Woodlane High School
achieving success in a nurturing environment

The Assessment, Marking, Moderation & Reporting Policy (AMMR)

Updated: June 2022

Next Update: June 2024

1. Introduction to the AMMR Policy

1.1   Assessment should be an ongoing process that takes place in each lesson through a range of methods and feeds back in to whole school data systems. Assessment practices at Woodlane encompasses:
- The **marking** process, which involves acknowledging and providing written and verbal feedback on a pupil's daily progress in learning.
- The **moderation** process which involves selecting and comparing examples of pupils' work with other subjects and schools to ensure consistency and accuracy of assessment and marking.
- The **reporting** process which involves sharing and informing others about a pupil's learning through a wide range of methods.

1.2   The key principle of this AMMR policy is to outline how assessment is used across the school to ensure the *Intent* set out in the school's curriculum is achieved. See the school's **Curriculum Executive Summary**. These key principles include:
- Pupil progress and achievement is supported through the effective use of assessment. Progress is monitored and tracked across time and across subjects using a range of performance measures including:
  - o   baselining on entry,
  - o   teacher assessments,
  - o   subject specific test results,
  - o   formal and informal test results,
  - o   standardised test results,
  - o   pupil self-assessment,
  - o   results of therapeutic testing,
  - o   B Squared data.
- All staff work collaboratively to gather, share and use information about pupils' progress. Identification of underperformance is early, rapid and accurate.
- Data for all pupils in all subjects is collected and progress is mapped against expectations detailed in the Flight Path (**Appendix C**) to allow school performance to be monitored and scrutinised.
- Reporting on achievement is consistent with local and national expectations, taking place termly and annually for *Pupil Progress* and annually for *Year 11 Outcomes*.
- Expectations within the Fight Path refer to local and national data and allow a standardised approach to assessment across all subjects.
- Pupils have regular opportunities to discuss their progress and review their progress towards expectations. Teachers actively involve pupils in setting their own targets.
- Teaching and targeted intervention programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs, including specialist tuition in literacy and numeracy.
- Parents and carers are informed and, where feasible, involved to support and celebrate pupil's achievements.
- The school has an ongoing moderation and standardisation process in which teachers are given support to ensure assessment is consistent and assessment data is accurate.
- Judgements are compared with other Good and Outstanding special schools and a yearly comparison report is produced using any datasets available.
- The progress of individuals and groups is carefully examined and those needing particular attention or support are brought to the attention of the subject leaders to establish personalised strategies to ensure progress is made.

1.3 Effective assessment practice will ensure that:
- The vast majority of pupils (97%+) are meeting or exceeding expected progress.
- A majority of pupils are exceeding expected progress, (50%+) working in the level above their expected.
- The very large majority (80%+) of pupils meet the qualification outcome expected.
- A majority of pupils exceed expected outcomes, (50%+) achieving the qualification grade above their expected.
- Relevant academic targets are set that extend learning above expected, and the very large majority (80%+) of these are met.
- All pupils (including those with specific learning needs) are able to experience success, gain confidence and have opportunities to reach their full potential.
- Marking and feedback is useful, accurate, consistent and personalised.
- The school identifies, acknowledges and celebrates pupils' successes.
- The school raises standards.
- The school provides access to external accreditation, at the right level, for each pupil.
- Subject leaders frame appropriate pupil learning targets and objectives within the context of each subject and with an understanding of each pupil's individual needs.
- Pupils become increasingly independent in their learning and develop knowledge, understanding and mastery in a range of subject areas.

1.4 Expectations are the point that we expect a pupil to achieve by the end of a year. An expectation can be in the form of:
- Progress (internal data – Progression Steps) and,
- Outcomes (formal qualifications).

Expectations are based upon each pupil's baseline starting point, usually in Year 7. In each subject, pupils are set personalised yearly progress expectations using the Flight Path. This highlights termly whether the pupil is on track to achieve their overall KS4 expected result. The expectation data forms the headline information within the Progress Report.

Although a pupil's SEND can lead to differences from one subject to another, the following general rules can be applied in terms of expectations and pathways:

Baseline (Start of KS3)	Expectation (End of KS4)
PS 1	Personalised Progression Pathway (no formal qualifications)
PS 2 – PS 4	Entry Level 1 - 3 (Functional Pathway)
PS 5 – PS 6	GCSE 1 – 2 (Mixed Academic Pathway)
PS 7+	GCSE 3 – 4+ (Academic Pathway)

1.5 The school's curriculum is broken down in to the three areas of *Intent, Implementation and Impact.* These areas detail *what we are trying to achieve, how the curriculum is delivered and what difference it is making on pupils*. The curriculum content is broken down in to termly, or half termly units (schemes of work) which cover both the core content (National Curriculum) and the qualification areas that the school has selected. See the school's Curriculum Executive Summary for specific information.

2. Processes and Practice of AMMR

2.1 The processes of AMMR go to the heart of school development, by producing and ensuring the following:
- A creative and dynamic school organisation.
- On-going curriculum development.
- A dyslexia friendly environment.
- Speech, language and communication needs are fully met, allowing all pupils to achieve.
- Effective and appropriate approaches to teaching and learning and high-quality CPD.

2.2 Woodlane utilises a fully integrated assessment system which supports the development of all pupils in all subject areas. It draws on, and extends, the good practice already established in school and has sufficient flexibility and durability to successfully:
- Address the changing needs of the pupil population over time.
- Track and provide evidence of pupil achievement and attainment.
- Develop priorities identified through the school's Self-Evaluation (SEF) and School Improvement Plan (SIP).
- Provide relevant and timely information on pupil progress to a range of audiences including:
  o teachers,
  o pupils,
  o parents & carers,
  o local & statutory authorities,
  o qualification bodies,
  o and other bodies with whom who the school engages to drive improvement.

2.3 Assessment should be seen as the processes by which teachers are able to:
- Monitor progress.
- Evaluate learning experiences.
- Identify where further support and strategies are required.
- Recognise and celebrate achievement.
- Improve planning.
- Diagnose difficulty.
- See progression.
- Allow for individual differentiation.
- Improve the quality of teaching and learning.
- Assess the impact of the school's curriculum.

2.4 Effective assessment will:
- Provide teachers with information on what a pupil knows, understands and can do.
- Provide pupils with opportunities to demonstrate what they know, understand and can do.
- Identify specific achievement and allow for its recognition, celebration and reward.
- Not penalise for specific learning difficulties e.g. poor marks because of weak spelling.
- Allow for the identification of specific strengths, weakness and difficulties.
- Help increase a pupil's motivation by consistently recognising individual achievement.
- Be helpful to both teacher and pupil in setting further informal and formal learning targets.
- Help predict future performance and provide evidence for teacher assessment of attainment.
- Provide information in formative and summative terms to the pupil, their parents, the school, and all stakeholders.

- Help the school to critically evaluate the effectiveness of the curriculum offer and teaching and learning styles as part of the self-evaluation process.

2.5 Opportunities to assess pupil progress should:
- Be clearly identified in teachers' short-term planning through schemes of work (SoW).
- Provide teachers with concrete information about a pupil's progress and achievement and the effectiveness of the SoW in promoting individual achievement.
- Be planned to take advantage of a range of assessment methods so that pupils are given an opportunity to demonstrate the fullest range of what they know, understand and can do.
- Be flexible and sensitive enough to recognise and celebrate each pupil's small steps of achievement.
- Reflect B Squared, curriculum or qualification criteria depending on the context of the assessment.
- Be an integral part of outstanding practice.

3.   **Assessment**

The school's approach to **assessment** includes:
- Implementing and assessing the National Curriculum programmes of study.
- Providing a baseline of each pupil's ability on entry to school with evidence to support judgements.
- Conducting regular assessment for learning.
- Collaborating with other staff in identifying and agreeing cross-curricular learning outcomes and themes.
- Communicating expectations with each pupil, including sharing learning objectives & outcomes.
- Completing summative assessment such as topic tests to confirm assessment judgements.
- Learning from assessment to ensure that forward planning incorporates changes brought about through examining pupil progress, for example, exploring pupil KS2 data, statements and pen portraits to influence transition practice and using a pupil's assessed reading, spelling and maths ages to determine the suitability of topic language and resources.
- Setting appropriate expectations and targets relative to the school's Flight Path that extend learners to exceed their expected progress.
- Using B Squared – Connecting Steps at least termly to record individual pupil progress against their Progression Step (level) from PS1 – PS10 – broadly equivalent to previous P Scale 4 – NC 7.
- Exploring the percentage change of each pupil within their Progression Step on a termly basis and tracking their progress towards expectations and targets.
- Clearly identifying assessment opportunities within each Scheme of Work (SoW).
- Pupil involvement in assessment, such as; peer & self-assessment, understanding learning outcomes, take up time and reflection, language for learning and the effective use of questioning skills.
- A holistic approach to the development of pupils, which, over time, will identify strategies to enable individuals to develop their social, academic, emotional, interpersonal and personal skills to make progress as increasingly independent learners and prepare them for future learning.

3.1   Assessment and the National Curriculum

The National Curriculum (NC) sets out the programmes of study for all subjects. All pupils are entitled to study the core and foundation subjects within both key stages. The NC should be seen as providing a framework in which staff will work and the assessment procedures within it should be seen to contribute to the fullest evaluation of a pupil's achievement.

The NC 2014 removed NC levels at the start of September 2014 and only sets out expectations for the end of each key stage. The curriculum a school offers must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage.

Most Woodlane High School pupils are working below age related expectations due to the nature of their SEND. Woodlane has used these expectations, alongside Woodlane's knowledge of individual pupil need to create individual expectations that reflect a pupil's personal progress towards both expectation and aspirational progress. The school has used the NC programmes of study to influence planning and they are referred to within all SoWs.

Planning for the curriculum includes:

- An overview of the Curriculum in each subject, detailing the *Intent, Implementation and Impact* of each subject's provision. These are published on the school website.
- A Curriculum Map for each subject, ensuring that all the requirements outlined in their subject's attainment targets and programmes of study are fully addressed throughout a pupil's time at Woodlane. These are also published on the school website.
- Schemes of Work for each topic studied (usually half termly) are devised in a standardised format, (see 2.3.3). SoWs reflect each subject's National Curriculum programme of study, qualification expectations, national trends in education and ensure that these elements are differentiated to the needs and abilities of all pupils who will access this learning. Differentiation follows the school's format of All, Most and Some.

3.2   Teacher Assessment

3.2.1   Statutory Assessment

Statutory assessments (i.e. SATs exams) are no longer applicable at KS3. The NC states that Woodlane should use teacher assessment as a valuable means of benchmarking pupils' progress and attainment and in setting targets for future attainment. The aim of teacher assessment is to arrive at a triangulated, evidence-based judgement of the level of working for each pupil. All pupils arrive at Woodlane with a KS2 statutory assessment from primary school. The large majority of these assessments are also based on teacher assessment as pupils are often working below the level of the KS2 SATs.

3.2.2   Baseline Assessments

Baseline assessments are conducted on a pupil's entry to Woodlane, usually this takes place over the first term whilst in Year 7, but for mobile pupils this will be complete within the first month of them joining school roll.

When baselining a pupil against a Progression Step (PS), it is important to consider whether the knowledge, understanding, skills and concepts displayed by a pupil correspond, on the whole, more closely to the descriptors in one step than another. It is equally important that a pupil's percentage within that PS reflects accurately the amount of knowledge and skills they have in relation to what is expected within each step. Due to the range of needs at Woodlane High School, very few pupils will demonstrate consistent achievement against every aspect of every descriptor. Teachers must ensure they are making a judgement that is rooted in evidence, based on an agreed baseline assessment tool, with examples of work stored and available to be scrutinised by the SLT. Baselining also forms the focus of the Autumn Term moderation, internally and externally.

3.2.3   Making Judgements

It is not necessary for a pupil to be assessed against every Progression Step descriptor in BSquared individually. What is much more important to consider is whether the knowledge, understanding, skills and concepts displayed by a pupil correspond, on the whole, more closely to one step descriptor than another. Teachers should use professional judgement to ascertain the Progression Step the pupil is working at, but this must be grounded in evidence of each pupil's achievement either in assessments or through the quality of their classwork. Judgements will regularly be checked, with evidence compared to stated learning targets and outcomes within a scheme of work. The use of B Squared to record data makes the ability to judge a pupil's step of working more robustly, and means that this information is available for reporting and analysis.

3.2.4   School Expectations and Targets

School **expectations** are set from the first available baseline data point, (usually Year 7), using the school's Flight Path. This tracks their progress towards the expected end of KS4 qualification outcome or Progression Step. Woodlane aims for all pupils to be achieving above these expectations, so additional extension **targets** are also set yearly based on the previous summer's data. These targets reflect more than the minimum expectation and are personalised to the pupil's current attainment.

3.2.5   B Squared – Connecting Steps

It is the teacher's responsibility to assess and record whether a pupil is meeting the learning outcomes detailed in the curriculum and through each scheme of work. This assessment should take place throughout all lessons and be recorded on B Squared – Connecting Steps at least termly. Pupil spreadsheets are updated following this to indicate the percentage that a child has attained within their step of working, using this B Squared data. SLT will support teachers to track each pupil's progress over the year using a colour coded traffic light system to ensure pupils are on track to meet their targets and expectations. The SLT monitors and evaluates this progress to ensure adequate progression is being made in both KS3 and KS4. Underperformance is flagged and strategies are implemented.

3.3   Subject Planning & Record Keeping

3.3.1   Curriculum File

Subject leaders and teachers are responsible for writing and maintaining a Curriculum File which will contain all subject documentation and assessment information, including:
- Subject Policy (Intent, Implementation, Impact)
- Curriculum Map/5 year Plan
- Schemes of Work
- Subject Development Plan
- Moderation & Standardisation
- Progress Data and Analysis
- Deep Dive
- Targeted Interventions (Evidence and Impact)
- Professional Development (Training etc.)

The file needs to be an ongoing, cumulative, manageable, accessible and a useful set of documents. It must be easy to interpret and be able to form evidence of the process of learning as well as assessment on the outcomes of teaching.

The aim of the file is to:
- Encourage reflective practitioners – allowing teachers to reflect on lessons, activities and teaching strategies, the file may include notes on pupil responses, ideas or plans for different interventions.
- Encourage efficient record keeping – allowing teachers to store information on pupil attainment in one place.
- Support accurate teacher assessment of a pupil's step of attainment.

- Enable more effective teamwork to develop between the subject leader, the teacher and the teaching assistant (TA) as information can more readily be shared.

3.3.2. Curriculum Policy

The curriculum policy for each subject should set out clearly:
- *what we are trying to achieve* - the *intent* of the subject's curriculum,
- *how the curriculum is delivered* - the *implementation* of the subject's curriculum, and
- *what difference it is making on pupils – the impact* of the subject's curriculum.

3.3.3 Curriculum Map

A curriculum map for each subject details the different areas of study and specific learning objectives covered in each subject over five years. It also demonstrates how work in KS4 builds on the work completed in KS3. Subject leaders are responsible for ensuring this is up to date and that full coverage of the National Curriculum is taking place.

3.3.4 Schemes of Work

Subject leaders are responsible for writing comprehensive schemes of work for all topics or coursework modules, standardised to the agreed school format.

Each scheme of work should be word processed, be produced on the school's proforma in a standard format and be clearly labelled to identify where it comes in the annual cycle using the following code: Autumn (a.), Autumn (b.), Spring (c.), Spring (d.), Summer (e.), Summer (f.). (**Appendix B**).

Each scheme of work should be drafted to show initial differentiation on three tiers, (All/Most/Some). This initial differentiation should ensure that all pupils have the opportunity to access a meaningful and challenging curriculum and enjoy success at an appropriate difficulty. Subject leaders should note that where pupils are working significantly beyond these initial parameters, additional differentiation or extension tasks must be added to the scheme of work.

A standard scheme of work will include the following information:
- A title.
- Context: a few sentences describing the intentions of the scheme of work.
- Possible Cross-Curricular Links: describing possible collaborative teaching and learning opportunities with other subjects paying particular attention to the role of E-Safety within any computerised work undertaken, and the linking of literacy and maths to class-based tasks.
- How it fits in to the Curriculum Map.
- Key Technical Vocabulary: key vocabulary to be learned by pupils undertaking the scheme of work.
- Main Teaching Resources: resources to support learning beyond those normally found in the classroom, e.g. access to a digital resource, IPads, etc.
- Links to National Curriculum: cross referenced to the National Curriculum expectations.
- Expectations: explicit statements of the core elements a pupil will be expected to have learned at the end of the course. These need to closely refer to B Squared criteria, and in the format; All, Most and Some.
- Dates of Delivery and Pupil Learning Activities: this section describes the varied set of appropriate activities and experiences that will enable the pupil to achieve the Pupil Learning

Target. The activities should help answer the questions, *'If I want a pupil to achieve X, what's the best and most effective way of enabling them to do it?'*.

- Assessment Opportunities: teachers are responsible for ensuring a variety of assessment opportunities are used throughout the SoW. Assessment opportunities should be accessible for a range of learners. Teachers need to include a list of assessment opportunities that will be used in the scheme of work. Teachers are encouraged to use codes which are specific to their subject area and describe in a key at the end of the scheme. A key is provided at the bottom of the scheme stating:
  - Q = Question & Answer,
  - P = Peer-Assessment,
  - S = Self-Assessment,
- Differentiation: what specific differentiation will be taking place in each lesson, how has it been planned for and what is required.
- Resources: a list of resources needed for each activity.
- Pupil Learning Outcomes or Objectives: this section describes the assessable outcomes when the activities, described in the Pupil Learning Activity column, have been completed by the pupil. The outcomes should reflect the expectations outlined at the beginning of the SoW and relate to criteria found in B Squared or the qualification being studied. Subject leaders should aim to make the Pupil Learning Outcomes SMART: Specific, Measurable, Achievable, Realistic and set within a defined Time scale.

3.3.5 Assessing the Impact of the Curriculum

It is the teacher's responsibility to assess and record whether a pupil is meeting the learning outcomes detailed in each scheme of work. This assessment should take place throughout all lessons and be recorded on B Squared – Connecting Steps termly to make judgements on progress.

Best practice is to maintain evidence of assessment that links to schemes of work. It should be part of day to day practice and used to inform future planning and the setting of shorter-term learning targets for individual pupils. Formative assessment might be:

- Effective marking and feedback.
- Formal/informal testing.
- Colour coding/reflecting on pupil success directly on schemes of work.
- Marked coursework.
- Individual/group presentation.
- Photographs of pupils completing tasks.
- Formal/informal observation of an outcome being demonstrated.
- Teacher-led question and answer sessions.

This assessment should be summarised within B Squared – Connecting Steps at the end of a scheme of work (termly). This data reflects each pupil's achievement within the curriculum taught and their ability to apply newly learned knowledge in a range of contexts. Each pupil's current Progress Step and their percentage achieved are also recorded within an Assessment Summary spreadsheet. At the end of every term pupil progress is compared with expected progress (based on the Flight Path) and end of year targets for each pupil using a traffic light system. Pupils are judged as to whether they are making sufficient progress term by term and whether they are likely to meet their expectations and targets. Teachers are responsible for taking appropriate steps to help pupils who are making insufficient progress.

3.4   Pupil Involvement in Assessment

It is important we encourage a pupil to become more responsible for their own work, reviewing their own work, assessing their own work and negotiating future learning targets. To allow this to happen a pupil must be aware of their learning targets, the expected learning outcome and, as far as possible, the criteria by which the target will be assessed to show that progress in learning has been achieved.

3.4.1 Self-Assessment

The purpose of encouraging pupil self-assessment is:
- To encourage a pupil to have greater ownership of the learning process. When a pupil knows what is expected, how it's expected to happen and what they have to do to achieve it, it becomes more likely that they can make a more meaningful assessment of their own progress.
- To help a pupil understand and celebrate their own strengths and see more clearly where further work needs to be done.
- To encourage a pupil to reflect on their recent experiences and achievements in school.
- To give greater opportunity for the pupil to feedback to teachers their reactions to the unit of work being undertaken.
- To encourage on-task peer discussion and more focused, constructive, interactions between pupils.
- To increase a pupil's awareness of the connections between their behaviour and their learning outcomes.

To support self-assessment and enable pupils to assess their own progress, all staff have a responsibility to help them:
- To learn a basic critical vocabulary, such as, *"How can I improve this next time"*, '*What do I need to know/do to improve next time?*", *"What help do I need to improve next time?"* etc.
- To become more involved in general class discussions regarding improvements in their work, e.g. sharing exemplar materials, sharing useful prompts and displays that support more independent learning.
- To feel more confident and more secure in learning in a group setting.

3.4.2 Peer-Assessment

Pupils should be encouraged to take part in assessment of the work their peers are producing. Peer and self-assessment can encourage pupils to take a more active role in evaluating their work and demonstrate their understanding to others. Pupils should use the prompts required in self-assessment and apply these when working in pairs or part of a group to provide feedback to others.

3.4.3 Recording Self and Peer-Assessment

Both peer and self-assessment can be recorded formally, forming part of the summative assessment process or can be less formal but more regularly integrated as part of lesson-by-lesson assessment to provide immediate feedback to pupils. All assessment of these types should be written on the weekly lesson planning sheets and SoWs and clearly detailed on pupil's work. Self and Peer-Assessment must still be checked and marked by the teacher to ensure expectations are being met.

3.4.4   Understanding Learning Objectives

Pupils need to show that they have understood the learning outcomes if the teacher is to be assured that progress has been made within the lesson. Teachers should refer to the learning outcomes at the beginning and end of every lesson and should have gathered sufficient evidence within the lesson as to whether these outcomes have been met. If there is any doubt as to pupil's understanding of the learning outcomes, it is beneficial to establish this understanding before further learning takes place. Pupils should always be able to identify what they are learning.

3.4.5   Questioning - Reflecting on Learning

Questioning and discussion are assessment methods used for a variety of purposes and in a number of different contexts. Pupil's books, or the shared activities of a small group of pupils, tend to provide a useful focus for questioning, particularly in attempting to assess whether pupils can link new knowledge to known experiences or seek connection with previously learned material. Time should be provided in each lesson to reflect on learning from this lesson, and link it to both prior and future teaching. Opportunities for discussions should be monitored by the teacher, and some reference made within marking and feedback where appropriate. These can include;
- one-to-one interviews/conversations between the teacher or the TA and the pupil,
- informal or managed group discussions and questioning with or without the teacher,
- paired discussion,
- teacher-led open ended or closed questioning using differentiation such as Blanks Level Questioning, which all staff have received training and resources on,
- standardised or individualised oral tests.

3.4.6   Pupil Conferences

Pupils will be regularly consulted on their achievement and difficulties in formalised pupil conferences. These are given a focus, (such as self-esteem) and pupils are encouraged to contribute verbally to a small group discussion with the SLT and occasionally in the presence of members of the governing body or school improvement advisor. During the termly Booklook, a selection of pupils are asked to contribute their views in a pupil conference related to monitoring and feedback.

3.4.7   Pupil Achievement Folders

Records of Achievement showcase a pupil's best pieces of work from all subjects. Pupils are invited to select work they are proud of throughout the school year and present it to the management team for appraisal. This work is copied and filed in the achievement folders and used to demonstrate pupil progress and as an example of the pupil's current B Squared step of working. Work in these folders must be marked appropriated and ready to be used for moderation purposes both in school and externally.

3.4.8   Photographs of Tasks

A wide range of tasks and activities are taking place across the school and it is becoming increasingly important to broaden the range of evidence and ways that these are recorded in pupil folders and books. Teachers are actively encouraged to photograph the pupils completing physical/kinaesthetic tasks and print these to keep in pupil folders. Best practice would see a pupil reflecting on the task in writing alongside the picture where this is appropriate.

4   Marking and Feedback

Woodlane High School has adopted a marking policy, see **Appendix A** for guidance on the colour coded marking policy for school wide use. Marking and feedback includes:

- Providing oral feedback.
- Using dyslexia friendly colour coded annotation to show pupils what they have done well (blue) and what they need to improve (green).
- Keeping appropriate records of pupil work that shows progress throughout a topic that is accessible for each pupil's needs.
- Storing & archiving pupil work to promote consistency and support accurate levelling of pupil attainment.

A consistent approach to marking & feedback using methods that are proven to work within the school's environment ensures that:

- Positive attitudes to learning are valued.
- Pupils with specific learning needs, e.g. dyslexia, consistent support.
- Trusting relationships are built between pupils and staff.
- Parents are involved in the progress of their child.
- Self-esteem is developed.
- Pupils receive specific information to improve their work.
- Where support has been provided, this is recorded.
- Pupils are encouraged to think about their own learning.

To achieve this, certain criteria must be met through feedback. All comments from staff should be sensitive and constructive because any assessment has an emotional impact. Feedback that focuses on the work rather than the person are more constructive for both learning and motivation. Motivation can be preserved and enhanced by assessment methods that protect the learner's autonomy, and provide some choice and constructive feedback. Feedback must also recognise the central importance of learning objectives and clarify the criteria by which pupils are being assessed. For effective learning to take place learners need to understand what it is they are trying to achieve. Teachers should work towards:

- Pinpointing a learner's strengths and advising on how to develop them.
- Being clear and constructive about any weaknesses and how they might be addressed.
- Providing opportunities for learners to improve upon their work.

High quality feedback should ensure pupils are assessed on the basis of their knowledge, rather than the quality of their written work, e.g. spelling. Unless spelling or the quality of writing is the focus of assessment, it should not be the main source of marks. This is particularly pertinent for dyslexic pupils, for whom too great a focus on spelling can be demoralising. See pupil friendly marking criteria (**Appendix A**).

We know when constructive assessment & feedback strategies work because pupils will show changes in their attitudes to learning and in their motivation, self-esteem, independence, initiative and confidence.

4.1   Marking Specifics:

In marking work, we follow the principle that its primary function is to improve a pupil's understanding of the work they've completed, and provide constructive feedback enabling the pupil to consolidate learning and progress. Wherever possible, when marking, teachers will:

- Try to feedback to the pupil as soon as possible.
- Where comments are used, they will be 'diagnostic', concise and focused, and avoid using vague 'well done' or 'good' without explanation of what was well done or good.
- Aim to be positive – praise should be concrete and specific and highlight particular positive aspects of a pupil's work.
- Focus on specific aspects of the work and aim to be positive and constructive.
- Ensure the learners know what is being commented upon e.g. the learning objective.
- Avoid publicly grading pupil performance against other pupils.

4.2   Providing Oral Feedback

Formal and informal questioning should be used throughout lessons to prompt learners to demonstrate their skills, knowledge and understanding. Information provided by SALT, Lead Practitioner and SENDCO during INSET supports the delivery of oral feedback in the classroom.

The plenary session is an important formal part of the questioning process when learners and teachers can reflect on the lessons' learning objectives and allows pupils to show the teacher that they've met the targets written on the board at the start of a lesson.

Using a range of questioning techniques, we will help pupils develop reflective skills and help them to develop greater confidence in their own ability to become more independent learners, able to solve problems without needing to seek adult help.

4.3   Observation as Assessment

Observations may be planned or unplanned. Many classroom activities are designed to provide opportunities to observe specific skills. Planned observations should be an important part of a teacher's assessment strategy. Just as valid are the spontaneous observations and interactions which a teacher makes throughout an activity. Impressions and reactions should be noted in pupil books as a record of this assessment, recorded via BSquared where appropriate, or recorded within the teaching folder or similar. The outcome of observations should be explored verbally in classroom discussions led by the teacher or peers.

Observation is mainly used to assess practical capabilities, investigation skills and social interaction/group work skills. It should also be used to assess performance-based work such as drama workshops or musical performances. A pupil can be photographed during observational assessment and these photos included as meaningful evidence of pupil work. This work is further enhanced if pupils are given the opportunity to comment on, "What I was doing," and "What did I achieve," in these photographs. The responsibility rests with the teacher to record observations. It is particularly important when it is unlikely that other evidence of achievement in these areas will be retained.

4.4   Storing & Archiving Pupil Work

Subject leaders should store pupil work within the classroom. An example of pupil work should be kept for at least two years in order to demonstrate pupil progress to all stakeholders. Staff should use each pupil's the Record of Achievement as the most common way for examples of work to be kept. GCSE coursework should be stored securely for three years as part of the pupil's personal record, as per the school's retention policy. See the Data Policy for more information.

4.4.1 Current Book or Folder of Work

Classroom space is a precious resource and should not be over-crowded with unnecessary clutter. Whilst it is up to individual staff to manage their teaching space, the general advice is that a pupil's current book(s) from this academic year need to be on hand in the classroom. In some cases, coursework may be kept within a folder, however books should be used in all other circumstances. Some evidence of previous achievement should also be stored from previous years, primarily in each Pupil's Achievement Book. Pupils should be encouraged to keep tidy and well-organised books and folders and time should be allotted to enable this.

Pupil work should adhere to the school's standardised practice:
- Work will be stored consecutively to show progress over time.
- All work should be clearly dated.
- All work should be marked in line with school policy.
- Books benefit from being split into sections using a title/dividing page for each unit of work. This can be produced by the teacher or pupils.
- Best practice is to include a dividing page that contains information on what the pupil is to do during the unit of work. This may include sharing learning criteria or key words/concepts that the pupil is expected to learn during the unit of work.
- Any worksheets contained in the book should be stuck in neatly. Oversized books allow this to be done more easily.

4.4.2 Displaying Work/Taking Work Home

We encourage teachers to celebrate pupils' achievements by displaying pupils work and using it to encourage other pupils to make progress. It is at the discretion of the teacher as to when pupils are allowed to take work home. The teacher must ensure that where work is removed from school that an appropriate record has been made of the work, such as a photocopy or digital image remains within the pupil's book.

4.4.3 Archiving Past Pupil's Work

Subject leaders must ensure that pupil's examination work is retained and accessible for Year 11 leavers after qualifications are sat by an individual. Work of this nature is required to be kept for three years as part of the school's retention policy.

4.5 Booklook: Monitoring Marking and Feedback

Booklook takes place every term. A selection of pupils from across the school are picked to bring all their books to the meeting room. A member of the SLT and on occasion a subject leader/member of the Governing Body analyse the work within focusing particularly on the marking and feedback provided by teaching staff. The process also involves looking at the different forms of support TAs provide, as well as ensuring work is challenging and well differentiated. These judgements are fed back to staff in report form and are used as part of the performance management process.

4.6   Evidence Trails and Deep Dives: Monitoring the Quality of Evidence

Evidence Trails and Deep Dives can be an extremely useful tool in supporting staff to understand and/or improve the quality of provision and methods for gathering evidence in their area of responsibility. These have taken place in the past alongside the School Improvement Advisor, or with members of the SLT. They are designed to provide staff the opportunity to discuss and justify the curriculum on offer using evidence linked to the BSquared criteria used in their assessment.

Staff provide evidence in a format similar to the lines of questioning experienced in an Ofsted inspection. This may involve observing a lesson, (in part or in full) exploring Pupil Achievement Books, reviewing the Flight Path and progress for individual or groups of pupils, exploring BSquared criteria, speaking to pupils, reviewing class books, exploring photos and any other forms evidence and data source that identifies pupil progress. The expected progress of the pupil is taken in to consideration and the teacher or subject leader is expected to be able to provide ample evidence to back up their judgements.

Staff are asked questions and encouraged to talk about the intent of their subject. They should show how this is implemented and have a clear understanding of the impact it is making. Staff will be asked to indicate how any evidence links to their subject curriculum policy and curriculum map.

The Deep Dive, (or Evidence Trail) is not usually a formal part of the school's performance management process, however the lesson observation that forms part of it may be used for this purpose following discussion and agreement with staff.

5   Moderation

5.1   Internal Moderation

5.1.1   The school conducts termly moderation during staff meetings. A theme is selected to ensure key areas of progress are examined. These themes have included: Year 7 Baselines, Highest/Lowest Achievers and those who responded in certain ways to Pupil Questionnaires.

Teachers are often grouped or paired with non-specialists who also teach the same subject and pupil work is evaluated. Teaching staff are asked to provide evidence to back up judgements made in regards to their grading of the pupil's ability overall as well as the individual work they are sharing. The evidence will usually include the B Squared assessment criteria or the criteria set out by the qualification the pupil is working towards.

Staff are given an opportunity to scrutinise the marking of their colleagues and verbally justify the feedback they have provided each pupil. Staff are encouraged to ask probing questions to increase confidence speaking about each pupil's ability in their subject as well as how this relates to the assessment criteria in B Squared.

Staff discussions are also based around consistency. Are pupils being challenged similarly across all subjects? Alternatively, it may be worth exploring if there is consistency in the level and quality of support or scaffolding being provided for a named pupil across different subjects. Discussions will also be based around the current progress of each pupil, and the expected outcome/B Squared level by the end of KS4.

5.1.2   Subject leaders are encouraged to meet with those who teach their subject on regular formal and informal occasions. Staff should review the marking and feedback of other staff to ensure there is a consistent approach throughout the subject that conforms to school policy.

5.1.3   Where qualifications are taught by multiple teaching staff, formal moderation meetings should take place to ensure work is being taught to the same standard and following assessment criteria consistently. Meetings should take place at least termly and minutes kept for submission to awarding bodies if requested.

5.2   External Moderation

Woodlane conducts external moderation in collaboration with other similar schools, both in the local area and within Greater London when the opportunity arises. A termly moderation meeting is set with the most local SEN school which has been very successful. Recent moderation link groups have involved representatives from; Woodlane High School, Cambridge School, College Park, St Marylebone Bridge, Jack Tizard and Queensmill. However due to the number of pupils at Woodlane who take a GCSE or equivalent, it is often hard to find schools with a similar intake. Woodlane is always looking to expand its external moderation, and regularly contacts similar schools to discuss and explore further opportunities to compare progress and outcomes.

Woodlane also uses internal progress data, and external qualification data, (available via Analyse School's Performance pages) to make comparisons between the school and other schools locally and more widely. This process supports the school's outstanding judgement, helps select appropriate qualifications and identifies areas for improvement. See the comparisons section of the school website for more information.

5.3   Qualification and Awarding Body Moderation

5.3.1   The school conducts moderation as required by various Awarding Bodies, particularly in GCSE, BTEC, WJEC and ASDAN subjects. Pupil work is often requested to be submitted to the exam board where it is scrutinised. Exam boards also occasionally request an external moderator attend Woodlane and examine pupil work in context. Teaching staff nominate an internal verifier to ensure work is being produced to the awarding body specifications.

5.3.2   Quality checks in the assessment policy will be carried out in line with the requirements of the respective Awarding Body. All internal assessment undertaken for national qualifications will be subject to internal verification by designated staff. The nature of all internal verification activities will be formally recorded and made available to third parties for audit and quality check purposes.

5.3.3   Exam Boards publish yearly reports on moderated work that is submitted by post or viewed when visiting Woodlane. It is important that these reports are used by staff to improve practice and ensure all work completed/submitted conforms to the exam board requirements.

6   Reporting on Progression

Monitoring & tracking of pupil progress takes place across the entire time a pupil remains at Woodlane and across all subjects using a range of performance measures and types of assessment. The use of B Squared – Connecting Steps simplifies this process as staff are required to complete set criteria, separated into Progression Steps (levels), in a tick box style. Staff highlight whether pupils have Met or Encountered certain topic aims. Only when a certain criteria is Met does it affect a pupil's progress percentage. The tool allows for complicated ideas within the NC to be broken down into hundreds of small steps, enabling pupil progress to be calculated even for those pupils working well below age related expectations.

Staff can complete assessments for pupils within any subject strand at any step, however a pupil will only complete a step once they have met at least 80% of the criteria at this particular step. For baselining purposes, staff can complete a whole Progression Step for any pupil, which automatically moves them up to the level above.

Staff are required to update B Squared – Connecting Steps at least termly, with data input for all pupils. The deadline for data entry is usually the last Wednesday of the school term. Staff are given additional time each half-term to input data, to ensure this is a consistent/ongoing process and not only a summative view.

6.1   Expectations

Expectations are set using Woodlane High School's Flight Path (**Appendix C**). A pupil's B Squared baseline starting point, (usually in Year 7), can be translated in to their expected end of key stage 4 outcome in all subjects. This is usually in the form of a GCSE grade but can be easily converted in to a point score or B Squared Progression Step (1-10). A pupil's progress towards these expectations are tracked and reported on termly. The following general rules can be applied:

Baseline (Start of KS3)	Expectation (End of KS4)
PS 1	Personalised Progression Pathway (no formal qualifications)
PS 2 – PS 4	Entry Level 1 - 3 (Functional Pathway)
PS 5 – PS 6	GCSE 1 – 2 (Mixed Academic Pathway)
PS 7+	GCSE 3 – 4+ (Academic Pathway)

It is common for a pupil's progress to be 'spikey'. We expect many pupils to be working across different pathways. A lower baseline, (e.g. PS2-4) in one subject, (e.g. Maths) does not preclude a pupil from following an academic pathway in English. Where pupils find themselves within a class group who are taking a different qualification to themselves, the school will regularly use Targeted Interventions to specifically target this pupil's learning, or will look to be flexible in the class groupings in these subject areas.

Expectations are the school's headline data. Progress towards these is tracked using each pupil's individual's percentage change within the Progression Step they are working. The Flight Path determines the level a pupil should be working at by the end of each year in order to be on track to achieve their expected end of KS4 step/grade.

Their progress towards this personalised expectation is colour coded using a traffic light system, and the data is scrutinised and reported on at the end of each term using the following criteria:

- A pupil is meeting expectations (amber) if they are tracking the expected trajectory when their progress is compared to the Flight Path.
- A pupil is exceeding expectations (green) if they are currently working within the Progression Step above their expected trajectory within the Flight Path.
- A pupil is working below expectations (red) if they are working below the Flight Path expectations and/or are unlikely to reach their expectation.

6.2 BSquared Target Setting

6.2.1 Woodlane aims to ensure that all pupils are making or exceeding their expected progress. To ensure sufficient challenge is provided, additional numerical targets are set in the Autumn Term based on a pupil's Progression Step and percentage at the end of the previous Summer Term. Although expectations are the starting point, additional challenge is added for these targets. This ensures that a target meets, or in the vast majority of cases, exceeds expected progress.

Targets are set in the autumn and tracked at each end of term data entry point. Pupil progress is monitored using each individual's percentage change within the step they are working. Their progress towards their personal target is measured using a colour coded traffic light system used to highlight the following situations in the Spring and Summer Term:
- Pupils who are on track to achieve their target, (working towards) are coloured amber, (only possible in the Spring Term).
- Pupils who have met their target are coloured green.
- Pupils who have been flagged red appear unlikely to meet their target (or failed to meet it in the Summer Term).

6.2.2 An underperformance tracker is created and updated termly which lists all those pupils who are working below expectations or unlikely to achieve their target. All subject leaders must consider and record individual strategies they will use to ensure the pupils red flagged meet their target. The number who are red flagged should reduce through the implementation of these personalised strategies and interventions. Teachers are responsible for implementing interventions, although support can be requested from the SLT to ensure impact is made.

6.3 Termly Assessment Reports

6.3.1 All data relating to pupil expectations and targets is collated termly in to a Termly Progress Report by the SLT. The progress of individuals as well as various groups are explored and trends examined. The report leads to judgements being made on subject and whole school progress, any specific issues that are discovered during compiling the report are immediately acted upon. The report is shared with all stakeholders, including the Governing Body - Raising Achievement Panel.

6.3.2 Along with any areas of specific focus, (such as those in receipt of higher tier support for mental health difficulties), the school explores the progress of various groups across the school, including:
- Gender.
- Year Group/Key Stage.
- Ethnicity.
- Pupil Premium.
- SEND.
- Mobile Pupils.

6.4   Yearly Assessment Reports

At the end of the academic year, an Outcomes for Pupils report is compiled by SLT, containing data related primarily to the outcomes of the leaving cohort compared to their expectations. This report contains the school's headline statistics and details the impact the curriculum has had on the most recent cohort. A summative Progress Report is also released in the Summer Term, identifying the cumulative progress over the academic year.

These reports contain the following:
- The percentage of pupils meeting, exceeding or working below expectations.
- Analysis of the most recent qualifications achieved.
- Judgements on pupil performance in all subjects.
- Analysis of the progress and outcomes of groups including Pupil Premium, gender, etc.
- Analysis of the progress of pupils in literacy, numeracy, and additional testing such as CATs.
- Analysis of the wellbeing of pupils.
- A comparison between the school and similar schools.
- A comparison between different subjects, year groups and key stages.
- Comparisons between all data within the current year and previous years.

6.5   Additional Assessment

6.5.1   EHCP Targets

In the Autumn Term, form tutors meet with their pupils to devise 3 yearly targets. These targets are written in the style, *"I will…"* and are directly related to EHCP outcomes. This ensures that the described needs of each pupil are considered across all subjects and known to all staff and the pupil themselves. These targets must be SMART, with an achievable timeframe. All targets are designed to improve pupil's progress towards becoming an independent learner. At the point they are set, teachers rate pupils on a scale of 1 (high) - 4 (low). In the Spring Term this is updated based on any progress staff see, or is fed back to them from colleagues.

Pupil's targets should be recorded within the front of their diary, where specific space is provided. Pupils are encouraged to complete their target while being observed by staff and have their diary signed as evidence. Form tutors review the previous targets at the start of each year and progress towards/completion of the targets is shared within a pupil's annual reviews. Targets are reviewed in the Spring Term to gauge progress and again in the Summer Term using the same 1-4 scale. Pupils are rewarded for meeting their targets.

6.5.2   CAT Testing

Woodlane uses Cognitive Ability Testing to provide another set of data to monitor the progress of pupils. All pupils complete CATs in years 7, 9 and 11 which produce reports on each pupil's strengths and difficulties with learning based on 12 individual short tests. Additionally, CATs predict GCSE grades and end of key stage levels which Woodlane shares with staff to use as another target alongside expectations for each pupil. The lowest predicted GCSE is a grade G/1 which is unrealistic given the starting point of some pupils. Although all pupils are entered for these tests, they do not always produce useable data for those pupils predicted to achieve below GCSE grades. Staff should use all suitable data to target pupils and raise attainment.

6.5.3   Reading, Spelling and Maths Ages

Woodlane uses standardised testing in Reading, Spelling and Maths to produce a pupil's comparative 'age' within these three subject areas. Tests are administered twice annually in September and March. This data is specifically used to 'set' pupils by ability in Literacy and Numeracy lessons and within annual reviews. It provides a valuable dataset when exploring pupil progress as a big improvement in literacy will often signify improvements across the school. The vast majority of pupils are working well below their actual age and staff should use these 'ages' to influence their planning for pupils, particularly when considering the language used within their teaching.

6.6   Pupil Discussions on Progress

Pupils require opportunities to discuss the progress they are making and ask questions related to the data. Many pupils are very motivated by these discussions and they should be encouraged, where this may support improved progress. Such examples include:

- Viewing their personal B Squared data, expected progress data, GCSE grades and reading, spelling and maths ages.
- Meeting with form tutors every morning for registration, counting merits and discussing their progress through yesterday's home-school report (KS3).
- All pupils are invited to their Annual Review meetings where progress is discussed at a multi-disciplinary level, and targets are set for the following year.
- A selection of pupils take part in Booklook each term and are given opportunities to discuss with the SLT the progress they are making and their understanding of the assessment process.
- Pupils are regularly invited to pupil conferences to share their views.
- Pupil understanding of progress is a focus in lesson observations and learning walks.

6.7   Home-school Liaison

Pupil achievement is recorded on a daily home-school report, lesson by lesson in KS3 and sent home at the end of every day. Parents/carers are encouraged to talk through the report, sign it and return to school with any comments. Throughout the school, pupils have individual planners that are signed by their parents and form tutors on a weekly basis. Notes about homework, educational visits, etc. are recorded in these diaries. Form tutors and the SLT are encouraged to phone parents when a pupil makes a significant achievement, or to talk through any concerns. Phone calls made by parents/carers are answered promptly by the front office and teachers are requested to respond to messages the same day they are received. The Headteacher will call regularly parents/carers to praise exceptional pupil achievement. Teachers and TAs nominate these three pupils in staff meetings. Agencies, such as Virtual Schools and local authority social care teams request termly updates on pupils they support. They set similar deadlines to Woodlane and the school ensures that this data is shared on time.

6.8   Statutory Process and Assessment

6.8.1   The Annual Review Cycle

All pupils entering Woodlane High School have an Education Health and Care Plan. It is a statutory requirement that these be reviewed annually. The aim of the review meeting is to:

- Review the pupil's social and academic progress over the preceding year.
- Review the continued suitability of the placement at the school.

- Review the EHCP and discuss/suggest any changes that may be required.

Prior to the annual review parents/carers receive an annual review report, highlighting the main areas of progress this year towards the pupil's outcomes/targets. In line with statutory requirements, local authorities and other key professionals linked with supporting the pupil's EHCP are invited to attend the meeting or submit a report. The review takes place at the school and is chaired by a member of the school management team.

The meeting, which lasts approximately an hour, is divided into multiple sections:
- Pupil/Parent/Staff views that reflect and comment upon achievements this year.
- The needs of the pupils, including any changes since the EHCP was approved.
- The provision in place for the pupil.
- Progress towards the previously set outcomes.
- Proposed areas for development/outcomes for the coming year.

Those present are encouraged to:
- Share evidence of a pupil's progress.
- Make suggestions about additional support strategies or possible additional provision.
- Voice concerns.

The pupil may be present if they wish, though may be asked to leave if deemed appropriate by a majority of the review panel. The chair of the review, minutes all discussions, this is then written up in a standardised form within two weeks of the review and sent to the local authority for distribution.

6.8.2   Annual Subject Report

In addition to the annual review, the school provides a written report to parents/carers on their child's progress at least once during the school year. The Annual Subject Report is word processed to a standard format and includes:
- Pupil attendance records for the year.
- Form Tutors Report.
- Teaching Assistant Report.

For each subject, a report includes:
- A teacher assessment of the attainment of each pupil, including a percentage break down taken from B Squared.
- Comments on a pupil's progress, areas for development and attitude to learning, including their behaviour.

All reports should be:
- Worded constructively.
- Written in a non-technical language that is appropriate for the intended audience.
- evidence based – wherever possible comments must be contextualised and examples given to substantiate a point.
- Written to celebrate achievement and share concerns.

7   Communication and Contact

Woodlane is committed to sharing pupil progress with parents and carers and conforms to all recommendations within the National Curriculum. The school is committed to:
- An 'Open Door' policy.
- Encouraging closer supportive and constructive links with all parents/carers.
- Bridging the gap between home and school.

Part of this process is to structure formal contact points between the school and parents/carers throughout the school year.

The school achieved the Leading Parent Partnership Award in February 2020 indicating an ongoing commitment to outstanding parental support and engagement.

7.1   All Year Round Communications

Woodlane communicates regularly with parents and carers to feedback on progress, celebrate achievement and ensure information is up to date. This includes through:
- KS3 daily Home-to-School Reports.
- All parents/carers will receive regular letters from school throughout the year sharing important dates / new developments / changes to school routines etc.
- Pupil planners are used throughout the school.
- Access to the school website with up to date information and letters.
- Information and training for parents on key topics, i.e. measuring pupil progress.
- Parent reference groups.

7.2   Annual and Formal Communications

Woodlane conducts yearly events designed to provide both formal and informal communication regarding progress with parents and carers. This includes through:
- Annual review meetings.
- Parents/carers evening with all subject teachers.
- New Year 7 induction evening.
- Next steps evening/GCSE support evening.
- End of year mailing containing term dates for the new academic year, termly and yearly newsletters, new timetables etc.

7.3   Informal Updates

Woodlane will communicate with parents and carers at any occasion where information needs to be shared, outside of more formalised communications. This includes through;
- Telephone calls,
- Informal meetings with tutors and/or other teaching staff to discuss concerns, Informal/formal meetings with the headteacher or deputy.

8. Monitoring and Evaluation

This guidance has been developed to support teaching and non-teaching staff in meeting the school's goal of promoting effective teaching and learning practice and raising achievement for all pupils.

It is important that the practical guidance and whole-school structures outlined in this policy are followed by all the relevant staff. To ensure that the structures and practices described in this policy are being implemented, the Headteacher or either of the Deputy Heads will meet teachers regularly, both formally, e.g. through classroom observations, and informally, e.g. 1-1 discussions.

AMMR will form part of teacher performance management and is regularly addressed and supported through CPD. There is an expectation that all staff will work to and maintain the structures and practices described in this policy. Booklook forms a practical and clear way for the SLT to assess the impact of the AMMR policy across the school. Findings will be reflected upon as a whole school and give clear indications as to achievement of the pupils and their understanding of the process.

Training will be made available to staff, as required, to ensure that all aspects of the policy and guidance are implemented effectively.

All aspects of this policy will be regularly re-evaluated by management team and submitted to the Governing Body. Staff will have an opportunity to contribute to this review. All subject teachers must review their internal departmental assessment procedures to ensure that they are in line with this policy and guidance.

Marking - How have you done?

What you have done well will be written in blue.

Your area for improvement will be written in green.

You will mark your own work in pencil.

Peer marking will be in coloured pencil.

If you have an 'M', you will be given a merit.

Ticks and crosses will be used.

If you are absent your work will be in your book for catch up.

Woodlane High School – Scheme of Work	**EXAMPLE:**
Subject: English **Year Group: 11**	A Year 11 GCSE Scheme

Title: Shakespeare and the English Literary Heritage

BRIEF DESCRIPTION OF THE SCHEME OF WORK:

Students must complete one task based on two linked texts. In this unit they will be looking at 'The Tempest' and 'The Laboratory'. The title of the controlled assessment piece will be: 'Explore the ways Shakespeare presents heroes and/or villains in *The Tempest* and *The Laboratory*. Students will do the controlled assessment separately. This scheme will focus on 'The Tempest' and students will consider the character Caliban.

POSSIBLE CROSS CURRICULAR LINKS:

History: placing the scheme into an historical context
PSCHE: looking at issues such as love, slavery, anger
Computing: Use of ict and e-safety

All staff conduct regular checks to ensure their scheme of work is still suitable under the curriculum guidelines.

ITS PLACE IN THE FIVE-YEAR COURSE:	KEY TECHNICAL VOCABULARY to be learned:	MAIN TEACHING RESOURCES required:
This is part of the GCSE Literature course and is marked against the skills in Unit 3. Students will draw on their vocabulary and skills developed during Year 10 when they studied characters and attitudes in 'Of Mice and Men' and the short stories.	Mood Attitude Caliban Victim Villain	PowerPoints on each lesson; DVD animated tales; Print-out of soliloquies; CA Notes pages; Worksheets based on the activities;

LINKS TO NATIONAL CURRICULUM STATEMENTS:

Reading - Pupils should be taught to:
- read and appreciate the depth and power of the English literary heritage through:
    - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
        - at least one play by Shakespeare
        - works from the 19th, 20th and 21st centuries
        - poetry since 1789, including representative Romantic poetry.

Spoken English - Pupils should be taught to:
- speak confidently, audibly and effectively, including through:
    - planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
    - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Statements are taken directly from the NC that match with the topic studied. Not all subject NCs have as much detail as English but must be considered in planned classwork.

EXPECTATIONS

After taking part in the activities:

All **pupils will be expected to:**

Reading:

Describe character and recount from text reasons for comments

Explain the actions of a character

Read ahead using expression and intonation

Writing

Build a simple profile of a character

Extend an original idea

Read work to check meaning

Spoken Language

Make relevant contributions without prompting

Ask considered questions

Discuss own work with an adult

Most **pupils will be expected to:**

Reading

Willingly tackle unsighted text

Read a prepared passage with accuracy and fluency

Read dialogue in a play

Writing

Sit down to write with a purpose

Join in brainstorming sessions

Read text to evaluate use of words

Spoken Language

Discuss storyline

Compare characters

Explain viewpoint

Ensure these statements reflect the
statements within BSquared.

Having progressed further, **some pupils will be expected to:**

Reading

Identify the way of life of characters in a book

Describe how authors handle the same theme in different ways

Describe inferred relationships between characters in a text

Writing

Use information resources outside school

Consider the formality of a piece of writing

Compare different styles of writing

Spoken Language

Stick to the topic under discussion

Respond to others appropriately

Date	Pupil Learning Activities	Assess. Opp.	Differentiation	Resources	Pupil Learning Outcomes
The expected date that this content will be covered. This should cross-reference with the curriculum map.	What is a tempest? What emotions do we connect with a storm? Why might Shakespeare open a play with a storm? *Changes in the curriculum have prompted changes in content.* with a storm.	T W	Most/Some: 2x Worksheets. All: 1 to include pictures and less text.	Powerpoint: Introduction to The Tempest. Powerpoint visual slide and handout of brainstorm chart	All: Pupils will consider the setting to the text. Some: Pupils will consider the mood of the text. All: Pupils will demonstrate thinking skills through discussion.
	List the main characters from the text. Can the students glean anything just from looking at the names? Hand-out images of water. What do these images tell us about the significance of water?	O W	Some: Higher ability should include full sentences, others should write individual words.	List of names displayed on the iwb Images	Most: Through a visual stimulus, pupils will start to develop an understanding of the symbolism within the play.
	Students to watch an animated version of The Tempest. *Differentiation must be obvious and consistent. How will individual pupils be supported differently?* Answer questions to test understanding. This can be in the form of a small test or as a game. Clozed activity to further test understanding of the plot.	O T/S W		DVD: Animated Tales, Shakespeare. List of questions Clozed handout.	All: Pupils will be using a short film to develop an understanding of the characters and the plot. 'Learning Outcomes' reflect what the pupil is supposed to achieve in the format All, Most, Some. Statements in BSquared are adapted to reflect the curriculum, or directly taken from qualification guidance.

Assessment Opportunities: W = Written   Q = Question & Answer   P = Peer Assessment   S = Self Assessment   T = Test/Quiz   O = Observation   OT = Other

Flight Path: Progression Steps Model