Blue Coat
Church of England Academy

Assessment, Marking and Feedback Policy

Date:		June 2026
Prepared by:		E. Perry
Re Ratified		9th July 2026
	Signature	
Principal	DJSmith	Mr D. Smith
Chair of Governors	Parker	L Parker
Review date:		9th July 2029

Contents

Assessment Policy

Rationale

At Blue Coat Church of England Academy, assessment is integral to the curriculum and exists to support the acquisition, retention and application of knowledge over time. Assessment is not a standalone activity but is embedded within curriculum design and teaching sequences.

Assessment enables teachers to:

- check that students know more and remember more of the intended curriculum
- identify misconceptions and gaps in knowledge
- adapt teaching to secure long-term learning
- ensure all students, including disadvantaged and those with SEND and EAL, can access and succeed within the curriculum.

Assessment is not used to generate excessive data, predict outcomes, or label ability. Instead, it provides valid and reliable information about where students are in their learning journey, enabling responsive teaching and appropriate intervention.

Our assessment practice is therefore:

- **Curriculum-led**: derived directly from the content that has been taught and revisited
- **Low-stakes and purposeful**: used to support learning rather than create unnecessary workload
- **Diagnostic**: identifying specific gaps in knowledge and informing teaching responses
- **Inclusive and equitable**: designed to be accessible to all learners, with appropriate adaptations
- **Reliable and consistent**: supported by systematic standardisation and moderation
- **Focused on long-term learning**: prioritising retention, fluency and application over performance in isolated tasks.

How do we assess?

Assessment is embedded within the planned curriculum and teaching sequence. Teachers deliberately plan opportunities to revisit prior learning and check understanding over time.

Across all key stages, teachers use:

- retrieval practice (e.g. low-stakes quizzes, spaced recall, cumulative tasks) to strengthen long-term memory
- sequenced assessment that checks both recent and previously taught content
- a range of evidence including classwork, homework, questioning and formal assessment

Assessment is designed to answer:

- What has been learned securely?
- What has been forgotten or misunderstood?
- What needs to be retaught or revisited?

This ensures that assessment supports learning over time rather than performance in the moment.

Inclusive Assessment

Assessment is designed to be inclusive and accessible to all students. Teachers adapt assessment approaches where appropriate to ensure equitability and validity, including:

- scaffolding tasks without reducing ambition or compromising assessment objectives
- reducing cognitive load while maintaining curriculum integrity
- using alternative formats (e.g. verbal responses, structured support)
- focusing on key learning priorities for students with emerging language or literacy
- adjustments to the presentation and formatting of assessment materials.
- adaptations that ensure accessibility of language and instructions.
- other approved reasonable adjustments to enable students to demonstrate their learning.

Assessment information is used to:

- identify barriers to learning
- inform targeted intervention
- ensure all students, including those who are disadvantaged and those with SEND and EAL make strong progress within the curriculum.

Adaptations support access but do not compromise the ambition or integrity of the curriculum.

Access Arrangements

Access arrangements are determined based on identified need and evidence of a student's normal way of working, rather than diagnosis alone. Approved arrangements must be routinely implemented during internal assessments and reflect day-to-day classroom practice. These may include, but are not limited to:

- Extra time
- Rest breaks
- Readers
- Computer readers/text-to-speech technology
- Scribes
- Word processors
- Modified papers (e.g. enlarged font, coloured paper)
- Alternative rooming arrangements
- Prompting
- Assistive technology
- Bilingual dictionaries (where appropriate)

The SENDCo, in collaboration with teaching staff, pastoral leaders and the Exams Officer, will oversee the implementation and monitoring of access arrangements and maintain appropriate records.

Key Stage 3

At Key Stage 3, assessment focuses on curriculum learning and security of knowledge and skills, rather than examination performance or GCSE prediction. Assessment supports progress from KS2 starting points towards KS4 success by evaluating how securely students are developing the foundational knowledge and skills required for future learning. Progress is understood as increasing confidence, retention and application of learning over time, recognising that development is not always linear and may vary across curriculum strands.

Each student follows a personalised flight path based on their KS2 starting point. Flight paths are aspirational but realistic and are used to:

- maintain high expectations for all students
- identify students requiring additional support or further challenge
- ensure coherence between KS2, KS3 and KS4

Flight paths indicate direction of travel, not prediction. They are used as internal reference points to support expectations and planning, not as accountability measures.

Student flight path information is generated using Fisher Family Trust (FFT) data. To generate minimum expected progress grades for students, FFT take into account their KS2 prior attainment, birth month, and gender. By examining the academic outcomes of students with comparable profiles, determining the median grades achieved by them at the end of the next key stage within each subject area, FFT are able to provide estimates for current students.

Estimates are re-calculated each year based on national data from examinations. As such, flight paths may be adjusted from year to year to maintain high expectations in line with national data trends. Flight path adjustments, when they occur, are communicated clearly to all stakeholders.

Whilst the trajectory of flight paths may vary by subject, based on national data and FFT estimates, there is an expectation that to remain on track, students should make at least two sub-levels progress in each subject, each academic year.

See appendix 1 for a sample flight path.

Key Stages 4 and 5

At Key Stages 4 and 5, assessment is closely aligned with the demands of GCSE, A Level and vocational specifications and is designed to develop students' ability to meet assessment objectives (AOs) securely.

Assessment at KS4 and KS5 includes:

- regular opportunities for extended writing, problem-solving or practical application
- explicit teaching and assessment of exam technique
- synoptic assessment, requiring students to connect knowledge across topics
- tasks that reflect the cognitive demand and structure of final examinations

Teachers assess:

- depth and accuracy of subject knowledge and skills
- ability to construct reasoned arguments or extended responses
- application of knowledge and/or skills in unfamiliar contexts
- progression in meeting assessment objectives over time

Feedback is precise and focused on:

- how students can improve against specific assessment objectives
- the development of independent learning and self-regulation
- refining exam technique and disciplinary thinking

This ensures students are well-prepared for externally assessed qualifications and future study.

Curriculum, Continuum and Evidence Base

Assessment is rooted in the taught curriculum rather than isolated test outcomes. At KS3, each subject defines a curriculum continuum that sets out what students should know and be able to do across Years 7, 8 and 9, building coherently from KS2 and towards KS4.

At KS4 and KS5 curriculum and assessment are informed by the specifications being taught.

Across all Key Stages, not all curriculum components are assessed at every point. Assessment coverage is deliberate and sequenced, allowing time for depth, retention and application.

Teachers build a secure evidence base through:

- classwork
- homework
- low-stakes assessment
- formal assessment tasks

This evidence informs professional judgement about how securely learning is being retained and applied.

Internal and External Judgements

Internally, professional judgements are benchmarked against curriculum expectations and personalised flight paths using numerical grades and sub-levels (+ / = / –). These measures support accuracy, moderation and early identification of need.

At Key Stage 3, progress is communicated to children, parents and carers using the descriptors:

- **Significantly Above:** working two or more sub-levels above their flight path
- **Above:** working one sub-level above their flight path
- **On track:** working at the expected level of their flight path
- **Below:** working one sub-level below their flight path
- **Significantly Below:** working two or more sub-levels below their flight path

These descriptors:

- reflect security of learning at this point in the curriculum
- are derived from the same internal standards
- do not represent GCSE predictions or exam readiness.

Working at Grades (WAGs) for all key stages are collected, analysed and reported to parents and carers 3 times a year as per the school calendar. These are based on all data available to the teacher, including summative assessments and other aspects of student performance particular to each subject. See appendix 2 for a sample KS3 student report.

At KS4 and KS5, GCSE, A Level or equivalent vocational grades *are* reported to parents/carers alongside the worded descriptor (as per KS3) which indicates whether students are on track to achieve their minimum expected progress grades, based on their flight path.

The Role of Standardisation and Moderation

Central to the credibility and fairness of our assessment model is a robust approach to standardisation and moderation. As assessment judgements are professional, evidence-based and cumulative, it is essential that they are applied consistently within and across subjects, reflecting agreed thresholds against flightpaths.

Standardisation ensures that:

- Judgements are anchored securely to the curriculum continuum or other relevant specification, not individual interpretation
- An "Above" judgement in one class or subject reflects a comparable level of curriculum security elsewhere
- Flight paths maintain their integrity as a consistent reference point
- Students experience fairness and coherence, regardless of teacher or subject.

Moderation focuses on quality of evidence, not quantity and is the mechanism through which standardisation is secured. It allows teachers to:

- test their judgements against shared exemplars
- refine understanding of curriculum expectations
- confirm that assessments reflect what has been taught and revisited, rather than isolated performance.

It is the responsibility of Heads of Department to schedule appropriate standardisation and moderation activities throughout each academic year, across all key stages.

Assessment Methods

A combination of formative, summative and diagnostic assessment is used to support students' learning and inform teaching. Assessment methods are selected to serve curriculum intent and student learning, rather than to generate data for its own sake. Assessment information will be used to identify gaps in knowledge, inform teaching and plan targeted intervention.

Formative Assessment

Formative assessment is embedded within everyday classroom practice. Teachers use observation, questioning, discussion and analysis of students' work to adapt teaching in response to learning.

Formative assessment supports students in developing understanding and includes:

- sharing learning intentions and success criteria
- effective questioning and discussion
- feedback focused on learning and improvement
- opportunities for self and peer-assessment

Summative Assessment

Summative assessment is used to understand how securely students have learned key aspects of the curriculum taught so far and is considered alongside classwork, homework and formative assessment to inform teaching, identify gaps or misconceptions and support progression, rather than acting as a judgement of final outcomes or fixed ability.

Summative assessment ***of*** learning can contribute to assessment ***for*** learning. Following summative tests and mock examinations, students have opportunities to mark, moderate and review test papers, review their performance against relevant criteria and set personal targets.

Every department has in place clear processes for assessment design, moderation and standardisation, ensuring a shared, reliable and consistent understanding of curriculum standards. This involves calendared formative and summative assessments, based upon the principles laid out within this document. These are saved centrally and updated yearly in accordance with the school calendar to ensure that assessment remains timely and that sufficient time is allocated for review, reteaching and red pen response. An example can be found in appendix 3.

Diagnostic Assessment

Ongoing diagnostic assessment may draw on classwork, homework, low-stakes testing or focused assessment tasks and enables early identification of students requiring additional support or challenge. It supports a cycle of diagnosis → therapy (tailored teaching and support) → review.

This cycle is embedded within curriculum planning and allows time for misconceptions to be addressed securely.

Marking and Feedback

Effective classroom practice is underpinned by the belief that all students can improve when they understand:

- the purpose of their learning
- how securely they are learning
- what they should focus on next

Feedback should provide clear, descriptive, criterion-based information that enables students to determine their position on a learning trajectory in relation to their goals. At Blue Coat Church of England Academy, common student-speak assessment criteria within each department aids this process. Students may also be provided with personalised learning checklists for units of work, enabling them to track their progress and to identify strengths and areas for development in the acquisition of subject specific knowledge, understanding and skills.

Effective feedback should feed forwards:

- Identifying precise misconceptions and gaps in learning, followed by next steps
- Developing students' ability to reflect upon their learning through the use of praise and goal setting
- Allowing students to show knowledge, understanding and progress through the implementation of feedback and guidance
- Enabling students to engage in a learning dialogue with their teachers and their peers.
- Recognising and acknowledging students' progress over time and motivating them to improve
- Reinforcing expectations and students' sense of purpose
- Enabling students to identify and understand the criteria against which their progress can be measured, developing their ability to become independent learners

The form and frequency of feedback may vary according to subject, task and curriculum intent, and is provided where it will have the greatest impact on learning. However, as a minimum expectation, there should be at least one structured formative assessment and one summative assessment per unit of work.

Feedback may be written (comment only, graded – at KS4 and KS5, literacy marking, highlighting), verbal, whole-class, peer or self-assessment and focuses on:

- clarifying misconceptions
- reinforcing key knowledge and skills
- identifying next learning steps
- supporting improvement over time

Teachers will use their professional judgement to determine the most effective form of feedback; extensive written marking is not required where it does not improve learning.

At Key Stage 3, feedback prioritises identifying strengths, gaps and next learning steps within the taught curriculum. Numerical grades are not used as feedback tools; instead, feedback focuses on curriculum mastery and improvement strategies. At Key Stage 4 and 5, numerical grades (or vocational equivalencies) may be used alongside comments relating to strengths and next learning steps.

Written teacher, peer or self-assessment should be completed in green pen.

Student Response to Feedback (Red Pen Response)

Opportunities for students to respond to feedback are planned where this will improve understanding and support progression. Student response to feedback focuses on improving learning rather than demonstrating compliance or the quantity of written response.

All students must be given the opportunity to improve their work by acting on the feedback and guidance provided by their teacher and/or their peers. In non-practical, writing-based subjects, student response to feedback should be completed in red pen. In practical subjects, this response may be demonstrated through students physically improving their work or performance in line with feedback.

The process of red pen response is part of the teaching and learning sequence, and dedicated time should be allocated to enable students to reflect on and act upon feedback effectively.

Meaningful red pen response is characterised by active and thoughtful engagement with feedback. It should demonstrate that students understand the guidance provided and are able to use it to improve their work. Effective responses will:

- Show clear improvement, correction, or extension of prior learning
- Establish a direct link between the feedback given and the action taken
- Require students to engage in purposeful activity such as:
    - correcting errors
    - redrafting or refining work
    - answering targeted follow-up questions
    - completing additional practice
    - explaining and justifying their thinking
    - applying feedback to new contexts

Red pen responses should move learning forward and contribute to visible progress over time.

Red pen responses should not involve superficial tasks such as copying out teacher comments, ticking corrections without thought, or completing activities that do not address the original misconception. The emphasis must remain on meaningful improvement rather than task completion.

Teachers should set purposeful, focused and manageable response tasks, prioritising key misconceptions and next steps in learning. Overloading students with excessive or unfocused corrections should be avoided.

Student responses should be clearly identifiable and, where appropriate, acknowledged and reviewed by the teacher to ensure that misconceptions have been addressed and progress has been secured.

See appendix 4 for examples of red pen response.

Literacy Marking

Symbol	Meaning
C	There is a missing capital letter somewhere on this line.
.	There is a missing full stop somewhere on this line.
,	There is a missing comma somewhere on this line.
sp	You have made a spelling mistake. Use a dictionary to correct it.
ww	You have used the wrong word. You need to re-read the sentence and correct it.
?	This sentence doesn't make sense. It might be too long.
//	You need to start a new paragraph here.
^	There is a word missing here. Re-read the sentence and write in the missing word.

Whole-school literacy marking uses standardised symbols. Students use these to correct errors independently, in red pen, supported by structured time in lessons.

When assessing the work of students for whom weaker literacy is a barrier to learning, staff are advised to focus on just one or two key areas, rather than attempting to address all errors within one piece of work, which could prove demotivating.

See appendix 5 for our literacy marking symbols and appendix 6 for examples of them in use.

Roles and Responsibilities

All Teachers

- Provide timely, purposeful feedback that feeds forwards, supporting learning and improvement
- Use a range of feedback strategies (e.g. verbal, written, whole-class, peer/self) as appropriate
- Plan for the timely and impactful practice of red pen response
- Use assessment evidence to adapt teaching in the moment and over time
- Make effective use of literacy marking, where appropriate
- Record assessment information in line with departmental and whole school expectations
- Make effective use of assessment information when communicating with parents/carers
- Plan and deliver sequences of learning with structured assessment points, as per the guiding principles of this policy
- Adapt assessment tasks, as appropriate, to ensure that they are inclusive, valid and equitable

Heads of Department

- Support shared curriculum standards through calendared moderation and professional dialogue
- Ensure consistency in assessment practice and reporting language within their subject area
- Monitor the quality and impact of assessment through regular quality assurance activities
- Oversee the adaptation of assessment tasks within their department to ensure that adaptations are made in line with the guidance set out in this policy and do not compromise validity or ambition
- Plan for the timely use of formative and summative assessment, reviewing plans yearly in accordance with the school calendar
- Liaise with the data team to ensure that assessment trackers are fit for purpose
- Analyse assessment data to identify trends and patterns to inform planning, pedagogy and departmental CPD

- Review assessment data to identify trends, opportunities for further diagnostic assessment and interventions

Senior Leadership Team

- Ensure the Assessment, Marking and Feedback policy is implemented consistently and effectively
- Ensure assessment practices align with curriculum intent
- Monitor the adaptation of assessment to ensure equitability, validity and ambition
- Provide strategic oversight of assessment, marking and feedback across the school
- Monitor the impact of assessment on student progress
- Ensure assessment practices are manageable and do not create unnecessary workload
- Analyse whole school assessment data (termly WAGs) to identify trends and patterns to inform planning, pedagogy and staff CPD
- Report to governors on assessment outcomes and trends

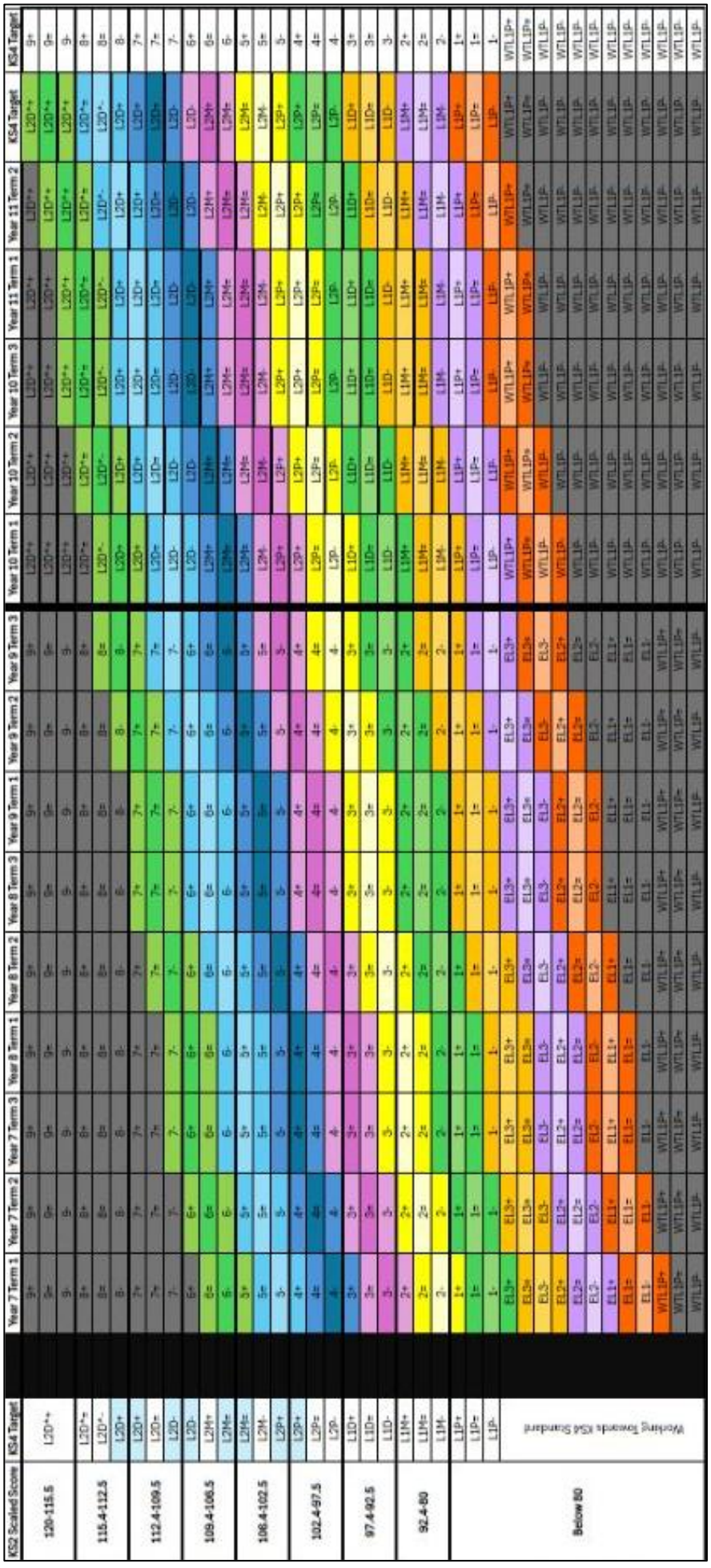
Governors

- Hold school leaders to account for the effectiveness of assessment
- Ensure the policy is in place, reviewed regularly and aligns with statutory requirements
- Monitor the impact of assessment on student outcomes
- Ensure that assessment practices support high-quality education and staff wellbeing

Links to other policies

- Teaching & Learning Policy
- Exams Policy
- Non-Exam Assessment Policy

Appendix 1



This sample flight path is provided as a guide only.

Student flight path information is generated using Fisher Family Trust (FFT) data. To generate minimum expected progress grades for students, FFT take into account their KS2 prior attainment, birth month, and gender. By examining the academic outcomes of students with comparable profiles, determining the median grades achieved by them at the end of the next key stage within each subject area, FFT are able to provide estimates for current students.

Estimates are re-calculated each year based on national data from examinations. As such, flight paths may be adjusted from year to year to maintain high expectations in line with national data trends.

Flight paths are also specific to each subject area.

Column 1 shows the KS2 scaled score achieved by the student.

Column 2 then shows the minimum expected progress grade that a student would be expected to achieve by the end of KS4 in a given subject.

This minimum expected progress grade is also shown in the final column of the table.

The table shows the minimum expected progress that a student would have to achieve each term, from year 7 – year 11 in order to attain their KS4 minimum expected progress grade, based on FFT estimates.

To stay on track, students are expected to make two sub-levels progress each academic year.

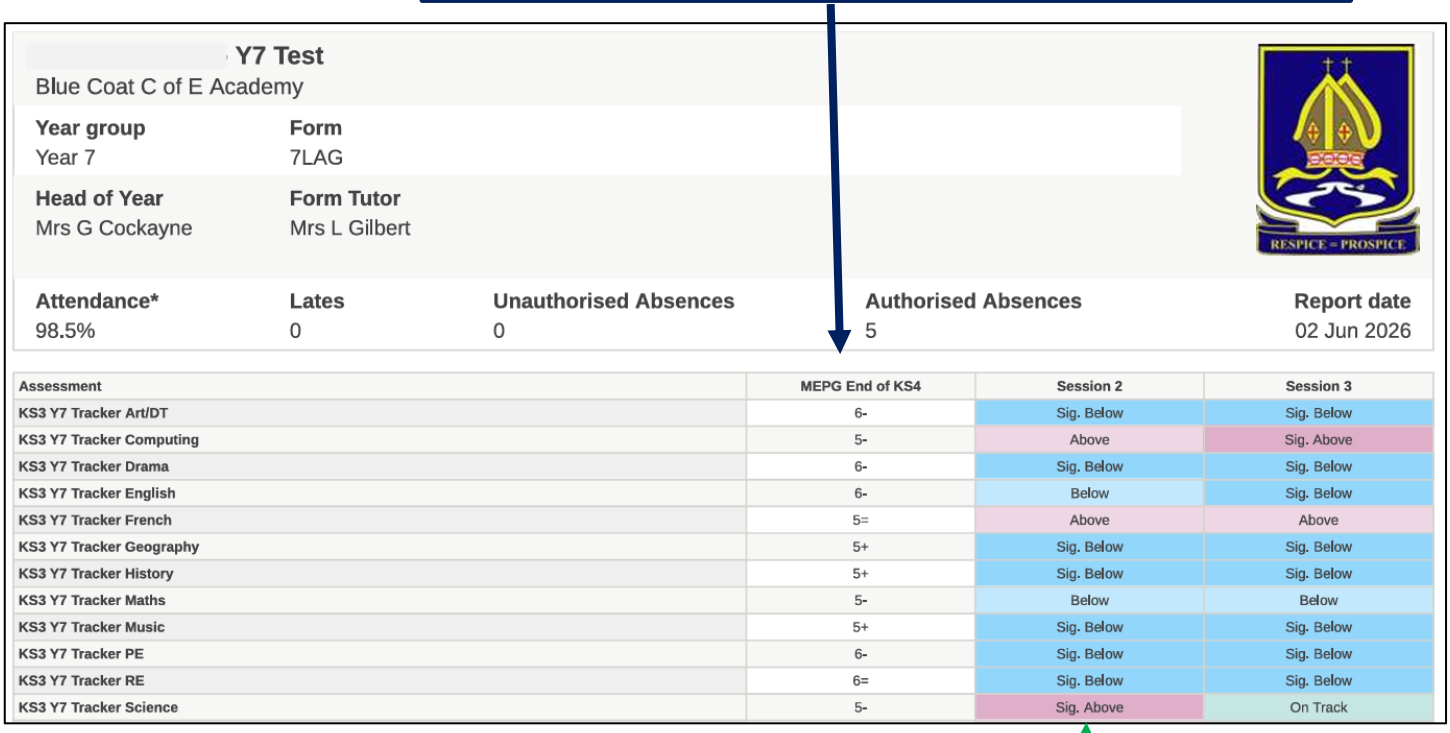
Students entering with KS2 scaled scores below 80 will progress through Entry Levels 1-3 (below grade 1). Those working at the lowest levels (below Entry Levels) are described as 'working towards level 1 pass' (WTL1P), equivalent to KS1 level working.

Appendix 2

MEPG End of KS4:

This column shows the **minimum expected progress grade** that the student is expected to achieve in each subject by the end of year 11.

This grade is generated using FFT flight path information.



Y7 Test
Blue Coat C of E Academy

Year group	Form	Head of Year	Form Tutor
Year 7	7LAG	Mrs G Cockayne	Mrs L Gilbert

Attendance*	Lates	Unauthorised Absences	Authorised Absences	Report date
98.5%	0	0	5	02 Jun 2026

Assessment	MEPG End of KS4	Session 2	Session 3
KS3 Y7 Tracker Art/DT	6-	Sig. Below	Sig. Below
KS3 Y7 Tracker Computing	5-	Above	Sig. Above
KS3 Y7 Tracker Drama	6-	Sig. Below	Sig. Below
KS3 Y7 Tracker English	6-	Below	Sig. Below
KS3 Y7 Tracker French	5=	Above	Above
KS3 Y7 Tracker Geography	5+	Sig. Below	Sig. Below
KS3 Y7 Tracker History	5+	Sig. Below	Sig. Below
KS3 Y7 Tracker Maths	5-	Below	Below
KS3 Y7 Tracker Music	5+	Sig. Below	Sig. Below
KS3 Y7 Tracker PE	6-	Sig. Below	Sig. Below
KS3 Y7 Tracker RE	6=	Sig. Below	Sig. Below
KS3 Y7 Tracker Science	5-	Sig. Above	On Track

We report progress to parents and carers three times per year (termly).

For each reporting session, we will indicate whether students are on track to achieve their minimum expected progress grade at the end of year 11, based on their current position on their personalised flight path.

Significantly Above – students are working two or more sub-levels above their expected flight path

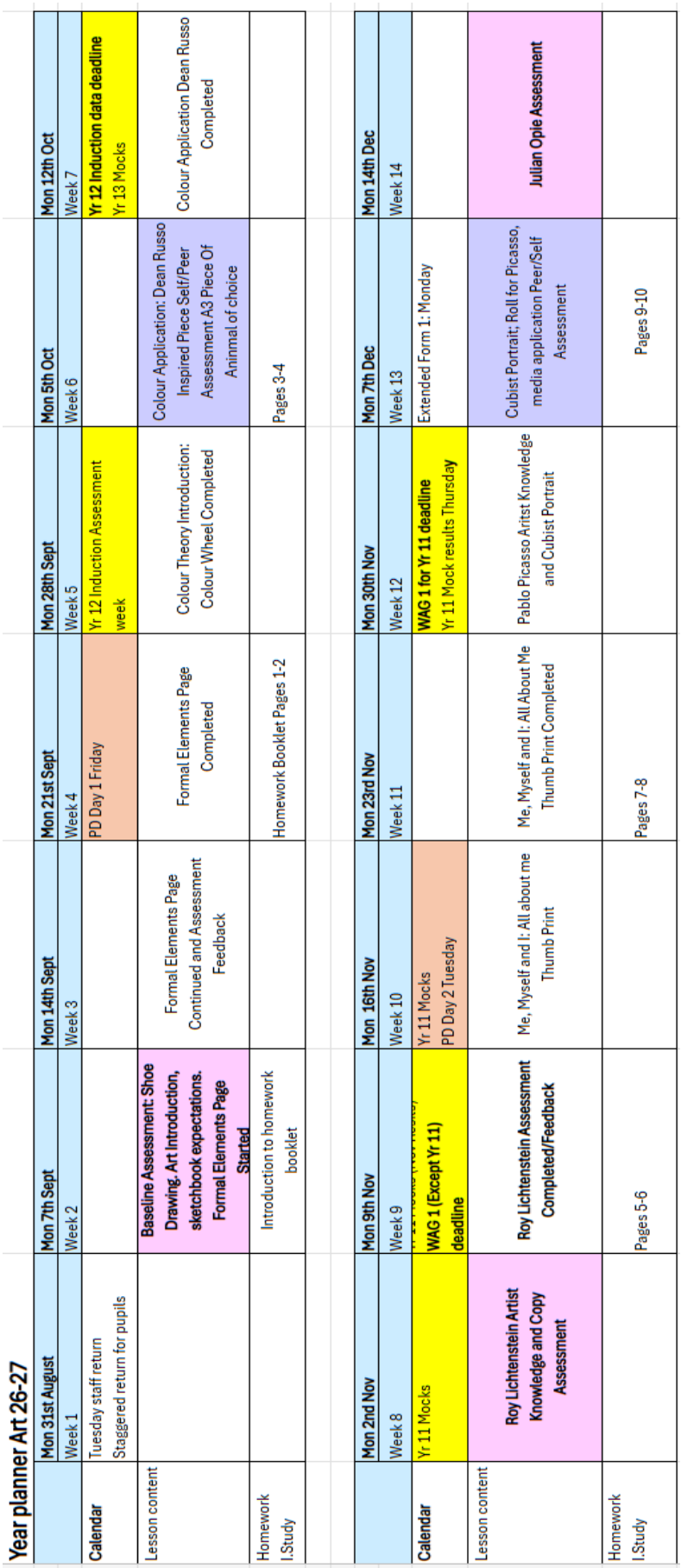
Above – students are working one sub-level above their expected flight path

On track – students are working at the expected level on their flight path

Below – students are working one sub-level below their expected flight path

Significantly Below – students are working two or more sub-levels below their expected flight path

Appendix 3



Year planner Art 26-27

	Mon 31st August	Mon 7th Sept	Mon 14th Sept	Mon 21st Sept	Mon 28th Sept	Mon 5th Oct	Mon 12th Oct
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Calendar	Tuesday staff return Staggered return for pupils			PD Day 1 Friday	Yr 12 Induction Assessment week		**Yr 12 Induction data deadline** Yr 13 Mocks
Lesson content		**Baseline Assessment: Shoe Drawing. Art Introduction, sketchbook expectations. Formal Elements Page Started**	Formal Elements Page Continued and Assessment Feedback	Formal Elements Page Completed	Colour Theory Introduction: Colour Wheel Completed	Colour Application: Dean Russo Inspired Piece Self/Peer Assessment A3 Piece Of Aninmal of choice	Colour Application Dean Russo Completed
Homework I.Study		Introduction to homework booklet		Homework Booklet Pages 1-2		Pages 3-4	

	Mon 2nd Nov	Mon 9th Nov	Mon 16th Nov	Mon 23rd Nov	Mon 30th Nov	Mon 7th Dec	Mon 14th Dec
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Calendar	Yr 11 Mocks	**WAG 1 (Except Yr 11) deadline**	Yr 11 Mocks PD Day 2 Tuesday		**WAG 1 for Yr 11 deadline** Yr 11 Mock results Thursday	Extended Form 1: Monday	
Lesson content	**Roy Lichtenstein Artist Knowledge and Copy Assessment**	**Roy Lichtenstein Assessment Completed/Feedback**	Me, Myself and I: All about me Thumb Print	Me, Myself and I: All About Me Thumb Print Completed	Pablo Picasso Artist Knowledge and Cubist Portrait	Cubist Portrait; Roll for Picasso, media application Peer/Self Assessment	**Julian Opie Assessment**
Homework I.Study		Pages 5-6		Pages 7-8		Pages 9-10	

Curriculum and assessment plans are updated yearly to reflect changes to the school calendar. Templates and plans for all subject areas are saved in our staff shared area in the 'curriculum' folder, which has a sub-folder labelled 'CAPs'.

Curriculum and assessment plans provide a brief overview of curriculum coverage for each year group or course and do not replace medium and short-term planning.

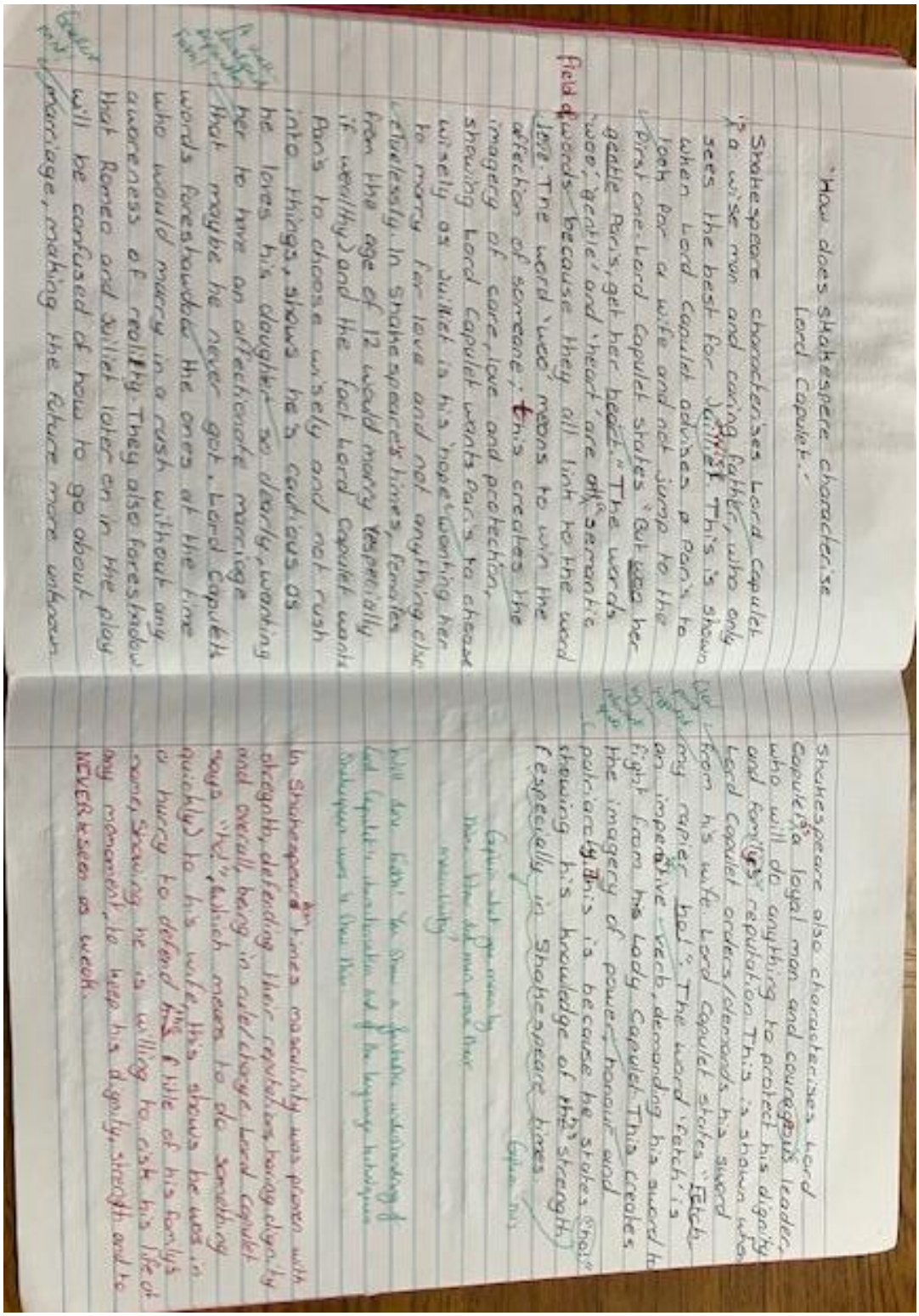
They allow Heads of Department to plot curriculum coverage, including opportunities for formative and summative assessment and feedback, as well as homework and independent study tasks.

In this example, teacher formative and summative assessment have been highlighted in pink. Peer and self-assessment opportunities have been highlighted in purple.

These plans help us to ensure that assessment is timely and meaningful and that opportunities for acting on assessment feedback are effectively built into the teaching sequence.

Appendix 4

Red pen response can take many forms, depending on the subject, year group and needs of students being taught. The following are provided as examples which adhere to the principles set out in this policy.



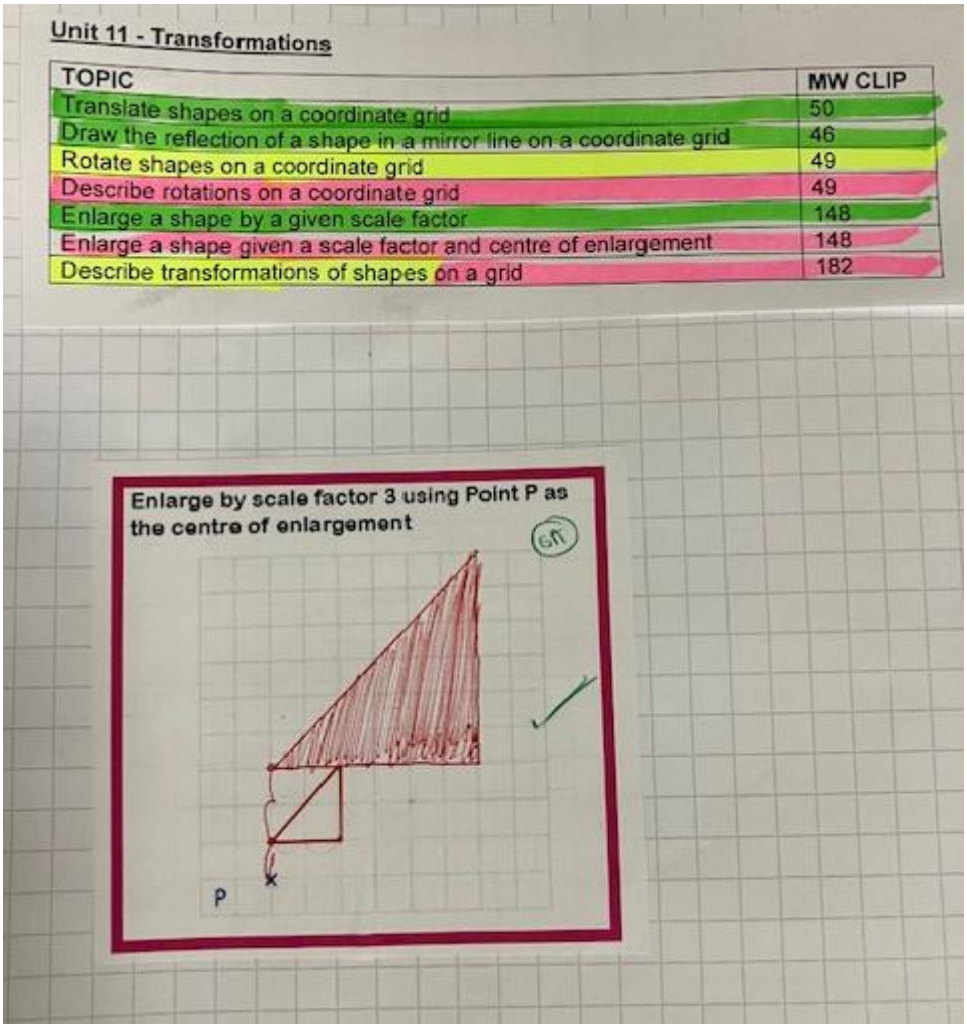
In this English example, a student's extended response has been marked by the teacher.

Literacy errors have been identified using the Academy's literacy marking symbols.

Teacher annotation reflects what the student has done well and also areas for further development. Questions are posed to support the student's response.

The student has corrected literacy errors in red pen.

They have responded to teacher questions by extending their response, with further explanation and justification of their ideas.



Unit 11 - Transformations

TOPIC	MW CLIP
Translate shapes on a coordinate grid	50
Draw the reflection of a shape in a mirror line on a coordinate grid	46
Rotate shapes on a coordinate grid	49
Describe rotations on a coordinate grid	49
Enlarge a shape by a given scale factor	148
Enlarge a shape given a scale factor and centre of enlargement	148
Describe transformations of shapes on a grid	182

In this Maths example, the objectives of the unit are RAG rated. This could be completed by the teacher or by students, dependent on ability, with the relevant whole class input.

The teacher has selected one of the areas highlighted in red for the student to work on: 'Enlarge a shape given a scale factor and centre of enlargement'.

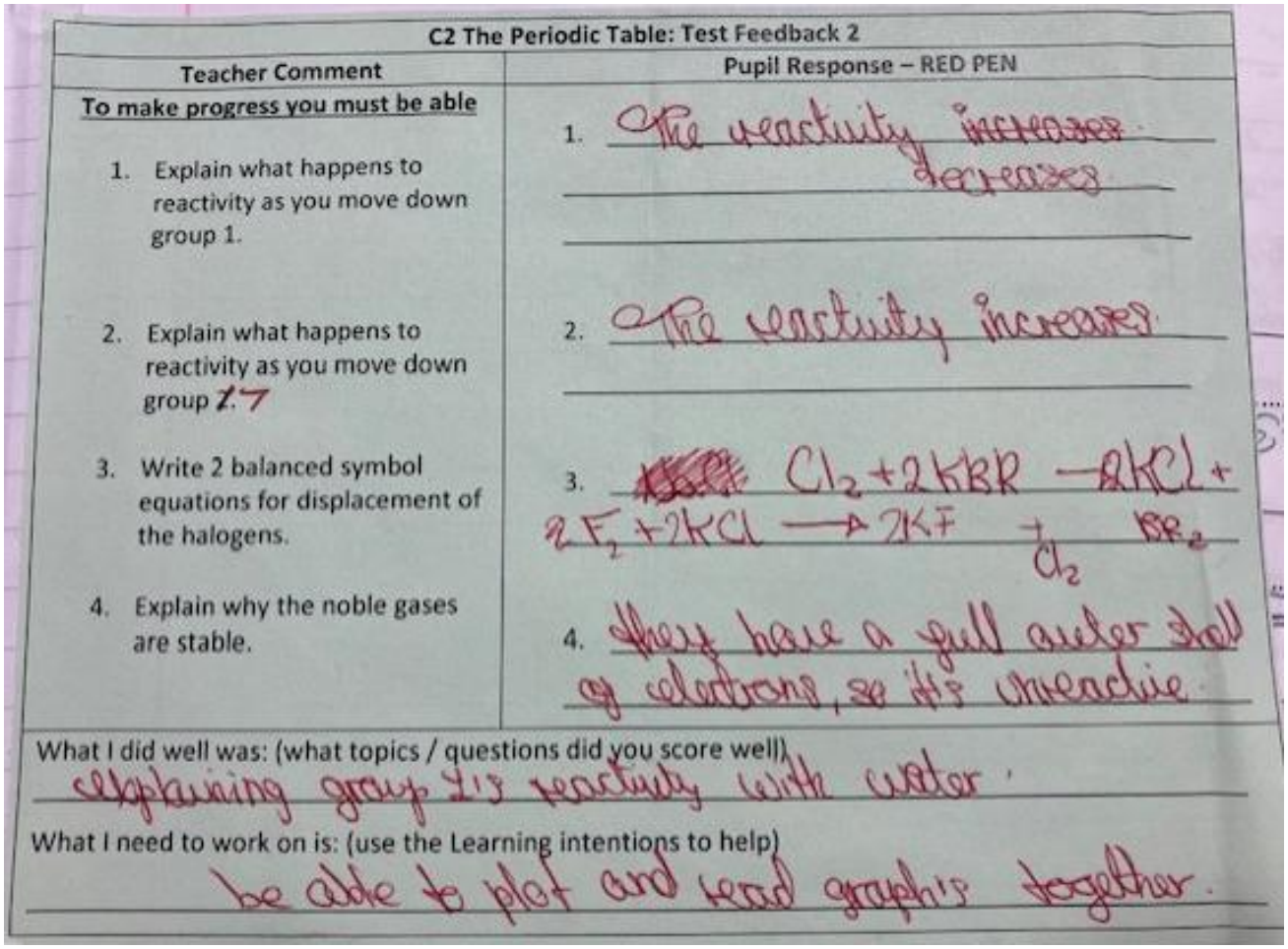
After further input, the student completes the 'red pen response' question to check that the misconception has been addressed.

The teacher provides the answers to these questions during the lesson so that students are able to self-assess their red pen responses. The teacher can then review these during circulation or through further questioning to ascertain to what extent misconceptions have been addressed.

This science example illustrates the way in which summative testing, assessment ***of*** learning, can also support assessment ***for*** learning when students are provided with structured opportunities to review their performance to address misconceptions.

The teacher has selected 4 key misconceptions from the test that students completed, shown by the questions in the left-hand column of the worksheet.

After further teacher-input (re-teaching) to address core misconceptions, students complete the red pen response task, responding to the four key questions that they struggled to answer in the original test.



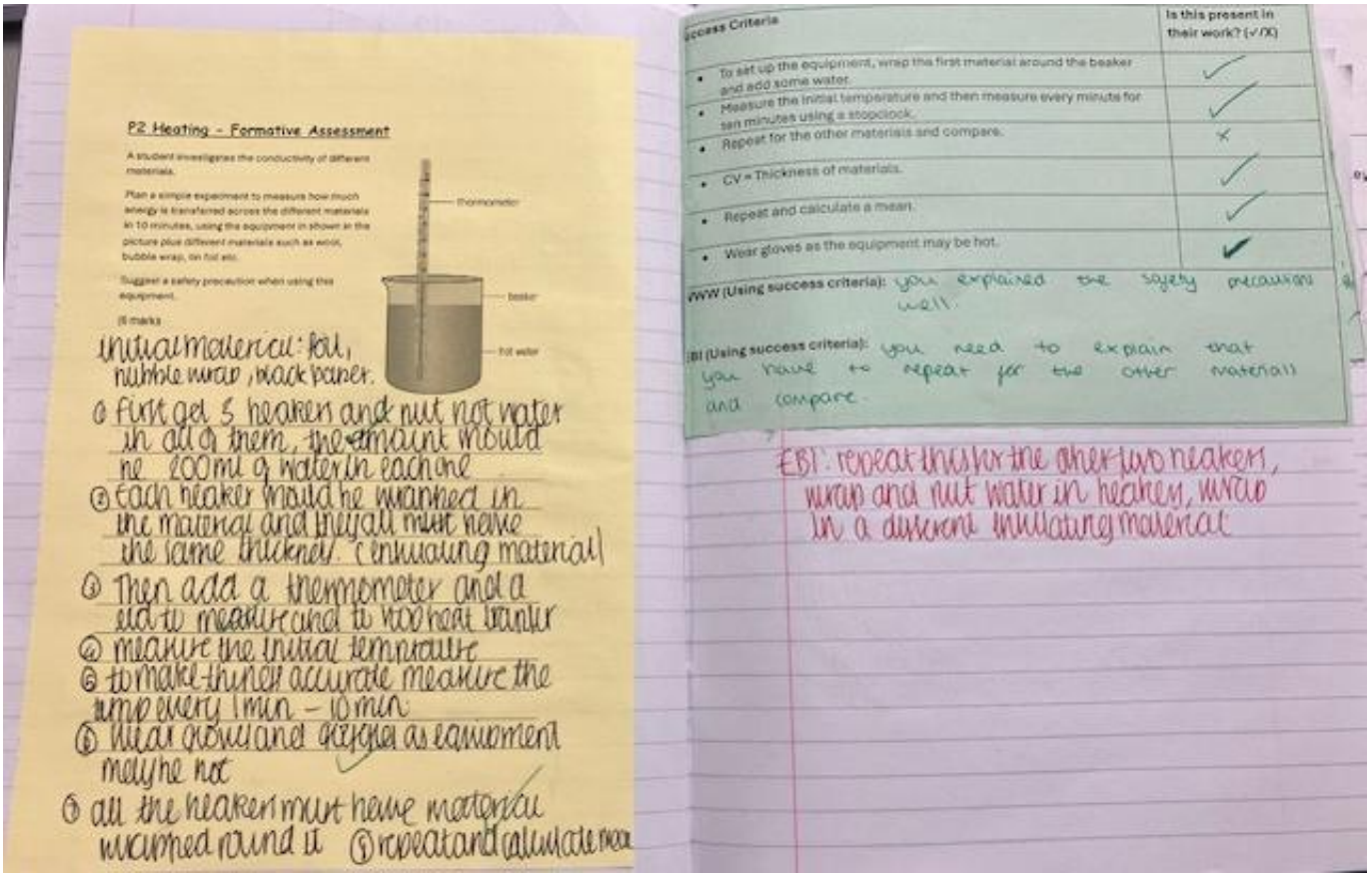
C2 The Periodic Table: Test Feedback 2

Teacher Comment	Pupil Response – RED PEN
To make progress you must be able 1. Explain what happens to reactivity as you move down group 1.	1. The reactivity ~~increases~~ decreases
2. Explain what happens to reactivity as you move down group 7	2. The reactivity increases
3. Write 2 balanced symbol equations for displacement of the halogens.	3. $Cl_2 + 2KBr \rightarrow 2KCl + Br_2$ $2F_2 + 2KCl \rightarrow 2KF + Cl_2$
4. Explain why the noble gases are stable.	4. they have a full outer shell of electrons, so it's unreactive

What I did well was: (what topics / questions did you score well)
explaining group 1's reactivity with water.

What I need to work on is: (use the Learning intentions to help)
be able to plot and read graphs together.

In both of these Science examples, students have completed a formative assessment, followed by a structured peer-assessment (guided by the teacher and the success criteria shared with them on their green worksheets). Students have then responded to EBI (even better if…) comments, in red pen. Red pen responses are not extensive and do not need to be as long as they address the EBI comment and misconception, as they clearly do in these examples.



P2 Heating - Formative Assessment

A student investigates the conductivity of different materials.

Plan a simple experiment to measure how much energy is transferred across the different materials in 10 minutes, using the equipment in shown in the picture plus different materials such as wool, bubble wrap, tin foil etc.

Suggest a safety precaution when using this equipment.

(6 marks)

initial material: foil, bubble wrap, black paper.

① First get 5 beakers and put hot water in all of them, the amount would be 200ml of water in each one

② Each beaker would be wrapped in the material and they all must have the same thickness. (insulating material)

③ Then add a thermometer and a lid to measure and to stop heat transfer

④ measure the initial temperature

⑤ to make it more accurate measure the temp every 1 min - 10 min

⑥ Wear gloves and goggles as equipment may be hot

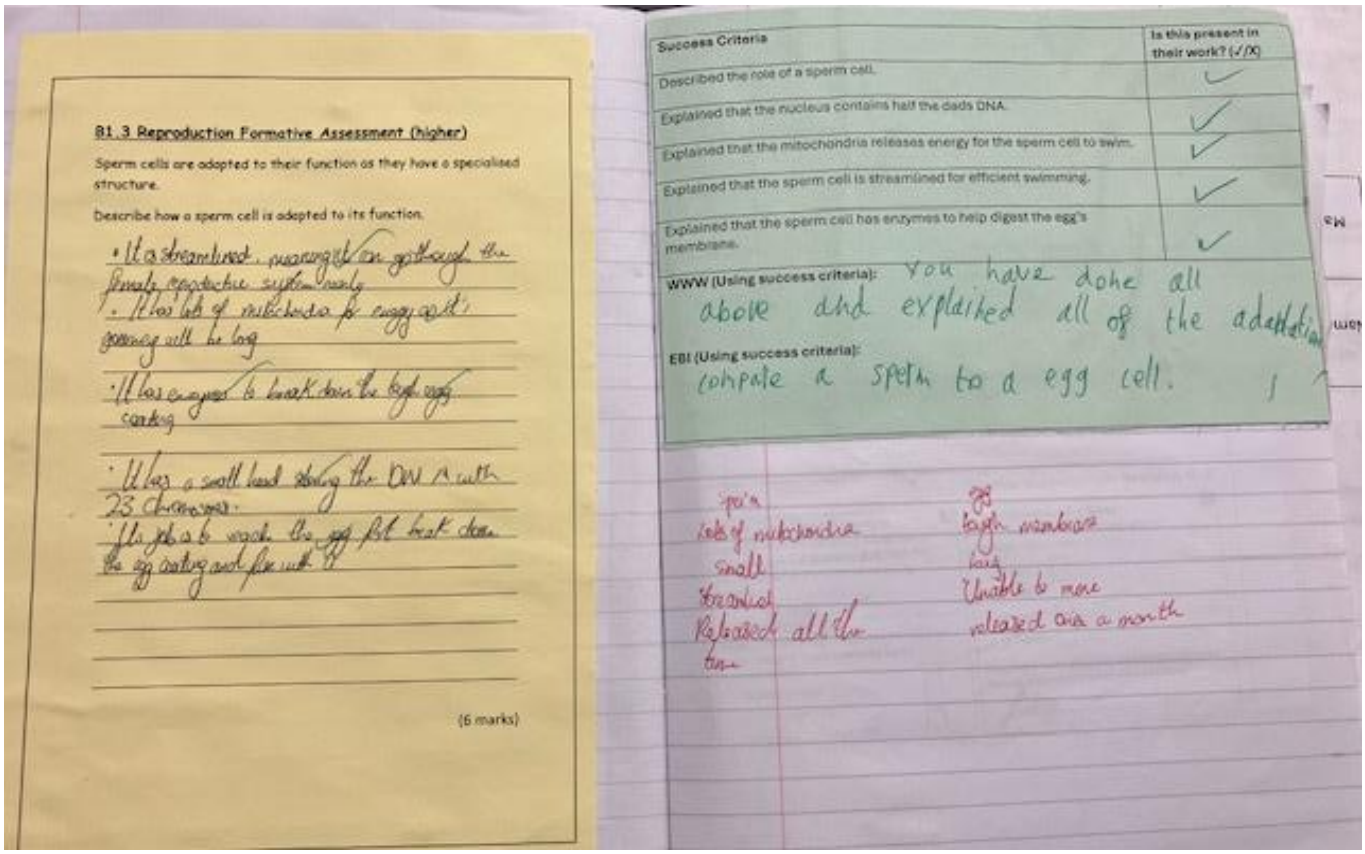
⑦ all the beakers must have material wrapped round it ⑧ repeat and calculate mean

Success Criteria	Is this present in their work? (✓/X)
• To set up the equipment, wrap the first material around the beaker and add some water.	✓
• Measure the initial temperature and then measure every minute for ten minutes using a stopclock.	✓
• Repeat for the other materials and compare.	X
• CV = Thickness of materials.	✓
• Repeat and calculate a mean.	✓
• Wear gloves as the equipment may be hot.	✓

WWW (Using success criteria): you explained the safety precaution well.

EBI (Using success criteria): you need to explain that you have to repeat for the other materials and compare.

EBI: repeat this for the other two beakers, wrap and put water in beakers, wrap in a different insulating material



B1 3 Reproduction Formative Assessment (higher)

Sperm cells are adapted to their function as they have a specialised structure.

Describe how a sperm cell is adapted to its function.

- It is streamlined, meaning it can go through the female reproductive system easily
- It has lots of mitochondria for energy as it's journey will be long
- It has enzymes to break down the egg membrane
- It has a small head storing the DNA with 23 chromosomes
- Its job is to reach the egg first, break down the egg membrane and fertilise it

(6 marks)

Success Criteria	Is this present in their work? (✓/X)
Described the role of a sperm cell.	✓
Explained that the nucleus contains half the dads DNA.	✓
Explained that the mitochondria releases energy for the sperm cell to swim.	✓
Explained that the sperm cell is streamlined for efficient swimming.	✓
Explained that the sperm cell has enzymes to help digest the egg's membrane.	✓

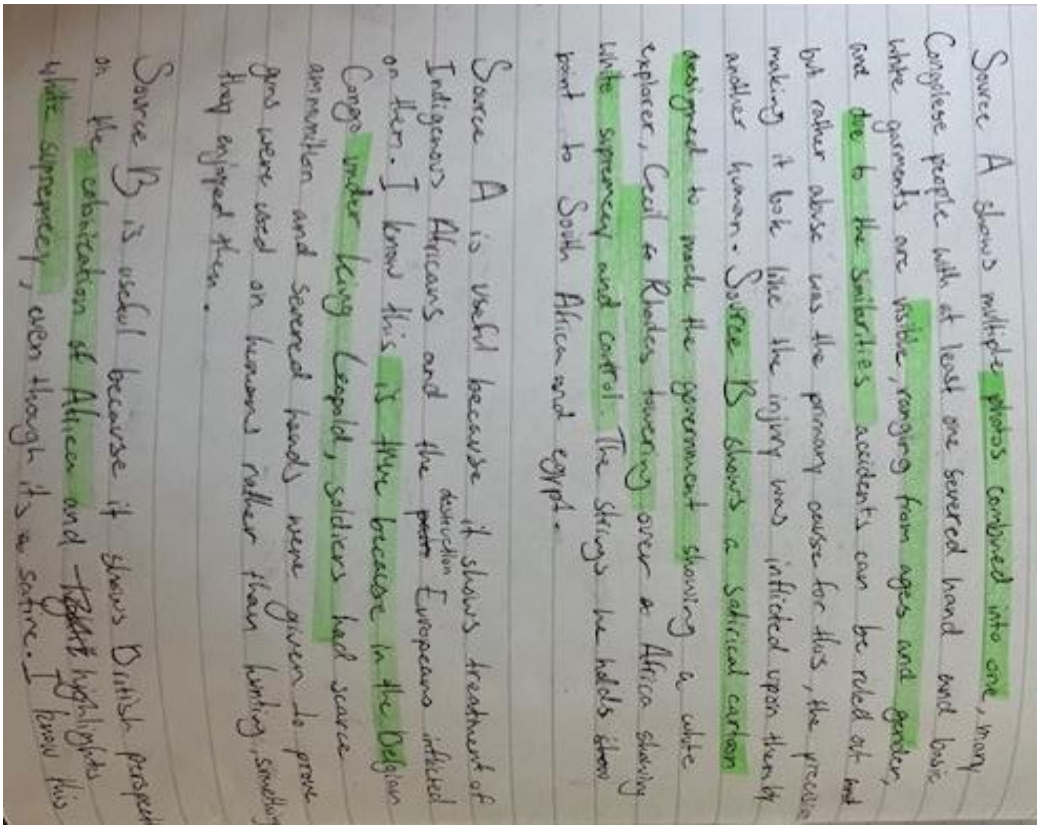
WWW (Using success criteria): You have done all above and explained all of the adaptations

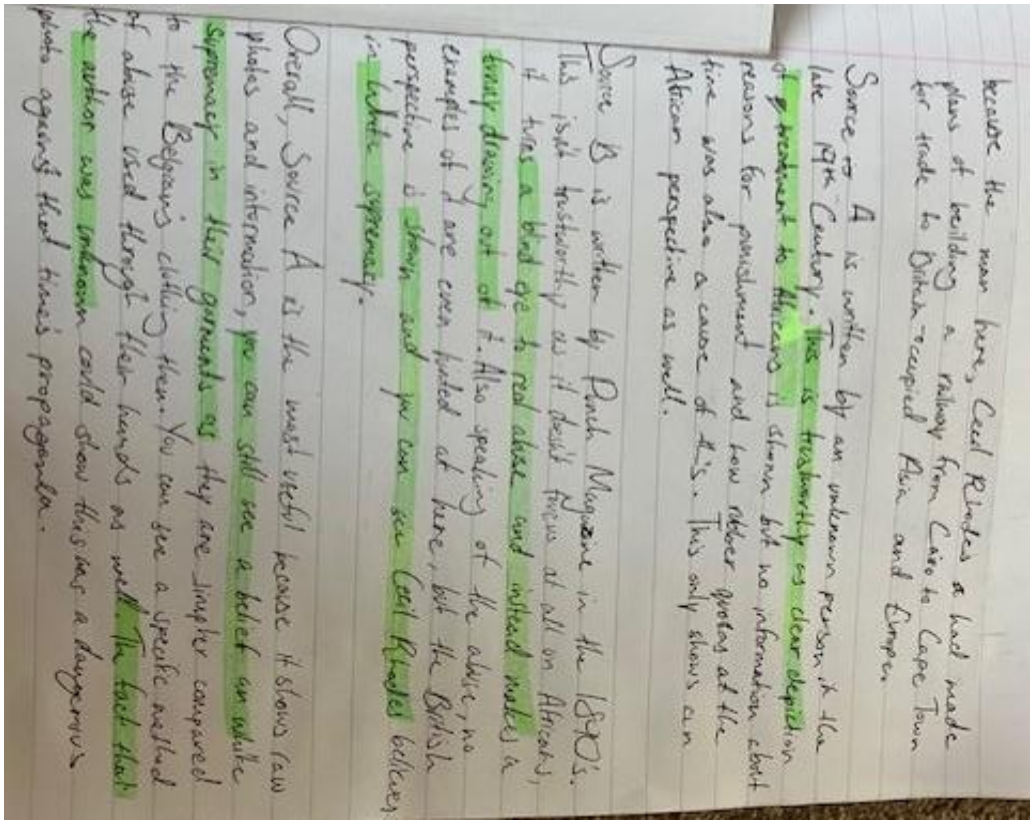
EBI (Using success criteria): compare a sperm to a egg cell.

you've
lots of mitochondria
small
streamlined
Released all the time

23
tough membrane
fast
Unable to move
released once a month

This History example clearly illustrates the journey towards red pen response and the teacher input used to ensure that misconceptions are clearly addressed.

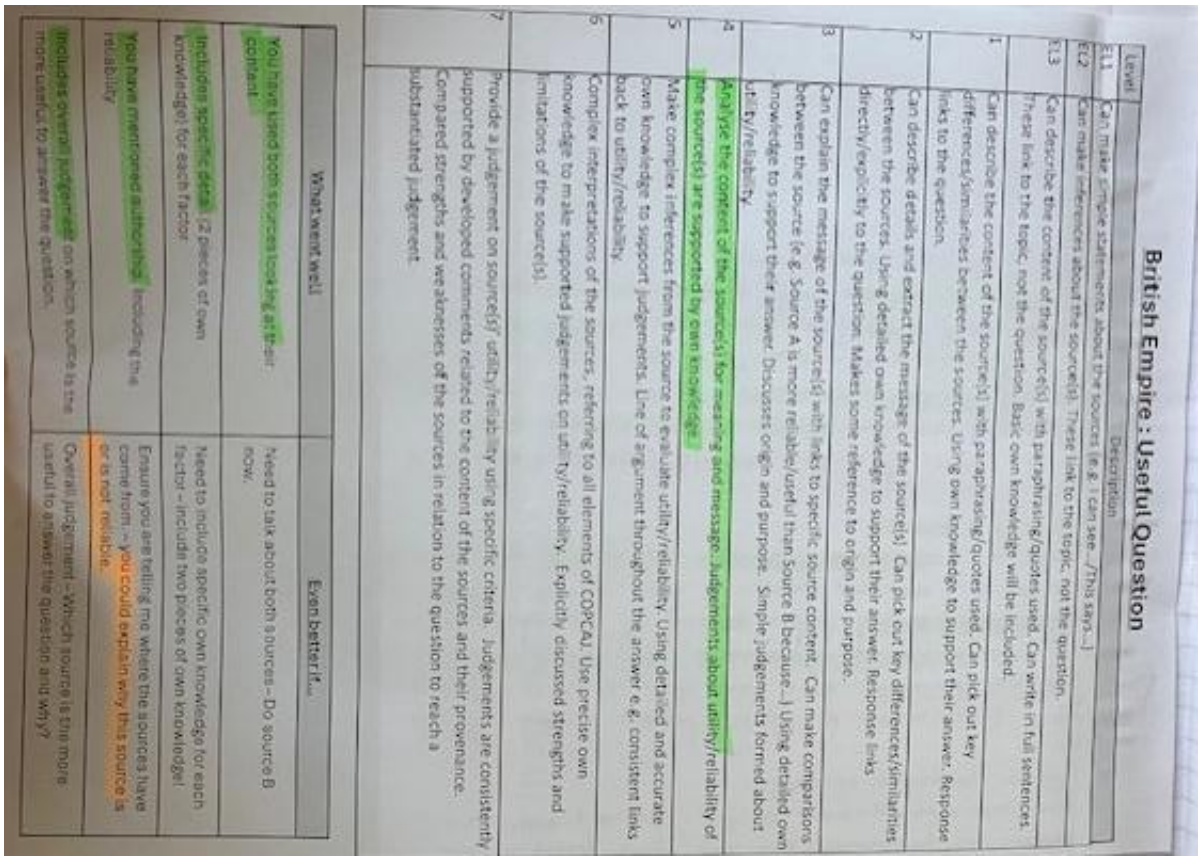




A student's extended written response has been highlighted by the teacher.

The green highlighting identifies the most effective parts of the response – those which meet the assessment criteria.

Accompanying the teacher's highlighting is the assessment sheet below. The teacher has highlighted in green the criteria that the student has met (corresponding with the highlighting of parts of their work which exemplify this criteria). They have highlighted in orange, the area that the student needs to work on, to make further progress.

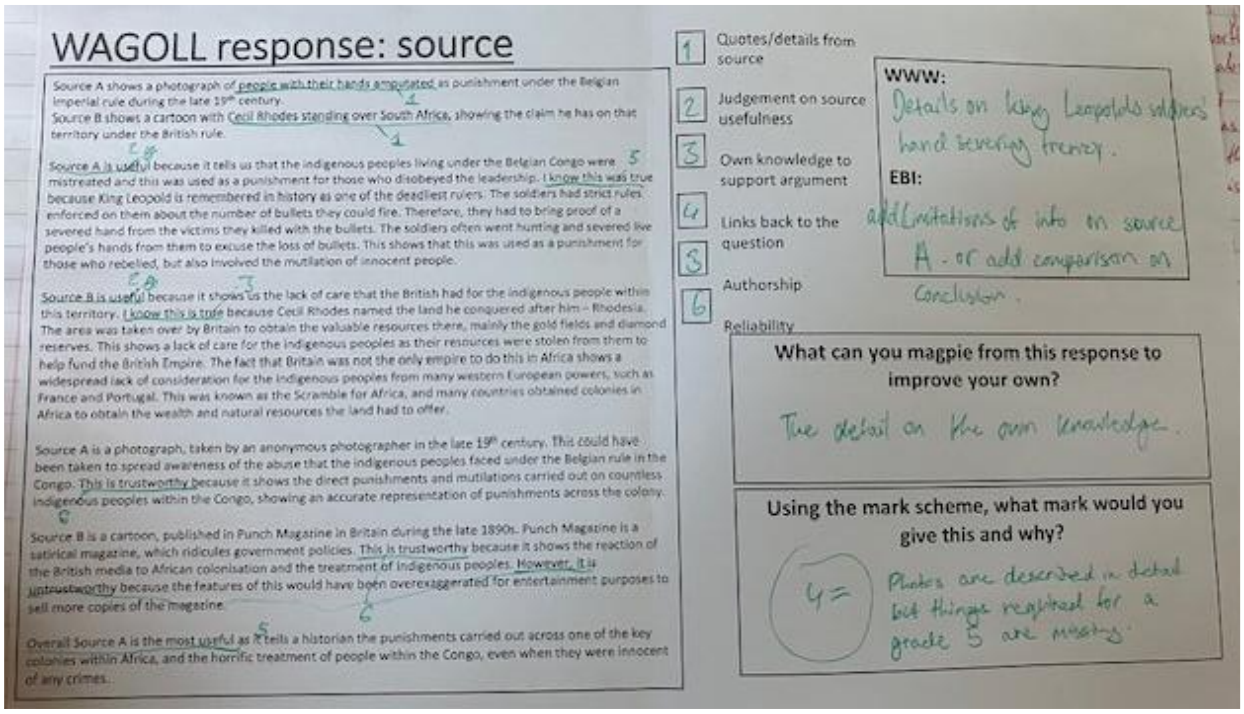


British Empire : Useful Question

Level	Description
EL1	Can make simple statements about the sources (e.g. I can see .../This says...)
EL2	Can make inferences about the source(s). These link to the topic, not the question.
EL3	Can describe the content of the source(s) with paraphrasing/quotes used. Can write in full sentences. These link to the topic, not the question. Basic own knowledge will be included.
1	Can describe the content of the source(s) with paraphrasing/quotes used. Can pick out key differences/similarities between the sources. Using own knowledge to support their answer. Response links to the question.
2	Can describe details and extract the message of the source(s). Can pick out key differences/similarities between the sources. Using detailed own knowledge to support their answer. Response directly/explicitly to the question. Makes some reference to origin and purpose.
3	Can explain the message of the source(s) with links to specific source content. Can make comparisons between the source (e.g. Source A is more reliable/useful than Source B because...) Using detailed own knowledge to support their answer. Discusses origin and purpose. Simple judgements formed about utility/reliability.
4	Analyse the content of the source(s) for meaning and message. Judgements about utility/reliability of the source(s) are supported by own knowledge.
5	Make complex inferences from the source to evaluate utility/reliability. Using detailed and accurate own knowledge to support judgements. Line of argument throughout the answer e.g. consistent links back to utility/reliability.
6	Complex interpretations of the sources, referring to all elements of COPCA). Use precise own knowledge to make supported judgements on utility/reliability. Explicitly discussed strengths and limitations of the source(s).
7	Provide a judgement on source(s)' utility/reliability using specific criteria. Judgements are consistently supported by developed comments related to the content of the sources and their provenance. Compared strengths and weaknesses of the sources in relation to the question to reach a substantiated judgement.

	What went well	Even better if...
Overall judgement – Which source is the more useful to answer the question and why?	You have used both sources looking at their content	Need to talk about both sources – Do source B now.
Includes overall judgement on which source is the more useful to answer the question.	Including specific details (2 pieces of own knowledge) for each factor	Need to include specific own knowledge for each factor – include two pieces of own knowledge!
	You have mentioned authorship, including the reliability	Ensure you are telling me where the sources have come from – you could explain why this source is or is not reliable.

Prior to completing any red pen response, the class are guided through an example response – What A Good One Looks Like (WAGOLL). They explore the structure and the content of the response, identifying 'What Went Well' and 'Even Better If', peer assessing the exemplar. They consider how this exemplar could inform improvements to their own work.



WAGOLL response: source

Source A shows a photograph of people with their hands amputated as punishment under the Belgian imperial rule during the late 19th century.
Source B shows a cartoon with Cecil Rhodes standing over South Africa, showing the claim he has on that territory under the British rule.

Source A is useful because it tells us that the indigenous peoples living under the Belgian Congo were mistreated and this was used as a punishment for those who disobeyed the leadership. I know this was true because King Leopold is remembered in history as one of the deadliest rulers. The soldiers had strict rules enforced on them about the number of bullets they could fire. Therefore, they had to bring proof of a severed hand from the victims they killed with the bullets. The soldiers often went hunting and severed live people's hands from them to excuse the loss of bullets. This shows that this was used as a punishment for those who rebelled, but also involved the mutilation of innocent people.

Source B is useful because it shows us the lack of care that the British had for the indigenous people within this territory. I know this is true because Cecil Rhodes named the land he conquered after him – Rhodesia. The area was taken over by Britain to obtain the valuable resources there, mainly the gold fields and diamond reserves. This shows a lack of care for the indigenous peoples as their resources were stolen from them to help fund the British Empire. The fact that Britain was not the only empire to do this in Africa shows a widespread lack of consideration for the indigenous peoples from many western European powers, such as France and Portugal. This was known as the Scramble for Africa, and many countries obtained colonies in Africa to obtain the wealth and natural resources the land had to offer.

Source A is a photograph, taken by an anonymous photographer in the late 19th century. This could have been taken to spread awareness of the abuse that the indigenous peoples faced under the Belgian rule in the Congo. This is trustworthy because it shows the direct punishments and mutilations carried out on countless indigenous peoples within the Congo, showing an accurate representation of punishments across the colony.

Source B is a cartoon, published in Punch Magazine in Britain during the late 1890s. Punch Magazine is a satirical magazine, which ridicules government policies. This is trustworthy because it shows the reaction of the British media to African colonisation and the treatment of indigenous peoples. However, it is untrustworthy because the features of this would have been overexaggerated for entertainment purposes to sell more copies of the magazine.

Overall Source A is the most useful as it tells a historian the punishments carried out across one of the key colonies within Africa, and the horrific treatment of people within the Congo, even when they were innocent of any crimes.

1 Quotes/details from source
2 Judgement on source usefulness
3 Own knowledge to support argument
4 Links back to the question
5 Authorship
6 Reliability

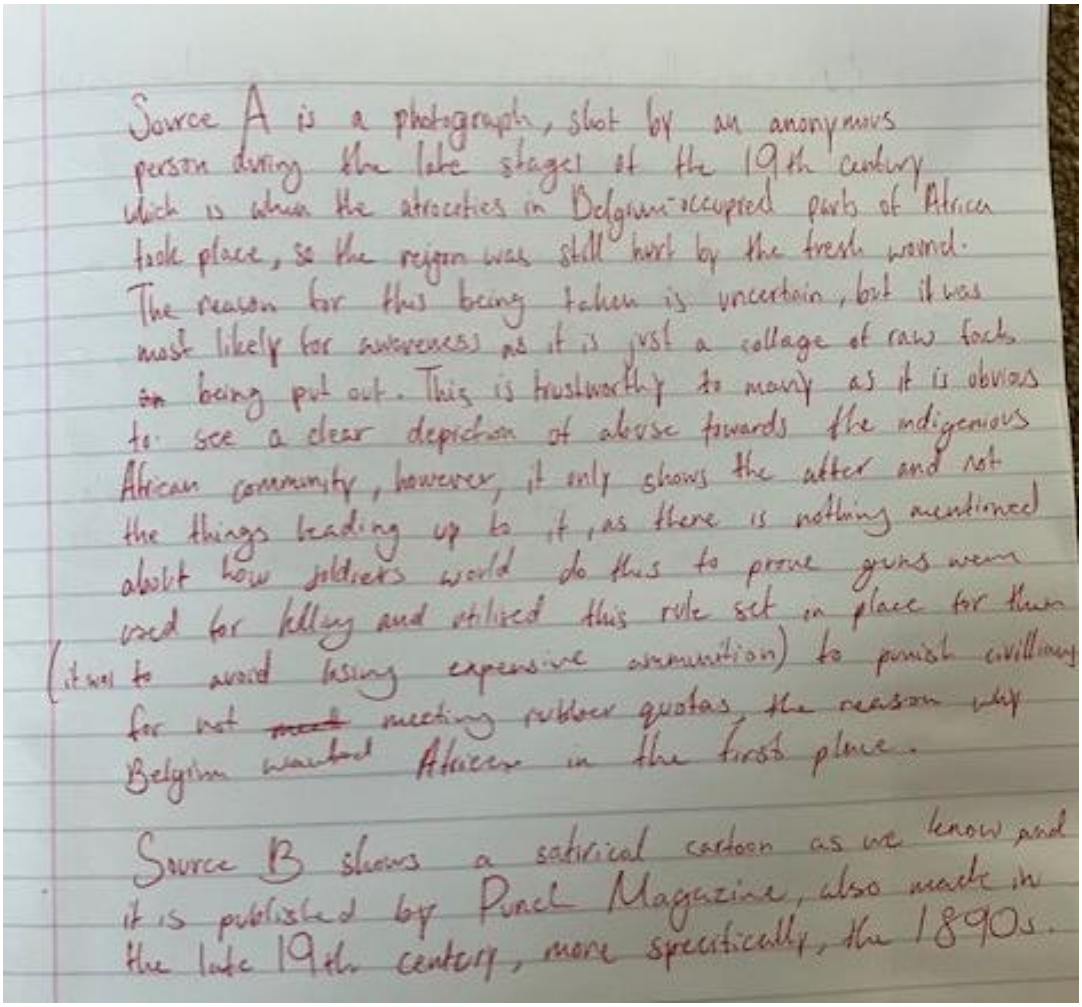
WWW:
Details on king Leopold's severing trenery.

EBI:
add Limitations of info in source A - or add comparison or Conclusion.

What can you magpie from this response to improve your own?
The detail on the own knowledge.

Using the mark scheme, what mark would you give this and why?
4=
Photos are described in detail but things required for a grade 5 are missing.

Students then use their personalised teacher assessment feedback and their learning from whole class input (exploring the exemplar) to develop an element of their original response.



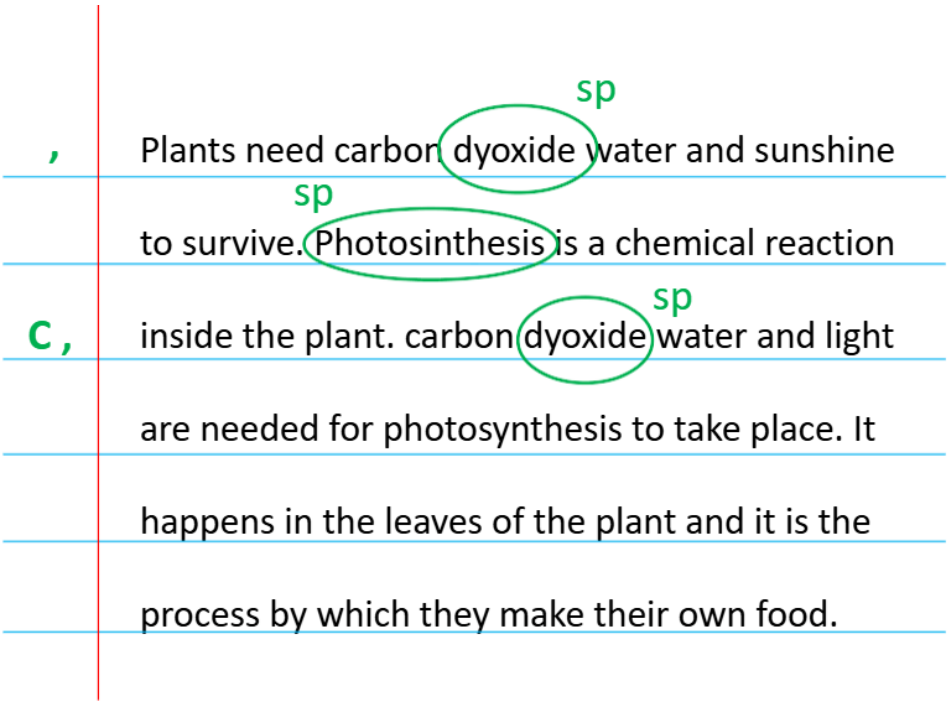
Source A is a photograph, shot by an anonymous person during the late stages of the 19th century which is when the atrocities in Belgium-occupied parts of Africa took place, so the region was still hurt by the fresh wound. The reason for this being taken is uncertain, but it was most likely for awareness as it is just a collage of raw facts being put out. This is trustworthy to many as it is obvious to see a clear depiction of abuse towards the indigenious African community, however, it only shows the after and not the things leading up to it, as there is nothing mentioned about how soldiers would do this to prove guns were used for killing and utilised this rule set in place for them (it was to avoid losing expensive ammunition) to punish civilians for not ~~meet~~ meeting rubber quotas, the reason why Belgium wanted Africa in the first place.

Source B shows a satirical cartoon as we know and it is published by Punch Magazine, also made in the late 19th century, more specifically, the 1890s.

Appendix 5

Symbol	Meaning
C	There is a missing capital letter somewhere on this line.
.	There is a missing full stop somewhere on this line.
,	There is a missing comma somewhere on this line.
sp	You have made a spelling mistake. Use a dictionary to correct it.
ww	You have used the wrong word. You need to re-read the sentence and correct it.
?	This sentence doesn't make sense. It might be too long.
//	You need to start a new paragraph here.
^	There is a word missing here. Re-read the sentence and write in the missing word.

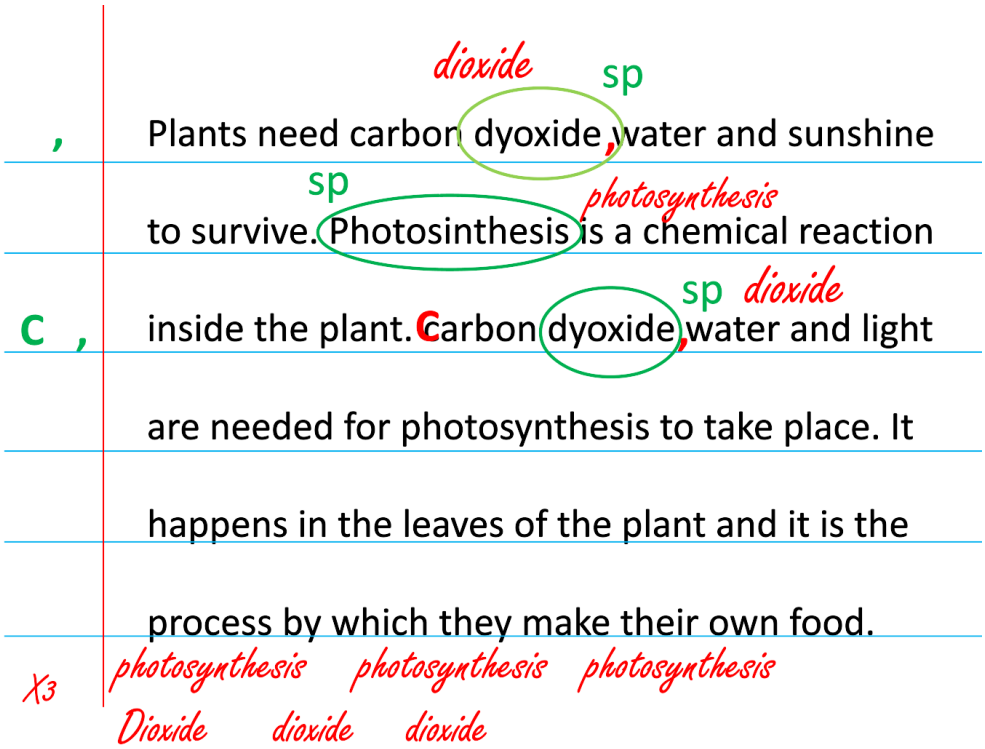
Appendix 6



Literacy marking symbols are used in the margins of student work to identify where errors have been made.

Incorrect spellings and wrong words are circled with the correct codes written next to them.

When assessing the work of students for whom literacy is a barrier to learning, staff are advised to focus on just one or two key areas, rather than attempting to address all errors within one piece of work.



Students should be provided with time to make literacy corrections in red pen, as per the example opposite.

Dictionaries may be used to support spelling corrections.