

Aldercar High School Assessment and Feedback Policy

At Aldercar High School we recognise that the quality of feedback has a significant impact on students' progress and supporting students' attitudes to learning; it stimulates and challenges students to work hard when they know what is being assessed and what the criteria for success are. The focus of feedback is on helping students to gain a clear understanding of how well they have acquired the taught knowledge and skills in our broad curriculum. Feedback can be given verbally or can be written, and can be given by both staff and students.

Aim

- To ensure that all students are provided with regular and informed feedback to enable them to make further progress
- To establish a coherent and consistent approach to marking and assessment across the faculty that supports the whole school vision
- To provide a system which is clear to students, staff, parents and other stakeholders

Rationale

The rationale behind our robust assessment framework is to enable teachers to skilfully gauge student achievement compared to the learning objectives outlined in our schemes of work. This strategic approach informs targeted interventions and enhances lesson planning, ensuring that each student's educational journey is both challenging and rewarding.

Feedback is most effective when the student knows:

- The purpose of the task and how their current learning fits into the bigger picture
- What is being assessed and what the criteria for success are
- How to improve their work following assessment
- How to self and peer assess effectively against set criteria
- That marking will be regular, accessible and will support their independent learning

The Feedback Process

Written feedback should:

- Be predominantly encouraging, constructive and positive
- Be personalised for the student
- Relate to lesson objectives and learning outcomes
- Challenge the students to think for themselves

The way feedback is given to students in different subjects is different. However all subjects follow the following principles:

- Be regular and promptly returned to students, so that they know exactly what they need to do to move to the next level/grade
- Be understood by students, i.e. the criteria for marking, the grades/ marks awarded and the comments written
- Be unique to each subject area so that students are able to accurately assess their own work and that of others via peer and self-assessment.
- Provide regular feedback for practical, project-based subjects even if a whole project may extend over a period of time
- Be recorded in a mark book or on faculty tracking systems so that other colleagues can clearly see the spread of marks/grades over time
- Teachers written feedback will be in green pen
- Students will respond to feedback using red pens

Summative Assessment

- Summative assessments will be timetabled by faculty areas across the year. Summative assessment results will be recorded on faculty and school systems and will be used to inform the data collection process
- Comments will be given that show what has been done well and show students how to improve their performance and move them on in their learning
- When summative assessments are returned to students, time will be set aside to allow each student to respond to the teacher's comments and improve their understanding
- Students' work for external examinations should be marked using the marking criteria set by the examination boards
- Internal moderation should be undertaken regularly to produce consistent standards of practice across the faculty in all key stages.

Frequency of Marking

The type and extent of written feedback will vary from subject to subject. However, all students will receive written feedback at a minimum once per term.

How feedback should be carried out

Feedback should highlight what has been done well as well as addressing areas for further development.

Students respond to feedback using red pens. The feedback may be to address misconceptions or to deepen understanding.

Teachers should also acknowledge whether the presentation of the student's work is in keeping with the PROUD expectation.

Formative Assessment

Formative assessment is an integral part of every lesson, employing diverse strategies to affirm the attainment of learning objectives. This continuous assessment cycle is pivotal in shaping future instructional strategies, ensuring that each student's potential is fully realised. Examples for checking students' understanding are, but are not limited to:

- the use of mini-whiteboards
- cold calling
- exit tickets

English Department Assessment Policy

Key Stage 3

Frequency and Type of Assessments

Regular assessments: Students complete at least one assessment per term. These assessments take place in-class and build on skills and knowledge which students have developed during the unit they are studying. Over the course of the three years, our spiral curriculum planning allows us to return to skills and knowledge areas, developing students' deepening understanding and mastery of different writing styles and techniques. We divide our assessments into two parts: a set of questions showing students' understanding of the writers' craft and a creative writing question allowing students to show their own skills. Assessments are written in assessment books which stay with students through Key Stage 3 and allow students, teachers and parents to see progress and areas of weakness which our adaptive teaching can respond to.

End of Year Assessments: These assessments take place under exam conditions and target the skills students have developed over the course of the year and in previous years. They are an essential tool which allows teachers to see student progress and identify areas for improvement.

Marking, Feedback and Data

The class teacher marks all assessments. Students receive a score for each assessment, which we record in our department trackers, allowing teachers to see the progress and potential weaknesses in individual students and groups of students.

Feedback: Teachers give individual feedback to students on how well they have performed against the targets of the assessment. We offer this on feedback sheets, which students then respond to by, for instance, rewriting a section of their assessment, or approaching a response from a different angle as suggested by the feedback. Feedback is encouraging, positive and focuses on the students' strengths as well as areas for development. As well as summative feedback, formative assessment techniques are embedded in our teaching to allow us to clearly see students' progress against the goals of a scheme of work as we are teaching it, and to adapt our delivery accordingly.

Model Answers and Corrections: After assessments have been marked, students review their work in a lesson. We use model answers to encourage students to develop detail, improve cohesion and other aspects specific to the assessment involved.

Moderation: the English department holds regular moderation meetings to ensure the quality and accuracy of marking at Key Stage 3.

Key Stage 4

Students study the AQA GCSE English Language and Literature courses at Aldercar.

Frequency and Type of Assessments

Regular assessments: We assess students once each term in English Language and Literature. The assessments are based on the skills and knowledge areas specific to the text or topic students have been working on.

Mock Examinations: Year 10 students complete a set of exam papers in the summer term under formal exam conditions to enable staff to achieve a realistic picture of the progress and understanding of students. This allows teachers to adapt their methodology in order to encourage students' progress in areas for development and to build on students' current abilities. By the end of Year 11, students will have encountered each of their GCSE Language and Literature papers in mock examinations.

Marking, Feedback and Data

We anonymise mock papers to reduce unconscious bias. Students receive a grade which is tied to the boundaries of the paper they have completed. We record these results on our department trackers, allowing students to clearly see areas of progress and areas for development. We make results available to students and parents.

Feedback: Class teachers give feedback on the termly assessments in Language and Literature in students' assessment books. As well as summative feedback, formative assessment techniques are

embedded in our teaching, allowing us to clearly see students' progress against the goals of a scheme of work as we are teaching it, and to adapt our delivery accordingly.

Model Answers and Corrections: After assessments have been marked, students review their work in a lesson. Exemplar responses from AQA are used to encourage students to develop detail, improve cohesion and other aspects specific to the assessment involved.

Moderation: the English department holds regular moderation meetings to ensure the quality and accuracy of marking at Key Stage 4. We have also worked closely with an external moderator who has checked the quality and accuracy of our marking and allowed us to refine and improve this.

Key Stage 5

Students study the OCR A-Level English Language and Literature course at Aldercar.

Frequency and Type of Assessments

Regular assessments: We assess students at least once every term. We assess the students' progress, understanding and skill in the unit they are currently working on. Each of the four units focuses on a different skill but all are clearly rooted in the curriculum students studied at Key Stage 3 and Key Stage 4.

Mock Examinations: Year 12 and 13 students complete a set of past exam papers under formal exam conditions to enable staff to achieve an accurate picture of the progress and understanding of students.

Marking, Feedback and Data

Feedback: Small group sizes allow feedback to be closely individualised. We give feedback formally in students' assessment books. We also give feedback in class based on live marking and formative assessment. Teachers develop a granular understanding of students' abilities and progress, and adapt their teaching accordingly. Teachers record the results of mock examinations in our trackers and we make this information available to students and parents.

Model Answers and Corrections: We conduct a review lesson after each examination and assessment has been marked. We review model answers in class, allowing students to make corrections using red pens directly onto their tests. Students are encouraged to develop the detail of their writing, the precision of their analysis, and other features depending on the aims of the unit they are working on.

Moderation: Small group sizes and the fact that there are two members of staff delivering the course allows us to moderate closely with one another, carefully scrutinising the assessments and offering advice and adjustment where necessary.

General Assessment Principles: Assessment in English at Aldercar is purposeful and precise, allowing teachers, parents and students to see progress against a range of skills and knowledge areas which are returned to and built upon in our spiral curriculum design. Students' assessment books display work which shows learners who are proud of their achievements and who have built up a wide range of skills through studying our diverse and engaging curriculum.

Mathematics Department Assessment Policy

Key Stage 3

Year 7 and 8

Frequency and Type of Assessments

Regular assessments: Students complete one assessment per half term focused on the material covered during that period. These assessments are completed under formal examination conditions to evaluate student's mastery of the curriculum. The assessments are split into 'higher', 'foundation' and 'support' in line with our scheme of work. To enable staff to monitor and compare the progress of our students accurately whilst ensuring tests are accessible to all students, 40 marks on each test are the same. On the 'higher' assessments there are an additional 10 marks to stretch and challenge students on the higher pathway, the 'support' assessments contain 10 marks which test the basic skills underpinning mathematics and the 'foundation' assessments contain 5 marks from each of these papers.

End of Year Assessments: These comprehensive assessments will evaluate student understanding of a broad range of content taught throughout the year. Students will complete a calculator and non-calculator exam.

Year 9

Our spiral curriculum prepares students for their GCSEs from Year 7 by ensuring that fundamental ideas are repeatedly presented throughout the curriculum, but with deepening levels of difficulty and reinforcing **previous learning**. However, from Year 9 our assessments have a greater focus on exam style questions which helps prepare students for the demands of GCSE.

Regular assessments: Year 9 student's complete one assessment per half term focused on the material covered during that period. These assessments are completed under formal examination conditions to evaluate students' mastery of the curriculum. These assessments are split into 'higher' and 'foundation' in accordance with our scheme of work.

End of Year Assessments: These assessments will assess student understanding of a broad range of content taught throughout the year. Students sit a calculator and non-calculator exam.

Marking, Feedback and Data

All assessments will be marked by the class teacher. Students receive a percentage score which is recorded in the department trackers, enabling data-driven decisions to support individual learning trajectories.

Feedback: Feedback for assessments will be provided on a department-designed feedback sheet that highlights strengths, areas for improvement, and includes feedforward tasks which are specific to students' weaker areas. Feedback for all key stages will focus on constructive criticism aligned with growth mind-set principles, encouraging students to see challenges as opportunities for learning.

Model Answers and Corrections: A review lesson is conducted after tests have been marked. Model answers will be reviewed in class, allowing students to make corrections using red pens directly onto their tests. Misconceptions are addressed during this lesson.

Key Stage 4

Years 10-11

Frequency and Type of Assessments

Regular assessments: Year 10 students complete one assessment per half term focused on the material covered during that period. These assessments are completed under formal examination conditions to evaluate student's mastery of the curriculum. These assessments are split into 'higher' and 'foundation' in accordance with our scheme of work.

Year 11 students complete one end of half term test during the autumn term based on the work they have recently covered. Following this, students will begin completing 'past papers'. These will be completed in a variety of ways; in class time under exam conditions, as homework and in class using open book.

Mock Examinations: Year 10 students complete a set of exam papers in the summer term under formal exam conditions to enable staff to achieve a realistic picture of the progress and understanding of students. Topics that will be covered during Year 11 are removed and replaced with appropriate questions from another past paper. Students are given a grade using the OCR grade boundaries for the year of the paper given. Staff complete a thorough **question level analysis** for each student which is a crucial driver in providing clear guidance for teaching on topics where students/classes did not perform well and creating targeted intervention groups.

Year 11 students complete the most recent set of exam papers in January which are followed by the same question level analysis to allow rigorous feedback and detailed information for staff to inform and adapt their future teaching and interventions.

Marking, Feedback and Data

All assessments will be marked by the class teacher. Students receive a percentage score which is meticulously recorded by the department, enabling data-driven decisions to support individual learning trajectories. Mock examinations will also be graded using GCSE grade boundaries.

Feedback: Feedback for half termly assessments will be provided on a department-designed feedback sheet that highlights strengths, areas for improvement, and includes feedforward tasks which are specific to students' weaker areas. Following mock examinations, Year 10 and 11 students will receive their question level analysis to help inform their future revision.

Model Answers and Corrections: A review lesson is conducted after all examinations have been marked. Model answers will be reviewed in class, allowing students to make corrections using red pens directly onto their tests. Misconceptions are discussed during this lesson.

Key Stage 5

Our small class sizes at KS5 allow for personalised detailed verbal feedback to be provided every lesson and following every assessment.

Frequency and Type of Assessments

Regular assessments: Students are assessed at the end of every chapter of learning (25 chapters in Y12 and 20 in Y13). This allows class teachers and students to have a deep understanding of progress and understanding. Students also complete one full past paper assessment at three intervals over both year 12 and 13. These are carried out as open book exams under exam conditions. Marks achieved for each question are recorded in addition to students overall mark and grade. This provides teachers with a future direction for their teaching.

Mock Examinations: Year 12 and 13 students complete a set of past exam papers under formal exam conditions to enable staff to achieve an accurate picture of the progress and understanding of students.

Marking, Feedback and Data

Feedback: Given the complexity of A-Level material, feedback sheets will provide in-depth analysis of student performance, with bespoke feedforward tasks. During class we encourage peer assessments and self-correction activities to foster higher-order thinking skills.

Model Answers and Corrections: A review lesson is conducted after all examinations have been marked. Model answers are reviewed in class, allowing students to make corrections using red pens directly onto their tests. Misconceptions are discussed during this lesson.

General Assessment Principles: Across all year groups, students maintain A4-sized class-books for notetaking. Students are required to mark most of this work using red pen in class; enabling instant feedback, reflection and improvements to be made within lesson. All assessments will be integrated into these work books which will facilitate easy access for review by both staff and students. The rationale behind our robust assessment framework is to enable educators to skilfully gauge student achievement compared to the learning objectives outlined in our schemes of work. This strategic approach informs targeted interventions and enhances lesson planning, ensuring that each student's educational journey is both challenging and rewarding.

Science Department Assessment Policy

Key Stage 3 (KS3): At Aldercar High School, all Year 7 and 8 students engage with the Activate Scheme of Work, tailored to provide a comprehensive foundation for Key Stage 4 (KS4) studies. Rigorous end-of-unit assessments are conducted under formal examination conditions to evaluate students' mastery of the curriculum. These assessments will occur approximately every 3-5 weeks, ensuring regular monitoring of academic progress.

Following each assessment, a dedicated **Review Lesson** is conducted, allowing students to reflect on their performance and identify areas for improvement. Teachers provide constructive written feedback, highlighting strengths (**What Went Well - WWW**) and areas for growth (**Even Better If - EBI**). Between these major assessments, students undertake formative tasks, assessed through self-evaluation, peer review, or teacher marking, fostering a culture of continuous learning and self-improvement.

Students receive a percentage score and a grade ranging from 1-4, which are meticulously recorded by the department, enabling data-driven decisions to support individual learning trajectories.

Key Stage 4 (KS4): Year 9 to 11 students embark on the AQA GCSE Science curriculum, encompassing Biology, Chemistry, and Physics. Each discipline is structured into 8-10 units, culminating in end-of-unit assessments that mirror the rigor of KS3 evaluations. These assessments are pivotal in preparing students for the demands of GCSE examinations.

Teachers provide personalised feedback in subsequent **Review Lessons**, fostering an environment where students are encouraged to excel and refine their scientific understanding. In addition to these assessments, students regularly complete smaller tasks, promoting a consistent and robust assessment cycle.

Mock examinations are meticulously marked by staff, providing students with a comprehensive understanding of their academic standing, reflected in percentage scores and grades equivalent to GCSE outcomes (9-1).

Key Stage 5 (KS5): Year 12 and 13 students pursuing A-Levels are encouraged to embrace a greater degree of autonomy, with an emphasis on self-assessment. End-of-unit tests are scheduled at intervals conducive to the course structure, with teacher marking complementing the student-led evaluation process.

Students are afforded opportunities to enhance their understanding during class time, with smaller assessments occurring at least fortnightly. All mock examinations and end-of-unit tests are evaluated by staff, with grades ranging from A to E, mirroring A-Level standards.

General Assessment Principles: Across all year groups, students maintain A4-sized class-books for notetaking, which remain unmarked to emphasize the importance of personal academic records. These assessments are either integrated into classwork books or preserved in document wallets, facilitating easy access for review by both students and staff.

Humanities Department Assessment Policy

Purple assessment books will contain all student summative assessments which will be deep marked with feedback given followed by directed improvement and reflection time (DIRT). These books will stay with students throughout their time at Aldercar High School from Year 7 to Year 11 to see progress over time. Student marks at KS3 are converted to a grade ranging from 1-4, which are recorded in department trackers for analysis.

Department feedback will follow a whole class pro-forma at KS3 (and KS4 if appropriate) and will follow these guidelines:

- **Strength** comments using code marking – *identifying approximately 2 per piece of work* (codes have been aligned between Humanities subjects for familiarity for students). Students are asked to highlight their strength statements to ensure that they know exactly what they did well.
- **Improvements** – students will be given a number which aligns to a specific improvement *approx. 2 per piece of work*. Students are asked to highlight their improvement statements to ensure that they know exactly what they need to improve on.
- **A focus on SPAG** – The whole class feedback sheet will identify common errors for the whole class. SPAG will be highlighted and all spelling mistakes will be copied out 3 times each during DIRT.
- **Misconceptions** – common errors in knowledge or structure can be highlighted and talked through – this should be addressed by teachers to move learning forward and inform future planning.
- **Wow work** – praise will be used liberally by staff using merits and postcards home where applicable.
- **Stretch and challenge** – knowledge questions to answer that move learning forward beyond the requirements of the assessment.
- **Modelling** – feedback should be accompanied by a model answer where possible – this could be as simple as a student's work under the visualiser to show what a 'good one' looks like.

Key Stage 4 (KS4):

- Students are taught the AQA GCSE Geography Syllabus and Edexcel GCSE History Syllabus.
- Each unit of work has a summative end-of-unit assessment. These assessments are pivotal in preparing students for the demands of GCSE examinations and past papers are used to ensure this.
- Strength and improvement comments are given to guide progression along with model answers.
- Teachers provide personalised feedback in subsequent DIRT, fostering an environment where students are encouraged to excel and refine their geographical or historical understanding.
- In addition to these assessments, students regularly complete smaller formative assessment tasks ensuring flexible teaching to meet the needs of the students going forwards.
- Mock examinations are meticulously marked by staff, providing students with a comprehensive understanding of their academic standing, reflected in scores and grades equivalent to GCSE outcomes (9-1). Departmental moderation takes place to ensure consistency across teachers in line with school policy.
- All assessments are stored in Purple Assessment Books carrying on from KS3 and showing progress over time.

Key Stage 5 (KS5):

- Year 12 and 13 students pursue the AQA A-Level Geography and History Syllabus
- End-of-unit summative assessments are scheduled at intervals conducive to the course structure. These assessments are pivotal in preparing students for the demands of A-Level examinations and past papers are used to ensure this.
- Strength and improvement comments are given to guide progression along with model answers and DIRT fostering an environment where students are encouraged to excel and refine their geographical or historical understanding.
- Students are afforded opportunities to enhance their understanding during class time, with smaller formative assessment opportunities which the teacher can react to in their subsequent teaching.
- All mock examinations and end-of-unit tests are evaluated by staff, with grades ranging from A to E, mirroring A-Level standards.
- Students have a specific Purple Assessment Book for KS5 to store all deep marked assessments showing progress over time.

MFL Department Assessment Policy

Key Stage 3 (KS3):

At Aldercar High School, all of KS3 (Y7-9) engage with SOW that work alongside the course book Viva. At the end of each module of work, students complete end of module tests. We conduct tests in Listening, Reading and Writing. Speaking is assessed through work in lessons and students get plenty of opportunity to speak in the Target Language through our use of Sentence Builders. The end of module tests are held in formal exam conditions (in the classroom) and they are provided with a step from steps 1-12 and an overall score. The end of module assessments show us how well they have grasped the content taught from the curriculum.

Following the assessments, there are lessons dedicated to a review of how they have done.

Students are able to think about how they have performed in the tests and see what they need to do in order to progress further. Following the writing exams, teachers mark the tests and provide feedback to the students. Students are given feedback which firstly highlights their strengths (ST – Strengths) and it then identifies what the students need to do in order to improve (I-Improvements). Students are provided with dedicated lesson time for them to make improvements to their work.

We give feedback in terms of their strengths and improvements using our 10 ways to succeed in MFL

1 Connectives	6 Time Phrases
2 Opinions	7 Comparison
3 Qualifiers	8 Present
4 Reasons	9 Future
5 Negatives	10 Past

Students receive a score and a step. The students do not need to do anything with the step but as teachers we know where the students are in terms of their learning and this also helps us to decide what retrieval practice will be used in the next lessons. The grades are recorded on our departmental tracker sheets.

During lessons, students get constant feedback and are expected to red pen their work based on teacher feedback. We build a list of the things students have found difficult and use these as our retrieval practice.

Key Stage 4 (KS4): Years 10 and 11 students study the AQA GCSE Spanish curriculum. Students are assessed on their Listening, Speaking, Reading and Writing in their final exams in the summer of Y11. The course is split up into 8 units and these units fit into 3 themes. Each skill is worth 25%. After each module we do end-of-unit assessment of listening, reading and writing. These tests prepare the students for the demands of their GCSE course. In Year 11 we begin speaking assessments when students do their mock exams.

Following assessments, students receive feedback in their review lessons. Students respond to feedback in red pen. Writing assessments are marked using GCSE mark schemes. They are told their strengths (ST) and what they need to do in order to improve (I).

Mock examinations are marked and the students receive a mark and a GCSE grade equivalent to GCSE outcomes (9-1).

Across all year groups, students are given a purple book where they keep all of their assessments. They do classwork in red A4 books, these are mainly marked by the students following teacher feedback, making formative assessment an integral part of every lesson.

Design and Technology Department Assessment Policy

At Aldercar High School we aim to improve students' understanding of Design & Technology and the way that this can be portrayed through a balanced, interesting and motivating curriculum.

Students should be able to identify needs and opportunities, generate their own designs, plan, make and evaluate to national curriculum standards. The ethos of Design and Technology is underpinned by the knowledge and understanding required in a broad sense to enable students to realise their ideas and to enable them to conduct thorough analysis and research in the design process that will give a wide range of experiences at Key Stage 3 and equip them for the more rigorous standards at Key Stage 4.

The teaching structure at Key Stage 3 is based on a system of experiences for each child in a series of detailed projects that may vary in length dependent on which year group they are in.

Food / Technology

Y7 - 3 x 12 week assessment process - where students undertake 3 compulsory projects

Y8 - 3 x 12 week assessment process - where students undertake 3 compulsory projects

Y9 - 3 x 12 week assessment process - where students undertake 3 compulsory projects

The students record their coursework and practical pieces in a digital format. Records are kept of their practical and written work.

Students are monitored and carefully assessed -

- An informal summative assessment takes place throughout each scheme of work recorded by week 6
- Summative assessment takes place at the end of each project

All courses at KS3 have a compulsory formative and summative assessment which is documented and displayed on each student's personal folder.

Creative Arts Department Assessment Policy

What - In creative arts subjects, summative feedback is given to students at the end of each project.

When - KS4 and KS5 assessment dates are generally set according to exam board timescales but allow enough time for internal moderation. These dates are on the long term plans.

KS3 assessment dates are in line with school data collection points, but allow time for across class moderation prior to entry.

How - KS4 and KS5 marking criteria are set by the exam board and discussed by staff before starting a new component. The criteria is shared with students to ensure everyone knows what the end goal is.

KS3 marking follows a grid system for each subject area with clear goals for students to be able to see what their next steps are to progress further.

How the students respond: At KS4 and KS5, we follow exam board rules whereby students are given a summative mark along with a verbal discussion at the end of a component or assignment.

KS3 - After summative assessment students are given time to look at progress made since their last assessment, reflect and write about how that progress has been made and write down what their next steps are to ensure progress over time.

Verbal feedback for formative assessment: In creative arts lessons verbal feedback is given frequently and forms a large part of teacher assessment. Students need individual input to enable them to make progress. We believe we build good relationships with our students through knowing their individual progress, giving individual verbal feedback and allowing students time to reflect and respond to this. We sometimes use peer feedback and mini whiteboards to allow paired, small group or even whole class verbal feedback too.

Sport and Healthy Living Assessment Policy

Key Stage 3 (PE)

Students will have a summative assessment in 2 ways throughout key stage 3 in PE.

The first summative assessment will be a skills based assessment following our schemes of work using the following key words to grade the students;

- Emerging - basic level of skill, knowledge and understanding
- Developing - sound level of skill, knowledge and understanding
- Mastery - excellent level of skill, knowledge and understanding

These assessments will take place throughout the different units of sport and final judgements will be made and inputted at the end of a scheme or work sequence. This process will be used for teacher assessment to see the progress students are making over time. This assessment process also allows us to rank order students again to measure progress of students at different points of the year.

The second of the summative assessment will be based around 'PE Core Values' which will be a set of key attributes we will look for during lessons and extra-curricular activities. The following words are our PE Core Values;

- **ORGANISATION** = Bringing the correct kit and being prompt in the changing areas.
- **TEAMWORK** = To work effectively in a group and give constructive feedback to others.
- **FAIRPLAY** = Respect for the rules and equal treatment of others participants and officials.
- **RESILIENCE** = To withstand pressures and adversity maintaining performance and well-being in difficult situations.

The values will be ranked 1-4;

1 = Exemplary

2 = Good

3 = Improvement needed

4 = Poor

These assessments will run alongside the school Attitude to Learning inputs 3 times a year. Students will be given the feedback of how they are ranked before the ATL inputs are made. We as a department feel this is an inclusive way of assessing students in PE and our 'Core Values' run alongside the schools core values of being 'School Ready, Life Ready'. Students will keep their 'PE Core Values' pack throughout their key stage 3 journey which will show progress made over time.

Key Stage 4 & 5 (PE and Health & Social Care)

Coursework is divided up into units which will be completed over a two year course. For each unit students will be given assignments and mini assessment tasks. Students will use exercise books as their 'note book' which will not be marked. Assessments and mini assessments will be completed electronically and handed in via Microsoft Teams for self, peer and teacher assessment. ~~Students~~ Throughout the course, students will become familiar with mark banding in whichever level of BTEC sport course they are completing. A mark band will be given at this point alongside an 'S' for 'Strength' of the students work and an 'I' for 'Improvement' in which the student will make the improvement in red font colouring.

When the unit is complete feedback record sheets will be given to students which highlights what grades have been secured for each task and an overall grade.

Work will be assessed in the following ways;

- Written assessments
- Verbal assessments
- Practical assessments
- Group work
- Teacher observation
- Peer observation

Assessment decisions are based by meeting a band criteria which is then converted using a BTEC algorithm to the more traditional BTEC classification of Pass, Merit or Distinction.

Pass = describe, identify, list, demonstrate, define and comment.

Merit = Explain, independently, compare, suggest.

Distinction = Analyse, justify, assess, evaluate.

A sample of units of work from different qualification will then be externally verified by BTEC.

Feedback will also be given to the department during this process of any minor changes within the course and guidance for future improvement.