

Appendix 1 - Individual Subject Assessment and Feedback Policies

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CATHOLIC SCHOOL
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JFK Art Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

KS3 students complete two thematic units of work each year. This comprises preparatory sketchbook work and a final outcome. Students' books will be marked once every two weeks. Teachers use a marking key for this. Each key will be adapted depending on the unit of work (see below). Students will be expected to act on feedback and time will be allocated for this within lessons. Teacher feedback will provide students with clear next step targets to enable them to make progress in their sketchbooks.

JFK Art Department Marking Codes

	WWW		EBI
W1	Well researched and relevant information	E1	Write information in your own words
W2	Good use of descriptive words	E2	Use at least 3 descriptive words to explain your ideas
W3	Thoughtful presentation and layout	E3	Think about your layout and fill any empty spaces
W4	Excellent handling of media/tools	E4	Avoid using highlighters or felt pen to add colour
W5	Creative and imaginative ideas are demonstrated	E5	Spend a little longer on this task and try refining your work
W6	A good range of tones has been used	E6	Develop greater contrast in your shading by using at least 3 different tones
W7	Thoughtful consideration of creative ideas	E7	Try exploring different ways your work could be laid out or created
W8	Careful and sophisticated shading	E8	Fill in any gaps between your pencil marks
W9	Accurate proportions are observed	E9	Try measuring different parts of your drawing in relation to each other for more accurate proportions
W10	Carefully drawn shapes	E10	Try breaking down the drawing into basic shapes to help you observe the proportions
W11	Excellent use of perspective	E11	Revisit the rules of perspective and ensure you follow these step by step
W12	Sensitive recording of highlights add realism to you work	E12	Add highlights with a rubber to show the reflection <u>or</u> light source
W13	Sensitive recording of shadows give your work form	E13	Add darker shadows to give your work more form
W14	Excellent use of colour	E14	Use different shades and tones of your chosen colour to show lighter and darker areas
W15	Excellent observation of detail	E15	Include more fine detail
W16	Excellent colour blending	E16	Try to blend your colours by layering different colours on top of each other
W17	Excellent effort	E17	Complete all of the tasks set
W18	Excellent use of 3D media to produce a successful sculpture	E18	Think about techniques you could use to develop or refine your sculpture

Verbal feedback is also used regularly in lessons. When delivering verbal feedback, teachers should explicitly use the language set out in the initial learning objectives and directing the students back to these can ensure the feedback is more structured and focussed.

Teachers should make interventions where necessary. Teachers will report effort grade, monitoring and intervention on a central tracking document.

Formative assessment plays a vital role in lessons. Examples of formative assessment that are used in Art lessons are:

- Low stakes quizzing
- Peer/self assessment
- Questioning

Assessments:

Each unit of work will have three assessment points, including the final outcome.

Observational study, Artist analysis and response and final outcome.

These will be marked using a feedback grid (see below). Each grid will be adapted to the piece of work and allows the teacher to give more in depth and meaningful feedback as well as pose a further question(s) to students regarding their work. Time in lessons will be given to students to self-reflect and answer the question(s) in their sketchbook.

Grade	1	2	3	4	5	6	7	8	9
Graham Inspired Painting	Limited observation of sweet shape	Basic shape of sweet observed.	Competent shape of sweet observed.	Accurate shape of <u>sweet observed.</u>	Highly accurate shape of sweet observed.				
	Basic awareness of proportion and form.	Developing awareness of proportion.	Clear awareness of proportion and form.	Accurate awareness of proportion and form.	Sophisticated awareness of proportion and form.				
	No colour mixing or blending colours.	Limited evidence of colour mixing and colour blending.	Some evidence of colour mixing and colour blending.	Wide range of colours and tones used. Colours are blended to show contrast.	Confident use of colour mixing and colour blending to create form and contrast.				
	Limited control of paint brush when painting.	Basic control of paint brush when painting.	Competent control of paint brush when painting.	Secure control of paint brush when painting.	Confident control of paint brush when painting.				
	Limited observation of details.	Some observation of detail evident.	Main areas of detail observed.	Accurate observation of some small details.	Sensitive observation of small details is evident.				
Effort Grade									
Student Comment									

Summative assessment will take place at the end of each unit, with students receiving feedback on areas of strength and areas of focus for the next unit.

Homework:

In line with the school policy, homework will only be set if it is meaningful and relevant. Practical homeworks will be set twice every half term and teachers will check progress regularly providing feedback to students either in their sketchbook.

KS4: Art and Design (Edexcel):

Classwork: Students complete a coursework project which accounts for 60% of their overall grade and also an exam which accounts for 40% of their overall grade. Students receive regular verbal feedback via tutorials to support the development of their projects and also their artistic outcomes.

Teachers take in all the students' work once per half term. Written formative feedback is given so that individual tasks set are linked to the assessment objectives. Feedback sheets are attached to the front of students' sketchbooks.

Verbal feedback is given every lesson in order to support students in developing their work. Verbal feedback is structured and focussed. Students also receive verbal feedback from their peers via group critiques.

Assessments:

Students' coursework is assessed at the end of every term. It should be marked/graded in line with GCSE level descriptors and AOs. Marking of assessments of work should show:

1. Detailed comments
2. Pupil feedback sheet (records grade, level descriptor, targets, student WWWs/EBIs)

The examination component will be marked after the 10 hour exam. Again this will be assessed using the GCSE assessment criteria.

Homework:

At KS4 homework is set weekly. For some practical tasks homework may be set across more than one week.

KS5: Art and Design (Fine Art) Ecuqas

Students complete a Personal Investigation which accounts for 60% of their overall grade and also an exam which accounts for 40% of their overall grade. Students receive regular verbal feedback via tutorials to support the development of their personal investigations and also their artistic outcomes. At KS5 written feedback is given so that individual tasks are linked to the assessment objectives. Feedback sheets are attached to the front of student's sketchbooks. Students submit work for review and receive next step feedback both verbally and written. Students also complete an essay and we provide feedback for this both verbally and via Google Classroom.

Assessments:

Students' coursework is assessed at the end of every term. It should be marked/graded in line with GCSE level descriptors and AOs. Marking of assessments of work should show:

1. Detailed comments
2. Pupil feedback sheet (records grade, level descriptor, targets, student EBIs/WWWs)

The examination component will be marked after the 15 hour exam. Again this will be assessed using the GCSE assessment criteria.

Portfolios:

Once per term students will go through their portfolio with their teacher. They will receive in depth verbal and written feedback that will support the students in developing their work successfully.



JFK Business Studies Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS4:

Classwork:

The work of key pupils (SEND and Pupil Premium) will always be marked first by the teacher. Teachers should ensure that all assessment, feedback and feed forward is appropriate to each student.

There is no expectation for teachers to provide written feedback on lesson notes in student workbooks; however book checks should be conducted to ensure work is up to date.

Key terms definitions tests may be used as starter activities and self or peer assessed.

Any other exam questions set at the teacher's discretion should be peer assessed in the lesson or using modelling of answers as a class.

Assessments:

One summative assessment will take place per topic with feed forward conducted. This is marked in line with the exam board mark schemes. A WWW and EBI is given using our agreed department marking code or mark schemes as appropriate. Marks are to be entered onto the Department tracker spreadsheet. Questions will reflect content covered and will follow past papers closely to ensure students are clear about addressing assessment objectives consistently.

Grades for assessments may be shared with students; holistic current grades will be sent home at various points throughout the year. These are based on the teacher's professional judgement as the course is linear and covers 2 years of content across 2 papers.

Homework:

Homework is set at least once per fortnight, which will review the previous topic or may, using flipped learning, prepare students for the next topic or past paper practise. A variety of assessment methods, including reading articles which link to current learning, model answer replication and exam style questions may be used.

KS5:

Key aims: Demonstrate the interrelated nature of business using business models, theories and techniques to support analysis of contemporary business issues and situations to provide a dynamic specification. The A level is designed to engage students through topics and issues that are relevant in today's society and includes contemporary developments such as digital technology, business ethics and globalisation which is covered throughout the topics.

Assessments: Half termly tests, MCQ practise when a unit is completed, end of term comprehensive past paper exam which ensure synoptic understanding of content, exam skills continuously practised capturing assessment objectives. Numerical and quantitative skills checked regularly depending on content expectations.

Homework policy: Weekly homework policy which is set with guidance should support be needed (SEND students). This also includes further reading through links with a selection offered on business issues, economic conditions affecting businesses and global and geopolitical concerns affecting firms and consumers.

Folders/Notes: Students are given a full set of teacher course notes which are comprehensively covered in lessons with an expectation of adding to those from the syllabus textbook. Folders checks are undertaken systematically to ensure compliance with A level expectations.

Classwork: Consists of covering syllabus content whilst ensuring students can apply and gain confidence with exam questions. This can include planning responses on the board, teacher written exemplar answers, peer to peer planning as well as verbal discussions which build confidence and the ability to articulate rational arguments whilst learning oracy skills. The aim is to build confidence whilst learning to write nuanced responses succinctly in order to manage tight time constraints in exam conditions.

Assessment success through extensive feedback using AO approach:

The ultimate goal is to ensure students use homework, classwork, reading and assessments to build cumulative improvements and therefore work is marked using the AO approach. All work follows the same structured approach which ensures students can see where marks are being lost enabling clarity in terms of students being able to identify what AO's they are doing well in (WWW) and areas of improvement (EBI).



JFK Computing Assessment and Feedback Policy

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KS3:

Classwork: The majority of work in lessons should be done using the online lesson workbook. This should be set up as an assignment with each workbook allocated so students get their own copy of the workbook. Teachers should periodically check these workbooks.

Assessments: Schemes of work run for approximately one half term. During a topic students should be given feedback in their progress book (this covers each unit the student is to do) on how to improve the work. At the end of each scheme of work students complete a summative assessment which is marked by their teacher with appropriate feedback provided. The assessment is cumulative of all the work covered up to that point. Teachers should look back through the previous unit to update feedback if they have improved on previous topics. All formal feedback is provided in their progress books. Each unit has a rubric which can be ticked through a unit of work to help show students the next step to gaining a higher level.

Homework: Homework should include revising for the end of topic tests as well as online quizzes. There are a number of booklets of programming tasks that interested students can take home to develop their skills.

KS4:

Classwork: For Year 10 each topic has a paper workbook which is filed in during the lessons. These should be checked for accuracy and effort once per half term. Teachers should make interventions where necessary. Programming is carried out during 3 of the 5 lessons a fortnight. Teachers should regularly check the progress. For Year 11 the focus is getting ready for the programming exam. This will be done through working through a variety of programming paper exams to develop their skills. They will also work through a revision workbook.

Assessment: For Year 10, at the end of each topic there is a topic test. This is a cumulative test of all the work covered up to that point. Year 11 should have covered the theory, so periodic subject check tests are carried out. Feedback should be documented in the 'Never good enough book'. This contains topic rubrics that should be ticked as they demonstrate knowledge of each topic. The feedback should also include some questions to research and answer on areas that they did poorly on in the test. In addition, Year 11 are given a formal next step document with advice on how best to move forward.

Homework:

In year 10 students will be set regular Seneca Learning tasks in addition they will need to dedicate time to revising for the end of unit tests. After the summer mock exam, Year 10 have two a day to attempt at home to help them embed the theory in the long term memory. Two a day then continues throughout Year 11. In year 11 students have a homework booklet with tasks to do. This will be once every two weeks. The alternative week the homework will be to revise for a Computing Test.

KS5:

Classwork: Both Year 12 and 13 students work from topic workbooks for the theory side of the course. By Christmas, Year 13 should have covered all of the theory content. The practical element is taught, and students write code in the various languages required by the course.

Assessments: At the end of each topic there is a topic test. This is a cumulative test of all the work covered up to that point. Feedback is given with next steps sheets given to aid their improvement. After Christmas, Year 13 carry out weekly tests on key exam topics to ensure their knowledge is correct and they are exam ready.

Homework: Students have homework booklets. Each booklet has a set of tasks to recap information they have covered during the Computer Science course. In addition students need to work on Component 3 the NEA, This is 20% of their final grade and needs to be done in their own time.



JFK Design and Technology Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

For all modules of study, students participate in six, 6 to 8-week project rotations over the course of each KS3 academic year. Students are typically provided with a Google slide booklet which they will use to complete activities, assessments, feedback activities and as well as a way to record evidence of progress.

Over the course of the modules, students' work is assessed/marked and feedback is given through written, verbal and peer feedback, after which students are given time to act on and progress in the next project rotation.

Students will have their work marked through Google Classroom. Written feedback usually has a WWW/EBI, or if the work completed is not up to the standard expected, then one-to-one feedback is given by the teacher. At the end of the rotation, the student's work is assessed overall with a final grade given. Students are provided a KS3 Level descriptor framework whereby they can review their learning by using Google classroom/booklets.

Assessments:

1 x assessed piece of work to be marked each term. This will be in line with KS3 Level Descriptors and linked to key GCSE skills and AOs. Marking of assessed piece of work should show one of the following areas:

- Technical knowledge & evaluation: Any investigation, application & analysis based tasks will contribute to this section
- Designing & evaluation : Any work that shows planning, design, annotation or development work will contribute to this section
- Making & evaluation: Any practical elements and accompanying journals or reviews of their progress will contribute to this section

Homework:

1. **Completion of design and development tasks:** set in line with KS3 Level Descriptors and linked to key GCSE skills and AOs. Marking of design and development project work should show: effort comment and grade via KS3 Level Rubric (on google chrome).
2. **Enrichment:** pupils complete enrichment activities, which involve small research projects or mini projects, all of which build on the students knowledge of the subject and link to KS 4 knowledge. Teacher to monitor pupil progress and make interventions where necessary.

KS4:

Classwork:

Practical lessons: KS4 will engage in modules of study which are based around three projects, 10 to 12 week long rotations in Year 10. These projects focus on core elements of the NEA. In Year 11, students focus on the Non Exam Assessment set by AQA alongside theory work on topics for the exam.

Theory lessons: Students are expected to take notes from PowerPoints as well as the text books provided to them about a given subject/topic. A mix of long and short questions are given and usually discussed as a group and then feedback is given and suggestions made on how best to deliver the best response to achieve maximum marks.

Assessments:

Coursework/NEA:

Students complete coursework style pieces of work over the course of the two years. Students will be assessed similarly as to how they would be with their GCSE coursework. Feedback is given throughout their lessons, usually this will be in the form of verbal feedback as the task is being completed. Teachers will verbally point out the strengths of the process, but also provide guidance on how to show a higher skill set of work. At the end of each Assessment Objective (AO), written feedback will be given to students as well as an indicator of which grade their work may have received in the formal NEA process. Students are expected to keep this feedback and use it in their later coursework as a way to make sure they can achieve the maximum amount of marks from their work.

Written Assessments:

At the end of each unit of study, an assessment is delivered in the same style as the exam paper expected at the end of the GCSE. The classroom teacher will mark their work out of the overall mark of the assessment. Feedback is given and results are recorded for later reference, especially for personal one-to-one help in Year 11.

Homework:

1. **Homework Sheets:** students complete these sheets once every two weeks. These are based on theory lessons in the classroom, all of which build on the students' knowledge of the subject and link to GCSE exam questions. Teacher to monitor pupil progress and make interventions where necessary.
2. **Completion of research, design and development tasks for Projects/NEA:** set in line with AO's within the AQA specification. Marking of design and development project work should show: effort comment and grade via KS4 Level Rubric (on google chrome).

KS5:

Assessments:

Exemplar questions are given and then are broken down and explained how the best marks are achieved. Students will be assessed at the end of each unit of study and feedback is given both individually and collectively, especially when great examples of work can be shown to the class. Coursework feedback is regularly given, hand written notes for each student are written and emailed to the student so they are aware of what their coursework requires in order for them to improve. A progress tracker is attached at the front of students' coursework on Google classroom which breaks down the different AO's. Students have marks on the Google assessment area of Google classroom for each individual section of their coursework. A full breakdown of their final grade is given at the end of the coursework submission date where students are given detailed feedback for each AO of the coursework as well as what they need to do in order to move their grade up to the next mark bracket.

Folders/Notes:

Students are expected to take notes and keep a personal revision folder for all theory work covered in the lesson.



JFK Drama Assessment and Feedback Policy

'Effective for students and efficient for teachers.'

KS3:

Classwork:

Verbal feedback and improvement suggestions throughout lessons during rehearsal/creating tasks. Evaluative comments (including by peers) after performances.

Self-evaluation and target setting task post-performance: where possible, students' performances are recorded and shared with students on Google Classroom. Students use their KS3 Drama Target Setting booklet to enable reflective and independent practice.

Assessments:

Summative assessment at end of one topic per term using criteria from one of the strands (different strand each term): Create/Develop; Perform/Realise; Analyse/Evaluate.

Homework:

Homework tasks are set at teacher's discretion and are to be checked and good work rewarded / missing work chased. There is no expectation for any other feedback to be given.

KS4:

Classwork:

Note taking is monitored for quality, accuracy and effort at least once per fortnight. Teachers make interventions where necessary. Verbal feedback given on how the tasks are being incorporated into the practical work. Used throughout lessons and rehearsals to develop performance and improve attainment. Research tasks checked and good work rewarded. Detentions given to students handing in below-par work - during which they make amendments and improvements. 'Writing for Drama' tasks are incorporated throughout the curriculum.

Assessments:

Component 1 (Mock and actual)

Practical: Verbal feedback given on how the tasks are being incorporated into the practical work - used throughout the 'create and develop' lessons and extra rehearsals to develop performance and improve attainment according to the performance criteria. Needs to be completed holistically to ensure all students are given feedback equally throughout the process.

Portfolio: Students are given three deadlines (one per section) to complete the portfolio of evidence. This is close-marked and returned to the student at least two weeks before the exam-board deadline to enable revisions to be made.

Component 2 (Mock and actual)

As Component 1.

Component 3

Trial and mock exams marked and returned to students. Feedback given upon return and during parent consultation. Past papers shared with students and extra questions completed will be marked and fed back within a week or receipt.

Homework:

Set at least once per week to facilitate covering whole course. In exercise book or on Google Classroom at teachers' discretion.

Lunch and after school rehearsals are **compulsory** super-curricular activities.

Feedback given (either written or verbal) for research-style tasks.

Essay based tasks are marked with 'WWW' and 'EBI' statements. Returned to students within two lessons.

KS5:

Assessments:

Component 1 (Mock and actual)

Practical: Verbal feedback given on how the tasks are being incorporated into the practical work - used throughout the 'create and develop' lessons and extra rehearsals to develop performance and improve attainment according to the performance criteria. Needs to be completed holistically to ensure all students are given feedback equally throughout the process.

Portfolio: Students are given three deadlines (one per section) to complete the portfolio of evidence. This is close-marked and returned to the student at least two weeks before the exam-board deadline to enable revisions to be made.

Component 2 (Mock and actual)

As Component 1.

Component 3

Trial and mock exams marked and returned to students. Feedback given upon return and during parent consultation. Past papers shared with students and extra questions completed will be marked and fed back within a week or receipt.

Homework:

At least 5 hours per week, which will include set tasks, independent study and/or rehearsal time.



JFK Economics Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS5:

Type of assessment (summative & formative):

The department uses a wide range of assessment types that are updated all the time to reflect the changing demands of the Economics subject. For example, assessment includes:

- internal & external examinations
- assessment of written homework
- student's self-assessment (e.g. using a model answer provided by another student or Subject Leader)
- peer assessment (e.g. using a student or teacher written model answer)
- observation and/or marking of student's work during class
- student assignments delivered as in-class presentations - individual or paired
- oral 'questioning' assessment – individual or group level
- at board assessment (e.g. students producing diagrams at the board)
- EzyEconomics – online multiple choice tests (by topic area – set intermittently for homework) – data can be viewed for each student.
- setting & discussing targets with students

Assessment criteria:

Directly follow the AQA mark schemes & examiner report feedback. These are shared (and reinforced) with students from the beginning of Year 12. These criteria are reinforced during homework feedback and in advance of class writing assignments. The assessment criteria are also displayed on the classroom wall.

The Subject Leader has written summary 'guides' on how to complete each type of AQA exam question ensuring that the relevant assessment criteria are followed. These summary guides are printed out and should be stored in the student's folder for quick reference.

Schedule of summative assessments:

Year 12

In class: Bi-weekly keyword tests plus end of each half term to cover all topics taught that half term (exam conditions)

In hall: October half term and end of summer term (whole year group)

Year 13

In class: At end of each half term to cover all topics taught that half term (exam conditions)

In hall: At end of Michaelmas term ('mock' exams - whole year group)

Home-learning expectations:

All Year 12 and Year 13 students are set home-learning work (recorded in a timely way on Google classroom) at least once per week:

- Assists the student to fulfil the AQA expectations 5 hours per week home learning.
- Aim to mark home-learning work at least once every 2 weeks (long work e.g. essay questions), sometimes every week (short work e.g. keyword/definition tests).

Folders/Notes:

Year 12 folder review: before October half term. The assessment criteria for a student's folder are provided to the student in advance. Each student's folder is then reviewed to ensure higher consistency across A*-E grade students on how to 'file' resources, how to make accurate but summarised notes (in class and during home-learning), check quality & consistency of 'own' red pen feedback etc.



JFK English Assessment and Feedback Policy

'Effective for students and efficient for teachers.'

KS3:

Classwork:

Classwork in exercise books should be monitored for quality, accuracy and effort once per half term (in addition to the formal assessments outlined below). This should take the form of marking one extended piece of writing as set out in the planned units. Department marking codes for literacy should be used, and students given an effort grade.

Alongside this, a check on the presentation of students' books should take place at least once a half term. This could be in the form of peer assessment (a 'flight check') at the end of a lesson, by staff circulating during lessons and 'live' marking, or by taking the books in. This should be in the form of an effort grade recorded in their exercise books.

Students should always be given the opportunity to respond to feedback and correct errors which have led to effort grades other than 'E'.

Students also regularly complete low stakes quizzes during lessons as set out in the planned units. Teachers should use the outcomes of these to address misconceptions as soon as possible, ideally within that lesson or the following one.

Assessments:

Students will be formally assessed twice during a term, at the times set out in the units of work. This will usually be two pieces of extended writing. These assessments will be completed in class under controlled conditions and in each student's 'normal way of working'.

Task specific criteria have been drawn up, based on the assessment criteria developed as a department for each year group. Marking of these assessments should show:

1. Where the student has met the criteria
2. What the next steps are for that student
3. A numerical grade and an effort grade

These assessments will be completed in class under controlled conditions. Students should be given the opportunity to respond to the feedback and record their next steps on their feedback tracker.

The outcomes of these assessments will be logged by the teacher in their markbook, whether physical or electronic, and should be made available if needed.

Homework:

Homework is predominantly weekly Sparx reader work, set on Sparx Reader. There may be additional homework set which will include:

- Learning key vocabulary/terms in readiness for short quizzes in class
- Reading set texts when necessary

KS4:

Classwork:

Students complete notes in exercise books which are stored inside folders. These should be monitored for quality, accuracy and effort once per half term. This should be in the form of an effort grade. This may also include annotation in set texts. This should be completed during the lesson wherever possible to ease workload. If the class is shared between staff, this should be a shared responsibility to ease workload. The effort grade should be recorded on their feedback tracker.

Assessments:

Students will be formally assessed in both English Language and English Literature at least once every term. These will take the form of exam questions and will be marked using the GCSE mark schemes. These assessments will be completed in class under controlled conditions and in each student's 'normal way of working'. Marking of these assessments should show:

1. Where the student has met the criteria
2. What the next steps are for that student
3. A mark taken from the mark scheme and an effort grade. The mark may be equated to a grade if this is felt to be appropriate, although students should be made aware of the difficulties of awarding grades to small sections of exams

These assessments will be completed in class under controlled conditions. Students should be given the opportunity to respond to the feedback and record their next steps on their feedback tracker.

The outcomes of these assessments will be logged by the teacher in their markbook, whether physical or electronic, and should be made available if needed.

Homework:

Homework will take the form of:

- Research and note taking, with questions to guide
- Preparation for formal assessments
- Redrafting of extended writing
- Revision tasks, such as plot trackers, flashcards, etc.

Homework will be set at least once every fortnight. Discussion over answers should take place during the lesson, with misconceptions clarified. Dependent upon the task, feedback should take the form of an effort grade and/or a comment.

KS5:

Assessments:

Students will complete at least one assessed task for each teacher during each term. These will take the form of exam questions and will be marked using the A Level mark schemes. Marking of these assessments should show:

1. Where the student has met the criteria
2. What the next steps are for that student
3. A mark taken from the mark scheme and an effort grade. The mark may be equated to a grade if this is felt to be appropriate, although students should be made aware of the difficulties of awarding grades to small sections of exams

Folders/Notes:

Once per term, teachers are to undertake a folder check with students. This should focus upon the organisation of students' notes and may involve a discussion with the student over areas to improve. This should be divided between the two staff assigned to the class to ease workload. A record of this should be recorded on their feedback tracker.

Homework:

Students should complete one hour of private study per hour of lesson in school. In Year 12, this is therefore 8 hours per fortnight, and in Year 13, it is 9 hours per fortnight. Homework will take the form of:

- Preparatory reading of prose texts (*Birdsong*, *The Great Gatsby*)
- Preparation of presentations on texts, either individually or in groups
- Extended essays
- Revision tasks, such as plot trackers, flashcards, etc.
- Researching, planning, writing and redrafting the Non-Examined Assessment
- Preparation for formal assessment and timed essays in class
- Re-reading sections of texts for revision purposes
- Reading of critical material e.g. use of MASSOLIT, e-Mag etc.



JFK Food Science Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

Students study a range of topics throughout the school year. Topics vary in length from one lesson to a term project. Students are typically provided with a Google slide information booklet and will complete work using a mixture of chromebook activities and exercise books. Work will consist of practical cooking lessons which relate to the theory studied and theory tasks completed in books.

Feedback to students will be verbal, written and peer assessed. Written feedback usually has a WWW/EBI, or if the work completed is not up to the standard expected, then one-to-one feedback is given by the teacher. Students are provided a KS3 Level descriptor framework whereby they can review their learning by using Google classroom/exercise books.

Assessments:

- 1 x assessment in each term. Autumn and Spring term assessments are practical, Summer term assessment is a round up of all theory topics completed throughout the year.
- Practical assessment - Recipe and criteria uploaded to Google Classroom and marked via Rubrics
- Theory assessment - completed on Google Forms.

Homework:

1. **Preparing ingredients for practical lessons** - Weighing out should be completed at home and only the ingredients and quantities stated on the recipe should be brought to school. (Recipes can be adapted to suit specific needs of students e.g. allergies/vegetarian etc). This should be completed by the student, not the parent!!
2. **Recipe Books:** Students need to complete their recipe book after each practical lesson by uploading a photo of their finished product & ensuring the recipe is amended to reflect how they have adapted the ingredients.
3. **Enrichment:** pupils complete enrichment activities, which involve small research projects or mini projects, all of which build on the students' knowledge of the subject and which will link to KS4 knowledge. Teacher to monitor pupil progress and make interventions where necessary.

KS4:

Classwork:

Food preparation skills are integrated into 5 core topics:

1. Food, Nutrition & Health, 2. Food Science, 3. Food safety, 4. Food Choice, 5. Food Provenance

KS4 Practical lessons:

Year 10 these will relate directly to the topic/ theory studied to underpin & consolidate the knowledge & understanding of the scientific concepts focussed on in theory lessons, as well as teaching higher level practical skills which build on the skills taught at KS3.

Year 11 students focus on 2 Non Examined Assessments set by AQA. **50% final GCSE grade**

NEA1 Food Investigation to demonstrate the working characteristics, chemical & functional properties of ingredients..practical experiments are required with a written report. *15% final grade*

NEA 2 Research written task & Practical 3hr exam. *35% final grade*

KS4 Theory lessons: Students are expected to take notes from PowerPoints as well as the text books provided to them about a given subject/topic. A mix of long and short questions are given and usually discussed as a group and then feedback is given and suggestions made on how best to deliver the best response to achieve maximum marks.

Assessments:

Coursework/ NEA:

In the summer term of Yr10 students will complete a Mini practice NEA. Feedback is given throughout their lessons, usually this will be in the form of verbal feedback as the task is being completed. Teachers will verbally point out the strengths of the process, but also provide guidance on how to show a higher skill set of work. At the end of each Assessment Objective (AO), written feedback will be given to students as well as an indicator of which grade their work may have received in the formal NEA process. Students are expected to keep this feedback and use it in their later coursework as a way to make sure they can achieve the maximum amount of marks from their work.

Students complete 2 NEA pieces of coursework in Yr11, with feedback being given as above.

Written Assessments:

Autumn term written assessment is delivered in the same style as the exam paper expected at the end of the GCSE. The classroom teacher will mark their work out of the overall mark of the assessment . Feedback is given and results are recorded for later reference, especially for personal one-to-one help in Year 11.

Homework:

Homework Sheets: students complete these sheets once every two weeks. These are based on theory lessons in the classroom, all of which build on the students' knowledge of the subject and link to GCSE exam questions. Teacher to monitor pupil progress and make interventions where necessary. Nutritional & sensory Analysis of practical work to be completed after each practical.

Recipe Books: Students must complete their recipe book after each practical lesson by uploading a photo of their finished product & ensuring the recipe is amended to reflect how they have adapted the ingredients. This creates a bank of recipes which they can call upon to use for their NEA 2 Coursework.

Completion of research for NEAs: set in line with AO's within the AQA specification.



JFK Geography Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork: *Students complete written classwork in their class notebooks, Chromebooks are used for research and occasionally to complete specific interactive activities. Students have three lessons each fortnight.*

Books are regularly checked during lessons and are stamped when work is discussed with a student or when work is deemed to be complete. General progress and approach is checked once per half term and teachers provide a simple written comment relating to quality and overall progress. Specific pieces of work are earmarked for more detailed written feedback once per half term, these are usually pieces of work where the demonstration of a particular geographical skill is required. On occasion skills based or extended writing activities completed in note books may be assessed more formally. More detailed marking will look for the spelling of geographical terms, ability to describe, explain and evaluate.

Assessments: *Assessment is an ongoing process. Department staff make sound use of questioning during lessons along with regular work checks to track general progress. Formal assessments are generally set at the end of a unit of work (approximately every 6 weeks).*

Formal assessments take a variety of forms and include traditional end of topic written tests that examine a students ability to respond to data, to describe situations, to explain processes and to evaluate impacts or situations. Online assessments are sometimes used to assess key words, basic skill knowledge and ability. Decision making activities, presentations and write ups are occasionally used to assess topics. Levels achieved will naturally fluctuate between topics as students encounter different levels of personal challenge, the overall trend in levels should rise as each KS3 year progresses.

Homework: *Students are set and complete two specific pieces of homework per half term. These tasks are uniform across the year group and are designed to extend learning that has taken place in class or to cement general geographical skills. Each task should take approximately 30 mins to complete, although some project work may take longer.*

One piece is set and marked online and the other is a written piece for completion either into notebooks or on separate paper for sticking in. A RAG grade is applied along with a written comment. Peer marking is often used to encourage students to reflect on theirs and others' work. Key terms, level of description, depth of explanation and ability to evaluate are all examined.

KS4:

Classwork: *Students complete written classwork in their class note books, Chromebooks are used for research and occasionally to complete specific interactive activities. Students have five lessons each fortnight.*

Books are regularly checked during lessons and are stamped when work is discussed with a student or when work is deemed to be complete. General progress and approach is checked twice per half term and teachers provide a simple written comment relating to quality and overall progress. Specific pieces of work are earmarked for more detailed written feedback once per half term, these are usually pieces of work where the demonstration of a particular geographical skill is required, or when an examination question has been set. More detailed marking will look for the spelling of geographical terms, ability to describe, explain and evaluate.

Assessments: *Assessment is an ongoing process. Department staff make sound use of questioning during lessons along with regular work checks to track general progress. Formal assessments are generally set at the end of a unit of work (approximately every 8 weeks). Students track progress in an assessment folder kept in school, achievement is expected to fluctuate between topics as students encounter varying levels of personal challenge.*

Formal end of topic assessments are taken from past papers and designed to assess across the full spectrum of work covered. Online assessments are sometimes used in class to assess key words, basic skill knowledge and ability. Seneca learning is used to set more informal assessments and to track revision. Written feedback will generally take the form of instructive comment on formal assessments. General exam feedback is given in class situations where students can ask questions as needed, students write specific question by question feedback onto their papers using a different coloured pen.

Homework: Generally research focused, revision activity or exam questions to complete. Students have the ability to ask a question and receive a written response when handing in research homework.

KS5:

Assessments: *Assessment is an ongoing process. Department staff make sound use of questioning during lessons along with regular work checks to track general progress. Formal assessments are generally set at the end of a unit of work (approximately every 8 weeks).*

Mock examinations are set and marked as per the school schedule, these are supplemented by in class assessments largely derived from past papers. Students receive written feedback on examinations and then whole class feedback - notes are taken and corrections added in a different colour. Questioning and discussion is always welcomed during formal feedback sessions. Summary cards are often used to assess understanding on a lesson by lesson basis, students have the option of writing a question to their teacher and will receive a written answer.

Folders/Notes:

Sporadic checking of folders but more regular checking of class notes. Students do not have to bring folders to each lesson.



JFK History Assessment and Feedback Policy

'Effective for students and efficient for teachers.'

KS3:

Classwork:

Classwork/note taking should be monitored for quality, accuracy and effort once per half term/ term via google classroom. Teachers are expected to spot check 1 piece of work per unit to manage teacher workload, teachers will award an effort grade (in line with school reporting system) via rubric on google classroom. Teachers should make interventions where necessary. Teachers will report effort grade, monitoring and intervention on central tracking document. At the end of term pupils are to 'showcase' their best work of the term for the teacher to view and reward.

Assessed/Extended Writing:

1x assessed/extended piece of work to be marked each term.

This will be in line with KS3 Level Descriptors and linked to key GCSE skills and AOs. Marking of assessed/extended piece of work should show:

1. Detailed comments
2. Pupil feedback sheet (records grade, level descriptor, targets, student EBIs/WWWs)
3. Green Pen marking/ Student response of student improvement/correction of one aspect of the assessment.

Homework:

1. **Homework Quizzes:** marked automatically, teacher to monitor pupil progress and make interventions where necessary.
2. **Enrichment:** pupils complete enrichment activities log, teacher to monitor pupil progress and make interventions where necessary, teacher to make effort comments.
3. **Story, Source, Scholarship:** set in line with KS3 Level Descriptors and linked to key GCSE skills and AOs. Marking of project work should show: effort comment and grade via KS3 Level Rubric

KS4:

Classwork: Note taking should be monitored for quality, accuracy and effort once per half term. Teachers should make interventions where necessary. For Yr 11 this should be when marking exercise books. For Yr 10 this will be via google classroom. Teachers are expected to spot check 1 piece of work per unit to manage teacher workload. Teachers will award an effort grade (in line with the school reporting system) via rubric on google classroom. Teachers should make interventions where necessary. Teachers will report effort grade, monitoring and intervention on central tracking documents.

Assessment/Exam question: Should take place at the end of each unit, roughly once per half term, should be marked/graded in line with GCSE level descriptors and AOs. Marking of assessments of work should show:

1. Detailed comments
2. Pupil feedback sheet (records grade, level descriptor, targets, student EBIs/WWWs)
3. Green Pen marking/ Student response of student improvement/ correction of one aspect of the assessment.

Homework:

1. **Quizzes:** one every three weeks, marked automatically, teacher to monitor pupil progress and make interventions where necessary.
2. **Exam Questions:** exam practice question on every three weeks, to be completed and marked on google classroom, should be graded (see marking rubrics on google classroom, ask Subject Leader for details), have detailed comment and give students chance to respond to feedback.
3. **Extra Reading:** one stretch and challenge article to read every three weeks, student record responses on google form for teacher to monitor.

KS5:

Assessment/ Exam questions: Twice per half term, essay or source/interpretation questions set in line with current learning and will be marked in line with A Level descriptors and AOs. Marking of assessments of work should show:

1. Detailed comments
2. Chance for pupil feedback (EBIs/WWWs)
3. Discussion with pupil about feedback from essay/exam questions

Folders/Notes:

Once per term (or unit of study) teachers are to undertake a folder check with pupils (this may be physical or electronic folders.) This should take the form of an informal discussion with pupils, where they will present their folders, teacher will assess and discuss the quality of note taking and organisation. Teachers are to monitor pupil progress and make interventions where necessary.



JFK Maths Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

Students complete classwork in their books or using a specific Maths website which is monitored by the classroom teacher. Books are regularly checked during the lesson and verbal feedback is given through one to one or to the whole class. Students are expected to act on feedback to improve their work and deepen their understanding. All work is self/peer marked by students during or at the end of each lesson. Their 'do now' task will consist of a short retrieval practice (knowledge recall) task that students will check and correct.

Books are checked once per half term to check effort, quality and presentation of classwork and feedback sheets given in student books.

Assessments:

Assessment for learning takes place every lesson when students self assess, live marking (assessment of individual work) and through written, online and homework tasks. 'Do now' tasks and targeted questioning occur at the start of the lesson to determine prior understanding.

Mini assessments take place at the end of each unit or two shorter units. Termly tests are based on the work covered during that term and end of year assessments cover the work of the whole year. These assessments will be completed in class under controlled conditions. The outcomes of these assessments will be logged by the teacher in their markbook.

Students complete a reflection sheet after each assessment to reflect on which topics they have a solid understanding and which they need to work on further. Individual targets to improve and task, are given at each termly and end of year assessment.

Homework:

SPARX maths is set on a weekly basis and students should aim to spend 40-50 minutes carrying this out. All work is auto-marked. Teachers should use the feedback from SPARX used to plan subsequent lessons and address any areas of misconceptions. Occasional written homeworks can be set at the teacher's discretion and are marked by the teacher.

KS4:

Classwork:

Classwork in KS4 follows the same format in KS3 with a greater emphasis on longer questions and marking for communication with written answers in preparation for their GCSE.

Assessments:

Assessment for learning takes place every lesson when students self assess, live marking (assessment of individual work) and through written, online and homework tasks. 'Do now' tasks and targeted questioning occur at the start of the lesson to determine prior understanding.

Mini assessments take place at the end of each unit or two shorter units. Termly tests are based on the work covered during that term and end of year assessments cover the work of the whole year. These assessments will be completed in class under controlled conditions. The outcomes of these assessments will be logged by the teacher in their markbook.

Students complete a reflection sheet after each assessment to reflect on which topics they have a solid understanding and which they need to work on further. Individual targets to improve and task, are given at each termly and end of year assessment.

In Year 11 there will be two mock exam periods, one in the Autumn and one in the Spring term. Students receive individual tracker sheets for each of these assessments from their teacher, so that they can clearly see which topics they have a solid understanding of and which to improve on. This will then guide their independent revision.

Homework:

Homework is the same as KS3 apart from Year 11. In Year 11 students will also complete either full or half past papers and other revision tasks set and monitored by their teacher.

KS5:

Assessments:

Formative assessments occur at the start of each lesson to determine prior understanding and assessment for learning is used throughout the lesson through targeted questioning and monitoring of student progress of written work. Students will complete at least one assessed task for each teacher during each term. These will take the form of exam questions and will be marked using the A Level mark schemes. Feedback may be given as whole class feedback, or individual written or verbal feedback.

Folders/Notes:

Students keep their own folders of classwork organised by topic. Students mark and correct their work using model solutions. Once per term, teachers are to undertake a folder check with students. This should focus upon the organisation of students' notes and may involve a discussion with the student over areas to improve. This should be divided between the two staff assigned to the class to ease workload. A record of this should be recorded on their feedback tracker.

Homework:

Students should complete one hour of private study per hour of lesson in school. Homework may take the form of work set from the textbook, worksheets, my maths tasks, past papers or revision tasks set. If students have struggled with a topic then they should be proactive in asking for help before the homework is due.



JFK MFL (French and Spanish) Assessment and Feedback Policy

'Effective for students and efficient for teachers.'

KS3:

Classwork:

Students in KS3 MFL complete most of their work in exercise books but use Chromebooks too. They have a feedback and target sheet of their previous end of year assessment in the inside cover of their books and the learning journey (curriculum overview), level descriptors and list of High Frequency vocabulary are posted on their Classwork page on Classroom. A summary of level descriptors is stuck at the back of each book. Whole class verbal feedback should take place in every lesson to assess progress. In MFL books, when appropriate, stamp "verbal feedback given" + date and signature to show when one to one feedback has been given in class. Students should note down key points from that feedback.

Classwork/note taking should be monitored for quality, accuracy and effort once per half term. Teachers are expected to mark in detail 1 piece of written work per Module studied to offer next step targets to improve and address any misconceptions moving forward.

Feedback may also be given in the form of a whole class 'common misconceptions' lesson following a written task. Teachers will give students a 'what went well' and next steps target. A lack of effort with classwork or incomplete classwork may result in a department detention to complete. Teachers should make interventions where necessary which might look like additional small groups or one to one support outside of class time (can be during department detention time) if it is clear students are regularly struggling with class work. Set moves may be based on classwork as well as assessment results.

Assessments:

1x extended piece of written work to be marked each half-term and/or a speaking assessment at the end of each Module.

Feedback for speaking assessments should highlight key sounds to work on and key phrases that were impressive and phrases that need revising. Students will be awarded either *emerging*, *developing*, *secure* or *mastered* for their speaking assessment to reflect their attainment in that module of study for this skill only.

Marking of assessed/extended piece of written work should show:

1. Detailed comments from teacher
2. Student KS3 level, student WWW (What went well) positive comment and *Next Steps* target.

3. Student response to targets to be written in green pen (MRI - My response/reflection is).

Listening and Reading assessments will take place at the end of every Module (this normally falls in line with each end of half term). They will be graded with a raw score and percentage which will equate to a step. The step awarded will be in line with KS3 Level Descriptors.

Student results to be transferred to the feedback sticker at the front of exercise books.

In cases where there is limited time the four skills; listening, reading, writing and speaking may not *all* be assessed due to teacher workload. In this instance, formative assessments throughout the module including dictations, google quizzes, vocab tests, written classwork and paired speaking activities may replace a summative assessment and be used to award an appropriate step to track student progress.

Homework:

Homework will usually be set every other week and should take the pupils approximately 20-30 minutes. Homework will vary according to topic. The students will be asked to cover different tasks to practise their reading, writing, listening and speaking, in alignment with the curriculum.

- **Vocab learning** is key to success at KS3. Low-stakes vocabulary testing, including High-Frequency Vocabulary, will be set on a regular basis. These vocab sets will help students to recall key words from units of study. Students scoring consistently low may be asked to re-take. A score of 50% and under is considered a low score.
- **Google Forms** - Reading comprehension tasks/Vocab/Revision quizzes marked automatically, teacher to monitor pupil progress and make interventions where necessary.
- **Grammar revision** is key to building confident linguists at KS3. Teachers will set tasks that consolidate the use of grammar relevant to each module of study, this might be a worksheet or a learn off by heart task to be tested in class for example a 'complete the verb ending gap fill' or a translation task from English into the target language.
- Students in Year 9 in the summer term will begin to work on our GCSE revision platform 'Active Learn'. Tasks are to be completed by the deadline set.

KS4:

Classwork:

Students in KS4 MFL complete their work in exercise books, in "Writing and Speaking preparatory work" booklets and Chromebooks via Pearson's Activelearn platform, Quizlet and Google Forms. Key structures/verb tenses and complex structures sheets are in their books, a learning journey per module in their books and on Classroom and list of High Frequency vocabulary in Classroom. Verbal feedback takes place in every lesson to assess progress. In MFL books add, when appropriate, stamp "verbal feedback given" + date and signature. Classwork/note taking should be monitored for quality, accuracy and effort once per half term in exercise books or booklets. Teachers are expected to spot check 1 piece of written/spoken work per unit to manage teacher workload. Teachers will give students a WWW and Target/Next Steps. Teachers should make interventions where necessary, this might look like whole class feedback to tackle any common misconceptions or result in

additional sessions with our MFL language assistants to receive one to one support in a specific area they are struggling with.

Assessments:

Should take place at the end of each unit, roughly once per half term, should be marked/graded in line with GCSE level descriptors 1-9. Marking of assessments of work should show:

1. Detailed comments
2. Student KS4 level (if appropriate) or percentage, student WWW (What went well) positive comment and *Next Steps* target with specific guidance on how to reach the next level or secure a level on the given task.
3. Student response should include corrections as pointed out by the teacher and redraft (when applicable). Student response to targets to be written in a different colour pen (MRI - My response/reflection is).

Homework: Homework will usually be set every week and should take the pupils approximately 30-40 minutes. Homework will vary according to topic. Towards the end of module assessments more time should be given over to speaking practice, a little and often approach would be better than one 30-40 min revision slot in order to avoid becoming overwhelmed.

- **Regular vocab learning** - Low-stakes vocabulary testing, including High-Frequency Vocabulary.
- **Google Forms** - Exam practice questions / Reading tasks / Vocab/ Verb quizzes marked automatically, teacher to monitor pupil progress and make interventions where necessary.
- One piece of **written/spoken work** per half-term per unit, teachers give students a GCSE grade equivalent for that skill, WWW and Target/Next Steps. Teachers should make interventions where necessary.
- **Active Learn tasks** to be completed in time for the deadline. Students ought to manage their own time to complete these tasks.

KS5:

Assessments:

Exam questions (Essay/Translation/Reading/Listening comprehension/ Speaking task): Twice per half term, set in line with current learning and will be marked in line with A Level descriptors and AOs. Marking of assessments of work should show:

1. Detailed comments
2. Chance for pupil feedback (WWW and Next Step Target) and redraft (when applicable)
3. Discussion with pupils about feedback from essay/exam questions and opportunity for improvement with reinforcement/extension work with language assistants. Teachers are to monitor pupil progress and make interventions where necessary.



JFK Music Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork: KS3 lessons have a strong practical focus that combine the core skills of performing, composing, listening and understanding music. All written or notation work is online, using Google Classroom as a platform and noteflight for writing music. There are four projects across the year and each project culminates in a formal assessment in the form: of a performance, a composition submission, research and written assignment. Feedback from the teacher is given with a target for improvement.

Assessments: One main assessment each half term. There may be a written as well as practical aspect to each assessment.

Homework: Not set at KS3 though keen pupils may choose to practice what they have been taught in class or refine notation work outside of lessons.

KS4:

Classwork: Classwork is based on regular performance, composition, and the study of set works and related music through listening and appraising. Questioning, verbal feedback and written work is assessed with exam type questions being assessed every term. This work is set through google classroom with assessment grades and feedback being given there. Composition and Performing tasks are also set through google with assessment, feedback and grades being kept there.

Assessments: Regular fortnightly performances are assessed in class with feedback given on Google in line with the marking criteria set by Edexcel for GCSE. Composition tasks range from simple exercises focussed on one aspect of writing music and other are more targeted briefs. Written tasks are set at least one per half term and marked out of 9 in line with GCSE grading.

Homework: Is set weekly and will consist of practice in preparation for individual in class performance assessments, composition tasks, and written work based on and around the set works. All of these tasks are marked and assessed at least once every half term.

KS5:

Classwork: Classwork is also based on regular performances, composition, and the study of set works and related music through listening and appraising. Questioning, verbal feedback and written work is assessed with exam type questions being assessed every term. This work is set through google classroom with assessment grades and feedback being given there. Composition and Performing tasks are also set through google with assessment, feedback and grades being kept there.

Homework: is set weekly and students are also expected to research and study topics more independently while also keeping up a higher level of daily practice to ensure best progress is made.

Assessments: Students perform regularly as soloists and together with the final assessment being: a performance recital, a composition portfolio, and a written paper based on four of the six areas of study. This work is set through Google classroom with assessment grades and feedback being given there. Composition, performing, listening and appraising tasks are all set through Google with assessment, feedback and grades being kept there.

Folders/Notes: Students do take notes and keep folders but these are not formally assessed.



JFK Physical Education Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

Students participate and learn about a range of sports throughout the academic year. Throughout the term formative assessment is used to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

Assessments:

At the end of each academic term teachers complete the KS3 Assessment Tracker providing a grade of 9-1 referencing the level descriptors.

All level descriptors have reference to the following assessment model:

Justification - focuses on students understanding of skills, rules, tactics etc

Fitness - provides students with the understanding of the demands of each sport

Kinaesthetics - looks at the demonstration of techniques that are applied in isolated and competitive practices.

This assessment model aims to help all students to be successful and is reviewed each academic year.

Homework:

YouTube - exercise videos and links to information videos about new sports

Extracurricular activities - encouragement to attend extracurricular at lunch

KS4:

Classwork:

GCSE PE

The PE Department studies the Pearson Edexcel GCSE course which is a two year course. They have five lessons across the two weeks split as three theory and two practical lessons. Students are provided with a work booklet for theory with each lesson linked to the Google Slides to help with student understanding. This booklet is stamped on each page to ensure notes are up to

standard and that it is completed correctly. Google Slides are shared on the class Google classroom to provide extra support.

Students in their practical GCSE lessons are taught a range of sports throughout the two years of the course. Each assessment block is then recorded on the GCSE tracker and at the end of each year students are supported with their choice of practical sports for moderation (one team, one individual and one free choice). Within the practical lessons students are also encouraged to take on leadership opportunities to help with their understanding of sports and development as individuals.

Core PE

Students at KS4 have one PE lesson per week which is referred to as 'Games'. A KS4 timetable is created which has a rotation of sport facilities for each group to use over the course of the academic year. The curriculum is designed by the teacher and students to help focus on student participation and there is no assessment that takes place in these lessons.

Assessments:

GCSE PE

Students have unit tests each half term. This is recorded on a GCSE Tracker which converts the mark into a percentage and grade. We use a department percentage to grade converter rather than the grade boundaries of previous examination years with our percentage grade being higher (90% - 9, 80% - 8 etc).

At the end of each academic year the student will sit a full paper (Year 10 - Paper 1 and Year 11 Paper 2) to get them used to the extra paper structure. This is also recorded on the GCSE Tracker.

Feedback is provided through trend marking focuses on the classes area of development. Students are given the opportunity to go through their paper with teacher support following the assessment.

Homework:

GCSE PE

- Completion of class notes for absent students via Google Classroom
- One assessed homework task per half term
- Use of EverLearner Website

KS5:

Assessments:

Students are provided with the opportunity to study the BTEC Extended Certificate in Sport and OCR A-Level PE.

BTEC

Students complete four units across the two years of the course: two external assessments and two internal assessments.

For external assessment students sit the exam in January of Year 12 and the January of Year 13. Prior to these exams unit tests are sat by students for exam preparation and their test scores are recorded on a tracker.

For internal assessments, students are assessed by a moderator. Prior to the moderation process it is marked by the class teacher and then checked and marked again by the internal verifier.

A-Level PE

Students are assessed via unit tests by each of the four teachers that teach the course. These tests are set up and completed following each topic and are done at the teacher's discretion.

Students in Year 12 and 13 complete a mock exam each year (in some cases two) where they are assessed via a full paper to get them prepared for the examination.

Folders/Notes:

BTEC

Students are provided with booklets for each topic which are checked by the teacher and are kept by the student, of which have the ownership for their organisation.

A-Level

Each teacher has their choice on learning resources for lessons with some teachers providing booklets, slides or asking students to write notes. Teacher checks the notes but the ownership is with the students.

Social Media:

Whilst we use the instagram page for practices and fixtures information, we will also use the page to support the learning of students for the theoretical concepts and information about assessment.

Please follow @jfkpedept or click on the [link](#) to go to our page.



JFK Psychology Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS5:

Extended writing/Exam questions:

Twice per half term, essay question or shorter answer questions compiled from ExamPro. These assessment opportunities are set in line with current learning and will be marked in line with A Level descriptors and AOs. Marking of assessments of work should show:

1. Detailed and tailored comments for improvement
2. Chance for student reflection (either a **'DIRT'** task will be conducted in Green Pen: Dedicated Improvement and Reflection Time **OR** students will identify WWW/EBI)
3. Discussion with pupil about feedback from essay/exam questions

Alongside these assessment opportunities, each topic will have a multiple-choice quiz where marks will be collected to check progress throughout each topic. Other assessment for learning includes: retrieval practice, questioning, review quizzes and peer/self assessment.

Formal Summative Assessment:

Teachers will mark and grade formal summative examinations. There are four assessment points in total throughout KS5: October and June (Year 12) and December and March (Year 13). A whole class feedback lesson will be conducted for each paper where students will be taken through questions and encouraged to note down next steps and identify questions to improve on for home learning. Students will also have the opportunity to meet with the teacher one-to-one to further discuss their progress.

Folders/Home Learning:

Students are expected to compile all their classwork in a folder. Once a half term teachers are to undertake a folder check with pupils. This should take the form of an informal discussion with students, where they will present their folders, and discuss the quality of their note taking and organisation. Teachers are to monitor student progress and make interventions where necessary.

Home learning is set on Google Classroom and it is the teachers role to ensure that work is completed, up to standard and on time. One opportunity is given for students to hand this in at a later time, if this is not met a detention will be given. Google Forms are used to monitor, along with whole class feedback following a home learning deadline.



JFK Religious Education Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS3:

Classwork:

Feedback may take place during lessons whilst students are engaged in their work or when students' books are collected. Staff will use a purple pen to indicate that a member of the department has checked the work. If accompanied by verbal feedback, students should themselves write a comment based on the discussion - if simply checking that work has been completed no comment is required.

When books are collected, using an RE Department - Task Specific Feedback Form, 'What went well' and targets should be added, in the format of 'Even better if...' or 'To improve...' There should be two Task Specific Feedback Forms completed per half term (including Half Termly end of topic assessments). Staff also have the option to use an RE Department - General Feedback Form, for additional feedback.

Assessments:

The marking of these will take place outside of lessons and will be based on the students' assessed tasks. Staff will feedback with comments using a Task Specific Feedback Form/ assessed task comment sheet, indicating ways improvements may be made and what was good in the work.

Marks will be given in KS3 according to the school's 1-9 format (which are in keeping with Diocesan guidelines). When commenting on effort the school's agreed scale (Excellent – E, Good – G, Inconsistent – I, Failing to meet expectations – F) should be used.

Homework:

At Key Stage 3, homework is set on a regular basis and is regarded as a valuable addition to and reflection of the lesson; it may also be preparation for future class activities. The tasks set can take the form of reading, writing, drawing, research etc. and should be differentiated where appropriate to take account of individual needs. The instructions for the tasks set should be given in a lesson and be supported by instructions on Google Classroom/Class Charts. Work may be completed in books/Google etc as appropriate. Teaching staff will always give consideration to what constitutes a reasonable amount of time to complete the task set. Generally this will be more than 24 hours.

KS4:

Classwork:

Feedback may take place during lessons whilst students are engaged in their work or when students' books are collected. Staff will use a purple pen to indicate that a member of the department has checked the work. If accompanied by verbal feedback, students should themselves write a comment based on the discussion - if simply checking that work has been completed no comment is required.

When books are collected, using an RE Department - Task Specific Feedback Form, 'What went well' and targets should be added, in the format of 'Even better if...' or 'To improve...' There should be two Task Specific Feedback Forms completed per half term (including end of topic assessments). Staff also have the option to use an RE Department - General Feedback Form, for additional feedback.

Assessments:

The marking of these will take place outside of lessons and will be based on the students' end of topic tests. Staff will feedback with comments using a Task Specific Feedback Form/ test comment sheet, indicating ways improvements may be made and what was good in the work.

Results are reported as raw scores, a percentage and a grade, as appropriate. When commenting on effort the school's agreed scale (Excellent – E, Good – G, Inconsistent – I, Failing to meet expectations – F) should be used.

Homework:

At Key Stage 4 homework is set on a regular basis (generally once per fortnight) and is regarded as a valuable addition to and reflection of the lesson: it may also be preparation for future class activities. The tasks set can take the form of reading, writing, research, exam style questions etc. and should be differentiated where appropriate to take account of individual needs. The instructions for the tasks set should be given in a lesson and be supported by instructions on Google Classroom/Class Charts. Work may be completed in books/Google etc as appropriate. Teaching staff will always give consideration to what constitutes a reasonable amount of time to complete the task set. Generally this will be more than 24 hours.

KS5:

Assessments:

The marking of these will take place outside of lessons and will be based on the students' exam style questions, which are set either under timed conditions or as homework. Staff will give feedback using an exam board inspired marking feedback form, with comments written in purple supported by verbal feedback, indicating ways improvements may be made and what was good in the work.

Results are reported as raw scores, a percentage and a grade, as appropriate.

Homework:

At Key Stage 5 students do not follow a rigid pattern of homework, instead they are expected to utilise their time in such a way that they mirror the number of hours spent in class, engaged in work outside of lessons. Much of this work will be on teacher directed tasks, e.g. written notes, exam questions, pre-reading etc. However, this should be fully supported by students' independent work e.g. reviewing notes, wider reading, revision preparation activities such as mind maps etc.

Folders/Notes:

Once per term (or unit of study) teachers are to undertake a folder check with students. This should take the form of an informal discussion, where students will present their folders, about the quality of their note taking and organisation. Teachers are to monitor student progress and make interventions where necessary.



JFK Science Assessment and Feedback Policy

'Effective for students and efficient for teachers'

Feedback and assessment in Science is focussed on ensuring that students know what they need to achieve and what they need to do to get there. Biology, Chemistry and Physics all have core skills and practical elements that will be the focus of lessons, along with the individual subject knowledge that students require. Assessment in science monitors students' knowledge recall as well as their skills progression and feedback is carefully designed to show students what they need to do to improve.

KS3:

The aim of KS3 is to ensure that students leave with the knowledge and skills to confidently progress into their GCSE studies and experience success in their final exams.

Classwork

Students will be expected to self/peer assess their work every lesson. Their 'do now' task will consist of a short retrieval practice (knowledge recall) task that students will check and correct. All students will be expected to act on teacher input, whether that is one to one guidance, whole class feedback or written "next steps". This will ensure that students are able to identify how to improve their work and move their knowledge and skills on. Teachers will use a variety of feedback methods every lesson, including; verbal, written and whole class feedback.

Assessments

Assessment for learning takes place every lesson when students self assess, live marking (assessment of individual work) and through written, online and homework tasks. End of topic assessments and key assessments (two per year) will be teacher assessed and teachers will give formal feedback to students showing what they need to do to improve.

Homework

Homework at KS3 will consist of a short (mainly online) task that reviews learning done in lessons. Students at KS3 will receive, on average, half an hour of homework per fortnight.

KS4:

Students will be learning subject knowledge and skills that are directly examined in their GCSE exams. The focus of assessment and feedback in this stage of learning will be focussed on the skills that will allow students to achieve their potential.

Classwork

Students will continue to use their retrieval practice at the start of the lesson to recall key facts, and will check and correct their own work. As at KS3, students will be expected to act on the feedback given to them in order to understand the improvements needed to move their knowledge and skills on. In all three sciences, there will be a strong emphasis on developing the study and exam skills required and so there will be increased expectation to practice, review and improve command word based exercises and exam style questions. Students will perform question level and skills analysis of each formal exam.

Assessment

Every lesson in Science will have several elements of teacher assessment through; retrieval practice, questioning, task based assessment, discussion, book work and quizzes/plenary tasks. Feedback will be given in a variety of ways, chosen by the teacher to best fit the class and topic. These include; whole class feedback, written feedback, verbal feedback and live marking. The focus of all feedback will be giving specific next steps for improvement. Students will complete the end of topic assessments and two key assessments per year, which will be teacher assessed and will receive structured feedback and allocated improvement time.

Homework

Homeworks will be mainly online and provide a review of learning for students and an opportunity for assessment for teachers. Students will receive the equivalent of half an hour per week, set fortnightly.

KS5:

The sciences at KS5 are demanding in both volume and difficulty of content. Students are therefore expected to be responsible for their learning and proactive in seeking out opportunities to improve their knowledge and skills. Expectations are shared with students at the start of each year and regularly throughout the course.

Classwork

Mark schemes will be shared with students and for many simple tasks e.g practice questions, and students are expected to self or peer assess their work. Students will receive verbal and/or whole class feedback every lesson and will be expected to use the feedback to correct and improve their work. Students will perform question level analysis of knowledge and skills for all end of topic tests and formal assessments to enable them to see gaps in understanding and make progress in their learning. Students are expected to organise their time and folder and show evidence of further reading and study as suggested by their teacher. Feedback and improvement tasks should also be evident.

Assessment

Teachers will be continually assessing student progress during lessons in the form of questioning, quizzes, written tasks and through online learning tasks. Feedback will be given on an informal (verbal), ongoing basis during lessons and with the review of mark schemes and allocated time to check and correct work. End of topic tests and formal assessments will be teacher assessed and there will be formal feedback given, along with allocated improvement time. Folder checks and termly reviews of learning will take place.

Homework

Students are expected at KS5 to spend at least an hour per taught lesson in independent study either at home or during free periods. This may include, but is not limited to; completing notes, practice questions, flipped learning, extended reading, past paper questions, self assessing work.



JFK Sociology Assessment and Feedback Policy

'Effective for students and efficient for teachers'

KS5:

Extended writing/Exam questions:

Twice per half term, essay question or shorter answer questions compiled. These assessment opportunities are set in line with current learning and will be marked in line with A Level descriptors and AOs. Marking of assessments of work should show:

1. Detailed and tailored comments for improvement
2. Chance for student reflection (either a **'DIRT'** task will be conducted in Green Pen: Dedicated Improvement and Reflection Time **OR** students will identify WWW/EBI)
3. Discussion with pupil about feedback from essay/exam questions

Alongside these assessment opportunities, each topic will have a multiple-choice quiz where marks will be collected to check progress throughout each topic. Other assessment for learning includes: retrieval practice, questioning, review quizzes and peer/self assessment.

Formal Summative Assessment:

Teachers will mark and grade formal summative examinations. There are four assessment points in total throughout KS5: October and June (Year 12) and December and March (Year 13). A whole class feedback lesson will be conducted for each paper where students will be taken through questions and encouraged to note down next steps and identify questions to improve on for home learning. Students will also have the opportunity to meet with the teacher one-to-one to further discuss their progress.

Folders/Home Learning:

Students are expected to compile all their classwork in a folder. Once a half term teachers are to undertake a folder check with pupils. This should take the form of an informal discussion with students, where they will present their folders, and discuss the quality of their note taking and organisation. Teachers are to monitor student progress and make interventions where necessary.

Home learning is set on Google Classroom and it is the teachers role to ensure that work is completed, up to standard and on time. One opportunity is given for students to hand this in at a later time, if this is not met a detention will be given. Google Forms are used to monitor, along with whole class feedback following a home learning deadline.