KING'S OAK SCHOOL

Teaching Learning Marking and Assessment

Policy Review Schedule			
Date Policy Agreed by Staff	**October 2026**	**Date Policy Agreed by Governing Body**	**October 2026**
Policy Review Schedule	**Annually**	**Date for Review**	**October 2027**
Signed by Chair of Governors	Carol Ladbrook		
Signed by Headteacher	Meic Griffiths		

The Purpose of this document:

- To identify the context of the school
- To identify and map out the curriculum offer and its intent at King's Oak
- Is to identify how we will create an environment at our school where students learn best and love to do so
- Is to summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all students in our school
- Involve students, parents and the wider school community in students' learning and development
- To ensure that high quality teaching takes place in every lesson, which results in high standards of student achievement
- To embed an agreed range of good or better practices across the school ensuring consistency throughout the school
- To provide new staff with a clear framework of the school's expectations
- To provide agreed focus for monitoring and recording learning and classroom practice

The School's Context

King's Oak School is a secondary school in the Royal Borough of Greenwich for students with SEMH needs. It is part of a federation with Waterside Primary School. It is not an academy, both schools remain within the local authority. We have one Governing Board and Executive Headteacher.

King's Oak School offers tailor made pathways for students who may have found mainstream education difficult - but this does not mean that they would not have the opportunity to return, either to a mainstream secondary school or further education.

Curriculum at King's Oak

Our Curriculum Intent

At King's Oak we believe that outstanding learning comes from quality first teaching. Our curriculum is designed with the young person at the centre of it. The highly ambitious board and balanced curriculum is designed to equip each young person with the personal characteristics required to succeed in life.The curriculum is sequenced to build upon the young person's prior knowledge and skills, progressing them towards the mastery of clearly communicated objects for each subject. These objectives help drive the young people towards identified end points at each stage of their education. The curriculum exposes the young people to different experiences that enriches their education both in and outside the classroom. This helps to ignite a passion for learning and instils self-belief in all. The effective use of assessment and gap analysis is used to respond to, tailor and adapt teaching to meet the needs of each individual and ensures the reduction of delays or gaps where present. Carefully planned lessons allow for the transfer of learning into the long-term memory for future use.

What's on Offer

At Key Stage 3, which for King's Oak School is Years 7 and 8, the students receive a tailored curriculum, mainly based in one 'home room' with the same teacher and TA. They receive specialist input from the maths, science, PSHE, humanities, art, catering, sports specialists within the school.

At Key Stage 4, which for King's Oak School is Years 9, 10 and 11, the students have their options for how to move their education even further forward. This can be done in one of three ways:

- **Academic -** if a student shows a drive for academic study and is looking to go onto further education, they have the option of taking a variety of exams in subjects offered both at King's Oak and at our partners sites.
- **Vocational -** if a student shows a drive for apprenticeship or the world of work, the curriculum is tailored to ensure that they spend up to three days in an industry placement and two days at King's Oak - developing their functional skills in maths, English, science etc.
- **Mixed Route -** if a student isn't sure about their next steps - this is the route for them. They spend two days in an industry placement and three days at King's Oak - developing both their functional and further skills.

Personal Development

PSHE education is a central part of our curriculum as it enables our students to build positive, equal, consensual friendships and relationships and to develop skills to keep themselves and others healthy and safe now and in the future. The RSE curriculum helps them to deal with critical issues they face every day such as friendships, emotional wellbeing, healthy relationships, puberty, consent, sexual health and contraception. It gives them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope. It supports personal development, behaviour for learning including promoting attributes such as kindness, respect, consent, resilience and self-efficacy. Our curriculum is ambitious and designed to give all students the knowledge and skills they need to succeed in life. It will provide opportunities to embed new knowledge and practice skills that can confidently be used in real life situations on and offline. Our Curriculum Intentions for PSHE can be found in the PSHE Handbook. For further guidance please see the PSHE policy.

Since 2018, the Government released a careers strategy and guidance (statutory) for schools and colleges. In doing so, it put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we have chosen to build our own careers provision. The Imperium Federation Careers Plan strives to support the achievement of the eight Gatsby benchmarks. For more information please see the careers policy.

Inspiring learning

Considering the nature of our children and the difficulties they have with accessing education due to their social, emotional and mental health, we adopt tailored approaches in all classrooms in order for students to access lessons as easily as possible. We have a dedicated clinical team and highly trained support staff that provide 1: 1 intervention on the timetable for students with identified areas of need.

Students learn best at King's Oak School when they:

- Have their basic needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Understand the task
- Can link what they are doing to other experiences
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

Expectations for Students

- To put maximum effort and focus into their work and engage and not be passive in their learning
- To work effectively and purposefully in a range of contexts
- Know their targets and how to improve
- To be prepared to share their learning and ideas in an atmosphere of trust
- To ask questions where appropriate – of each other and the teacher
- To take responsibility for their own learning and support one another, working collaboratively, recognising the contributions of all
- To develop resilience in approaching problems and new learning challenges
- To undertake self-assessment or peer assessment with some confidence, becoming increasingly able to apply the criteria for success and to set appropriate targets for improvement
- To know where to go for help and recognise that further progress can always be made
- To act on all assessment, marking and feedback
- To use initiative and develop more independent learning
- To meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons and be ready to learn Be curious, ambitious, engaged and confident learners
- Complete home learning activities as required
- Meet the expectations set out in relevant policies – for example, the behaviour policy, marking policy and assessment policy

Parents and carers

Parents and carers of students at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn everyday
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Encourage their child to take responsibility for their own behaviour
- Support and give importance to home learning as required

Expectations for Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage with parents/carers in their child's learning including clearly communicating the purpose of home learning
- Update parents/carers on students' progress and produce an written report on their child's progress
- Contribute to the writing of whole school documents such as curriculum maps and policies
- Develop subject specific documents such as subject policies, schemes of work and risk assessments
- To plan appropriately for all groups of students and upload them to the shared planning file on a Monday by 9am
- To have a secure subject knowledge and understanding
- When support is needed teachers can seek advice from Senior Leaders or other subject specialists
- To develop high quality resources which support and challenge students' learning
- To ensure displays are high quality, up to date and
- That every lesson has clear Learning Objectives that are explained to the individual student and class
- LO's referred to throughout the lesson
- LO's are clearly linked to individual students progress
- Lessons to include or promote the use of the school's literacy and a numeracy targets
- Teachers create opportunities to revisit information throughout the year (Spacing), or within on lesson (Interleaving)
- To plan retrieval practice in lessons by providing frequent low-or no-stakes quizzes
- To help students' to create their own effective study schedules
- To display visual timetables in every lesson
- To encourage elaboration by helping students to come up with relevant "how" and "why" questions, about what they are studying. Then help students to come up with answers to these questions, and verify their their accuracy in their study material
- To use more than one concrete example (real life) to explain ideas and concepts
- To combine the use of verbal and visual materials (Dual Coding not learning styles) in learning to give ways of remembering the information
- Models of excellence are used for students to set expectations and aspirations
- To develop a culture where quality means rethinking, reworking and polishing

- Guided sessions are used to critiques an individual piece of work, or a number of pieces of work
- All lessons demonstrate key elements of effective AfL practice
- Activities are scaffolded to ensure that students explore, develop and practice new skills/concepts including SMSC Principles
- To cater for a range of differing cultural diversity thus ensuring student participation and understanding
- That time targets are set within lessons to ensure pace is maintained
- To have high expectations of presentation, quality and quantity of work and use book expectations stuck into students books to guide this
- To assess students' learning regularly (See Assessment Policy)
- Staff mark students' work regularly (See Marking Policy)
- To monitor the school calendar and meet deadlines
- Meet the expectations set out in relevant policies – for example, the behaviour policy, marking policy and assessment policy

Expectation for Support staff

Support staff at our school will:

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure students have understood expectations for learning
- Identify and use resources to support learning
- To have high expectations of presentation, quality and quantity of work and use book expectations stuck into students books to guide this
- To celebrate achievements
- Demonstrate and model themselves as learners
- To monitor the school calendar and meet deadlines
- To support teachers in ensure a high quality learning environment and displays are up to date
- Meet the expectations set out in relevant policies – for example, the behaviour policy, marking policy and assessment policy

Expectations for Subject Leaders

Although we have very small departments Subject Leaders at our school will:

- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers and support staff with necessary resources for learning
- Drive improvement in their subject, working with teachers and support staff to identify any challenges
- Sequence and plan their subject to allocate time for students to:
    - Achieve breadth and depth
    - Fully understand the topic
    - Demonstrate excellence
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data and writing individualised student action plans
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in relevant policies – for example, the behaviour policy, marking policy and assessment policy

Expectations for Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate and help souce external links in need
- Address underachievement and intervene promptly
- Meet the expectations set out in relevant policies – for example, the behaviour policy, marking policy and assessment policy

Expectations for Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher and the SLT to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Expectation for Students Books and Work

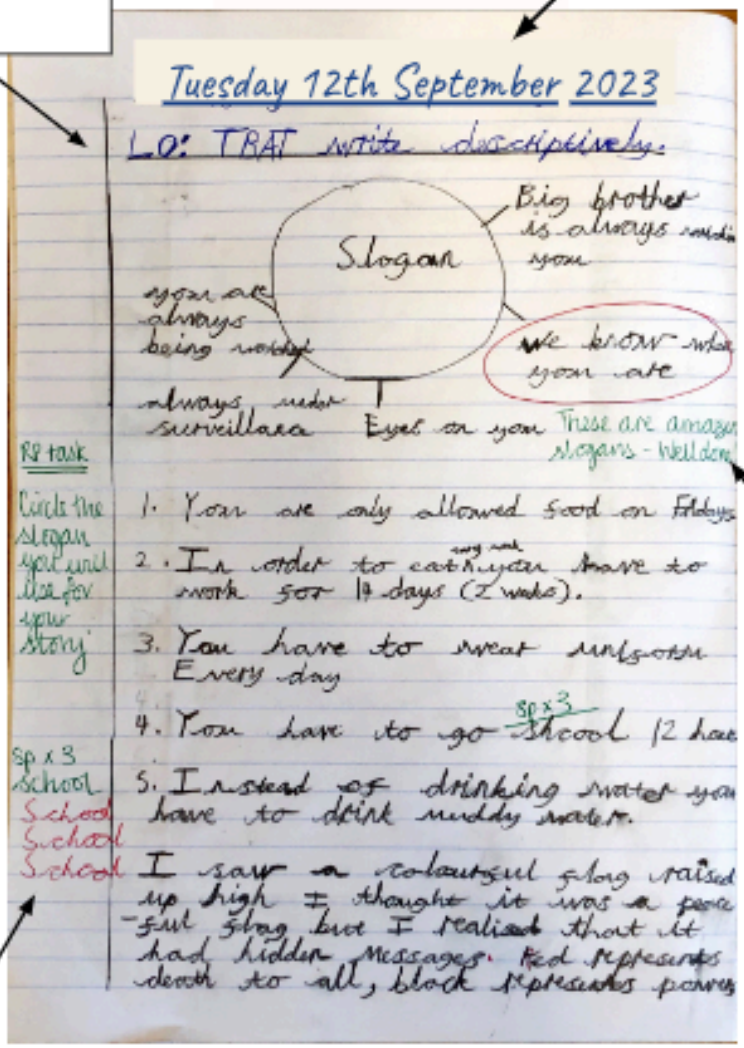
At King's Oak there is an expectation that students' and staff present work to a high standard. All students have a relevant copy of either the 'Literacy or Numeracy Expectation' stuck into the front of their books. These are guidance tools for students on the expectation of how to present their work. Staff will refer to these when marking students' work for presentation and during learning to set high expectations. These are stuck in when a new book is presented to a student. They are printed in colour and care is taken when sticking them in to ensure they are of the best quality to set out our high expectations.

I

Learning objective underlined with a ruler.

Date in full and underlined with a ruler.

KING'S OAK SCHOOL



Mark in green pen.

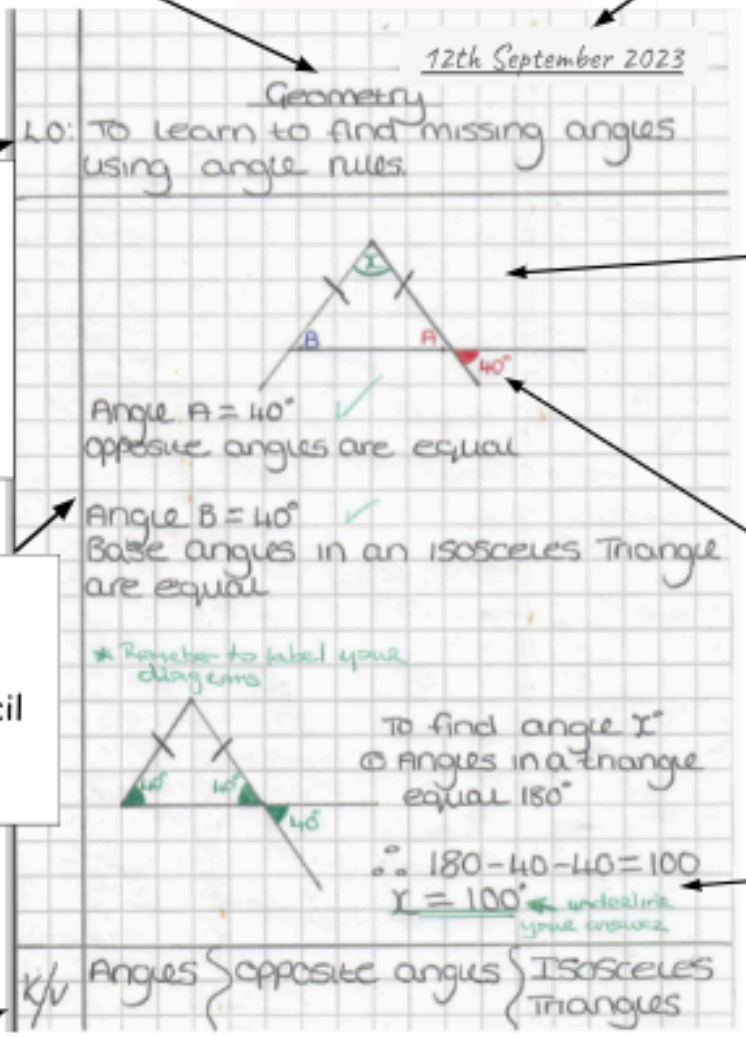
Correct/ extend your work with a red pen.

IMPERIUM FEDERATION

KING'S OAK SCHOOL

Title underlined in pencil.

Date in full underlined in pencil.



Learning objective underlined using a pencil and ruler.

Draw all pictures, diagrams and graphs using a pencil and ruler.

My margins will be 2 boxes wide using a pencil and ruler.

Correct/ extend your work with red pen.

Mark in green pen.

Key vocabulary at the bottom of the page 2 boxes deep.

IMPERIUM FEDERATION

Curriculum Mapping and Planning

Curriculum Mapping

Subject Leaders map out the intended curriculum for each year on the whole school curriculum map. Areas identified on the curriculum map are:
Academic Year Calendar
Key Dates
Celebration Events
Assessment and Reporting Dates
Whole School Literacy and Numeracy Focus
Planned Experiences, Visits and Trips.
CEAIG
Subject Topics
Personalised Interventions

Planning

Teachers upload well planned lessons to the shared planning folder on Google Drive Monday morning by 9am. Planning can be in any format but must include the following:

- Learning Objectives
- Success Criteria
- Key Vocabulary
- Key Questions
- Adaptation/Scaffolding
- Links: Lit/Num/EDI/PD
- Starter
- Retrieval Practice
- Main Content
- Plenary
- Outcomes

The Learning Environment

It is the responsibility of everyone at King's Oak School to provide and maintain an environment conducive to learning. A stimulating learning environment can be achieved through effective classroom organisation and thoughtful use of display.

The learning environment must promote independent learning, helping students to become confident learners who know how to improve. Resources should be appropriate, accessible and relevant to the learning needs.

Constant exposure to new and varied material encourages quicker and deeper learning.

The students will feel valued if their work on display is the best they can do, and is not tired and tatty.

Good displays should reflect an inclusive and diverse curriculum which is well matched to the needs of the learners.

Well thought out displays can improve recall and attention by up to 80%.

Expectations for learning environments;

- Learning intention and success criteria displayed and referred to
- Modelled examples of what makes 'good' are available
- Key vocabulary is displayed and referred to
- Visual timetable displayed for every lesson
- Environments are organised to encourage independence, are clutter free and do not pose any health and safety risks (e.g. trip hazards)
- Examples of good quality learning are displayed and current
- Students are trained to care for resources and keep them in order

Expectations for Displays

- Displays will be bright, attractive and tidy
- Displays will remain looking 'fresh'. Torn or damaged displays will be repaired or replaced quickly. It is everyone's responsibility to ensure this

- Displays are relevant to and reflective of the student's learning needs. They should illustrate and value all stages of the learning process from draft to finished product
- Some displays will have labels and contextual information which may include; a brief explanation of who did the learning, how and why it was done, what was learned along with open ended questions
- Displays may be made up of a variety of items; books, artefacts, natural materials, textiles, photos, models – not just student's learning
- Consider the location of displays so that for example; they are not a distraction or hidden by furniture
- Displays should celebrate and promote equality and diversity
- Reduce Clutter and Confusion
- All surfaces should be clear unless being used as a display
- All finished learning must be properly mounted before going on display
- Ensure all messages on wipe boards are current
- Encourage the students to be responsible for keeping the school tidy and organised

Health & Safety

To ensure that health and safety is not compromised please ensure;

- Fire exit signs are not obscured at any time
- Escape routes are free from obstruction
- No toxic materials are used on displays
- Nothing is hung directly over light fittings/ heaters
- Staple guns are only used by adults and never left around
- If students help to put up displays they are carefully supervised at all times
- A step ladder is used if required. Staff should not stand on tables/chairs
- Paper cutters and laminators are stored securely
- Staff are aware of electric cables, sockets etc. near displays

Learning Walls

- Are by definition 'work in progress' and should support the ongoing learning in the classroom
- They reflect the ideas, strategies and skills being developed over the week
- They celebrate ideas and connections being made
- They contain rough notes, diagrams and questions
- They contain modelled learning

- They support learning by acting as a reference point for independent learning and self assessment
- They contain hypothesis and conjecture
- They contain ‘things’ students have added independently
- They contain examples of thinking and problem solving
- They contain key vocabulary, sentence and text structures

Seating

Seating is arranged so that it is suitable for the lesson being taught. Students should be able to see the whiteboard/demonstration area.

Seating Accommodate Any Student’s Special Needs

For example, a student with auditory or visual difficulties should sit at the front of the classroom.

Seating Plans Should Not Become a Time of Conflict

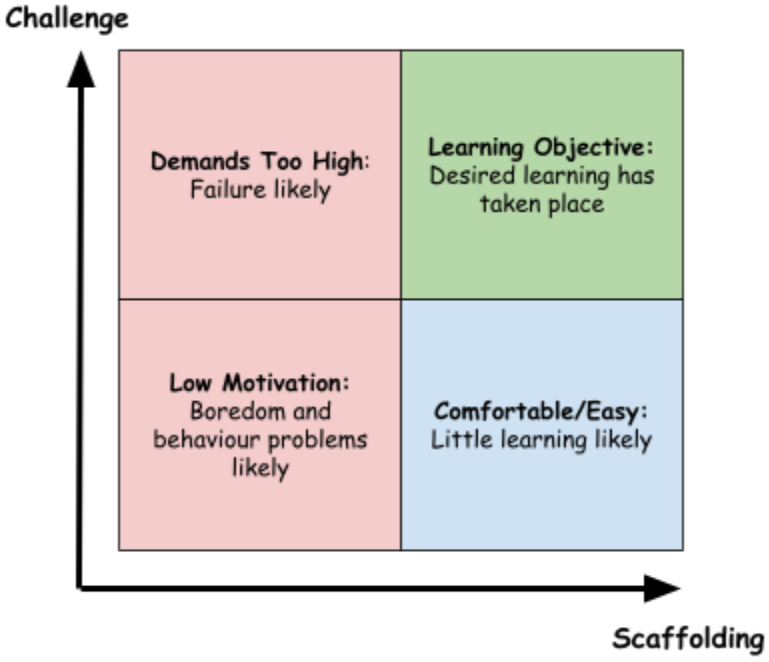
Students should be involved in any seating arrangements so they understand the reason for them. It is important to keep students in lessons and creating a conflict over seating could mean that students take themselves out of class rather than following the teacher’s instructions. Seating plans are flexible and individual to each student.

Adaptive teaching

Adaptive teaching is a responsive approach to students' learning. Teachers' preparation and forward thinking involves formative assessment within lessons which plays a vital role in supporting access for all. It allows the teachers at King's Oak to have consistently high expectations for all pupils, but to still provide scaffolds based on assessments made; thus supporting pupils with achieving the expectations. Adapting teaching is a responsive way of providing targeted support to pupils who are struggling and helps to increase pupil success. It is less valuable if it causes teachers to artificially create distinct tasks for different groups of pupils or lower expectations for particular pupils.

Scaffolding

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We scaffold learning to cater to the needs of all of our students, allowing for high expectations for all. Our SEN co-ordinator (SENCO) works closely with students, their parents/carers and staff to establish the appropriate level of support for students to make good or better progress. Regular CPD is provided for staff to support the meeting of the varying needs of the students at King's Oak. Teachers have a very in depth knowledge of every student and identify through well planned lessons how best to scaffold individuals learning.



Home Learning

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Google Classroom and paper copies provided where required to better support students and families. The school supports families through providing technology to use at home where needed.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Home learning for some families can be difficult due to personal challenges. Where this is the case the school provides resources and further guidance and support.

Regular staff CPD is in place that provides new ideas and opportunities with a wide variety of technology and software to enhance the schools home learning offer.

Marking and feedback

Aim

At King's Oak we aim to provide verbal, written and digital/remote learning feedback, including teacher, peer and students' marking, that ensures learning and attainment is consistently outstanding across both key stages.

Objectives

To ensure that marking, assessment and feedback:

- Helps to close the gaps in student attainment
- Focuses on the students' next steps in learning

The success of this policy will be measured through:

- Regular data analysis on student achievement and progress
- Observations, work scrutiny and book sampling
- student and parent/Carer feedback

Feedback at King's Oak needs to be:

Focused

- Help students' to achieve a specific goal. Compare students' actual performance to what they must achieve. Provide insight into how they can close the gap.

Constructive

- Provide honest feedback alongside encouragement.

Timely

- Let students know how they are doing whilst there is still time to adjust and refine their efforts.

Improvement Time

- Time in lessons to improve their work and act on feedback.

Recognition

- Recognise and acknowledge students' progress, hard work and attainment.

Quality First Teaching

Marking and Feedback is at the heart of Teaching and Learning across the school.

Teacher's feedback at King's Oak should be based on their understanding of students' current progress and attainment with the knowledge of their individual targets.

Feedback should be differentiated based on the needs of each learner.

Feedback should relate to goals such as:

- Lesson Objectives
- Success Criteria
- Exam marking criteria
- Students' own personal goals

Format for giving written feedback

All teachers and support staff at King's Oak:

1. Use the whole school marking code (Appendix 1)
2. Use green ink to ensure their marking is visible and obvious to students
3. Should mark against the whole school literacy and numeracy objective
4. Recognise and acknowledge hard work and progress
    - For example, tick work that does not have to be deep marked to show you have seen and valued their efforts.
5. Use the marking stickers or digital version of the WWW. EBI. .COM. (Appendix 2)
6. Should keep written feedback to a sentence of no more than 10 words that is accessible by the student. Key words should be taught to the student to ensure the content is accessible.

Frequency of written feedback / marking – minimum expectations

Subject	KS3	KS4
English Maths Science	Feedback Friday as requested by students	Feedback Friday as requested by students
Art Food Technology	At least every 2 weeks	At least every 2 weeks

Options PSHE Religious Studies		

Format for Giving Verbal Feedback

All teachers and support staff at King's Oak:

1. Use the whole school marking code (Appendix 1)
2. Should be able to see a change in a students work after feedback
3. Should feedback on the whole school literacy and numeracy objectives
4. Recognise and acknowledge hard work and link students progress to the progress bubbles displayed in every classroom
5. Should include regular 5-minute Talk Time as requested by students

Format for Giving Digital/Remote feedback

All teachers and support staff at King's Oak:

1. Should ensure students have accessed learning of the same high quality as in the classroom.
2. Use the whole school marking code (Appendix 1)
3. Use green writing to ensure their marking is visible and obvious to students
4. Should mark against the whole school literacy and numeracy objective
5. Recognise and acknowledge hard work and progress
6. Use a digital version of WWW. EBI. .COM.
7. Should keep written feedback to a sentence of no more than 10 words that is accessible by the student. Key words should be taught to the student to ensure the content is accessible.

Marking Codes

Teacher will mark your work in green and give feedback using the codes below

VF	**Verbal Feedback**
A	**Assisted**
IW	**Independent**

BP	Scribe (Blue Pen)
SP	Spelling Mistake
^	You have missed something
?	Unclear (rewrite or explain)
RP	Red Pen task (student response)
	Next Steps (How to improve)
✓ ✓	Where learning Objective has been met

Marking Sticker

Target:	
WWW (What Went Well) Teachers write a subject specific comment: Linked to Learning Objective, Success Criteria, previous targets or assessment criteria. Personal Target	**EBI (Even Better If)** Teachers write a subject specific target for improvement. Tell the student what they need to do / how to get the result they require. Provide a subject specific task / target for the student to complete. e.g. Rewrite your conclusion incorporating the key words
Progress: Unacceptable Working Towards Expected Exceeded Teachers circle the relevant progress descriptor based on the student's individual target grade	
.com (student/teacher learning dialogue) Teacher/student conversation with regards to the above and discussing correcting identified errors, answering specific questions, re-doing a section of the work, considering the strategy they need to use to improve.	

Assessment

Introduction

The purpose of this policy is to promote and monitor the progress of students at Kings Oak School via a comprehensive assessment and reporting system that records data on a centralised system.

It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system. This information should tell students and parents how progress is being monitored, which targets and support are required and the current level of a student's attainment.

We also believe that praise, reward and encouragement for good effort and progress are more effective than negative criticism.

Principles

1. Marking and assessment in all subject areas will be undertaken according to a common format which recognises effort, presentation and attainment on all content covered.
2. Subject departments will record individual student attainment at the end of each cycle.
3. Progress Reports will be sent to parents at the end of each Cycle. These reports illustrate attainment and progress against Minimum Expected Grades (MEGs).
4. Regular checks will be made on student attendance and punctuality to lessons.
5. Teachers are expected to write a written report twice a year.
6. Heads of Department will complete an exams analysis for the previous GCSE year.

The timing of assessments

1. The school year is divided into three cycles. In most cases, students should expect to have an end-of-cycle assessment towards the end of each cycle (usually in the penultimate week of the cycle, assessment week).
2. Year 11 students will sit two complete formal GCSE mock exams, throughout the year.
3. Students in Years 7 to 10 will be assessed throughout the year each cycle, and formal exams will take place in the summer term during cycle 3.

The Kings Oak System

Kings Oak School will apply the following principles in the assessment of students in years 7 -11.

- Minimum Expected GCSE Grades (MEGs) will be calculated for all students in each subject. This grade is to be decided from prior attainment by SLT
- Our aim is for students to achieve, or exceed, their MEGs.
- Kings Oak will use a PEL to 9 grade system (not 1 to 9) to allow for students working towards grade 1.
- Throughout the school, from Year 7 to Year 11, student achievement will be recorded using this grading system.
- All end of cycle assessment will be marked against PEL, EL and GCSE 1-9 using fine grades.
- Progress reports will be issued to parents at the end of each Cycle
- End of cycle assessments will be cumulative, meaning that they will assess the most recent unit of study, plus everything else to date.

Front of exercise book progress sticker

					9+
					9
					9-
					8+
					8
					8-
					7+
					7
					7-
					6+
					6
					6-
					5+
					5
					5-
					4+
					4
					4-
					3+
					3
					3-
					2+
					2
					2-
					1+
					1
					1-
Year 7	Year 8	Year 9	Year 10	Year 11	

Front of exercise book progress sticker

					5-
					4+
					4
					4-
					3+
					3
					3-
					2+
					2
					2-
					1+
					1
					1-
					FS2+
					FS2
					FS2-
					FS1+
					FS1
					FS1-
					EL3+
					EL3
					EL3-
					EL2+
					EL2
					EL2-
					EL1+
					EL1
					EL1-
					PEL+
					PEL
					PEL-
Year 7	Year 8	Year 9	Year 10	Year 11	

Front of exercise book progress sticker for Beliefs and Values

					6.6
					6.5
					6.4
					6.3
					6.2
					6.1
					5.5
					5.4
					5.2
					5.2
					5.1
					4.6
					4.5
					4.4
					4.3
					4.2
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					3.2
					3.1
					2.6
					2.5
					2.4
					2.3
					2.2
					2.1
					1.6
					1.5
					1.4
					1.3
					1.2
					1.1
Year 7	Year 8	Year 9	Year 10	Year 11	

- The diagram indicates the expected progression from Year 9 achievement to Year 11 achievement progressing a grade per year.
  (Front of exercise books predicted progress sticker)
- In Years 7-11, a grade will be recorded for each student each cycle in every subject, indicating that student's current level of attainment.
- In Years 10-11, current attainment grades will continue being recorded, in addition to a predicted GCSE grade for that student at the end of Year 11.

Units of Work and Action Plan trackers (APTs)

- Within a cycle, there may be one or more units of work for a given subject.
- Units of work can be subdivided into key areas. These will be listed on the Action Plan Tracker (APT) for each unit
- At appropriate intervals (e.g. before, during and after the unit), students will assess their progress against these key areas on the APT, using Red, Amber and Green indicators.
- At the end of each unit, these APTs will be used to identify which students require additional intervention.
- Students will be assessed at the end of their courses, on study throughout the exam specification. Therefore, students must be able to retain and use a great deal of knowledge.
- With our help, students must develop the habits and skills of successful independent learners and revisers. Those who become independent learners have a better chance of success both now and in higher education.

Roles of Teaching Staff

1. Use the Action Plan Trackers (APTs) alongside each unit of work, which may include end-of-unit assessment (e.g. topic tests).
2. Follow the advertised deadlines for entering assessment data at the end of each cycle, using the Data Entry mark sheets on SIMS.
3. Participate in standardisation and moderation of work and assessments.

Roles of Heads of Department

1. Ensure that schemes of work include regular opportunities for developing Assessment for Learning (AfL) and providing quality feedback for students.
2. Ensure that APTs are produced for each unit of work.
3. Ensure that the use of APTs is specified within schemes of work.
4. Ensure that end-of-cycle tests assess knowledge and skills learned throughout the entire course, not just the material from that cycle.
5. Take steps to assure the reliability and validity of assessment data entered. This will include making arrangements for the internal and external moderation and standardisation of end-of-cycle assessments. External activities might involve joint activities with other Greenwich schools
6. Ensure that teaching staff follow advertised deadlines for entering assessment data at the end of each cycle.

7. Discuss with teaching staff important issues relating to students who are making expected progress, or who are not making expected progress, and ensure that appropriate intervention is implemented.

Departments should also:

- Use the key topics of the APT to build independent learning opportunities into the scheme of work.
- Keep student exercise books and papers together for the academic year. The recommendation is to have them hole-punched and treasury-tagged. However, alternative methods such as cardboard wallets are also acceptable. In this way, student books become usable as revision guides. Furthermore, APTs will allow students to track the knowledge and skills that they have developed.

Roles of the Senior Leadership Team (SLT)

1. Issue Progress Reports for all students at the end of each Cycle.
2. Collect evidence of monitoring outcomes from line managed HoDs and discuss interventions and support as required.
3. Quality assure the data entered for each subject.
4. View and observe lessons, formally and informally.
5. Provide support and further monitoring for those departments not meeting the required standard.
6. Work with HoDs to help them develop their understanding and use of systems for internal and external moderation and standardisation of assessment data, as appropriate.

Role of students in their assessment

A fundamental principle that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practised or implemented to its full effectiveness. Students need to be involved as assessors of their own learning and must reflect on future actions to ensure progress.

They should:

1. Act upon the advice given to them via teacher feedback, thereby engaging in a positive learning dialogue. Time will be given to this during lessons.
2. Engage fully with the process of completing the Action Plan Trackers (APTs). Use APTs to track progress in each unit, and to inform revision.

Roles of parents / carers to support progress

Parents who support their child's learning contribute to high achievement and good behaviour. To support children in making good progress in schools, parents should:

- Take an interest in the work their child is completing for school.
- Provide a quiet area where their child can work.
- Ensure they read all Progress Reports and attend Parents Evening to discuss progress.
- Demonstrate an interest in the child's learning. Discuss progress with the child, and offer praise for good progress.

Example of an Action Plan Tracker (APT) for a unit of work.

	Key aspect of unit	Start Date:			During			End Date:		
		Red	Amber	Green	Red	Amber	Green	Red	Amber	Green
B1.1	Describe the differences between eukaryotic and prokaryotic cells in terms of structure and size.									
B1.2	Explain how the main subcellular structures are related to their functions.									
B1.3	Explain the need for differentiation in a multicellular organism and describe the difference in plants and animals.									
B1.4	Describe how microscopy techniques have developed over time and increased understanding of sub-cellular structures.									
B1.5	Carry out calculations involving magnification, real size and image size.									
B1.6	Explain why diffusion takes place and how different factors affect the rate of diffusion.									
B1.7	Explain the need for exchange surfaces and a transport system in multicellular organisms in terms of surface area to volume ratio. (As well as calculate SAVR)									
B1.8	Explain the difference between diffusion, osmosis and active transport.									
B1.9	Use simple compound measures of rate of water uptake.									