



**YSGOL
LLANFYLLIN**

Assessment Policy

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1.0 Introduction

Assessment serves four fundamental **purposes**: -

1. To help pupils and students learn,
2. To help teachers teach more effectively and to adopt a more personalised approach to the needs of their pupils and students
3. To ensure that all pupils and students are given guidance about what they have done well, where they could improve and what steps they need to take in order for them to make that improvement in knowledge, skills and understanding
4. To provide relevant and accurate information about attainment for students.

We recognise the importance that assessment for learning has on motivation, self-esteem and learning.

To ensure this is done effectively and involve pupils and students in their own learning, the following features will be observed in classroom practice:

- Set targets/ MEGs for each student in line with the school calendar. At GCSE these Minimum Expected Grades/ MEGs will use FFT very high (previously known as FFT D) estimates. Targets should be aspirational but attainable.
- Explain the reasons for the lesson or activity and share the learning objectives and expected learning outcomes
- Share the specific assessment criteria with students and, as appropriate, parents; making sure that these criteria can be easily understood by all
- Help students to understand what they have done well and what they need to do to improve
- Show students how to use assessment criteria to assess their own work
- Provide regular opportunities for self and peer assessment
- Use effective questioning techniques to encourage discussion which provides feedback on the current level of understanding as well as misconceptions and gaps in learning.

Modelling quality

Teachers will:

- Share examples of work with students so that they can see the standards they are aiming for
- Use examples of work to highlight the ways that assessment criteria are met


- Plan student activities that include reviewing examples of work that do not meet the assessment criteria
- Include in their teaching, activities designed to model the necessary skills
- Regularly ask pupils and students the 5 key questions:
 1. What are you learning and why?
 2. How are you doing?
 3. How do you know?
 4. How can you improve?
 5. Where do you go for help?

Lyn Sharratt – Clarity, 2019

2.0 Feedback in Primary Phase

Feedback can be oral or written, according to the ability / task and age of the pupil. It needs planned time for pupils to respond or make an improvement, but is most powerful when included in the fabric of the lesson. Much of the marking of work in the Foundation Phase is questioning and oral feedback when working alongside the child during or when monitoring a task. Encouraging extended questions where stickers, smiley faces and reward points are used. Time should be given for pupils to read the feedback, and then make focused improvement based on the teacher's comments. The teacher needs to make time available for this to happen. In addition, the teacher must ensure that they circulate around the children during the main activity: offering verbal feedback where appropriate. Feedback may also be given by a teaching assistant.

1. Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning intention and success criteria, and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a sticker will be recorded next to the piece of learning. 

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Self and Peer Assessment

Children can mark their own work, or their peers, against success criteria and on occasions can be involved in shared marking (through plenaries and in group sessions). This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. All self and peer assessment should be moderated by the class teacher.

2. Self-Assessment

In Foundation Phase pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will self-assess regularly and up-level their work.

3. Peer Assessment

In Foundation Phase pupils will be introduced to peer assessment in Year 2, unless a teacher feels that younger pupils are ready for this. By the end of Key Stage 2 pupils will peer-assess regularly. Again, all peer assessment should be moderated by the Class Teacher. The pupil should initial their peer assessment to identify who has assessed the work.

4. In Depth Marking

One pink tick shows success criteria has been achieved

One pink tick with an S, shows success criteria has been achieved with support

Two pink ticks, that aspect of work is perfect and needs no improvement

Highlighted in yellow means something is incorrect and the pupils will need to correct in blue when work is returned – “Melyn Meddwl”

Comments in pink – pink for a wink – this is a congratulatory comment

Comments in green – green for growth – indicates the need to improve a piece of work or a question that requires an answer

Feedback and Marking will rotate on a 4 weekly cycle of verbal feedback, self- assessment, peer assessment and in depth marking.

3.0 Feedback in Secondary Phase

There should be regular teacher comments and opportunities, see table, with a focus on ‘close the gap marking’. Comments should be of a diagnostic nature and focused on student success and improvement needs. Regular opportunities should be provided for students to consider, reflect and act upon ‘next steps for learning’. Opportunities should also be made for students to give personal feedback on their work and the learning they have experienced. Students should expect to have work returned at the earliest realistic opportunity. Good standards of presentation and pride in work will be encouraged.

- Emphasis will be placed on the **quality of feedback** given in written comments, which will be specific in indicating: -
 - What Went Well (in relation to the assessment criteria)
 - Even Better If - how improvements can be made with short-term targets for next time
 - Close the Gap – action by the pupil to ensure this happens or comment by pupil on how they have addressed the EBI

- Teachers will ensure appropriate feedback occurs in all classes and all subjects
- Marking may be carried out by teachers, peers or self; teachers will decide on an appropriate balance
- Written comments must be readable by the student
- Marking must convey that a student's work is valued
- Feedback shall focus on key areas for improvement in a piece of work
- Feedback shall always include comments and sometimes marks or grades

Example of **detailed marking**:

What Went Well/ WWW	Ardderchog Elen, you have achieved a very pleasing test result. It was evident that you had done lots of detailed revision for this topic and I was particularly impressed with your extended response answer.	Praise the pupil/ student of where they have been successful and where they have met success criteria
Even Better If/ EBI	To improve on this already good result, could you do detailed corrections for questions 5 and 6, come and see me if you are still not sure	Tell the pupil/ student what their next steps are and include any LNF actions also.
Close the Gap/ CTG	Pupil/ student does the EBI	Pupil/ student writes in "Yes I have completed this now and all understood."

As good practice in **assessment for learning**, teachers will: -

- Have confidence that every student can improve
- Decide how and when to assess students' attainment at the same time as they plan for this work
- Relate assessment to learning objectives which are shared with students
- Develop students' understanding of success criteria within each subject area and each assessed piece of work

- Use a range of assessment techniques in the classroom, including observation and the use of appropriate questioning
- Put the emphasis on feedback (both oral and written) rather than grading work
- Give students the confidence and opportunities to take the action needed to improve and to act upon the feedback given (e.g. at the beginning of the next lesson, or for homework).
- Record the progress of individual students
- Adjust teaching to take account of the results of assessment
- Involve students in developing the skills required for peer and self- assessment

Spelling, Punctuation and Grammar

This will be indicated using highlighting in yellow and on return of work, students will have the opportunity to correct in blue or black ink. Certain AoLEs may find it beneficial to use stickers to implement strategies for spelling, for example, or to have subject specific key word lists.

Frequency of Feedback at KS3.

Area of Learning Experience	Detailed marking/ feedback in books	Self/ peer assessment/ live marking/ verbal feedback – at least once every half term
Maths and Numeracy	Weekly feedback on MathsWatch and written feedback once per half term	At least every two weeks
English and Literacy	At least once every three weeks	At least every two weeks
Cyfathrebu Cymraeg ac Ieithoedd		
First language Welsh	At least once every three weeks	At least every two weeks
Second language Welsh	At least once every four weeks	At least every four weeks
French	At least once every four weeks and once a half term for Welsh medium classes	At least once every half term

Science	At least once every four weeks	At least every three weeks
Technology	At least once every half term	At least once every half term
Health and Wellbeing		
PE	N/A	At least one focus every half term
Humanities		
Geography	At least once every four weeks	At least every four weeks
History	At least once every four weeks	At least every four weeks
Ethics	At least once every half term	At least once every half term
Expressive Arts		
Art	At least once every half term	At least once every half term
Music	At least once every half term	At least once every half term
Drama	At least once every half term	At least once every half term

In the situation where there is a split class, it is at the discretion of the teachers to ensure the above frequencies are met between them.

4.0 Homework in Primary Phase

Purposes of Homework

1. Enable extension work to be carried out based on the previous lesson or sequence of lessons work
2. Preparation for the next lesson or sequence of lessons such as detailed research
3. Revision for a test or examination
4. Create self- reliance for learning

Foundation Phase and Key Stage 2 will be expected to complete 30 minutes of reading throughout the week. This does not need to be done all in one go, it could be two lots of 15 minutes or 5 minutes of reading most evenings. In the case of Foundation Phase pupils, it may be reading a story to your child and concentrating on phonics.

The expectation will be that they complete 30 minutes of either “Numbots” for pupils in reception and Year 1 or “TT Rockstars” for pupils in Year 2 to Year 6 and again, this can be done in stages throughout the week.

An optional home learning project will be made available for pupils who want to complete it with suggested activities and websites to use.

5.0 Homework in Secondary Phase

Purposes of Homework

1. Enable extension work to be carried out based on the previous lesson or sequence of lessons work
2. Preparation for the next lesson or sequence of lessons such as detailed research
3. Revision for a test or examination
4. Create self- reliance for learning

Covering of exercise books is not considered to be a valuable homework task.

At Key Stage 3, homework will be set according to the annual homework timetable. This will be in pupil planners and/or on Teams. Core subjects will set homework once a week and non-core subjects set a homework once every two weeks. The duration of the homework should be approximately 20 minutes.

The expectation is that it is the responsibility of the pupil/ student to copy up any work that is missed and where possible, this would be before the next lesson.

For KS4 and 5 – see appendix 1 which gives subject specific details on homework, feedback, internal and external assessments.

6.0 Monitoring and Evaluation

Each pupil/ student has a responsibility to:

- Read and take note of feedback given by teachers
- Close the gap
- To address the suggestions for improvement
- To ask for clarification where necessary

- To participate in self-evaluation; this includes noting down any instructions / guidance given

Parents have a responsibility to:

- Discuss targets with their child
- Ask for support for their child as necessary
- Keep the school informed if there are any particular reasons why their child is finding tasks difficult

Teachers have a responsibility to:

- Keep clear records. All mark books (either electronic or paper based) will contain prior achievement data for students and will include those who are MAT, SEN or FSM.
- Use their assessment data to set challenging learning targets for each student according to the QA calendar
- Contribute to the school and department's systems for tracking student progress against targets
- Take appropriate action to implement effective intervention strategies for pupils who are underachieving
- Use the data to plan for the different needs of the students they teach
- Share learning objectives for every lesson in a language that is accessible for students
- Use plenary sessions so that students know what they have learnt and what they need to do next
- Ensure that students are aware of the criteria for assessment and to help students to develop the necessary skills to review their performance in their subject
- Mark and return work normally within a reasonable time of completion, but at least every four weeks
- Make oral and/or written comments which should help students identify the strengths of their responses and show how the work could have been improved to achieve the criteria for a higher level.
- Actively participate in the standardisation of assessment and work scrutinies.
- Base the assessment of current working levels on milestone tasks identified in the subject scheme of work

- Praise students who are working hard towards meeting their target grade, or who are meeting or exceeding their target grade
- Refer a student whose work continues to be unsatisfactory and are felt to be underperforming to their Director of Learning, and to implement intervention strategies within the classroom context to help address the situation (if necessary in conjunction with other colleagues), and to inform parents.

Directors of Learning have a responsibility to:

- Monitor the implementation of the assessment policy by subject teachers by:
- Checking data is in all mark books
- Monitoring the regular marking of work
- Ensuring that data is used to differentiate work for each class
- Monitor the policy through classroom observation, work scrutinies and student voice activities e.g. questionnaires
- Ensure standardisation of tasks across the AoLE for each milestone task
- Provide and share descriptors for the What Matter Statements, level and grades for pupils and parents
- Develop assessment for learning strategies which are embedded in the good practice of their area and to disseminate these across the school
- Evaluate assessment tasks and strategies across their AoLE on a regular basis

Progress Managers have a responsibility to:

- Identify and work with students who persistently fail to achieve their potential across a number of subjects using data entered into SIMS and then Taith 360 and SMID during the data drop phases on QA calendar

SLT has a responsibility to:

- Maintain an overview via work scrutinies, line management meetings and Quality Assurance folders. Effective use of Taith 360, SMID, ALPS, SIMS, pupil progress and other software to ensure key groups are supported via link meetings
- Conduct regular pupil voice with a focus on work scrutiny
- Evaluate and review the assessment policy in line with the schedule for policy review
- Support the development of assessment for learning strategies through the Continuing Professional Development programme

- Ensure that the assessment policy is consistent with good practice and with other policies
- Produce a Quality Assurance Calendar of key assessment and reporting points for staff

Appendix 1 – Subject Specific Assessment at KS4 and 5

Cyfathrebu Cymraeg ac Ieithoedd AoLE

Welsh and French at Key Stage 4 and 5 – 3 data drops per year as per QA calendar.

All homework will be set either in their workbooks or on Teams and feedback will be given depending upon the nature of the assessment.

KS4 Welsh (1st Language) – students will have one homework set once a week of duration. One exemplar language paper will be completed per half term and marks tracked on Pupil Progress. A poetry exam question will be completed approx. per three poems and assessed using mark scheme.

External assessment

	Year 10	Year 11
Language Course	Individual Oral Presentation (15%)	Group Discussion (15%) Unit 2 Reading and Writing Exam (35%) Unit 3 Reading and Writing Exam (35%)
Literature Course	Drama Coursework task (10%) Novel Exam (25%)	Short Stories Coursework Task (15%) Poetry exam (25%) Oral Exam on a film (25%)

KS4 Welsh 2nd Language – students will have one homework set once a week. Tasks will reflect exam style questions or learning vocabulary. Feedback will be given depending upon nature of the assessment.

Year 10	Year 11
Unit 1 Oral Exam (25%)	Unit 2 Oral Exam (25%) Unit 3 Reading and Writing Paper (25%) Unit 4 Reading and Writing Paper (25%)

KS4 French

One homework task given a week – feedback will depend on the nature of the task e.g. learning vocabulary, exam style question, writing task.

All external assessments are completed at the end of year 11.

KS5 Welsh

All homework will be set in the lessons on a weekly basis. Feedback given fortnightly on specific homework tasks or end of unit tests.

External assessment

Year 12	Year 13
Unit 1 Oral Exam (15%)	Unit 4 Oral Exam (20%)
Unit 2 Coursework (10%)	Unit 5 Writing Exam (20%)
Unit 3 Writing Exam (15%)	Unit 6 Writing Exam (20%)

KS5 French

Homework will be set either on Teams/email or in lessons on a weekly basis. Feedback given fortnightly on specific homework tasks or end of unit tests.

External assessment – all external assessments completed at the end of the year.

English AoLE

English at Key Stage 4 and 5 – 3 data drops per year as per QA calendar.

All homework will be set on GCSEPod or in class and feedback will be given either via GCSEPod or in exercise books, dependent on the nature of the task.

All students will have a progress sheet in the front of their exercise books, which will indicate their MEG and end of unit test results with an improvement section.

English Literature – students will have one homework set once a week of duration approx. 30 minutes. There will be one exam style assessment per half term as well as homework tasks. A combination of teacher, peer and self-assessment will be used for homework assessment as the teacher will mark classwork at least once a month.

External assessment – one external exam at the end of Year 10 (35%) and one external exam at the end of Year 11, both of duration 2 hours (40%), and two controlled assessments in Year 10 (25%).

English Language – students will have one homework set once a week of duration approx. 30 minutes. There will be one exam style assessment per half term as well as homework

tasks. A combination of teacher, peer and self-assessment will be used for homework assessment as the teacher will mark classwork at least once a month.

External assessment – two external exams to be taken in Year 11 (each worth 40%), both of duration 2 hours, and two controlled assessments with one taken in Year 10 and one in Year 11 (10% each).

NB. For cohorts studying English Language and English Literature across the two years, one homework task only will be set each week.

KS5 English

All homework will be set in class and feedback given fortnightly on specific homework tasks, classwork or end of unit tests.

External assessment – at the end of Year 12, two external exams, unit 1 and 2, and these contribute to 40% of the A Level grade (100% AS grade). At the end of Year 13, two external exams, unit 3 and 4, and these contribute to 40% of the A Level grade (20% each). In Year 13, the non-examined assessment task, unit 5, will be completed by Christmas and contributes 20% to the final A Level grade.

Media

All homework will be set on Teams, with written feedback also on Teams, on a fortnightly basis.

External assessment - at the end of year 12, one external exam, unit 1, which constitutes 60% of the AS level (24% of the A level grade). At the end of year 13, one external exam, unit 3, which constitutes 60% of the A2 mark (36% of the A level grade). Non-examined assessment is completed in year 12, unit 2, and in year 13, unit 4. These constitute 40% of each year's mark, with unit 2 contributing 16%, and unit 4 24%, to the total A level grade.

Expressive Arts AoLE

Expressive Arts (Art, Music and Drama) KS3 – 3 data drops per year as per QA calendar.

Art and Drama students will have a sheet within the front of their sketchbooks/booklet with their MEG and data drop information on it.

Homework – All homework to be set fortnightly on Teams and feedback will be given either on Teams or within sketchbooks or booklets depending on the nature of the task. Ongoing weekly homework for Drama to learn their lines for performance.

Feedback – All students will receive verbal feedback at least twice per half term. Written feedback will take place once per half term.

Assessment – Formal assessment will happen once per unit with two units covered per term in Art & Music and one unit covered in Drama

Fine Art, Photography and Textiles

Fine Art, Photography, Textiles at Key Stage 4 – 3 data drops per year as per QA calendar.

All students will have a sheet within the front of their sketchbook or digital portfolio with students MEGs, working at grades and Mock exam results.

Homework – Within Photography, homework will be set on Teams and feedback will be given through Teams too. Fine Art and Textiles homework will be set through Teams but collected and feedback given within the classroom.

Feedback – Verbal feedback to be given at least once a week. Within Photography, written feedback will be given through Teams. Fine Art and Textiles will provide written feedback once a half term within students sketchbooks using a written feedback sheet.

External Assessment – Students are assessed through two units; Unit 1 Portfolio (60%) and Unit 2 Externally Set Exam (40%). Unit 1 is worked on throughout Year 10 and term 1 of Year 11. Unit 2 is carried out during spring term in Year 11.

Fine Art, Photography, Textiles at Key Stage 5 – 3 data drops per year as per QA calendar.

All students will have a sheet within the front of their sketchbook or digital portfolio with students MEGs, working at grades and Mock exam results.

Homework – Within Photography, whole class homework will be set on Teams and feedback will be given through Teams too. Fine Art and Textiles whole class homework's will be set through Teams but collected and feedback given within the classroom. Individualised homework identified through one to one tutorials will be agreed between teacher and student and will be recorded within tutorial notes within student's sketchbooks.

Feedback - Verbal feedback to be given at least once a week. Within Photography, written feedback will be given through Teams. Fine Art and Textiles will provide written feedback once a half term within students sketchbooks using a written feedback sheet.

External Assessment – Within Year 12, students are assessed in Unit 1 Personal Creative Enquiry (100% As grade and 40% of overall A level). Within Year 13 students are assessed in both Unit 2 Personal Investigation (36%) and Unit 3 Externally Set Exam (24%).

Music

Music at Key Stage 4 – 3 data drops as per the QA calendar.

Homework – Homework will be set via Teams and feedback will be given instantly by *TeachingGadget* and performance homework will receive oral feedback once a half term during students' performance.

Feedback – Verbal feedback will be given at least once a week. Written feedback will be given once per half term on alternating strands within the GCSE course (see assessment plan in front of student's folders).

External Assessment – Students are assessed through two units and an exam: Unit 1 Performance (35%), Unit 2 Composition (35%) Unit 3 Exam (30%). All assessments take place during Year 11.

Music at Key Stage 5 - 3 data drops as per the QA calendar.

Homework – Homework will be set in class and feedback given collectively by teacher and self-marked.

Feedback – Verbal feedback will be given at least once per week. Written feedback will consist of coursework annotations once per half term.

External Assessment – Within Year 12 Unit 1 Performance, Unit 2 Composition and Unit 3 Exam account for 40% of overall A Level. Unit 4 Performance, Unit 5 Composition and Unit 6 Exam are worth 60% of the overall A Level and are undertaken within Year 13.

Drama

Drama at Key Stage 4 - 3 data drops as per the QA calendar. All students will have their MEG on their private channel on TEAMS and at the front of their exercise books.

Homework – Homework is set fortnightly via TEAMS with feedback also on TEAMS.

Feedback – Verbal feedback for all learners weekly. The practical and written mark scheme is in the front of their folders and feedback will be given on their band attainment dependent on the nature of the task.

External Assessment – Unit 1 60% Devised: A weekly log of their progress in their devised group piece. This informs their written portfolio, which assists their internally examined and externally assessed final performance. Unit 2- 20% Text Performance: They will decide on their artistic intentions for two scenes from a text chosen to perform to the external examiner. They will evaluate their final performance in a 1.5 hour typed exam. Unit 3- 20% Written Examination: They will answer questions on a set text in a 1.5 hour external exam at the end of the course. They will review live theatre performances they have seen as part of the course. Weekly targets are set on their units.

Drama at Key Stage 5 - 3 data drops as per the QA calendar. All students will have their MEG on their private channel on TEAMS and at the front of their folders.

Homework – Homework is set fortnightly via TEAMS with feedback also on TEAMS

Feedback – Verbal feedback for all learners weekly. The practical and written mark scheme is in the front of their folders and feedback given on their band attainment dependent on the nature of the task.

External Assessment – Year 12: Unit 1: Devised Theatre Workshop. They will reinterpret a text in the style of their chosen practitioner; internally examined and externally assessed. A written portfolio of their process and evaluation assists the final performance. Unit 2: Text in Performance: A 2 hour written examination based on their set text with live theatre influences of performances seen as part of the course. Year 13: Unit 3: Performance & Evaluation. Two performances; one devised and one text performed to an internal examiner. A Process Report & Evaluation assists their final performances. Unit 4: Written Examination. A 2.5 hour exam at the end of the course based on two set texts and live theatre influences seen as part of the course.

Health and Wellbeing AOLE

PE KS4 (GCSE)

Homework - All homework tasks contained within the GCSE PE booklet. Additional homework tasks can be set via Teams and GCSE Pod. Frequency of homework will vary depending on number of practical/theory lessons, facilities, weather and the nature of the topic e.g. homework frequency is once per week when completing the Personal Fitness Programme.

Marking – to be completed and feedback provided at the end of each topic.

Internal Assessment

Theory - Pupils to complete a test at the end of each unit (5 tests in addition to Mocks).

Practical – Assessment to take place within all practical lessons.

Assessment marks to be submitted into Pupil Progress.

External Assessment

Theory - A 2-hour exam at the end of Year 11. This accounts for 50% of the total grade.

Practical - The total practical mark is made up of performances in 3 sports and the Personal Fitness Programme. This accounts for 50% of the total grade. All practical marks to be externally moderated (usually in March of Year 11).

SPORT BTEC Level 2

Homework - 3 units containing 3-4 assignments each are completed over the 2-year course. Assignments are set within lessons and are to be completed over a period of 2 weeks within lessons and as homework. Any assignment requiring resubmission are to be completed as homework only. Approximately 2 homework tasks are set every 6 weeks. This may increase if resubmissions are required.

Marking - A turnaround of 1 week is required for marking of each assignment as stated in the BTEC Sport Specification. Marking is based on specific criteria within each assignment brief. Feedback is provided within the BTEC assessment decisions template.

Internal Assessment - 75% of the final grade is based on assignment work. Assessment decisions submitted into Pupil Progress.

External Assessment - 25% of the final grade is based on an online assessment/examination, which takes place in Year 11.

PE KS5 (A-Level)

Homework - Most homework tasks to be set from past paper questions. Additional homework tasks can be set from A-Level PE unit booklets, notes and textbooks. Frequency of homework will vary depending on number of practical/theory lessons, facilities, weather and the nature of the topic e.g. homework is a continuous project when completing the Personal Performance Profile and Investigative Research task.

Marking - to be completed and feedback provided following the submission of homework.

Internal Assessment

Theory - Pupils are to complete a test at the end of each unit (in addition to Mocks)

Practical – Assessment to take place within all practical lessons.

Assessment marks to be submitted into Pupil Progress.

External Assessment

Theory - A 1¾ hour exam at the end of Year 12. This accounts for 24% of the total grade. A 2-hour exam at the end of Year 13. This accounts for 36% of the total grade.

Practical – The practical mark in Year 12 is made up of a performance and coaching/officiating in 1 sport and the Personal Performance Profile. This accounts for 16% of the total grade. The practical mark in Year 13 is made up of a performance/coaching/officiating in 1 Sport and the Investigative Research task. This accounts for 24% of the total grade. All practical marks to be externally moderated in Years 12 and 13 (usually in March).

Psychology KS5 (A-Level)

Homework - Homework tasks to be set from summary questions in Psychology topic booklets. Frequency of homework is usually once per week.

Marking - Marking to be completed and feedback provided at the end of each topic.

Internal Assessment - Pupils to complete a test at the end of each topic (in addition to Mocks).

External Assessment - 2 exams at the end of Year 12. Each one accounts for 20% of the total grade. 2 exams at the end of Year 13. They account for 40% and 20% of the total grade.

Health and Social Care KS5

Homework - Year 12 (new specification) homework is dependent on the unit being completed. During theory/exam units, homework tasks and past paper questions to be set from folder. Homework once per week to once a fortnight depending on topic/unit. When completing assignment-based units, homework will be continuing with assignment work.

Marking - Year 13 (old specification) marking to be completed following the submission of each assignment or resubmission (usually every 2-4 weeks, sometimes sooner depending on assignments).

Year 12 (new specification) marking of past paper questions/homework tasks once every 3-4 weeks, sometimes more frequently. Same as Year 13 when working on assignments.

Internal Assessment - Year 13 (old specification) is completely based on assignment work. Assessment decisions are recorded.

Year 12 (new specification) assignment-based units are the same as Year 13 with assessment decisions submitted into Pupil Progress. Theory/exam-based units assessed externally with a possible mock exam depending on time. Year 13 (old specification) – No external assessment, just sampling towards the end of the course.

External Assessment - Year 12 (new specification) – 1 external exam in Year 12 and 1 in Year 13.

Humanities AoLE

History KS4 – Marking is every 2/3 weeks. An internal assessment will be termly. Homework is set once a week. External assessment is 1 exam in Year 10, 2 exams in Year 11 and NEA.

Geography KS4 – Marking is every 2/3 weeks. An internal assessment will be termly. Homework is set once a week. External assessment is 2 exams in Year 11 and NEA.

RE KS4 – Marking is once every half term. An internal assessment will be termly. One homework will be set every half term. External assessment is 1 exam in Year 10 and one in Year 11.

Business Studies KS4 - At the end of each learning aim there will be an assessment and feedback provided. Internal moderation with JG at the end of each unit. Independent study once a month for those learners needing to catch up or wanting to close the gap. External verification via sample April / May. On demand external exam for unit 2 – Business Finance

History KS5 – Marking is every 2 weeks depending upon the nature of the assessment. Termly internal assessments. Home work is set every week. External assessment is 2 exams in Year 12 and 2 exams in Year 13.

Geography KS5 - Marking is every 2 weeks depending upon the nature of the assessment. Termly internal assessments. Home work is set every week. External assessment is 2 exams in Year 12 and 2 exams in Year 13 and NEA.

Business Studies KS5 - At the end of each assignment there will be an assessment and feedback. Internal moderation with GW at the end of each unit. Independent study assignments – ongoing weekly. External moderation twice a year with OCR. All units are externally moderated.

Maths and Numeracy AoLE

Maths at Key Stage 4 and 5 – 3 data drops per year as per QA calendar

All homework will be set on MathsWatch or Teams and feedback will be given on MathsWatch or exercise books, depending on the nature of the assessment.

All students will have a test sticker in the front of their books, which will indicate their MEG and track half termly test scores and grades in order to track progress throughout the course. Pupils also have a MathsWatch homework sticker in the front of their book where they record MathsWatch homework tasks and scores.

GCSE Mathematics - Numeracy – pupils will have one homework set per week of approximately 30 minutes duration. Along with the homework tasks there will be one class test per half term, apart from half terms where pupils sit either a mock or external exam.

External assessment: two theory exams of length 1 hour 45 minutes to be sat in the same examination session. Unit 1 is a non-calculator paper and unit 2 is a calculator paper. Pupils aim to complete these exams in the November of Year 11 if they are ready. If they are not ready in the November of Year 11 then they sit their Numeracy examinations in the summer of Year 11. The decision on whether a pupil is ready for November entry is based on results from mock examinations sat in mid-September of Year 11.

GCSE Mathematics – as for GCSE Mathematics - Numeracy but pupils sit their examinations in the Summer of Year 11.

Entry Level Numeracy – as for GCSE Mathematics – Numeracy and GCSE Mathematics. However, assessment is via:

- 1 hour examination at the end of Year 11 – externally assessed
- 4 x 30 minutes end of stage tests – internally assessed
- 4 x 1 hour practical assessments – internally assessed

KS5 Mathematics

All homework will be set on Teams weekly and feedback given either via Teams/Class Notebook or on paper depending on how the work is submitted.

External assessment:

- AS Level – two external examinations in the Summer examination series: Unit 1: Pure A (2 hours 30 minutes) and Unit 2: Applied A (1 hour 45 minutes)
- A2 Level – two external examinations in the Summer examination series: Unit 3: Pure B (2 hours 30 minutes) and Unit 4: Applied B (1 hour 45 minutes)

- KS5 Further Mathematics (Esgol)
- All homework will be set on Teams weekly and feedback given via Teams/Class Notebook.
- External assessment:
- AS Level – three external examinations in the Summer examination series: Unit 1: Further Pure A (1 hour 30 minutes), Unit 2: Further Statistics A (1 hour 30 minutes), Unit 3: Further Mechanics A (1 hour 30 minutes)
- A2 Level – two external examinations in the Summer examination series: Unit 4: Further Pure B (2 hours 30 minutes) and a choice between Unit 5: Further Statistics B (1 hour 45 minutes) or Unit 6: Further Mechanics B (1 hour 45 minutes). Pupils decided on whether to study Unit 5 or Unit 6 after completing the AS course.

Science AoLE

KS4 Science – 3 data drops per year as per QA calendar.

All homework will be set on Teams and/ or in planners and feedback will either be given on Teams or in exercise books, depending upon the nature of the assessment.

All students will have a progress sheet in the front of their ex books which will indicate their MEG and end of unit test results with an improvements section.

Marking codes can be used for literacy and numeracy targets in the EBI section, with a key glued in the back cover of their exercise books.

Separate Science – students will have one homework set once a week of duration approx. 30 minutes. There will be one end of unit test per half term as well as homework tasks.

External assessment – one theory exam at the end of Year 10 and one theory exam at the end of Year 11, both of duration 1 hour and 45 minutes (90%) and one controlled assessment exam in January of Year 11 (10%).

Double Award – as for separate science but the duration of the theory exams will be 1 hour and 15 minutes.

Applied Science – Students will have one homework set once a fortnight of duration approx. 30 minutes. There will be regular unit tests and in class assessments.

External Assessment – two theory exams at the end of Year 10 (Unit 1 and 2 – 1 hour and 30 minutes) worth 22.5% each. One theory exam at the end of Year 11 (Unit 3 – 1 hour and 30 minutes) worth 25%. One 'task-based assessment' in the second half of the autumn term in Year 11 worth 20%, and one controlled assessment exam in January of Year 11 (10%).

Written feedback in books/workbooks once every 8 lessons, i.e. once every 4 weeks if class is seen twice a week or once every 8 weeks if class is seen once a week.

KS5 Biology, Chemistry and Physics -

All homework will be set on Teams weekly and feedback given fortnightly on specific homework tasks or end of unit tests.

External assessment – at the end of Year 12, two theory units, unit 1 and 2 and these contribute to 40% of the A level grade. At the end of Year 13, two theory units, unit 3 and 4 and these contribute to 50% of the A level grade. In early Summer Term, practical exam and data analysis paper, collectively contributing to 10% of A level.

Technology AoLE

Technology AoLE at Key Stage 4 and 5 – 3 data drops per year as per QA calendar.

All homework will be set on Teams and feedback will either be given on Teams or in exercise books, depending upon the nature of the assessment.

Design and Technology

All students will have a progress tracker sheet in the front of their theory ex books which will indicate their MEG and end of unit test results with an improvements section. For tracking of the NEA a red, amber, green tracker will be used to monitor progress.

KS4

Students will have one homework set once a fortnight of duration approx. 30 minutes. There will be one theory topic test per half term as well as homework tasks.

External Assessment: One 2 Hour theory exam sat at the end of Y11 which counts for 50% of the qualification.

NEA: A major design and make project will be completed starting in June of Y10 and being completed in April of Y11. This counts for 50% of the qualification.

KS5 – AS

As above.

KS5 – AS

As above however the Theory exam duration will be 2 and a half hours.

Engineering

Summative assessment - Assignments are set on teams - they are allowed one submission and a resubmission. Assessment criteria and feedback will be via the assignments on teams.

Formative assessments - Pupils keep a sketchbook in which learning activities are completed - a variety of assessment methods are used to track progress and understanding - self/peer assessment, verbal feedback and detailed written feedback.

Homework is set where appropriate to ensure pupils have understood the learning activity and to expand their knowledge. A variety of tasks are set, either on teams or in their sketchbook. Feedback tends to be graded or marks given out of 10 and verbal feedback given within the lesson

ICT KS4

In Year 10 students complete a project which accounts for 40% of the overall GCSE. In Year 11 another project is completed in the second half of the Autumn term worth 20%. Both projects are marked and moderated locally and moderated externally. In the summer term of Year 11 is the theory exam worth 40%.

Agriculture

All students will have a progress tracker sheet they can access via Teams. Homework is set where appropriate to ensure pupils have understood the learning activity and to expand their knowledge. A variety of tasks are set, either on teams or in folders. Feedback tends to be graded and verbal feedback given within the lesson. They are allowed one submission and a resubmission.

KS4 – All units are coursework based and externally moderated annually. Students cover 3 Units throughout KS4.

KS5 – As above other than one Unit being exam based and externally marked

Welsh Baccalaureate

Welsh Bacc KS4 – In Year 10 students complete an enterprise project worth 20% of final GCSE. In the second half of the Autumn term they complete a global challenge project worth 15% of final GCSE. In the second half of the summer term students complete a community-based project worth 15% of final GCSE. In Year 11, students complete a project worth 50% of final GCSE in lesson time. Each area has 6 to 12 assignments, all accessed through Teams and marked when complete. Projects marked and moderated locally and externally moderated.

Welsh Bacc KS5 - In Year 12 students complete an enterprise project worth 20% of final A level. In the second half of the Autumn term they complete a global challenge project worth 15% of final A level. In the second half of the summer term students complete a community-based project worth 15% of final A level. In Year 13, students complete a project worth 50% of final A level in lesson time. Each area has 6 to 12 assignments, all accessed through Teams and marked when complete. Projects marked and moderated locally and externally moderated.