





**Crickhowell High School**  
Ysgol Uwchradd Crughywel

**Assessment for Learning Policy 2023-2024**

<b>Reviewed by LT (name and date):</b>	<b>HOF Nov 2019</b>
<b>Date of Issue:</b>	
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Signed:

<b>MISS C. JONES</b>	<b>HEADTEACHER</b>		<b>DATE:</b>	<b>Sept 23</b>
<b>MR A. FRYER</b>	<b>CHAIR OF GOVERNORS</b>		<b>DATE:</b>	<b>Sept 23</b>

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## Aims

The aim of this policy is to develop consistent, good practice across all curriculum areas. All marking should be regarded as a regular means of communication with learners about their individual progress; it is a crucial element of students' experiences of Assessment for Learning and a key mechanism in improving student progress and achievement.

## We assess for a number of reasons:

- To understand students' strengths and weaknesses;
- To inform teaching and planning;
- To fulfil professional obligations;
- To build improvement;
- To check understanding;
- To provide summative information;
- To bridge the gap between teaching and learning.

## Fundamental Requirements of Marking and Feedback

- **All books** will have a "**Book Promise**" sheet glued inside the front cover which will include a box for students to write their target. (See appendices)
- **All books** will be A4 and it should be emphasised to students that their books should be kept clean and reflect their very best work (sketchbooks/ring binders may be used as subjects require). Each task should have a title and date written in Welsh and clearly underlined.
- Self and Peer assessment to continue (where appropriate) under the guidance of the teacher. This is recommended as once every half-term.
- Where students' work is stored electronically, sensible file management should be in evidence.
- Staff will share 'The Common Language of Learning' with all students which focusses on two aspects to improve student achievement: 'Improving Accuracy' and 'Deeper Learning Framework'. (See 'The Crickhowell Approach to Assessment').

- All students are expected to proof-read their work BEFORE handing their work in for marking using the 'Improving Accuracy' marking code. Staff should also consider appropriate strategies for lower ability students.

**Improving Accuracy:**

Code	What does it mean?	What do I need to do?
<b>Literacy</b>		
✓	Correct/good point/well written (in more practical subjects, such as PE, your teacher may use a 'thumbs-up').	Keep producing work of a similar quality.
C	Capital letter	Put in or remove capital letter.
Sp	Spelling error	Correct spelling and write out three times.
P	Punctuation error	Put in the correct punctuation. (. , ? ! " " : : ' )
//	Paragraphing error	Explain why there should be a new paragraph here.
?	Issue with expression grammar, tense, doesn't make sense	Discuss this with your teacher and amend.
^	Missing word or phrase	Put in the missing word.
e.g.	Provide examples	Provide more examples and expand your answer.
NP	Needed prompting to complete work	You need to increase your work rate.
<b>Numeracy</b>		
?	Unable to follow workings	
Ac	Check accuracy/logic in workings	
W	Workings missing	
D	Use a diagram to support your thinking	
Un	Units missing	

- As a general guide where staff teach students less than six periods per fortnight improving accuracy marking (which includes skills and subject specific vocabulary) of **students' own work** should occur as a minimum once every half-term. Where staff teach students six periods or more per fortnight improving accuracy marking should occur twice per half-term. However, there is no expectation to tick every page and mark notes. Students are expected to respond to the marking as highlighted in the 'Improving Accuracy' code. (Please note that this may vary in languages and this will be highlighted in the MFL appendix).

- The appendices at the end of the policy give more specific guidance for each faculty
- Teachers should highlight up to THREE spelling errors [this is the maximum per page] that must be written out three times by the student preferably in the margin. This should include subject specific terminology that should be corrected once by staff. (Please see MFL appendix).
- Teachers should only highlight up to THREE errors of inaccuracy per page to ensure that students are not disheartened if their work is littered with errors (errors could include literacy, numeracy and subject specific errors)
- Teachers should mark in green pen.
- Student response must be in red pen.
- Every term a Milestone Marking task should be set (this is a minimum of three times per year and some faculties may choose to complete more as indicated in their subject appendices). Please see further guidance on Milestone Marking below.
- Milestone Marking should be a 'rich' task and students should be given time to read and act upon detailed feedback and areas for improvement that their teachers have set using the 'Deeper Learning Framework' Students should be aware of their target level and their progress towards this target.
- A 'rich' task can be defined as follows:
  - Based upon an authentic and relevant task;
  - It is multi-dimensional - involving more than one learning experience or outcome;
  - It provides opportunities for learners to demonstrate knowledge, skills and understanding;
  - It promotes a range of different assessment methodologies.

### Deeper Learning Framework

Q	Question	Answer the question set by the teacher.
SC	Student Challenge	Your teacher is challenging you with a new task. This might involve: <ul style="list-style-type: none"> <li>• Research</li> <li>• Making a connection with other learning</li> <li>• Expanding a point you have made</li> </ul>

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SA	Student Action	You need to follow the instructions of your teacher. Date and initial your action.
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- Students response to feedback is VITAL for student improvement and research suggests that a marking code, once understood and embedded, can be a very effective way of engaging students with feedback they receive from teachers.
- It is not necessary to use every code for every piece of work but only the codes that are relevant.

Crickhowell's Common Language of Learning builds on the literacy/numeracy code we have already introduced and adds four instructions that are designed to deepen understanding.

Q = 'Question' requires students to respond to a question posed by the teacher. Questions will typically test higher order thinking skills in order to develop understanding. The best questions will not be 'more of the same' but will involve the application of knowledge to a new situation.

SC = Student Challenge involves causing the student to reflect on certain aspects of their learning and to demand more of their thinking and understanding. Typically, a point will need to be expanded, some research undertaken or a connection made with previous learning.

SA = 'Student Action' is an instruction that students need to follow. It might involve a target, but SA requires there to be evidence of appropriate student response i.e. it necessitates action and is not a general wish for something in the future.

- In addition to this, a Peer or Self-assessment task should be set at least once every half-term and should form an integral part of Schemes of Work. Research indicates that successful peer assessment, based on clear success criteria, is a very efficient means of promoting deeper assessment.

The assessment pattern at Crickhowell could look like this:

1. Marking for accuracy once or twice every half-term (depending on how often students are taught).
2. Milestone Marking Task formally assessed and using the 'Deeper Learning Framework' to develop student feedback every term with marks recorded on G4S.

Please note that these are the **minimum expectations** and some faculties may wish to add additional milestones in line with their Schemes of Work. However, Directors of Learning and Learning Leaders must ensure that the demands of marking are balanced, appropriate and proportionate.

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1). Students in each subject should complete a Peer or Self-assessment task every half-term as a minimum. It is the expectation that students will mark in **red** pen. This will develop students' own learning. (Remember to establish the assessment criteria prior to completing the task and set ground rules to ensure a supportive environment).

2). Teachers are expected to mark students' own work, acknowledgement marking (including ticking notes) is deemed unnecessary.

3). Teachers will mark in green pen

- Where assessment is **not** in books or folders please see faculty appendices for assessment strategies.

## Milestone Marking

Milestone recording sheets will be generic or adapted by faculty as necessary and will be included in the appendices.

Milestone Marking must be a 'rich' (please see previous note) task that provides the student with a level or grade and must include dialogue marking to deepen understanding.

- A **minimum** of 3 pieces of Milestone Marking work over the academic year will be identified by each subject.
- Milestone Marking Assessment tasks should be a rich task marked by the teacher and give an opportunity to develop literacy, numeracy and DCF as appropriate.
- Milestone Marking Assessments will be completed and recorded on Go4Schools by the end of the second week of the next half term. DoLs and LLs should carefully consider their organisation of their Faculty/Subject Area Assessment Calendars so that teaching staff are not overloaded with marking all Milestone Assessments at the same time e.g. Milestone Marking Assessments for all year groups should not all be set for the last week of the term.
- The work assessed will focus on the progress made in relation to specific learning objectives, which should tie in with national curriculum and/or skills framework levels.
- Success criteria will be shared with learners before the task is set. After the task has been completed "Strengths" will be highlighted by the teacher in **green (this can include highlighted on a pro-forma rather than hand written)** and the 'Deeper Learning Framework' should be applied to develop student response (in **red**). The feedback provided should be relevant to the current piece of work and

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to improve their future performance. Some faculties have expressed the wish to provide feedback via apps and this is an acceptable form of feedback.

- Milestone Marking should be marked promptly to ensure feedback is meaningful for students.
- Bland statements like “good work” must be avoided. Comments should be diagnostic and show students how to improve.
- Action points or areas for development for the future can be written either by the teacher (**green**) or the student (**red**).
- Time should be given in class for students to follow up on feedback and complete DIRT (**D**edicated **I**mprovement and **R**eflection **T**ime) activities as necessary.
- Students need to have time allocated so that they can respond to the Deeper Learning Framework marking codes.
- Students should be given the opportunity to improve their work (re-drafting etc) in light of the comments (where appropriate e.g. not when completing NEA or tests).
- A grade pertinent to the appropriate Key Stage will be awarded for the Marking Milestones and recorded within faculties as a minimum on Go4Schools.
- Grades awarded for Milestone work should be used to construct a “best fit grade/level” for reporting and recording.
- Grades awarded should be recorded only on Go4Schools.
- Parents will be able to access the progress grades for their child each half-term.

## **Responsibilities**

### **It is the responsibility of the learner:**

- To check work for accuracy before handing it in using the ‘Improving Accuracy’ code.
- To hand in work on time or speak to the teacher if there is a problem completing the work.
- To follow up points highlighted by the teacher.

### **It is the responsibility of every member of staff**

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- To ensure the work of the learners they teach is marked in accordance with school policy.
  - To record the milestone marks in accordance with school policy.

**It is the responsibility of Faculty Directors/ Learning Leaders**

- To monitor the marking of work in their curriculum area and to ensure that learners get regular, good quality feedback.
- To monitor that Milestone Marking Assessments are being recorded accurately on Go4Schools by the end of each term.
- That Milestone Marking tasks are included in all Schemes of Work.

All line managers of DoL and LL will expect evidence that book marking has been checked, the marking policy has been implemented fully and that book monitoring is a regular feature of faculty meetings.

As well as the evidence of grades/levels for Milestone Marking on Go4Schools it is also expected that the completed Milestone Marking assessments and accuracy marking should be available for monitoring purposes for LL, DoL and Leadership. This may involve calling in student books, student folders, student tests etc.

## ***APPENDICES***



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## **Appendix 1 KS3 Book Promise**



**Crickhowell High School**

**Ysgol Uwchradd Crughywel**

### **Book Promise (KS3):**

- Your work in your book should reflect your highest standards.
- Always check your work for accuracy prior to submission.
- Every piece of work must have a heading even if it is homework. Use **Gwaith Dosbarth** for classwork and **Gwaith Cartref** for homework.
- Every piece of work must have the date written in welsh and target language where appropriate.



- Write down the title/lesson objective and underline it using a ruler.
- All writing to be completed in pen (blue or black) and drawings in pencil.
- Draw a line underneath each piece of work before starting the next piece.
- All marking for peer or self-assessment should be completed using a red pen. Your teachers will mark in green.
- Do not doodle or graffiti on your book. If you want to cover your book, please cover it in clear plastic.
- Please stick any additional sheets into your book flat and not folded.

### Progress Tracker:

My end of key stage 3 target level is:.....

My silver (end of year) target is:.....

My gold (end of year) target is:.....

EP					
8					
7					
6					
5					
4					
3					
3					
	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>	<b>Milestone 4</b>	<b>Milestone 5</b>
<b>Attitude to learning</b>	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI

My attitude to learning target is: **Excellent**

#### Attitude to learning key

- E**-Excellent
- G**-Good
- S**-Satisfactory
- NSI**-Needs Significant Improvement
- CSC**-Causing Serious Concern

Accuracy Marking. Your teachers will use the following symbols when marking your exercise books:		
Code	What does it mean?	What do I need to do?
<b>Literacy</b>		
✓	Correct/good point/well written (in more practical subjects, such as PE, your teacher may use a 'thumbs-up').	Keep producing work of a similar quality.
C	Capital letter	Put in or remove capital letter.
Sp	Spelling error	Correct spelling and write out three times.
P	Punctuation error	Put in the correct punctuation. (. , ? ! " " : : ' )
//	Paragraphing error	Explain why there should be a new paragraph here.
?	Issue with expression grammar, tense, doesn't make sense	Discuss this with your teacher and amend.
^	Missing word or phrase	Put in the missing word.
e.g.	Provide examples	Provide more examples and expand your answer.
NP	Needed prompting to complete work	You need to increase your work rate.
<b>Numeracy</b>		
?	Unable to follow workings	
Ac	Check accuracy/logic in workings	
W	Workings missing	
D	Use a diagram to support your thinking	
Un	Units missing	

Deeper Learning Framework. You should respond to your teacher's feedback when the following codes are used:		
Q	Question	Answer the question set by the teacher.
S C	Student Challenge	Your teacher is challenging you with a new task. This might involve: <ul style="list-style-type: none"> <li>• Research</li> <li>• Making a connection with other learning</li> <li>• Expanding a point you have made</li> </ul>
SA	Student Action	You need to follow the instructions of your teacher. Date and initial your action.

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**Appendix 1 KS4 Book Promise**



**Book Promise (KS4):**

- Your work in your book should reflect your highest standards.
- Always check your work for accuracy prior to submission.
- Every piece of work must have a heading even if it is homework. Use **Gwaith Dosbarth** for classwork and **Gwaith Cartref** for homework.
- Every piece of work must have the date written in welsh and target language where appropriate.
- Write down the title/lesson objective and underline it using a ruler.
- All writing to be completed in pen (blue or black) and drawings in pencil.
- Draw a line underneath each piece of work before starting the next piece.
- All marking for peer or self-assessment should be completed using a red pen. Your teachers will mark in green.
- Do not doodle or graffiti on your book. If you want to cover your book, please cover it in clear plastic.
- Please stick any additional sheets into your book flat and not folded.



**Progress Tracker:**

My end of key stage 4 target level is:.....

My silver (end of year) target is:.....

My gold (end of year) target is:.....

A*					
A					
B					
C					
D					
E					
F					
G					
	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>	<b>Milestone 4</b>	<b>Milestone 5</b>
<b>Attitude to learning</b>	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI	E G S NSI CSI

My attitude to learning target is: **Excellent**

**Attitude to learning key**  
**E**-Excellent  
**G**-Good  
**S**-Satisfactory  
**NSI**-Needs Significant Improvement  
**CSC**-Causing Serious Concern

Accuracy Marking. Your teachers will use the following symbols when marking your exercise books:		
Code	What does it mean?	What do I need to do?
<b>Literacy</b>		
✓	Correct/good point/well written (in more practical subjects, such as PE, your teacher may use a 'thumbs-up').	Keep producing work of a similar quality.
C	Capital letter	Put in or remove capital letter.
Sp	Spelling error	Correct spelling and write out three times.
P	Punctuation error	Put in the correct punctuation. (., ? ! " " : : ')
//	Paragraphing error	Explain why there should be a new paragraph here.
?	Issue with expression grammar, tense, doesn't make sense	Discuss this with your teacher and amend.
^	Missing word or phrase	Put in the missing word.
e.g.	Provide examples	Provide more examples and expand your answer.
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<b>Numeracy</b>		
?	Unable to follow workings	
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D	Use a diagram to support your thinking	
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Deeper Learning Framework. You should respond to your teacher's feedback when the following codes are used:		
Q	Question	Answer the question set by the teacher.
SC	Student Challenge	Your teacher is challenging you with a new task. This might involve: <ul style="list-style-type: none"> <li>• Research</li> <li>• Making a connection with other learning</li> <li>• Expanding a point you have made</li> </ul>

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SA	Student Action	You need to follow the instructions of your teacher. Date and initial your action.
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## ***ADT Appendix***



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## **ADT Assessment for Learning Policy:**

### **Milestone marking.**

#### **Years 7 & 8.**

In Years 7 & 8 pupils follow a carousel arrangement that comprises lessons in the ADT subjects of Art, Craft & Design, Food and Nutrition and Product Design. PSE lessons make up part of the carousel but these lessons are not part of ADT. Classes are made up of pupils drawn from all five tutor groups and are all mixed ability.

Each class is allocated approximately 14/ 15 one hour lessons in each subject area. At the end of each subject module the subject teacher will complete a Milestone Mark for the work produced. Milestone assessment sheets have been created for each of the ADT subject areas.

ADT projects have been designed by subject specialist staff to assess the appropriate skill development for each subject area.

Pupils will have four Milestone Marks per year for ADT.

### **Year 7 & 8 ADT/ PSE Rotation September 2018- June 2019.**

	<b>Module 1.</b>	<b>Module 2.</b>	<b>Module 3.</b>	<b>Module 4.</b>	<b>Module 5.</b>	<b>Module 6.</b>
<b>Group ADT/ 1.</b>	Art/Photo LB.	Prod Des. OS.	PSE.	Art/ Des CA.	F & N. NA	PSE.
<b>Group ADT/ 2.</b>	Prod Des. OS.	PSE.	Art/Des. CA.	F & N. NA.	PSE.	Art/Photo LB
<b>Group ADT/ 3.</b>	PSE.	Art/ Des. CA.	F & N. NA.	PSE.	Art/Photo. LB	Prod Des. OS
<b>Group ADT/ 4.</b>	Art/Des CA.	F & N. NA.	PSE.	Art/Photo LB	Prod Des. OS.	PSE.
<b>Group ADT/ 5.</b>	F & N. NA.	PSE.	Art/Photo LB	Prod Des. OS	PSE.	Art/Des. CA.
<b>Group ADT/ 6.</b>	PSE.	Art/Photo LB.	Prod Des. OS	PSE.	Art/Des. CA.	F&N. NA.

#### **GCSE.**

There will be a minimum of three Milestone Marks for GCSE, one to be completed each term.

In addition, subject specific feedback forms have been developed for each subject area and are used to regularly monitor progress; these are often task specific – minimum three progress checks.

Verbal feedback is given on a regular basis.

#### **AS and A Level.**

There will be a minimum of three Milestone Marks for AS and A Level, one to be completed each term.

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In addition, subject specific feedback forms have been developed for each subject area and are used to regularly monitor progress; these are often task specific – minimum three progress checks. Verbal feedback is given on a regular basis.



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## PE

### Years 7 and 8

Three milestones marks representing levels of skills application and development, over a range of sports to be uploaded onto G4S.

Three progress checks representing levels of skills application and development, over a range of sports to be uploaded onto G4S.

### GCSE

#### **Short-course**

Two milestones marks for GCSE practical assessment.

Three progress checks representing levels of skills application and development over time.

#### **Full course**

Three milestones marks for GCSE to include practical assessment marks and examination style questions.

Three progress checks representing levels of skills application, attitudes to learning, and development over time.

### Key Stage 5

Three milestones marks for AS and A Level to include practical assessment marks and examination style questions.

Three progress checks representing levels of skills application, attitudes to learning, and development over time.



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## Drama

### Years 7 and 8

Three milestones marks representing levels of skills application and development, over a range of performances to be uploaded onto G4S.

Three progress checks representing levels of skills application, attitudes to learning, and development, over time.

### GCSE

Three milestones marks for GCSE to include practical assessment marks, examination-style questions, theatre reviews, and evaluations.

Three progress checks representing levels of skills application, attitudes to learning, and development, over time.

### Key Stage 5

Three milestones marks for AS and A Level to include practical assessment marks, examination-style questions, theatre reviews, and evaluations.

Three progress checks representing levels of skills application, attitudes to learning, and development over time.

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## Music

### Years 7 and 8

Three milestones marks representing levels of skills application and development, over the three disciplines to be uploaded onto G4S.

Three progress checks representing levels of skills application, attitudes to learning, and development, over time.

### GCSE

Three milestones marks for GCSE to include practical assessment marks in performance, examination-style questions, and composition progress reviews.

Three progress checks representing levels of skills application, attitudes to learning, and development, over time.

### Key Stage 5

Three milestones marks for AS and A Level to include practical assessment marks in performance, examination-style questions, and composition progress reviews.

Three progress checks representing levels of skills application, attitudes to learning, and development over time.

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***English and Media Appendix***



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## **English and Media Faculty: Marking and Assessment Appendices**

**October 2018**

***[To bring assessment in line with the revised whole school Marking Policy. Please refer also to the full English Faculty Marking and Assessment policy document and the Faculty Schemes of Work]***

### **KS3 [Years 7 and 8]**

#### **Milestones:**

There will be 5 milestones per academic year, as identified on the Faculty Calendar, covering the range of Reading, Writing and Oracy skills.

#### **Marking:**

- Milestones should be marked using the new whole school Marking Policy and the KS3 Assessment Grids.
- Teacher marking should comment on WWW and EBI.
- Students' work should be marked using the Deeper Learning Framework codes and Accuracy codes as highlighted in the revised whole school Marking Policy.
- The students must respond to the marking codes used by their teacher and use their responses to form targets for improvement.
- Following a Milestone Marking assessment all students should complete the Milestone Marking Assessment Record. This may be adapted for certain assessments.
- DIRT activities should follow marking and students may be asked to re-draft sections of their Milestone Marking which will enhance their understanding of the subject. For example, if a student has been asked to improve their use of connectives then they may re-visit a paragraph of their writing focusing on that specific target. [These should be numbered in the margin].
- Regular and productive peer and self-assessment is to be used with comments linked to task specific success criteria. Pupils should also use the Accuracy codes.
- A mark out of 20 and the NC level should be placed on the Milestone Marking Record and recorded on G4S.

### **KS4 [Years 9, 10 and 11]**

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## Milestones:

There will be 5 milestones per academic year as identified on the Faculty Calendar. These will replicate examination style questions in Language and Literature

## Marking:

Work that is marked thoroughly and in accordance with WJEC marking criteria includes:

- All NEA tasks: these should be marked and recorded on G4S within two weeks of completion to allow for prompt moderation and targeting.
- Practise exam essays.
- Practise extract questions.
- Any other exam work.

The whole school Marking Policy should be applied to practice language tasks to focus pupils' attention on technical accuracy within their writing. **This policy, however, should not be applied to NEA work – this is marked strictly to WJEC specifications.**

Regular and productive peer and self-assessment is to be used with comments linked to task specific success criteria. Pupils should also use the Accuracy codes.

## KS5 [Years 12 and 13]:

### Milestones:

There will be 5 milestones per academic year as identified on the Faculty Calendar. These will replicate examination and coursework style questions.

### Marking:

- Exam and coursework is to be marked using the relevant assessment grid: Units 1-5.
- Although this is a Literature course, weak literacy skills must be highlighted as this forms part of the assessment criteria. The whole school Accuracy Codes should be used for this purpose.
- Essay work should be marked promptly and detailed feedback provided for pupils in relation to the assessment objectives: AO1; AO2; AO3; AO4 and A05.
- All Milestone Marking should be recorded on G4S.

## Protocols for Exercise Books: KS3 and KS4

Consistency of approach is essential:

- **KS3 / KS4:** Book Promise labels must be secured to the front page of every book and filled in by pupils as each Milestone is completed.
- **KS3 / KS4:** Books must be marked a minimum of once every half-term using the Accuracy code.

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- **KS3 / KS4:** Ground rules must be recorded on the second page and followed rigorously by the subject teacher.
  - **KS3 / KS4:** Graffiti, either on the cover or inside the books, must be removed promptly by the pupil.
  - **KS3:** In the back of the exercise books two pages should be dedicated for spellings.
  - **KS3 / KS4:** At the start of each piece/unit of work there must be: the date in English and Welsh, the heading/title, the differentiated Lesson Objectives – Gold, Silver, Bronze – in line with whole school policy.
  - **KS4:** Pupils will be issued with TWO exercise books – one for Language and one for Literature. The KS4 label, Ground Rules and Course Outline should go in the Language book. Pupils will also need a document wallet or A4 ring binder to keep hand-outs to avoid loose sheets.
  - Students will be given areas to improve using the Deepening Understanding marking code and should be given time to reflect and respond to their work through the use of dialogue marking.

## **MEDIA**

Marking and assessment expectations for Media are the same as for those of English above.

### **Milestones:**

There will be 5 milestones per academic year for Years 9-13.

- NEA and examination work will be marked and assessed in line with Examination Board assessment grids.
- Feedback sheets for Milestones completed on computer will be included in exercise books.

Hannah O'Farrell 17.10.18



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## Humanities Appendix for Assessment for Learning Policy

Humanities will follow the whole school marking policy and the aspects specific to Humanities are outlined below:-

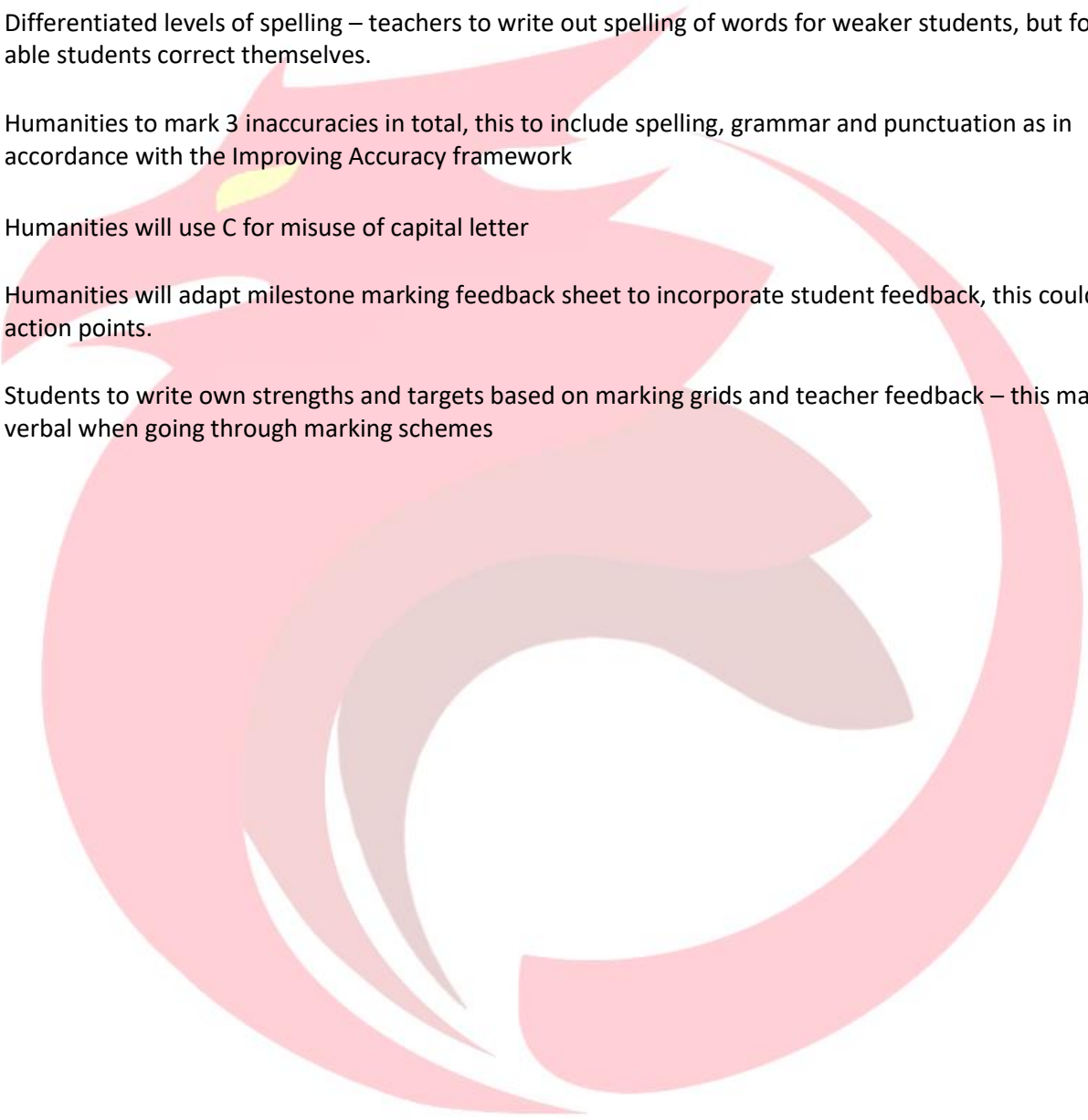
Milestone marking:-

- KS3 Year 7 and 8 – 3 milestones – One per term and literacy marking in the other half terms where milestones don't take place.
- KS4 – Year 9 – 4 milestones minimum – projects or tests initially then mock/past paper style questions once the GCSE syllabus starts. Once per half term, either milestone or literacy marking in the other half terms where milestones don't take place.
- Year 10 – 5 milestones minimum – mock/past paper style questions – Once per half term, either milestone or literacy marking in the other half terms where milestones don't take place.
- Year 11 – 4 milestones minimum – mock/past paper style questions – At least one per half term and peer/self-assessed past paper questions using mark schemes in the other half terms where milestones don't take place.
- KS5 – Year 12 - 4 milestones minimum – mock/past paper style questions – At least one per half term and peer/self-assessed past paper questions using mark schemes in the other half terms where milestones don't take place.



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- Year 13 - 5 milestones minimum – mock/past paper style questions– At least one per half term and peer/self-assessed past paper questions using mark schemes in the other half terms where milestones don't take place.

Wider assessment guidelines:-

- Differentiated levels of spelling – teachers to write out spelling of words for weaker students, but for more able students correct themselves.
  - Humanities to mark 3 inaccuracies in total, this to include spelling, grammar and punctuation as in accordance with the Improving Accuracy framework
  - Humanities will use C for misuse of capital letter
  - Humanities will adapt milestone marking feedback sheet to incorporate student feedback, this could be on action points.
  - Students to write own strengths and targets based on marking grids and teacher feedback – this may be verbal when going through marking schemes
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***ICT Appendix***

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### **ICT Faculty Assessment for Learning Policy**

The Faculty uses a paperless approach to marking across all key stages, the only exception being PPQs for external examination preparation. Students will maintain their online portfolio of evidence. Accuracy marking is carried out in green ink, and extensive audio feedback will be left for each student to provide in-depth feedback for improvement, or to provide further challenge. Evidence shows that the use of audio feedback is more efficient and can provide a deeper level of marking than written feedback.

Progress Tracker sheets and revised Milestone sheets will also be used to track and monitor student progress.

In the short-term, this will be implemented using Microsoft OneNote. OneNote is accessible on many devices that have internet access, so students are able to share their progress with parents/carers.

#### **KS3**

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Students are expected to produce one significant Milestone task per term, which is assessed by their teacher within two weeks. Upon sharing the marked work with the students, time is made available for reflection upon the feedback.

Teachers also provide half-termly marking for accuracy (using agreed-upon codes), and half-termly self/peer assessment.

#### **KS4**

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Formative feedback is given verbally in every NEA lesson. Summative feedback and dialog with students is not possible due to NEA regulations. Data is kept on a tracking system, and entered onto G4S every term.

Marking for accuracy is carried out verbally.

For theory lessons, marking is as per school guidelines. PPQs are marked for accuracy and areas for improvement are targeted.

#### **KS5**

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ICT – As per GCSE

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**CS**—students maintain their portfolio of work. This is regularly assessed for both accuracy and deepening understanding.





# CRICKHOWELL HIGH SCHOOL

## Milestone Recording Sheet

Student Name:		Form:		Subject	
				ICT	CS
Task:					
Working towards grade:		Grade for this task:			

<b>Assessor</b> (place an X in the correct box)					
<i>Teacher</i>		<i>Self</i>		<i>Peer</i>	
<b>Additional Areas of Assessment</b> (place an X in relevant boxes)					
<i>SPAG</i>		<i>Literacy/Extended writing</i>		<i>Numeracy</i>	
<i>ESDGC</i>		<i>Cwricwlwm Cymreig</i>		<i>ICT/DCF</i>	

Grade:		Working towards:	
<b>2 Stars and a Wish</b>			
Assessor	Your response		Follow-up
Date:	Date:	Date:	

**Progress Tracker:**

My GCSE Target is: .....

My Aspirational GCSE Target is: .....

A*					
A					
B					
C					
D					
E					
F					
G					
	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>	<b>Milestone 4</b>	<b>Milestone 5</b>
<b>Attitude to Learning</b>	E G S NSI CSC	E G S NSI CSC	E G S NSI CSC	E G S NSI CSC	E G S NSI CSC

**My Attitude to Learning  
Target is: EXCELLENT**
**Attitude to Learning Key**

E – Excellent

G - Good

S - Satisfactory

NSI – Needs Significant  
ImprovementCSC – Causing Serious  
Concern**Improving Accuracy:**

Code	What does it mean?	What do I need to do?
✓	Correct/good point/well written (in more practical subjects, such as PE, your teacher may use a 'thumbs-up').	Keep producing work of a similar quality.
CR	Capital letter	Put in or remove capital letter.
SP	Spelling error	Correct spelling and write out three times.
P	Punctuation error	Put in the correct punctuation. (., ? ! " " : : ' )
//	Paragraphing error	Explain why there should be a new paragraph here.
?	Issue with expression grammar, tense, doesn't make sense	Discuss this with your teacher and amend.
^	Missing word or phrase	Put in the missing word.
e.g.	Provide examples	Provide more examples and expand your answer.



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## ***Maths Appendix***



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## Appendices for Maths Department

### KS3 (Y7&8)

- Milestone assessments are the module tests for the appropriate level as linked to our schemes of work:
  - Students will complete up to 5 in a year with less academic groups reaching at least 3 Milestones.
  - Milestone feedback sheets will be the feedback sheets already in place. Teachers comments will include a **www** and **ebi** statement related to specific concepts/technique.
  - Peer and self assessment comments should be in the form of a star and a wish or similar; information should include what students feel they did well and what they need to do to improve. This may include comments related to presentation and mathematical rigour.

Example of KS3 Feedback Sheets:





Feedback Form			
	<i>Tick as appropriate</i>	I can do	I need to revise
1. Improper fractions		<input type="checkbox"/>	<input type="checkbox"/>
2. Efficient use of a calculator		<input type="checkbox"/>	<input type="checkbox"/>
3. Standard index form		<input type="checkbox"/>	<input type="checkbox"/>
4. Pythagoras' Theorem		<input type="checkbox"/>	<input type="checkbox"/>
5. Constructions		<input type="checkbox"/>	<input type="checkbox"/>
6. Constructions in context		<input type="checkbox"/>	<input type="checkbox"/>
7. Averages for grouped data		<input type="checkbox"/>	<input type="checkbox"/>
8. Tree diagrams		<input type="checkbox"/>	<input type="checkbox"/>
For this part of the module I am working at (tick appropriate box)			
Working towards level 7 <input type="checkbox"/>	7c <input type="checkbox"/>	7b <input type="checkbox"/>	7a <input type="checkbox"/>
My performance in this test (tick appropriate box)			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Need to improve <input type="checkbox"/>
My effort in preparing for this test (tick appropriate box)			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Need to improve <input type="checkbox"/>
Pupil Response: <i>(Comment on what you need to do to improve/maintain this level)</i>			
Parent Response			
Teacher Response			

**KS4**

**Y9**

- As with KS3, milestone assessments are the module tests for the appropriate level/grade as linked to our schemes of work. All classes will transition to the KS4 schemes of work during Year 9. At this stage, students are not usually ready to transition to past GCSE papers:
  - Students will complete up to 5 in a year with less academic groups reaching at least 3 Milestones.

- Milestone feedback sheets will be the feedback sheets already in place. Teachers comments will include a www and ebi statement related to specific concepts/technique.
- Peer and self assessment comments should be in the form of a star and a wish or similar; information should include what students feel they did well and what they need to do to improve. This may include comments related to presentation and mathematical rigour.

Example of Yr9 Feedback Sheets:

Feedback Form			
	<i>Tick as appropriate</i>	I can do	I need to revise
1. Trial & Improvement		<input type="checkbox"/>	<input type="checkbox"/>
2. Linear Equations		<input type="checkbox"/>	<input type="checkbox"/>
3. Simultaneous Equations		<input type="checkbox"/>	<input type="checkbox"/>
4. Inequalities		<input type="checkbox"/>	<input type="checkbox"/>
5. Finding the $n^{\text{th}}$ term		<input type="checkbox"/>	<input type="checkbox"/>
6. Single bracket factorisation		<input type="checkbox"/>	<input type="checkbox"/>
7. Transformations		<input type="checkbox"/>	<input type="checkbox"/>
8. Relative Frequency		<input type="checkbox"/>	<input type="checkbox"/>
For this assessment I am working at (tick appropriate box)			
Grade C	Working towards grade C <input type="checkbox"/>	Some aspects at grade C <input type="checkbox"/>	Confident Grade C <input type="checkbox"/>
Self Evaluation : (tick appropriate box)			
Do you understand the corrections?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Could you revise from this?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Response: (Comment on the standard of this assessment. If you answered "no" to any of the above, please explain why, and how improvement can be made)			
-----			
-----			
-----			
My effort			
Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Need to improve <input type="checkbox"/>
Parent Response:			
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-----			
Teacher Response:			
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- 
- Students will complete a minimum of 3 and a maximum of 5 milestones per year. Milestones will be past papers (at least 3 of the past papers sat in lesson time or formally as a whole-year mock examination).
    - Past papers will be marked against exam board criteria
    - Feedback sheets will be completed by staff, students and parents.

Example of KS4 Past Paper Feedback Sheet:



Paper handed in (date):	On-time? YES / NO	Paper Title, Month and Year:
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My target grade is (circle appropriate)	A*	A	B	C	D	E	F	G
This paper's grade (circle appropriate)	A*	A	B	C	D	E	F	G
Mark required for each grade	A*	A	B	C	D	E	F	G

- For this paper I was \_\_\_\_ marks away from my target grade
- Number of questions I left blank but should have attempted \_\_\_\_\_

Tick any appropriate statements:

- I have recently attended Monday Drop-In sessions
- I worked with friends or family to complete or prepare for this assessment
- I have used a revision website and/or book to prepare for this assessment (if so...which one...?)



My effort on this paper was	1 Excellent	2	3	4	5 Very Poor
The clarity of workings, diagrams and sentences was	1 Excellent	2	3	4	5 Very Poor

<p><b>Pupil Comment:</b> Please write in sentences. Describe your preparation for the assessment, effort in completing it and identify a <u>minimum</u> of two topics you need to work on in order to improve.</p>
<p><b>Parent/Carer Signature/Comment:</b></p>
<p><b>Teacher Comment:</b> <b>www:</b> <b>ebi:</b> <b>SA/Q/S&amp;C/AM:</b></p>



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Milestones will be a mixture of department-produced assessments followed by past papers, post Christmas, when students are more able to meaningfully attempt them. For each milestone, students will complete a Core and Applied component (with the exception of Yr12 Term 1).

Year 12

- Four milestones, During Terms 1, 2, 3 (past paper – open book) and 4 (past paper - mock)

Year 13

- Three milestones during Terms 2, 3 (past paper – open book) and 4 (past paper - mock)

Example of KS5 Feedback Sheet:



**Core Component / Applied Component (please circle)**



**Paper Title:**

My target grade is (circle appropriate)	A*	A	B	C	D	E
This paper's grade (circle appropriate)	A*	A	B	C	D	E
Mark required for each grade (circle appropriate)	A*	A	B	C	D	E

My effort on the course over the last term has been:	1 Excellent	2	3	4	5 Poor
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My effort in preparing for this paper was	1 Excellent	2	3	4	5 Poor
---	-------------	---	---	---	--------

**Student Comment:**

Please write in sentences. Describe your preparation for the assessment, recent effort on the course (in and out of class) over recent weeks and identify a minimum of three topics you need to work on in order to improve. Are you meeting your own expectations?

If necessary, please describe the specific actions you will take in order to improve:

**Parent Comment/Signature:**

**Teacher Comment:**

**www:**

**ebi:**

**SA/Q/S&C/AM:**

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## ***Maths Appendix***



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# French, German, Welsh as a second language

## Years 7 and 8

Three milestones marks representing levels of listening or speaking or reading or writing skills application and development, over a range of topic areas to be uploaded onto G4S.

Three progress checks representing levels of listening or speaking or reading or writing skills application and development, over a range of topic areas to be uploaded onto G4S.

## GCSE

Three milestones marks for GCSE to include assessment marks and examination style questions.

Three progress checks representing levels of listening or speaking or reading or writing skills application, attitudes to learning, and development over time.

## Key Stage 5

Three milestones marks for AS and A Level to include assessment marks and examination style questions.

Three progress checks representing levels of listening or speaking or reading or writing skills application, attitudes to learning, and development over time.

## Addendum

Evidence of marking, across the faculty, may not always be recorded as **written evidence in books**.

**In languages, the four skills of listening, speaking, reading and writing are equally assessed. Listening and speaking therefore account for 50% of the assessed skills in all key stages. These are not written marking events.**

Evidence of speaking tasks will be audio (and possibly video if it is a performance) and is stored electronically by teacher where appropriate. Speaking is also assessed informally in lessons through interaction in the target language with the teacher and peers. Pupils may have short hand notes/ answers to listening exercises in the back of their books, which are usually self or peer marked.

Evidence of other marking could be found in other forms of presentation documents, for example pupils may have created a grammar guide on A4 paper.

Written milestone work (possibly exam questions and tests) is normally recorded in exercise books and possibly in folders for GCSE.

We endeavour to use examination grade descriptors and level grids to guide pupils to self-assess and to improve. If wished the teacher can use feedback strips with a key for pupils to aid target setting.

All faculty teachers give oral feedback at all times. Learning conversations are a daily event.

Opportunities may arise to record evidence of this oral feedback and evidence of the advice having been implemented by the pupils.

In the case of NVQ Global Business Communication, assessment is ongoing and recorded by CH and sent to the verifier.



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***Science Appendix***



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## Assessment for Marking Policy Science Department Appendix

### KS3

As per the whole school marking policy there will be three milestones spread out over one per term. There will also be a marking for literacy exercise associated with each big question. At the end of each topic there is a topic test.

We intend using personalised milestone tracker sheets within the department

### KS4

Again this is in line with the whole school policy of three milestones per year, I.e one per term. Literacy marking will be undertaken using QER past paper questions, these will be at least once per half term, although given the length of some topics they may be more frequent.

There will also be an end of topic test for each topic. In some instances tests may be repeated depending on the performance of individuals.

We intend using our own version of the milestone tracking sheet throughout the department.

Double Science classes may have more opportunities for testing as three subjects are delivered. The milestone tracker on GO4S will be split into the individual subject areas to reflect this.

### KS5

As per whole school policy with three official milestones per year. However, there will be regular testing as topics are completed. Literacy marking will be referenced by QER type questions.

The milestone tracker on GO4S will be split to recognise dual teaching of year group.

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***Welsh Baccalaureate Appendix***



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## **Welsh Bacalaureate Faculty: Marking and Assessment Appendices**

October 2018

### **KS4 [Years 9, 10 and 11]**

#### **Year 9**

##### **Milestones:**

There will be 3 milestones per academic year as identified on the Faculty Calendar. These will be skills development SOLs for Enterprise, Global and Community. You will be required to complete G4S, once each skills development programme (booklet) is fully completed by the student. (Tick the appropriate box)

##### **Marking:**

Work is marked thoroughly (by the WB teacher) and in accordance with WJEC Assessment Criteria, CHS AFL and CtG marking (once per half term) includes:

Term 1 – Enterprise Application letter and Pitch presentation

Term 2 – Global Standpoint and Raising Awareness Pack

Term 3 – Community planning and First Give presentation

The whole school Marking Policy should be applied to practise language tasks to focus pupils' attention on technical accuracy within their writing.

Regular and productive peer and self-assessment is to be used with comments linked to task specific success criteria. Pupils should also use the Accuracy codes.

#### **Year 10**

##### **Milestones:**

There will be 3 milestones per academic year as identified in the Faculty Calendar. These are controlled assessments in line with WJEC Guidelines. Feedback (verbal) can be given for the Enterprise Pitches, for students to include into their Reflections. No other feedback is allowed. Marks are entered onto G4S.

Term 1 – Enterprise and Employability Challenge

Term 2 – Global Challenge

Term 3 - Community Challenge

##### **Marking:**

Work is marked thoroughly and annotated with evidence of each Learning Objective, using the WJEC Assessment Grid Success Criteria. It is the class teacher's responsibility to chase up work and mark, in accordance with the assessment criteria, before returning the work for sample to the WB DOL.

#### **Year 11**

##### **Milestones:**

There will be no Milestones. The Individual Project is marked in stages, once each section is completed. G4S must be updated, to show progress (tick box for each section).

Term 1 - Aims and Rationale and Secondary Data information

Term 2 – Data Analysis and Primary Research

Term 3 – Conclusion and Evaluation

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The whole school Marking Policy should be applied to practise language tasks to focus pupils' attention on technical accuracy within their writing.

## **KS5 [Years 12 and 13]:**

### **Year 12**

#### **Milestones:**

There will be 3 milestones per academic year as identified in the Faculty Calendar. These are controlled assessments in line with WJEC Guidelines. Feedback (verbal) can be given for the Enterprise Pitches, for students to include into their Reflections and the global Conference contribution, for students to include into their Reviews. No other feedback is allowed. Marks are entered onto G4S.

Term 1 – Global Challenge

Term 3 – Community Challenge and Enterprise and Employability Challenge

#### **Marking:**

Work is marked thoroughly and annotated with evidence of each Learning Objective, using the WJEC Assessment Grid Success Criteria.

### **Year 13**

#### **Milestones:**

There will be no Milestones. The Individual Project is marked in stages, once each section is completed. G4S must be updated, to show progress (tick box for each section).

Term 1 - Aims and Rationale and Secondary Data information

Term 2 – Data Analysis and Primary Research

Term 3 – Conclusion and Evaluation

The whole school Marking Policy should be applied to practise language tasks to focus pupils' attention on technical accuracy within their writing.

### **Protocols for Exercise Books: KS3 and KS4**

Consistency of approach is essential:

- **Y9 Booklets:** Books must be marked once every half-term using the Accuracy code.
- **KS3 / KS4:** Graffiti, either on the cover or inside the books, must be removed promptly by the pupil.

