one formal written and verbal feedback of the Portfolio's penultimate draft as per requirement of the specification.</p> <p>When completing the practical rehearsals in lessons, there will be opportunity for peer and self-assessment and verbal feedback. (WWW and EBI) After the final performance at the end of Year 12, there will be a questionnaire to collate data to evidence success of performance from peers and teacher. This will guide students to evaluate their success for the Portfolio aspect of the Component.</p> <p>Homework and class tasks will be marked when appropriate approx. every 2-4 weeks. Feedback will be given, with specific targets for improvement. Learners will receive targets to read and implement the feedback comments.</p> <p>Component 2: Text In Performance 20%</p>

<p>Shared Area on the School Server. Videos shown to students and WWW and EBI highlighted by Teacher (Verbal Feedback)</p> <p>3. A Drama Terminology spelling test will be issued at least 3 times a year to improve literacy. These are self-marked via SMHW. Teacher to provide verbal feedback based on results in lesson. Again, this links to Rosenshine 'Review' Principles.</p>	<p>These are self-marked via SMHW. Teacher to provide verbal feedback based on results in lesson. This can be individual or using a whole class feedback worksheet.</p> <p>Component 2: Text In Performance 20% This Component is a practical unit and is externally assessed by a visiting examiner in the final year of the course.</p> <p>Teacher will provide regular formative and summative verbal and written feedback throughout the year. This will be recorded on worksheets and stuck into GCSE Books.</p> <p>When completing the practical rehearsals in lessons, there will be opportunity for peer and self-assessment and verbal feedback. (WWW and EBI) Students will perform a dress rehearsal and record self-reflection in books (WWW EBI). Teacher will also provide written feedback to be stuck in GCSE Books. This performance will be filmed and used as a resource to help form feedback.</p> <p>Component 3: Theatre Makers in Practice 40% Component 3 is the written exam paper for Drama. It is completed in the final year of study at GCSE. It is externally marked. Teacher to provide verbal and written feedback for students' response to practice/mock questions. Teacher to model feedback so students can peer assess in Green Pen in books in line with SWRA marking policy.</p> <p>Written feedback to be provided using the terminology and language seen in the specification's criteria. Criteria to be clearly labelled in books for students to refer and utilise when peer assessing work. Teacher to mark work and provide feedback with Red Pen.</p> <p>Students are given time in lessons to write responses to the teacher's feedback, ask questions and re-try work using their Green Pen.</p> <p>A Drama Terminology spelling tests will be issued at least 6 times a year to improve literacy. These are self-marked via SMHW. Teacher to provide verbal feedback based on results in lesson. This can be individual or using a whole class feedback worksheet.</p>	<p>This Component is a practical unit and is externally assessed by a visiting examiner in the final year of the course.</p> <p>Teacher will provide regular formative and summative verbal and written feedback throughout the year. This will be recorded on worksheets and stuck into A-Level Books.</p> <p>When completing the practical rehearsals in lessons, there will be opportunity for peer and self-assessment and verbal feedback. (WWW and EBI) Students will perform a dress rehearsal and record self-reflection in books (WWW EBI). Teacher will also provide written feedback to be stuck in A-Level Books. This performance will be filmed and used as a resource to help form feedback.</p> <p>Component 3: Theatre Makers in Practice 40% Component 3 is the written exam paper for Drama. It is sat in the final year of study at A-Level. It is externally marked.</p> <p>Teacher to provide verbal and written feedback for students' response to practice/mock questions. Teacher to model feedback so students can peer assess in Green Pen in books in line with SWRA marking policy.</p> <p>Written feedback to be provided using the terminology and language seen in the specification's criteria. Criteria to be clearly labelled in books for student's to refer and utilise when peer assessing work. Teacher to mark work and provide feedback using Red Pen.</p> <p>Students are given time in lessons to write responses to the teacher's feedback, ask questions and re-try work using their green pen.</p>
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Music

Key Stage 3	Key Stage 4	Key Stage 5
<p>Verbal Feedback</p> <ul style="list-style-type: none"> • Due to the practical nature of Music, pupils receive immediate, personalised formative feedback during every Music Lesson. This will always be verbal. It is designed to enable students to make immediate improvements to their work. Personalised verbal feedback is the very best form of differentiation and ensuring this is of a high quality and provides clear next steps, is the most valuable tool in moving on students learning and progress. • OFSTED state that <u>“the most effective type of assessment involves the teacher listening to and watching pupils’ responses, accurately analysing the quality of those responses, and then showing them how to improve their work”</u> <p>Written Feedback</p> <ul style="list-style-type: none"> • Books are not used at Key Stage 3. 100% of students work is in performing and composing sound. Verbal feedback is the best tool. 	<p>Verbal Feedback</p> <ul style="list-style-type: none"> • Verbal feedback is used primarily for Units 2, 4 and 5. This is so that the department is working in line with BTEC condition. The use of written formative feedback in BTEC is not permitted for these practical units. Therefore WWW and EBI are used via verbal feedback throughout lessons covering this unit. The teacher will be constantly circling the room looking for what students can do to improve. This must be carefully undertaken using only the words used in the criteria. A teacher must not use phrases which include grading such as “to achieve a distinction you must do this...” Instead a teacher would need to say “it would be better if you explained that a little more in depth.” <p>Written Feedback</p> <ul style="list-style-type: none"> • For Unit 1 the students will work through different exercise sheets in order to prepare for their unit 1 exam. These will be in their folders and will be marked once every 6 lessons using a teacher/pupil feedback sheet which requires a comment from the teacher and a response from the pupil. 	<p>N/A</p>

<p>Peer Feedback</p> <ul style="list-style-type: none"> • A lot of work at KS3 is undertaken in pairs or small groups. This allows structured time for students to give verbal feedback to each other. Students perform their work in every lesson. Vocal peer feedback is used on a WWW and EBI basis. The frequency of this is at least once per lesson. <p>Literacy feedback. – Verbal</p> <ul style="list-style-type: none"> • Specialist language used in every lesson. Walls and displays in room display key language. • No written marking <p>Numeracy – Verbal</p> <ul style="list-style-type: none"> • Elements of numeracy are used in feedback but there is no formal marking of this on paper. <p>Evidencing of assessment and feedback</p> <ul style="list-style-type: none"> • Video recordings are used to record pupils work when working on live instruments. The use of the iMacs now allows for pupils to record their own work. To show progress over time pupils are required to keep initial recordings and update work on the same file. • OFSTED state that recordings allow pupils to <u>“listen to and improve their work”</u>, noting that <u>“recordings can show improvement in the quality and sophistication of pupils’ responses”</u>. 	<p>Peer Feedback</p> <p>Students will have lots of opportunities in the BTEC course to give feedback in Units 2,4 and 5. In unit 5, students are assessed on their ability to give feedback to others. There is a mixture of verbal and written peer feedback in the coursework units.</p> <p>Literacy Feedback</p> <ul style="list-style-type: none"> • Students spelling and punctuation will be challenged in the preparations for Unit 1 exam unit. It will not be corrected in the coursework as this would be a form of formative assessment. <p>Evidencing on assessment and feedback</p> <ul style="list-style-type: none"> • This will be in line with the BTEC course. • Unit 1 preparations will be marked once every 6 lessons (3 weeks). This will be marking for homework, tests and long answer practices. • Coursework will be marked and verified on submission from students. If students are not happy with their grade, they have one chance to resubmit the work. • Sampled work (chosen by Pearson – usually 4 candidates for 2 units) will be sent to BTEC standards verifier to a clear a high standard. • Work which is not sampled will be assessed and marks will be given to students. There is no requirement in the course for this work to be verified. 	
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Physical Education

Group	Informal assessment	Assessment point 1	Assessment point 2	Assessment point 3	Assessment point 4
KS3 Practical lessons (All groups)	On-going Q and A's / skills practice / game situations etc. Practical procedural tests conducted at the end of every 8-week unit.	Upon entry all Y7 pupils undertake 4 weeks of FMS (fundamental movement skills) to gain baseline data.	An official assessment week is timetable at the beginning of February to conduct declarative knowledge tests in the 3 assessed areas: motor competence, tactics & healthy participation.	An official assessment week is timetable at the end of July to conduct declarative knowledge tests in the 3 assessed areas.	N/A
Y10 GCSE PE Anatomy LG	Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Whole group concept feedback. Practical assessments undertaken using GCSE criteria. Weekly homework used for exam practice.	60 min unit test 1 (November) – skeletal system / synovial joints / joint movements / muscle groups & movement – stop & go targets given for improvement. Focused improved lesson following the test for feedback and practice in weaker areas.	60 min unit test 2 (February) – air pathways / gaseous exchange / blood vessels / heart structure / cardiac cycle / lung volumes / – stop & go targets given for improvement. Focused improved lesson following the test for feedback and practice in weaker areas.	60 min unit test 3 (May) – aerobic & anaerobic / EPOC & recovery / immediate & long-term effects of exercise - stop & go targets given for improvement. Focused improved lesson following the test for feedback and practice in weaker areas.	Course work – analysis and evaluation of two long jump competitions – completed in examination conditions – feedback provided with one submission opportunity.
Social Y10 GCSE PE LA	Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Whole group concept feedback. Practical assessments undertaken using GCSE criteria (challenge /	Unit 1 – Social Aspects – 60 min test (November/December) Factors affecting Participation/commercialisation/sponsorship and the media/technology, Cheat sheet allowed in test. – stop and go targets given for improvement	Unit 1 – Social Aspects – 60 min test (March) Performance enhancing drug/player behaviour/spectator behaviour/hooliganism/crowd safety/ cheat sheet allowed. stop and go targets given for improvement	Mock exam – June – covers all of content from unit 1 – stop and go targets given for improvement	Course work – analysis and evaluation of two long jump competitions – completed in examination conditions – feedback provided with one submission opportunity.

	Progression / Competition)				
Y11 GCSE PE Anatomy KS	Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Practical assessments undertaken using GCSE criteria (challenge / Progression / Competition). Weekly homework used as knowledge checker.	60 min unit test 3 (November) – fitness testing / health / components of fitness / reasons and limitations of fitness testing	60 min unit test 5 (December) – principles of training / training intensity / injury prevention / training techniques / data / warming up & cooling down	60 min unit Y11 mock exam (January– full exam paper undertaken – exam conditions – feedback provided	60 min unit test 6 (April) – movement analysis / planes / axis / levers.
Y11 GCSE PE Social LA	Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Whole group concept feedback. Practical assessments undertaken using GCSE criteria (challenge / Progression / Competition)	Unit 2 – Psychology – 60 min test (November) Skill & ability, goals, SMART, Information Processing Model, Guidance and feedback, Inverted U, Arousal, Personality types, motivation. No cheat sheet during test.	Mock Exam – January Continued learning Psychology topic. Tailor the Mock Exam with questions on social aspects and psychology so far.	Mock Exam – March Physical, emotional and social health / Sedentary lifestyle / Diet and Nutrition / Hydration Mock Exam should be the latest possible exam released by AQA. Weekly homework for knowledge recap.	End of Unit / Mock Exams Course completed – continue to revise and exam questioning preparation. Verbal and written feedback provided on exam style questioning.
BTEC Sport Y10 LG	Ongoing questioning throughout content lessons, retrieval starters during assessment points, verbal feedback during assessment periods. Use of model answers,	Component 1, Task 1, methods and barriers of participation. Students draft and re-draft work in lesson time and for homework. Teachers give written feedback on this before the formal assessment takes place.	Component 1, Task 2 (PowerPoint presentation on the equipment and technology required for selected sport) and Task 3 (plan and deliver a warmup). Teachers provide whole class feedback in practical leadership lessons, and	Component 2, Task 1, components of fitness in a selected sport. Students draft and re-draft work in lesson time and for homework. Teachers give written feedback in	Component 2, Task 2 (practical), Task 3 (officials) and Task 4 (practical leadership of a session). Verbal feedback given during practical lessons and leadership lessons. Peer feedback

	mark schemes and visualisers to model assessment technique. Peer feedback in leadership lessons.		verbal feedback during theory lesson on PowerPoint progression. Homework set to add detail and practice leadership ahead of assessments.	booklets before the formal assessment takes place.	and homework set to improve class work and practice leadership session. Verbal feedback provided during lessons for PowerPoint.
BTEC Sport Y11 LG	Informed assessment – cold calling / retrieval starter activities / low stakes quizzes / exam style practice questions / class marking / use of visualiser to model answers / retrieval grids / definition tests / knowledge checks / timed responses to questions.	Assessment point 1 – end of unit test for module 3A, covering the components of fitness, principles of training and measuring intensity. Homework used throughout topic area as a means of recall knowledge and exam questioning practice.	Assessment point 2 – end of unit test for module 3B, covering fitness testing, the reasons for, advantages and disadvantages, pre-test protocol, testing procedure, validity, reliability and practicality, interpretation of results and comparisons to normative data. Homework used throughout topic area as a means of recall knowledge and exam questioning practice.	Assessment point 3 – end of unit test for module 3C, covering warmups and cool downs, methods of training, advantages and disadvantages, long term benefits and provision of sport. Homework used throughout topic area as a means of recall knowledge and exam questioning practice.	Assessment point 4 – end of unit test for module 3D, covering personal information, fitness programming design, types of motivation and goal setting. Homework used throughout topic area as a means of recall knowledge and exam questioning practice.
BTEC L3 UNIT 1 Anatomy KS	Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Teacher checking of answers / exam conditioned 10-minute Q's / student verbal check with whole class demonstrations.	60 min Skeletal (October) and Muscular system (December) – skeletal structure / functions / joints / muscles / contractions / fibre types / immediate & long-term effects skeletal & muscular.	60 min Respiratory system end of unit test 1 (February) – Structure / functions / responses / gaseous exchange / lung volumes / spirometry / chemical & neural changes to breathing / immediate & LT changes / asthma / altitude.	60 min Circulatory system end of unit test 1 (March) – Structure / functions / blood delivery / nervous control of cardiac cycle / nervous system / immediate CV responses / long term CV responses / SADS / blood pressure.	60 min Energy system end of unit test 1 (April) – Aerobic / Anaerobic / ATP / Energy systems / Fuel sources / aerobic glycolysis / ETC chain / Krebs cycle / Adaptations / Diabetes / lactate system.

<p>BTEC L3 Unit 2 Training Scenario KS</p>	<p>Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Teacher checking of answers / exam conditioned 10-minute Q's / student verbal check with whole class demonstrations.</p>	<p>Question 1 – (November) Interpret the lifestyle factors & screening information (30-minute controlled assessment). Question 2 – (December) Provide lifestyle modification techniques (30-minute controlled assessment)</p>	<p>Question 3 – (January) Provide and justify nutritional guidance specific to the scenario (20-minute controlled assessment).</p>	<p>Question 4 – (March) Provide and justify different training methods to meet training needs of an individual (20-minute controlled assessment). Question 5 – (March) Design weeks 1 3 6 of a six-week fitness training programme to meet training needs of an individual (20-minute controlled assessment).</p>	<p>Question 6 – (April) Justify the fitness training programme you have designed for an individual (35-minute controlled assessment).</p>
<p>BTEC L3 Unit 3 Prof Development LG</p>	<p>Teacher checking content of coursework/verbal feedback/whole class feedback/modelled coursework from previous years/Footage watched from previous years/peer feedback on coursework</p>	<p>Understand the career and job opportunities in the sports industry. Pupils research two contrasting careers in sport. Completed by October half term, feedback given to students via OneDrive live documents, and summary into Sixth Form Assessment Booklet. Students can then act on this feedback to improve their work.</p>	<p>Explore own skills using a skills audit to inform a career development action plan Pupils to create a CDAP that is relevant to their selected career pathway. Work completed by December half term. Feedback given to students via OneDrive live documents, and summary into Sixth Form Assessment Booklet. Students can then go back and improve on this feedback.</p>	<p>Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected pathway. Pupils apply for PE job and complete whole process from application to Interview (Jan-March) Interviews held over 3 days in March – panel from outside school (Rotary) – interviews filmed and graded – feedback given on day by panel</p>	<p>Reflect on the recruitment and selection process and your individual performance Pupils to review footage of their interviews and evaluate how well they performed throughout whole process Coursework to be handed in by end May.</p>

<p>BTEC L3 Unit 4 Sports Leadership DC</p>	<p>Retrieval checks/cold calling/ teacher checking CW standards – verbal feedback/modelled coursework from previous years/ whole class verbal feedback / Pupil Feedback Booklet used, at least six times per year.</p>	<p>CW1 – Written report on the skills, qualities and characteristics of a successful sports leader. Analyse and evaluate these skills/qualities and apply them to three leadership roles within sport.</p> <p>Work submitted and feedback given to enable development.</p>	<p>CW2 – Written report on the psychological factors that could impact on leadership. Analyse and evaluate the internal and external factors from a psychological theoretical standpoint, with refence to a variety of theories.</p> <p>Work submitted and feedback given to enable development.</p>	<p>CW3 – Plan and deliver a physical education lesson. Within the lesson, use a variety of different leadership styles.</p> <p>Work submitted and feedback given to enable development.</p>	<p>CW4 – Written review of planning and delivery of lesson, with reference to the leadership styles used. Identify strengths and areas for improvement, creating an action plan and targets for future development.</p> <p>Work submitted and feedback given to enable development.</p>
<p>BTEC L3 Unit 6 Sports Psychology LA</p>	<p>Recap tests / retrieval checks / last week – last term / cold calling / visualizer modelled answers. Teacher checking of answers / student verbal check with whole class demonstrations / modelled coursework from previous years</p>	<p>CW 1 – Understand how personality, motivation and competitive pressure can affect sport performance - Submitted December (end of term)</p> <p>Study of all psychological theories based on personality/motivation and anxiety.</p> <p>Merit work submitted and feedback given</p>	<p>CW 2 – Examine the impact of group dynamics in team sports and its effect on performance - Submitted March (end of term)</p> <p>Jan/Feb – focus on cohesion/leadership theories</p> <p>Sociograms completed and analysed by start March. Individual assignment ongoing based on study of a successful team and its leader (distinction work)</p> <p>Work submitted and feedback given</p>	<p>CW 3 – Explore psychological skills training programmes designed to improve performance - Submitted by end of summer term (Year 13 by end of May)</p> <p>Year 13 leave so require after school sessions to complete this work.</p> <p>Client identified by April – previous skills programme looked at so pupils aware of what is expected</p> <p>April/May – pupils collaborating with clients on training schedule</p>	<p>Year 12 pupils complete and submit all 3 pieces of coursework</p> <p>Opportunity for year 12 to have additional time to recheck work and focus on distinction sections</p>

<p>BTEC L3 Unit 7 Practical Sports DF</p>	<p>Retrieval checks/cold calling/ teacher checking CW standards – verbal feedback/modelled coursework from previous years/ whole class verbal feedback</p>	<p>CW1 - Examine National Governing Body rules/laws and regulations for selected sports competitions in a team sport</p> <p>Examine the skills, techniques and tactics required to perform in selected sports in a team sport</p> <p>Work submitted and feedback given to develop the standard</p>	<p>CW2- Develop skills, techniques and tactics for sporting activity to meet sport aims in a team sport Reflect on own practical performance using selected assessment methods in a team sport.</p> <p>Work submitted and feedback given to develop the standard</p>	<p>CW3 - Examine National Governing Body rules/laws and regulations for selected sports competitions in an individual sport</p> <p>Examine the skills, techniques and tactics required to perform in selected sports in an individual sport.</p> <p>Work submitted and feedback given to develop the standard</p>	<p>CW4- Develop skills, techniques and tactics for sporting activity to meet sport aims in an individual sport. Reflect on own practical performance using selected assessment methods in an individual sport.</p> <p>Work submitted and feedback given to develop the standard</p>
<p>BTEC L3 Unit 8 Coaching KD</p>	<p>Retrieval checks/cold calling/ teacher checking CW standards – verbal feedback/modelled coursework from previous years/ whole class verbal feedback</p>	<p>CW1 - Investigate the skills, knowledge, qualities and best practice of performance coaches</p> <p>Work submitted and feedback given to develop the standard</p> <p>HW – weekly update of coursework/further or advanced reading</p> <p>Complete Feedback Report Booklet</p>	<p>CW 2 - Explore practices used to develop skills, techniques and tactics for performance</p> <p>Work submitted and feedback given to develop the standard.</p> <p>HW – weekly update of coursework/further or advanced reading</p> <p>Complete Feedback Report Booklet</p>	<p>CW3 - Demonstrate effective planning of coaching for performance. Explore the impact of coaching for performance.</p> <p>Work submitted and feedback given to develop the standard</p> <p>HW – weekly update of coursework/further or advanced reading</p> <p>Complete Feedback Report Booklet</p>	<p>All pupils complete and submit all 3 pieces of coursework</p> <p>Opportunity for pupils to have additional time to recheck work and focus on distinction sections, using feedback as guidance</p>
<p>BTEC L3 Unit 9 Research Methods</p>	<p>Retrieval checks/cold calling/ teacher checking CW standards – verbal</p>	<p>CW1 – Written report on the importance of research in sport, detailing the importance of Primary, Secondary, Quantitative, Qualitative and</p>	<p>CW2 – Written report on the key issues impacting the effectiveness of research in sport. Includes validity,</p>	<p>CW3 – Design, undertake and review your own research project. Produce a PowerPoint detailing the</p>	<p>CW4 – Present the findings of your research project. Create and deliver a PowerPoint</p>

	<p>feedback/modelled coursework from previous years/ whole class verbal feedback / Pupil Feedback Booklet used, at least six times per year.</p>	<p>Mixed Methods research, as well as evidence-based practice.</p> <p>Work submitted and feedback given to enable development.</p>	<p>reliability, accuracy, precision and ethical issues in research settings.</p> <p>Work submitted and feedback given to enable development.</p>	<p>hypothesis, research methodology used, appropriate data analysis and conclusions.</p> <p>Work submitted and feedback given to enable development.</p>	<p>presentation to a group evaluating the success of your research project, justifying the choice of methodology and suggesting future improvements.</p> <p>Work submitted and feedback given to enable development.</p>
<p>BTEC L3 Unit 10 Event Organisation LG</p>	<p>Retrieval checks/cold calling/ teacher checking CW standards – verbal feedback/modelled coursework from previous years/ whole class verbal feedback/peer feedback</p>	<p>Task 1 – Investigate how different types of sports events are planned and delivered.</p> <p>Research two different sports events (local, regional, national or global) and discuss the planning, promotion and delivery of each event in a PowerPoint presentation. Conclude with an evaluation of the effectiveness of these steps in the overall event success.</p> <p>Work shared with teacher on OneDrive to enable informal feedback throughout. Written feedback given when work submitted to develop the grade achieved. Sixth Form Feedback Booklet used.</p>	<p>Task 2 – Develop a proposal for a sports event for implementation approval.</p> <p>Produce a feasible proposal for a sports event of their choice, presented in a written report.</p> <p>Work shared with teacher on OneDrive to enable informal feedback throughout. Written feedback given when work submitted to develop the grade achieved. Sixth Form Feedback Booklet used.</p>	<p>Task 3 and 4 – undertake the planning, promotion and delivery of a sports event, then review the planning, promotion and delivery of a sports event and reflect on your own performance.</p> <p>Students deliver the proposed event they planned in Task 2 and then reflect on the planning, promotion and delivery on the event as well as their own performance.</p> <p>Work shared with teacher on OneDrive to enable informal feedback throughout. Written feedback given when work submitted to develop the grade achieved. Sixth</p>	<p>All pupils complete and submit all 3 pieces of coursework.</p> <p>Opportunity for pupils to have additional time to recheck work and focus on distinction sections.</p>

				Form Feedback Booklet used.	
BTEC L3 Unit 19 Provision of Sport	Retrieval checks/cold calling/presentations to group/past exam questions reviewed and modelled/mock exam/visualiser used to show exam technique/independent tasks set and marked with feedback/cheat sheet prepared for exam / Pupil Feedback Booklet used, at least six times per year.	<p>Develop knowledge on Sports development in the UK</p> <p>Look at sports proposal writing and structure and various scenarios that can be given for exam. Independent tasks and research tasks given and marked</p> <p>Question 1 is aims of a Sports Development proposal (October) – 30 minute-controlled assessment (10 marks)</p> <p>Question 2 is performance indicators of a proposal (December) – 20 minute-controlled assessment (5 marks)</p>	<p>Measuring sports development, commercialisation and creating an event to develop sport in a local area</p> <p>Question 3 and 4 – (Jan to Feb) – pupils focus on past scenarios and creating an event that would develop sport in a local area</p> <p>Focus on proposed activities and resources required – past papers and mark schemes studied – paired and individual work – timed work - proposal marked with feedback to whole group</p> <p>40 minute-controlled assessment with research notes allowed and help with structure of responses</p>	<p>Analyse and evaluate the impact of sports development proposals in the wider sports development context</p> <p>Question 5 – (25 marks) – 30 minute-controlled assessment with researched notes available – marked and feedback given</p> <p>Feb – March – ongoing</p> <p>Modelled answers looked at – minimum of 5 past papers studied. – BTEC advise on grading used to plan answers</p>	<p>Cheat sheet preparation finalised</p> <p>Full mock exam scenario completed (April) and marked – exam technique is major focus – Merit and above is worked on.</p> <p>Scenario is released – rules of exam studied – research for exam is completed within allotted time.</p>
BTEC L3 Unit 22 Investigating Business in Sport	Retrieval checks/cold calling/presentations to group/past exam questions reviewed and modelled/mock exam/visualiser used to show exam technique/independent tasks set and marked with feedback/cheat	<p>Practice exam question for Question 1. Using a past exam paper and scenario, conduct a review of business information. Identify the purpose, type, size, scope & current provision, with reference to rival & researched businesses.</p> <p>Work submitted and feedback given to enable development.</p>	<p>Practice exam question for Question 2. Using a past exam paper and scenario, select the appropriate analysis tool (SWOT or PESTLE) to analyse the business.</p> <p>Work submitted and feedback given to enable development.</p>	<p>Practice exam question for Questions 3 & 4. Using a past exam paper and scenario, provide recommendations and related justifications that could improve the business, with reference to specific customer groups, trends in the</p>	<p>Preparation of notes finalised</p> <p>Full mock exam scenario completed (April) and marked – exam technique is major focus – Merit and above is worked on.</p>

	sheet prepared for exam / Pupil Feedback Booklet used, at least six times per year.			industry and the needs of the business. Work submitted and feedback given to enable development.	Scenario is released – rules of exam studied – research for exam is completed within allotted time. Mock and notes submitted, and feedback given to enable development.
BTEC L3 Unit 23 Skill Acquisition	Retrieval checks/cold calling/ teacher checking CW standards – verbal feedback/modelled coursework from previous years/ whole class verbal feedback	<p>CW1 -Investigate the nature of skilled performance. Examine ways that sports performers process information for skilled performance.</p> <p>Discuss the qualities of skilled performers. Explain the characteristics of skills and abilities. Assess how abilities contribute to the production of sports skills.</p> <p>Work submitted and feedback given to develop the standard</p> <p>HW- weekly update of coursework/ further or advanced reading</p> <p>Complete Feedback Report Booklet</p>	<p>CW2 – Explore theories of teaching and learning in sport.</p> <p>Describe two contrasting theories of teaching and learning. Explain the three phases a sports performer experiences when learning a new skill. Analyse how selected theories of skill learning can be used when teaching skills to sports performers. Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</p> <p>Work submitted and feedback given to develop the standard</p> <p>HW – weekly update of coursework/further or advanced reading</p> <p>Complete Feedback Report Booklet</p>	<p>CW3 – D: Conduct teaching and learning strategies for sports skills.</p> <p>Produce a plan showing how a skill can be taught to meet the needs of different sports performers. Demonstrate the use of different types of teaching and learning strategies to develop sports skills. Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.</p> <p>Work submitted and feedback given to develop the standard</p> <p>HW – weekly update of coursework/further or advanced reading.</p>	<p>All pupils complete and submit all 3 pieces of coursework</p> <p>Opportunity for pupils to have additional time to recheck work and focus on distinction sections</p> <p>Pupils to use guidance and feedback to develop assignments.</p>

				Complete Feedback Report Feedback	
BTEC L3 Unit 27 Outdoor Adv KS	Retrieval checks / last week – last term / cold calling / visualizer modelled coursework examples. Teacher checking CW concurrently / sample work check with BTEC grading / student verbal checks / partial CW assessments / chunking assessment points. Feedback and provisional grading awarded after each assessment point. On-line template used to check pupil progress. Pupil feedback booklet used (6 feedback points per year).	Assessment point 1 – (October) Assess each of the three outdoor and adventurous activities, explaining their development. Highlight key information on each activity and identify similarities and differences between them.	Assessment point 2 – (November) Consider key factors that affect the development of the outdoor sector including: economy - fashion and trends - legislation (e.g. health and safety or AALA - health and wellbeing - environmental sustainability	Assessment point 3 – (January) Plan a hypothetical OA residential trip. To gain a DISTINCTION, we are looking at you EVALUATING factors affecting development of the outdoor sector and applying it to your trip	Assessment point 4 – (March) Create a CV and letter of application for a job at an outdoor adventure centre. Assess the roles and responsibilities of an outdoor leader. Assessment point 5 - (May) Undertake a written review of the skills and techniques developed during participation in your outdoor and adventurous activities.
BTEC L3 Unit 30 Current Issues in Sport	Teacher checking content of coursework / verbal checks / whole class feedback / modelled coursework from earlier years Feedback booklet competed by teacher and shared with the	Coursework Task 1A – How sport has developed in the UK (December) Examine the history of a chosen sport within the UK and its development from first formation to the developed sport in the 21 st century. Examine and discuss how the sport is organised in the UK including the role of key organisations as the Youth Sport	Coursework Task 1B – Media and Technology influence on Modern Sport (February/March) Evaluate, assess and explain the strengths and weaknesses of the media and technology on the development and organisation of the sport.	Coursework Task 2 – Current issues in sports and strategies to overcome barriers Assess and explain three current issues that the sport faces as well as the levels of participation.	All pupils complete and send all pieces of coursework. Opportunity for students to recheck work and focus on written feedback provided to enhance their work.

	student at the end of each half term.	Trust, government organisations and NGBs. Work given and written feedback provided to develop the student's standard.	Work given and written feedback provided to develop the student's standard.	Explain how three barriers affect the participation levels within the sport. Provide a justification, analysis and explanation of three strategies or initiatives that could overcome the barriers to sport participation. Work given and written feedback provided to develop the student's standard.	
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