

Teaching, Learning and Assessment Policy

Last Review: May 2021
 Next Review: May 2023
 Committee: Teaching & Learning

JCoSS is a learning institution above all else: all its work, policies and practice contributes to that central aim. The purpose of this policy is to set out:

1. our learning ethos
2. how learning is planned and organised
3. how learning is assessed and feedback given to students
4. how the work of teachers is evaluated

This policy should be read in conjunction with other relevant policies which include:

- Behaviour for Learning Policy
- Special Educational Needs Policy
- Literacy and Numeracy Policies
- Curriculum Policy
- Subject Review Policy
- Able and Ambitious Policy
- Equal Opportunities and Anti-Racism Policy
- Performance Appraisal Policy Teacher & Support
- Code of conduct Policy
- Remote Teaching & Learning Policy

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Rationale

1. JCoSS is a Jewish school. Jewish history, values, beliefs and practices are reflected across the curriculum.
2. The pluralist Jewish ethos is enriched by our Science specialism, our commitment to inclusion, and our 'Mensch' pedagogical approach, working in harmony.
3. Ofsted¹ defines outstanding *Quality of Education*; JCoSS's 'Mensch' ethos recognises the importance of outstanding *learning*. Thus outstanding *learning and teaching* means:
 - students make exceptional progress both in curricular subjects and as learners
 - students are inspired and challenged
 - teachers have excellent knowledge of their subject, of pedagogical strategies, and of their students' potential and prior learning
 - teachers frequently check understanding and intervene as necessary
 - resources (including technology) and other adults contribute effectively to the learning process
 - assessment and dialogue is of a very high standard, ensuring that students know how to improve.
4. Learning involves praise, awe and wonder. Teacher and student creativity and risk-taking is encouraged in this policy, with the recognition that risk-taking is both valuable and does not always achieve the desired outcome.
5. Learning is a spiritual and emotional process as well as a cognitive one: the climate of relationships and values in the classroom has a key influence on learning.
6. 'The mind is a muscle, not a bucket'²: the curriculum at JCoSS seeks to take account of the evolving insights of neurological research into learning, so as to equip students to become better learners.
7. Lessons at JCoSS are all unique, but share common characteristics which will be shared in this policy: structure and planning in the long, medium and short term ensures consistency and coherence.
8. Home Learning extends progress and achievement and is a compulsory and necessary part of the JCoSS curriculum, fully integrated into Assessment for Learning.
9. Numeracy, Literacy, pluralist Judaism, SMSC, Science (in light of our specialism) and ICT are cross-curricular themes as well as discrete learning areas.

¹ Inspection schedule, April 2021

² Carol Dweck, "Mindset"

1. The JCoSS Pedagogical Philosophy

The JCoSS Learning Ethos has four inter-connecting elements:

- We are a pluralist Jewish school
- We embrace our approach to learning with the “Mensch” and “engagement” strategies
- We are a Specialist Status College
- We are an inclusive school with an integrated provision for students on the autistic spectrum



All these elements combine and fertilise each other to form a kind of ‘learning ecosystem’.

Our approach to learning:

- 💡 is evidence-based, open-minded, open-ended and committed to truth – features it has in common with *scientific method and processes*.
- 💡 treats teachers and learners as companions on a journey, each with a unique character and all with potential for growth – features that lend themselves to our *inclusive ethos*.
- 💡 encourages qualities of character and commitment to debate, deep thought and awareness of others – all of which have infused and supported *Jewish life* and scholarship down the ages.

We are a pluralist Jewish School

- ☆ The pluralist Jewish foundation and character of the school permeates all that we do and all our learning. It does not intrude artificially but where reference can be made to the culture, history, diversity, beliefs or geopolitical context of the Jewish people, that is to be welcomed.
- ☆ Departments have autonomy to create their own curricula, but are encouraged to maintain dialogue with the Jewish Education department to identify and explore possible areas for cross-fertilisation.
- ☆ As a Jewish school we seek to deepen and enrich students’ Jewish understanding and identity; as a pluralist Jewish school we seek to have as broad a definition as possible of what that identity is, and to encourage diversity of opinion and debate. We embrace and value difference.

Mensch

- ✓ We see our purpose as being to build better learners, by inculcating and nurturing learning habits rather than simply conveying knowledge.
- ✓ In a world where increasingly rapid change is the only certainty, our responsibility as teachers is to equip students to cope with whatever change comes along and to flourish within it.



- ✓ This approach embraces and supports our ethos.
- ✓ The diagram highlights the key qualities we wish to develop with our students and colleagues. They are reflected in all schemes of learning.
- ✓ Lessons are planned “split screen”: the learning objectives and outcomes include both *what* will be learned and *how* that learning will take place – which aspects of Mensch will be focussed on and developed. The two are equally important and both need articulating and emphasising.
- ✓ We use the terminology of “learning” rather than “work” to remind all parties of this focus.
- ✓ JCoSS is a learning institution, where each and every member is regarded as a learner and where all activities are evaluated in terms of the contribution they make to the learning of us all.
- ✓ “Those who make no mistakes rarely make anything of value”: we recognise failure as a necessary and useful part of learning and teaching; rough drafts, work-in-progress and risk-taking are all expected and valued within a thoughtful and responsible structure of experimentation and review. This applies to teachers as much as to students.
- ✓ We disapprove of correcting fluid, both at a literal and a metaphorical level.

We are a Specialist Science College

- ✓ Our chosen specialism also permeates many aspects of life at JCoSS and enjoys a high profile across the school and in our outreach beyond its walls.
- ✓ Science does not intrude artificially, but where other subjects can use examples and case studies from science and scientists, or encourage students to engage with issues of scientific importance and/or in a scientific way, that is to be welcomed.
- ✓ Use of enquiry and investigative styles of learning are encouraged to support and increase students’ progress with their independent learning skills

We are an inclusive school with an integrated provision for students on the autistic spectrum

- ✓ The Pears Special Resource Provision is integral to the JCoSS ethos and our physical, organisational and pedagogical structures reflect this relationship.
- ✓ Teachers plan for the learning of all students according to their needs and capabilities – intellectual, physical and moral; lessons, like everything else, are designed to include not to exclude.
- ✓ Lesson plans are explicitly to be read in conjunction with seating plans, which will identify all students with special educational needs including PSRP, A&A, EAL and statements.

2. Planning & Organisation of Learning

Learning happens best when there is Quality First Teaching (QFT appendix 1) in conjunction with careful planning in the short, medium and long term.

- Good teaching may mean altering a plan in response to learners, but there needs to be a plan to alter.
- Every teacher and each subject has a different style, but common formats help to ensure consistency.
- Formulaic teaching will not promote good learning, but all lessons need a shape and structure
- The Lesson Plan template is recommended as a format for recording lesson planning, and could be used for all formally observed lessons.
- “Schemes of Learning” provide a clear summary of a unit of work especially for newcomers and those outside the department (e.g. staff with cross-curricular or leadership responsibilities, etc).
- Each department will provide a brief summary of planned learning which will be accessible to parents and governors on Moodle.

Use of Technology & ICTAC: *Information & Communications Technology across the Curriculum*

The JCoSS learning environment is designed with ICT at its heart.

- All classrooms are equipped with interactive projectors.
- MS Teams is an integral part of our Learning and Teaching Resources
- From the outset parents, students and teachers have the expectation of frequent, innovative and judicious use of ICT to enhance learning.

Teachers are encouraged to exploit these facilities to the full wherever it will enhance learning. ICT is a good servant but a bad master; it should not become gimmicky or be used for its own sake. Subject content and learning habits are key, but it is likely that these can be enhanced by skilful choice of strategies and applications. Support is given in all aspects of this provision. Teachers of all subjects need to be mindful of students who are able and ambitious in ICT. An ICT skills audit is undertaken of all new staff, and the outcomes used to plan CPD.

Teachers should be mindful of the ICT Acceptable Use Policy, and the agreement that all members of the school have signed. They should also be alert to any students who may not have access to ICT facilities at home and ensure that allowance is made for them in home learning tasks set.

Since September 2016 ICT/Computer Science has been introduced as a discrete subject in Y7 (Y7 & 8 from Sept 2018). It includes increasing students’ skills in ICT (“doing things right” with a view to increasing technical know-how), students’ capabilities in ICT (“doing the right things” with a view to fitness for purpose) and learning to code.

Differentiation

JCoSS is committed to personalising learning so as to meet the needs of all students. In all lessons, whether setted or not, teachers will plan differentiated activities to ensure that all students are challenged and supported. Even in a group with a narrow range of ability, a range of learning and teaching styles are to be expected over the course of a series of lessons, as well as within an individual lesson

The following should be noted:

- Differentiation is not restricted to providing tasks of varying difficulty: it includes awareness of learning styles, attention spans, SEAL and the full range of Individual Needs and Disabilities

- Differentiation is not restricted to catering for less high-achieving students: it includes provision for the able and ambitious.
- Differentiation is not restricted to the quantity of work expected: the less able need help accessing concepts and problems, not just fewer of them; the more able need broader and deeper learning tasks, not just more of the same ones.

The pedagogical approach of Mensch and Engagement transcends considerations of ‘learning styles’, but does not replace them: teachers do need to be aware of individual learning preferences, but they should beware of pandering to students wanting things presented exactly as they prefer. Our role is to build independence in students so that they can learn effectively in any situation: for example, visual learners need to be equipped to cope in situations where there are no visual stimuli.

Use of other Adults in the Classroom

Human resources are the most expensive and valuable at the school’s disposal, and careful thought and planning needs to be devoted to the best use of other adults in the classroom, whether they be Learning Support Assistants, or other teachers. The management of those other adults is a key responsibility of a class teacher, and adequate time should be planned and set aside to ensure all are clear as to the objectives of the lesson and their role in supporting students’ learning.

The deployment of Learning Support Assistants is the responsibility of the SENCo, and guidance on the most fruitful partnership between teachers and LSAs is contained in the Special Educational Needs Policy.

Home Learning

Home learning, as its name suggests, continues the learning done in class at home and beyond. It should be planned as an integral part of lessons, with the same eye for variety of task, promoting independent learning power, instilling good learning habits and dispositions, and stimulating students to be engaged, curious, resourceful and thoughtful learners.

Departments have freedom to devise the range of tasks that will best support and extend students’ learning in their subject area. They should be mindful of teachers’ workload: some of the best Home Learning tasks involve more thinking than writing. The following should be noted:

- There is a place for routine tasks, especially for consolidating new learning, but something is wrong if all home learning is of that kind.
- There is a place for extended tasks, especially to allow scope for the more able, but the longer the task the more clarity is needed with instructions, expectations, scheme of assessment etc.
- Home learning is an excellent opportunity to engage parents with what students are doing at school: we expect lively interest and can count on significant support from parents in this respect. Teachers can capitalise on this best by setting clear tasks, including clear deadlines and ensuring students make careful note of the instructions.
- Asking students to involve parents and other family members (e.g. in surveying opinion or bouncing ideas) is a good strategy, but the assessment must be of the student’s own learning.
- Teachers should exploit the Link Book not only as a place for students to record their Home Learning tasks, and for recording sanctions, etc, but also as a means of communicating with parents.
- All Home learning is to be recorded on ‘Insight’.
- Home learning is set according to the following principles:

	Core (En, Ma, Sc, JE)	Foundation subjects
KS3	2 pieces of HL per week	1 piece of HL per week

20-30 mins per subject in Y7 increasing to 30-40 mins by Y9		
KS4	On average 2 hrs of core HL per week	On average 1 hr of option choice GCSE HL per week
KS5	5hrs HL per week per subject	

As a general rule HL is set with at least 48 hours for students to complete it.

Subject specific HL information is contained in the Y7-11 curriculum booklets issued to parents at the start of each academic year.

Cross-curricular Learning

At JCoSS we recognise the importance and value of cross-curricular learning. Our ethos commitment to pluralism, inclusion and science specialism encourages all members of the community to seek creative and unforced links between subjects that enhance learning.

Schemes of learning indicate where some of these links have been possible, but the approach is not “tick-box” in the negative sense: it should never lead to distortion of learning in other subjects.

In addition to the policy regarding ICTAC above, the following cross-curricular aspects of learning are particularly encouraged:

- Policies on Numeracy and Literacy across the Curriculum set out expectations and guidance on how all departments can support these two functional skills by common language, common assessment practices and reinforcement of common standards.
- Our Science Specialism includes a commitment to use scientific processes and thinking in all subjects where appropriate (hypothesis testing, evidence gathering and logical reasoning are three examples)
- Our pluralist Jewish ethos implies a commitment to use in all subjects, where appropriate, examples or case studies taken from Jewish practice, learning or belief, or from the land of Israel.
- We seek to develop students information literacy and independent learning skills

Learning and teaching and PSRP Students

Students are admitted to the PSRP on the basis that they can access some aspects of the national Curriculum and that they will experience significant difficulty in doing so. Their needs, like those of every other JCoSS student, need to be planned for and catered for by all staff.

The following are of particular relevance:

- ASC students cover a wide range of academic ability and the condition is not synonymous with low attainment; PSRP students may be gifted in one or more areas and/or face challenges in others.
- PSRP students who move to being taught in the main school may need support in the transition process, as well as adaptation in teaching style.
- PSRP students being taught in the main school will usually (but not always) have LSA support
- PSRP students taught in the main school will be identified as participating for either ‘academic’ or ‘socialisation’ outcomes.
- Teachers should be fully familiar with the learning and behavioural profile and needs of PSRP students in their classes, as for all students.
- PSRP staff will be able to advise on strategies to support the learning of these students: visual learning materials and clearly-structured lessons are likely to be particularly useful.
- Regular conversations between PSRP staff and main school staff are essential for ensuring smooth transition.

3. Assessment and Feedback for Learning

The primary purpose of all assessment is to enable students to make progress. They need:

- To know what standard they have attained
- To feel supported and affirmed for what they have achieved, and challenged to go further
- To understand what they can do to move forwards

These messages need to be given in a way that is clear for students, consistent between teachers and – crucially – intelligible to parents so that they can be effective partners in their child’s learning.

“No surprises”

JCoSS is committed to openness, inclusion and excellence. In the context of assessment this means:

- we aim to be open with our assessment data, not guarding it as a professional secret.
- our presentation of assessment judgments and targets is tailored to the audience, not shrouded in jargon and not assuming prior knowledge.
- we are guided at all times by the need for students to make progress towards excellence.

Written reports to parents should not contain surprises, especially unpleasant ones.

- ✓ Significant concerns about a student’s learning or behaviour must be raised early so that the right intervention and support can be put in place: the report must never be the first a parent (or student, or form tutor) knows about it.
- ✓ The grades and levels given on reports should be in line with what students have been given in work over the period.
- ✓ It is part of every teacher’s role to ensure all students know how they will be assessed, what the grading/levelling system means and what is required to move up to the next level. Questions about this will be put to students in SLT faculty and area reviews.
- ✓ It is part of the school’s role to ensure parents understand the meaning, status and source of assessment judgments made on their children. Parents’ meetings, written information and Moodle will all be used to explain this issue.
- ✓ It is part of a Curriculum Leader’s role to ensure that all members of the team understand the proper place of data, its sources and its uses. CPD time at whole-school, faculty and department level is set aside for this purpose.

For that reason, what follows will start with the processes which occur on a daily, weekly, termly and yearly basis finishing with what is formally sent to parents.

Regular marking and feedback

In between these key assessment tasks, teachers regularly monitor and provide feedback on students’ work in a variety of ways to suit their subject area. The following principles apply

- Teachers will enable regular recorded structured feedback. At KS3 once every six lessons or 3 times a half term, whichever is fewer and at KS4 fortnightly (or as differentiated in subject policies), more often at KS5. This will be monitored against the faculty feedback policy which in other than stated cases will include the use of green sheets and purple pens. (Summary appendix 2).
- The marking schedule should be meaningful, manageable and motivating (DfE March 2016)
- Feedback comments must include targets to make the marking as specific and actionable as possible.
- The ‘Reflect & Perfect’ strategy should be implemented as appropriate to encourage students to take ownership of their progress. DIRT (Directed independent reflection time) should be used for this.
- Not all work requires a grade, or will be acknowledged.
- Where monitoring has been done by oral feedback, students should take ownership of recording the feedback
- Peer assessment is a valuable learning experience
- Spelling, punctuation and grammar errors should be noted in accordance with agreed guidance, as set out below.

Prompts for Spelling, Punctuation & Grammar

Following the Policy for Literacy across the Curriculum, agreed standards of presentation should be followed in all subjects. A JCoSS presentation and literacy front page will be stuck into all exercise books / folders, in all subjects and Key stages (appendix 3).

In turn, teachers should use the following common prompts when giving written feedback:

+	A good piece of work, well done!	?	Clarify your point.
=	This piece of work meets your usual standard.	E	Use evidence to back up your points/arguments
-	Below your usual standards.	T	Target – what to work on in your next piece
Ex	Use an example to illustrate your point.		A particularly outstanding paragraph
LINK	Link back to the question you have been asked.	Sp	Spelling mistake
	Missing word		

A circle indicates incorrect or missing punctuation

JCoSS Assessments

To inform the levels / grades given to students and parents, departments carry out regular summative assessment tasks against explicit assessment criteria; the frequency of these tasks depends on the subject. For these tasks (though not exclusively for them):

- the assessments are moderated within departments to ensure consistency, and parity with national standards.
- students are informed that this is a levelled / graded assessment and given clear assessment criteria, instructions and deadlines.
- departments ensure as far as possible the same conditions and preparation across a cohort.
- students receive detailed written feedback of their level / grade and what they can do to move forwards.
- students record their progress on a subject tracker (found on the back page of all exercise books).

Reporting to parents

Parents are sent four reports an academic year. Grades are provided under the following headings:

Predicted End of Year JCoSS APS / Level / Number / Grade

- The 'Predicted JCoSS APS / Level / Number / Grade' is how a student will perform at the end of the year if they continue to learn as they are presently. This is based on a combination of test results, regular class work and home learning.

Target for End of Year / Course (KS4 & 5)

- The Target for the End of Year is the JCoSS APS / Level / Number / Grade that a student should be capable of achieving by the end of Year / Course.
- These targets are based on the student's Key Stage 2 Scaled Scores (if taken), the CAT tests taken before they joined JCoSS, and teacher assessment and observation over the past term.
- If a student is already meeting or exceeding their targets, subject teachers may agree new individual targets so that they are always challenged to aim higher. However, the school targets stay as they are for the year so that we can track progress consistently.

Other Headings

These grades are based on teacher observations, from lessons, home learning and assessments.

- **Engagement** – Please see the attached document entitled 'Engagement Criteria'.
For SA2 (Y11 & 13) and SA3 (Y7-10 and Y12)
- **What is going well** – Positive comments from the subject teacher regarding student progress
- **What needs improvement** – An area identified by the class teacher for further development

Attendance: The statistics given are current at the date of printing.

4. Monitoring and Evaluation of Learning and Teaching

Classroom practice is at the heart of the success of JCoSS: the teaching and support staff are our most precious resource. A variety of ways are used to support the learning and teaching that goes on in the School, to ensure consistency, share good practice and identify opportunities to make things better. Ongoing CPD and Professional Learning programs are designed to match colleague's needs and aspirations.

Our aim is that a culture of openness and support permeates the work of subject teams. Curriculum leaders need to keep a finger on the pulse, but the emphasis should be on using informal methods to do this, whilst ensuring rigour and professionalism are maintained.

- Departments are encouraged to have an 'open-door' ethos so that teachers and students are unfazed by visits from other adults (though it should be noted that the design of the building makes it easy to know how the team is operating without the need to go into classrooms)
- The relationship between teacher and students is crucial to learning, however, and there must be space and time for it to grow and flourish in peace.
- We put a high value on risk-taking, and recognise failure as a necessary and useful part of learning and teaching. The pattern of monitoring must not by its frequency or style stifle the innovation and professional daring that marks out outstanding teachers.

A range of strategies help meet the need for monitoring. Heads of Department and Faculty monitor the work of their teams, and the impact of cross-curricular strands, by means of:

- Half termly faculty reviews
- Lesson observations (see below)
- Learning walks with a particular focus
- Work sampling (approx half-termly) in department/faculty meetings
- Informal 'student snapshots' including work sampling and interviews
- Professional Development conversations, including analysis of data (Student Achievement weeks (SA))
- Regular faculty and departmental meetings

Lesson observations

Teachers (once fully qualified) will usually be formally observed no more than 3 times per year:

- Once a term (20 minutes) as part of the pattern of Professional Development (called a Popin)
- Potentially half termly as part of the faculty review learning walks, Once by a designated colleague as part of Professional development and the appraisal process

Notice (at least 48 hours) will always be given for these observations. The JCoSS lesson observation form on 'Bluesky' is used to record the observations and popins, although in line with external assessment, we are looking for a planned lesson rather than a lesson plan. Time will be set aside for feedback dialogue as soon after the lesson as possible and a written record will be given to the teacher within 48 hours.

Informal observations are of great value, whether within or across departments. Teachers with different styles, subject or pedagogical expertise, length of service, age or personality can give different perspectives that greatly enrich professional learning.

SLT Faculty Review

In addition to the informal and formal departmental/faculty monitoring described above, each faculty is reviewed half termly. The reviews will have agreed focuses and will be planned in advance. These could include lesson observations, student interviews and or work sampling.

Appendix

1] Quality first teaching

According to the archived DCSF guidance on personalised learning, quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning. On page 10, the guide says that QFT:

... demands 100% participation from the pupils and sets high and realistic challenges. It does not 'spoon feed', it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.

The guide summarises the key characteristics of QFT. These include:

- Highly focused lesson design with sharp objectives
- High demands for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils

On page 11, the DCSF personalised learning guidance says: Effective planning and lesson design is the starting point for QFT and learning. It then gives a flowchart for effective practice. This explains that teachers should:

- Locate the teaching sequence or lesson in the context of the scheme of work and pupils' prior knowledge and understanding
- Identify learning objectives for the pupils
- Structure their teaching sequence or lesson as a series of episodes by separating the learning into distinct stages of steps, and select:
 - The pedagogical approach best suited to the learning objectives
 - The most appropriate teaching and learning strategies and techniques
 - The most effective organisation for each episode
- Ensure coherence by providing:
 - A stimulating start to the lesson that relates to the objectives
 - Transitions between episodes which are clearly signposted for the pupils
 - A final plenary that reviews learning and identifies next steps

Effective QFT practice: techniques

On page 12, the DCSF personalised learning guide explains that schools have developed three strategies to help effectively practice QFT. These are:

1. Modelling, in which a teacher thinks aloud to help pupils to understand underlying structures, process and conventions
2. Explaining, this helps pupils to understand concepts and events outside their own experiences
3. Questioning, which can help promote higher-order thinking skills and structure the development of pupil knowledge and understanding

The archived guidance on G&T education in secondary schools also includes a section on QFT. On page 22, it says that teachers should use a balanced variety of teaching and learning approaches in QFT, including:

- Demonstrating
- Explaining and illustrating
- Exploring and investigating
- Consolidating and embedding
- Reflecting on and talking through processes
- Summarising and reminding

2] Faculty marking exemplifications

English

- Regular marking (purple pen)
- Teachers will give written feedback every 2 weeks at KS3 and 4, more often at KS5. This will be recorded on 'Fluorescent green' feedback sheets, in purple pen
- Spelling, punctuation and grammar errors should be noted in accordance with agreed guidance (see appendix 2).

KS3: At KS3, teachers will give highly visible, worthwhile written feedback in the following way:

- Key piece marking (formative). This will be a piece of work set by the teacher as a preparation piece focusing on the skills that will be assessed in the unit summative assessment. Feedback will be given on the fluorescent green key piece sheet (Appendix 1 - these can be adapted for the piece of work – the appendix attached is for a prose reading task) and will include targets and an opportunity to reflect and perfect.
- Unit Assessment (Summative). A levelled piece of work marked using KS3 levels, providing positive written feedback and targets on the bright yellow unit assessment sheet.

Ongoing feedback - Feedback on general literacy, effort and presentation will be ongoing within lessons.

This will be acknowledged with a stamp and positive comments. Areas for improvement will be written in purple pen or provided as part of oral feedback. KS4: At KS4, students work in folders so their marked work is kept highly visible through use of fluorescent green KS4 feedback sheets (see appendix 3) which are kept in their folders, attached to their marked piece of work. They have a summative assessment at the end of each unit, are opportunities for formative assessment are built into the SOL.

KS5: As at KS4, teachers use fluorescent green KS5 feedback sheets to ensure marked work is visible.

Beyond written feedback on marked work, a variety of other forms of assessment are frequently included in lessons:

- Peer-assessment (green pen). Peer assessment is a crucial part of helping students to understand their progress and what they need to do next. It also helps the students to understand the assessment criteria.
- Self-assessment (red pen). Drafting and reviewing work offers good opportunities for self-assessment, especially if students are able to measure this against clear assessment criteria.
- Reflect and Perfect (red pen). Students need to be given regular opportunities to reflect on feedback and to apply it to perfect their work.
- Assessment for Learning. AfL strategies should be included in lessons whenever possible to help all students to reflect on their progress within a lesson and to indicate to the teacher what students have learnt.

Maths

KS3 feedback policy

- Assessments will be completed by students at the end of each unit (on average 2 per half term). Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by students on green reflect and perfect sheets stuck into their exercise books. Students record their assessment results on an assessment tracker at the front of their books, so they view and reflect on their progress during the year.
- On average 2 pieces of home learning will be set per week. This may include tasks set on an online platform such as MyMaths or MathsWatch.
- Book Marking; Students books will be marked for general numeracy and effort at least once a half-term. Presentation will be acknowledged and areas for improvement will be written in purple pen.

KS4 feedback policy

- Assessments will be completed by students at the end of each unit (on average 2 per half term). Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by students on green reflect and perfect sheets stuck into their exercise books. Students record their assessment results on an assessment tracker at the front of their books, so they view and reflect on their progress during the year.
- At the end of year 10 and twice in Y11, students will sit formal Mathematics mock exams. Students will be given individual Question level analysis breakdowns of their papers, and feedback will be recorded by students to be used to reflect and perfect during the year.
- On average 2 hours of home learning will be set per week. This may include tasks set on an online platform such as MyMaths or MathsWatch. In year 11, this will include weekly past papers.
- Book Marking; Students books will be marked for general numeracy and effort at least once a half-term. Presentation will be acknowledged and areas for improvement will be written in purple pen.

KS5 feedback policy

- Assessments will be completed by students at the end of each unit (on average 2 per half term). Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by students on their unit test scripts. Unit assessments will be conducted with Pearson's unit tests and marked after completion of relevant units. Students record their assessment results on an assessment tracker provided on Insight at the start of the year, so they can view and reflect on their progress during the year.
- Twice during year 12 and once in Y13, students will sit formal Mathematics mock exams. Students will be given individual Question level analysis breakdowns of their papers, and feedback will be recorded by students to be used to reflect and perfect during the year.
- Fortnightly assessed Home learning using MEI Integral exercises will be used with feedback provided directly on the answer sheets.

Science

KS3 feedback policy

1. Mini quizzes will be held at least once every three lessons. These short answer quizzes will test core knowledge as published <https://quizlet.com/JCoSSKS3Sci>. The quizzes will be peer assessed and marks recorded on a tracker stuck into each student's book. Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by pupils in red pen.

2. At least one 'Hinge Question' will be part of each unit. This will be a key task that will include some extended writing or calculation(s) to be completed by pupils. This may be set as home learning or done in class. These hinge questions will be marked by teachers in purple pen and will include at least one teacher comment and due consideration of spelling, punctuation and grammar. There will be an appropriate target or 'reflect and perfect' task for each student to be recorded and completed by students in red pen.

3. Assessments will be held at least at the end of each unit and will assume that core knowledge has been learnt. These assessments will be partly peer assessed and partly teacher assessed as appropriate. Marks will be recorded by the class teacher and will be shown on a green sheet stuck into pupil books. Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by pupils in red pen and may include a 'reflect and perfect' or extension task.

KS4 feedback policy

1. Assessments will be held at least at the end of each unit and will assume that core knowledge has been learnt. These assessments will be partly peer assessed and partly teacher assessed as appropriate. Marks will be recorded by the class teacher and will be shown on a green sheet stuck into pupil books.

Whole class or individual verbal feedback will be given as the class teacher judges necessary. This feedback will be recorded by pupils in red pen and may include a 'reflect and perfect' or extension task.

2. If an assessment does not fall within a marking cycle then parents can expect to see an 'Assessed Task'. This will be a task that will include some extended writing or calculation(s) to be completed by pupils. This may be set as home learning or done in class. These tasks will be marked by teachers in purple pen and will include at least one teacher comment and due consideration of spelling, punctuation and grammar. There will be an appropriate target or reflect and perfect task for each student to be recorded and completed by students in red pen.

Jewish Education

Key Stage 3 & 4 marking

The JE department marks in line with the JCoSS feedback for learning policy.

Teachers are required to complete the marking slip below when they mark students' books

KS4 Marking Sheet – Jewish Education

Have you...	Student	Teacher
Adhered to the presentation policy?		
Completed all classwork to the best of your ability?		
Completed all Home Learning to the best of your ability?		
Read through your work to ensure that all SPaG errors are corrected?		
Used the Etz Limmud skill of explain ?		
' Reflected and Perfected ' all of the pieces of work that you were asked to do in the last marking cycle?		

Students and staff can reflect on whether students have adhered to school policy

Feedback:

Learn the key words and definitions for the Unit	
Give clear and simple explanations, along with an example	
Include a direct quote/teaching in your answers to 5 mark questions	
Made clear points and arguments for 12 mark questions – show depth and knowledge	
Practice your time management for exam questions (1 minute spent per mark allocated)	

Please tick the objectives that the student has achieved and what they need to focus on.

Other comments if necessary (please specify):

There is a space to write a comment if you wish

Please answer the following question on the next page in your books, using a red pen:

Use the question to help the student achieve their target e.g.) if the student's target is two include different opinions in their answer than try posing this question: "Women should be allowed to read from Torah in front of their community" Do you agree?

Tracking Progress

This progress tracker will appear on the Perfect Presentation handout to be stuck in all exercise books across all the Key Stages.

Students should write their JCoSS target. This might be the same as their FFT or above it

Students should write their target grade here. This is taken off SIMS and is a baseline target.

Students should record their assessment results in this area so they view and reflect on their progress during the year. It is important that this is kept up to date.

Targets	
At the end of last year I achieved: _____	
My JCoSS target for this year is: _____	
My FFT target for this year is: _____	
Unit	My Assessment Grade
Unit 1	
Unit 2	
Unit 3	
Unit 4	
Unit 5	
EOY Exam	

OTHER SUGGESTIONS FOR KEY STAGE 4 FEEDBACK FOR LEARNING

1. Choose two colours/ highlighters. Use one colour to highlight where the student has achieved the marks. Use the second highlighter to highlight points that are incorrect or irrelevant or where keywords have been spelt incorrectly. This enables students to see their strengths and areas for development.
2. Use DIRT time (see JCoSS T&L policy for details) for students to redo their answers on gold/ yellow paper and stick over their original answers.
3. Give WWW and EBI as a way of commenting overall on student progress

- Much of the feedback we give is verbal. Students can use a feedback log at the back of their book to record when verbal feedback is given

After your conversation with a student, you should record their agreed targets in this box. Examples of targets *“To copy keywords down correctly and learn their spellings”*. *“When answering questions about text, quote directly from it”*.

Verbal Feedback Log

Date	Key targets identified	Teacher initials	Student initials

Ask the student to initial the conversation (you should do it too) as evidence that the target is agreed.

HOW TO: STAY ON TOP OF MARKING

1. Create a marking timetable and stick to it.
2. Get students to stick in the green slips. This will force you to complete the marking and save you time when you actually mark their work.
3. When returning books and asking students to answer the questions give over ten minutes of the lesson to enable the students to complete whatever you have asked them to do.
4. Meet with a student every lesson, this will mean that the verbal feedback log will be completed over the course of a half term rather than devoting an entire lesson to it.
5. Give instant feedback by putting a +, = or – against each piece of work. If it has exceeded your expectations it is graded a + etc.

ADT

KS3 folders/sketch books are marked once per half term/every six lessons

- Green sheets are used to provide students with feedback and personalised targets for improvement, so students know how to improve
- Success criteria for each project is outlined on green sheets and students' progress is recorded using the +, = and – symbols in line with the JCoSS marking codes
- Reflect and Perfect tasks are completed in red pen and students are given this as a home learning task, or time is provided for this in class.
- Verbal feedback is provided during practical lessons. A green record sheet is included in all KS3 booklets/sketchbooks for students to record verbal feedback provided. This would take place at least every two lessons during a series of 'purely making' (practical) lessons

KS4 green assessment sheets every 5 lessons – either a written feedback completed by staff or verbal completed by students.

- Assessment sheets are placed in the front of the sketch books for Art as they cannot be attached to coursework.
- All feedback is personalised and specific targets are set for each individual student.
- Students' progress is recorded using the +, = and – symbols in line with the JCoSS marking codes.
- Feedback from trial examinations are provided as 'Grades' in accordance with the GCSE specification
- Trial CA is assessed and graded according to the GCSE specification marking criteria – D&T, Food Preparation and Nutrition

KS5 as above but A Level marking criteria is used

- Art – Edexcel Performance Calculator is used to assess all coursework and trial examinations. These are used once per term
- Students will record verbal feedback on green assessment sheets provided

Business, Economics and Computing Faculty

Work should be set and marked by the class teacher once a fortnight at KS3 and KS4. Work should be set and marked once a week at A-level.

All students should receive meaningful feedback where appropriate.

Students will log their marks and areas for improvement on a front sheet in their folders or exercise books. At least one significant piece of work or test every half term which is to help inform the predicted grade for each School Assessment date. Students will be asked to improve where their marks fall below a set standard (likely to be target grade).

Where students are undertaking controlled assessment (GCSE Business 2017-18) or Non Examination Assessment (GCSE Computing), students will not be given feedback.

Cambridge Technical Business – Students will be given feedback on their draft coursework and will then be given an opportunity to improve it. They will also be given feedback on end-of-topic learning-objective tests.

Creative and Expressive Arts

The primary purpose of all assessment is to enable students to make progress. They need:

- To know what standard they have attained
- To feel supported and affirmed for what they have achieved, and challenged to go further
- To understand what they can do to move forwards

These messages need to be given in a way that is clear for students; consistent between teachers and – crucially – intelligible to parents so that they can be effective partners in their child’s learning (JCoSS Assessment Policy 2017)

Regular marking and feedback for Creative and Expressive Arts

In between these key assessment tasks, teachers regularly monitor and provide feedback on students’ work in a variety of ways to suit their subject area. The following principles apply:

- Teachers will give regular recorded structured feedback. At KS3 once every six lessons or 3 times a half term, whichever is fewer and at KS4 fortnightly, more often at KS5. This will be monitored against the faculty feedback policy which in other than exceptional cases will include the use of green sheets and purple pens.
- In Creative and Expressive Arts teachers must ensure that regular, meaningful and structured feedback is given.
- In KS3 recorded structured feedback will be given either at the end of term or after 6 lessons (this compensates for the fact that Dance and Drama only have one lesson per fortnight).
- Self and/or peer assessment (which will be recorded in green pen) will be completed every 3 lessons may include the use of green fluorescent sheets and purple pens when appropriate or feedback may be recorded.
- In KS4 recorded structured feedback will be given fortnightly and more often at KS5 (in line with the JCoSS policy see above)
- All levelled pieces of work must provide positive feedback with clear actions and targets to improve with time built into lessons to implement the “ Reflect and Perfect” Strategy thus encouraging students to take ownership of their progress (this will be completed in red pen).
- In Drama, Dance and Music subjects’ feedback will be given in a variety of ways such as written and verbal.
- iPads will be utilised within the faculty to assess and record progress.
- All teachers within the faculty must ensure that verbal feedback is recorded by student either by written or means of storing on video within the school T Drive and through the use of Garage Band, Insight and Moodle.
- All feedback whether written or recorded should be easily accessible, dated and clearly with labelled for students, teachers and parents.

Humanities

The Humanities Assessment model will ensure there are 4 feedback opportunities per term at KS3:

1. A key piece, peer assessed with set WWW/EBI and DIRT tasks as well as reflect and perfect time to improve work. (green sheet feedback + DIRT)
2. Assessment, marked by the teacher with purple pen and a KS3 APS given with a meaningful target and students reflect and perfect this in class. (green sheet feedback, teacher comment + DIRT)
3. Two retrieval practise tests, peer marked and follow up reflect and perfect activities from the revision ‘take away’ menu.

In addition, every Half term there is an expectation colleagues have looked at students' books. There will be a book polish sheet in the book every half term and there will be the opportunity to have conversations with and reward students for their work and presentation within lessons.

Media, Film and Sport

- 95% of student written work is completed online using blogs. Written feedback on blogs will be dated and will usually take the form of comments on the blog posts, initialled by the teacher providing feedback. All comments will come from the JCoSSMediaDept or the JCoSSSportDept login.
- Teacher feedback on practical work and on blogs may often be verbal, this will be recorded regularly by the student (in audio or written format) and/or blogged.
- Where paper-based tasks are submitted for feedback (for example Year 13 Film or Year 11 Sport exam prep), green sheets and purple pens will be used OR green highlighter, these will be kept by the student in a 'feedback folder'.
- Feedback will take the form of self-assessment, peer-assessment, class-feedback and teacher assessment.
- Self-assessment and peer assessment will either be instant verbal feedback, completed on green sheets, use green highlighter or blogged (audio, video or written).
- Cambridge Nationals and Cambridge Technicals students in both Sport and Media will use green sheets for recording teacher feedback during practical work, but will produce Learner Record Sheets for final pieces of work that are typed and are not on green paper in accordance with exam board requirements. A Learner Record sheet will be produced at the end of each practical unit. Teacher feedback sheets will be produced up to three times per practical unit.
- Students in KS3 sport and KS4 Core PE will complete a green feedback log once every half term – this will involve self-assessment, peer assessment and teacher assessment. In between these feedback logs, students will be gaining verbal feedback that provides instant advice and guidance on how to progress and how performance may be improved.

MFL

- **Exit Tasks:** The majority of feedback in MFL should be a *little and often* based on vocabulary acquisition and application of grammar. This will be in the form of 'exit tasks' on green paper, designed for home learning and handed in for marking.
- **EWT:** Teachers should mark one piece of Extended Writing per unit, as set out below.
- **Generic green sheet:** Books should be marked at least once per half term for general assessment purposes and to check standards of presentation.
- **End of Unit Assessments:** Are designed to be summative. They should not cause additional marking for the sake of presenting green sheets in books. Assessment feedback can be provided via the generic feedback sheet if appropriate or via a green sheet tailored to the assessment if the assessment coincides with the six lesson feedback policy. This is at the teacher's discretion. However, students should be reflecting on their performance and completing tracker sheets at the back of books to record their perceptions of WWW/EBI. To this end teachers should highlight common errors with classes and assist pupils in reaching an understanding of their performance and ways forward.

Examples of exit tasks:

1. **Vocabulary tests** : At least twice per unit

2. Grammar tasks

3. **Translations** – English to Target Language or Target Language to English

4. **Reading / Listening comprehension tasks**

Extended Writing - Each class will do a piece of extended writing on the unit of study. These should vary in length between approximately 40 – 150 words in length, according to key stage and ability. At KS3, the feedback sheet should provide an APS score and personalised comment on WWW/EBI/DIRT.

At KS4/5 the WWW/EBI should relate to the writing assessment criteria for essays, summaries and or translation.

3) Perfect presentation sheet



Targets

At the end of last year I achieved:

My target for this year is:

How will I get there?

1.

Marking Codes					
What does your feedback mean?					
+	A good piece of work, well done!		Clarify your point.		Target – what to work on in your next piece.
	This piece of work meets your usual standard.		Use evidence to back up your points/arguments.		A particularly outstanding paragraph.
	Below your usual standards.		Use an example to illustrate your point.		Missing word
Sp	Spelling mistake		Link back to the question you have been asked.		A circle indicates incorrect or missing punctuation
	A purple dot indicates that you need to check and change something				
Pen colours and their significance					
Purple pen: Teacher feedback and targets		Green pen: Peer marking and assessment		Red pen: Use this colour to respond to teacher/peer feedback	

Glossary

ADT	Art, Design & Technology
AFL	Assessment for learning
APS	Average point score
CPD	Continuing professional development
DfE	Department for Education
DCSF	Department for Children, Schools & Families
EBI	Even better if
EN	English
FFT	Fisher Family Trust
G&T	Gifted and Talented
HL	Home learning
ICT	Information and communication technology
ICTAC	Information Technology across the curriculum
JE	Jewish Education
LSA	Learning support assistant
MA	Maths
MFL	Modern Foreign Languages
SC	Science
SEAL	Social and emotional aspects of learning
SENCo	Special educational needs co-ordinator
SLT	Senior Leadership Team
SMSC	Spiritual, moral, social and cultural development
WWW	What works well