

ASSESSMENT, REPORTING AND MARKING POLICY

Assessment is crucial; it provides teachers with information about what an individual pupil knows or has learned. The information provided by assessment can, and should, inform teachers' planning so that work is appropriately adapted to meet individual needs.

Adjustments to this Assessment, Reporting and Marking Policy will be made on an individual basis, taking into account our duties under the Equality Act 2010 and the need to make reasonable adjustments in the particular circumstances of the student.

Records of Achievement should be used to make both formative and summative statements of pupils' work. Central records of pupil progress should be held within the Subject Area and in Assessment Manager. It is essential that adequate records of pupil progress are maintained to aid report writing and continuity from one teacher to another.

ASSESSMENT

The aim of the Assessment Policy is:

- to raise standards of achievement and engagement
- to promote continuity and progression;
- to establish clear procedures for marking, monitoring, recording and reporting;
- to ensure that a common approach is adopted;
- to make the process of assessment, marking, recording, and reporting manageable;
- to ensure statutory requirements are met;
- to clarify roles and responsibilities.

Purposes of Assessment

The information that is provided by assessment should:

Help **pupils** to improve learning by:

1. Informing them about their individual progress.
2. Enabling strengths and weaknesses to be identified (WWW & EBI).
3. Indicating to them the next step in the learning process (short term targets).
4. Involving them in their own learning (self/peer assessment).
5. Motivating through success.

Help **teachers/TAs** to evaluate their teaching by:

1. Indicating strengths and weaknesses in the programme of study.
2. Indicating the next steps for pupils in the programme of study.
3. Indicating strengths and weaknesses in the teaching strategy and adjusting accordingly.
4. Indicating which pupils need extra support/ extension work.
5. Assisting the teacher in planning and differentiating work.

Help **Subject Leaders** to evaluate the effectiveness of departmental plans by:

1. Indicating strengths and weaknesses in the programme of study.
2. Indicating which pupils need extra support or extension work.
3. Enabling the setting of departmental targets and tracking of pupil progress.
4. Enabling the reporting of statutory information.

Help **parents** to monitor the progress of their daughters/sons by:

1. Providing clear and useful reports of progress and achievement.
2. Providing information on how pupils can improve their achievement.
3. Providing information on pupil attainment compared to National attainment.

Departmental Assessment Strategy

Assessment is not simply about numbers; it is about staff and pupils understanding how well they are progressing and what they need to do to improve.

Teachers in all departments will regularly use a range of formative assessment techniques, including verbal feedback, mini whiteboards, exam-question mini plenaries, Think-Pair-Share activities and low-stakes testing. These strategies enable teachers to assess the progress pupils are making during lessons.

Departments will identify key pieces of work throughout the year that will be marked using formative feedback in the form of WWW (What Went Well) and EBI (Even Better If). In addition, teachers will allocate Dedicated Improvement and Reflection Time (DIRT) to enable pupils to respond to feedback and close the learning loop.

Each department should have its assessment policy available to view in the department handbook, which should reflect the whole school marking policy. Any adaptations to the whole-school policy must be approved by the Senior Leadership Team (SLT).

Individual teachers should have access to assessment and tracking sheets through a teacher markbook which may be in their planner or held securely online.

Subject Area Responsibilities for Standardisation

Subject Areas should take measures to ensure that assessments are accurate and aligned with programmes of study at Key Stage 3, GCSE, BTEC and A Level. Subject Leaders should ensure that effective strategies are in place to standardise Key Stage 3 assessment criteria and GCSE, BTEC and A Level grading across their departments. A range of methods may be used, including mark schemes, joint trial marking, moderation activities and portfolios of work. Departmental meetings and dedicated CPD sessions provide a good forum for such exercises in consistency.

All departments should maintain a departmental portfolio of work demonstrating pupil achievement at each grade, level or assessment criterion. The portfolio should contain samples of work from identified assessment opportunities within the Key Stage 4 and Key Stage 5 schemes of work, illustrating the standards expected for each attainment target.

The samples, which could be written, graphical, photographic or recorded evidence, should be agreed by the whole department, annotated and placed in context. The process of developing a portfolio of pupil work aids members of a department to gain understanding of GCSE/BTEC/A Level grades, supports the judgements of staff, contributes to the consistent application of standards and provides evidence of standardisation for parents, governors and OFSTED inspectors.

Target Setting

- Pupils and Staff targets will be set using the following target setting structure.

Key Stage	Pupil Targets	Appraisal Targets
KS5	Y13 This is the grade based on the FFT 20 th percentile target. Y12 This is the grade based on the ALPS 25 th percentile target	Yr 13 FFT 20 th percentile agreed target. Yr 12 ALPS 25 th percentile agreed target - 1.
KS4	Year 10 and 11. Based on FFT 5 th percentile rank. SL may amend targets for specific pupils. The same number of targets must be moved up as down.	Year 10 and 11. Based on FFT 5 th percentile benchmark rank. SL may amend targets for specific pupils. The same number of targets must be moved up as down.
KS3	Pupils will sit a baseline assessment at the beginning of Year 7 within every subject. From this they will be awarded a starting point of emerging, developing, secure and mastered. Pupils are encouraged to focus on the skills and knowledge they have learnt well and the skills and knowledge they still need to develop further. Pupils are not encouraged to aim for a specific target grade.	Baseline assessments will be carried out in Year 7 to establish starting points (Emerging, Developing, Secure, Mastered) Staff teaching a KS3 class should keep a portfolio of marked key assessments showing where pupils have been given the opportunity to close the learning loop.

- GCSE and A Level Pupils must be aware of their end of year target for each subject. Their target grades must be recorded in their planners and on their assessment trackers in their books.
- Each Subject Leader will be asked to set KS4 & KS5 departmental targets in their School Improvement Plan (SIP). KS4 & KS5 targets should be reached by drawing together target GCSE/A Level/Btec grades on reports.
- The targets for the SIP will be drawn from target grades and will reflect prior attainment within the subject. SIP targets will be finalised following discussion with the Subject Leader.

Tracking and Monitoring Pupil Progress

Each Subject Leader and Head of Year should ensure that school policies and procedures for tracking pupil progress throughout a key stage are followed and that appropriate intervention strategies are implemented where pupils are underachieving. These interventions should be recorded using SIMS/Edulink and referenced within the SEF annually.

Each department should identify and agree, within its scheme of work, the key pieces of work that represent milestones in pupils' learning. These should be formally assessed, graded and accompanied by written feedback. Assessed pieces of work should take place twice per half term in all Key Stage 4 GCSE subjects and in core subjects at Key Stage 3. Foundation subjects at Key Stage 3 should identify one key piece of work to be assessed at the end of each half term.

At Key Stage 5, students should receive four pieces of written feedback per half term, including WWWs and EBIs (an average of two per teacher). The majority of these assessments should be completed during existing assessment periods and, where appropriate, under controlled examination conditions.

Each department should ensure that all key pieces of work are awarded a level or grade, as indicated in the Grading and Levelling section of this policy. The level or grade should be recorded as part of the pupil tracking process (please refer to the 'Record Keeping' section), and pupils/students should also record these on their assessment trackers.

Assessment and Reporting by Year Group

Years 7 and 8

Pupils will be assessed against bespoke subject-specific assessment criteria.

Year 9

Forecast grade ranges will be entered.

Year 10

Forecast grades using subdivided numbers will be entered.

Year 11

Forecast grades using subdivided numbers or GCSE grades will be entered.

Years 12 and 13

Current attainment and forecast grades will be entered three times per year for Year 12 and four times per year for Year 13.

From the information recorded on SIMS, tracking sheets will be generated for whole cohorts, departments and Heads of Year. These tracking sheets will use a RAG rating system as follows:

- **Green** indicates pupils are forecast to achieve above their target.
- **Amber** indicates pupils are forecast to achieve their target.
- **Red** indicates pupils are forecast to achieve below their target.

Tracking sheets will enable the monitoring of whole cohorts and specific groups of pupils, including those from different ethnic backgrounds, pupils with SEND, disadvantaged pupils, and High Attaining Pupils (HAPs).

1. An end-of-key-stage target will be generated and included in reports. This target will be based on KS2 data, CAT4 scores and/or FFT data. The target grade will be recorded in Assessment Manager as part of the pupil reporting system and used to inform departmental target-setting (see the 'Target Setting' section).

2. All pupils must be aware of:

- their baseline starting point;
- their current forecast grade;
- their target grade; and
- their effort score.

Pupils should be clear about what they need to do to improve. They should be encouraged to reflect upon and critically evaluate their work, identifying ways to improve their learning and performance in partnership with subject teachers and form tutors.

Each subject teacher should have a clear understanding of the effort and progress of every pupil in their classes. This information should be transferable between teachers at any point during the academic year through the accurate maintenance of centrally held records.

Setting and Banding

Ensuring that pupils are placed in academically appropriate, challenging and supportive groups is crucial to enabling them to achieve their full potential.

This policy outlines our approach to ability grouping and explains how groups are constructed, organised and reviewed, including the circumstances in which movement between groups may occur.

Policy Aims

- To ensure that students receive the best possible learning opportunities in an environment that inspires them to excel.
- To ensure that teaching and support staff can plan and deliver the most effective learning experiences for all students, taking appropriate account of their ability, prior attainment and individual needs.

Policy Detail

Tutor groups

Tutor groups at Glenthorne are organised horizontally; that is, they consist exclusively of pupils from the same year group. They are constructed carefully in consultation with Primary schools and parental feedback to ensure that they are balanced in terms of many contextual factors, including gender, prior attainment, and special educational needs. Tutor groups are allocated to one of four houses and compete for the Willow Cup, which is awarded at the end of the academic year to the house that accumulates the highest number of house points.

Teaching Groups

Most teaching takes place in mixed-attainment groups, either within tutor groups or through option-based groupings created by the whole-school timetable.

Setting does take place in the following subjects:

- English at KS3 and KS4
- Mathematics at KS3 and KS4
- Science at KS3 and KS4
- Languages
- Practical Physical Education

Setting in Mathematics, Science and Languages at KS4 is mainly informed by the tiered assessment approach that has been retained by examination boards at GCSE.

When Year 7 enter the school there are two year group 'halves' created, purely for the purposes of timetabling, band 'wx' and band 'yz'.

For the academic year commencing in September 2026, all Year 7 pupils will be taught in mixed-attainment groups for all subjects until the October half-term break, with the exception of English and Mathematics, which will be taught in sets.

Ability grouping for teaching in sets

Ability groups are constructed carefully and in consultation with the Head of Department. Staff involved in creating the groups will use the following information where available:

1. Prior attainment data, including SAT results, CAT test results, and banding test results
2. Recommendations from primary school colleagues
3. Performance data from in-school assessments, key pieces of assessed work and end of year examinations
4. Students' end of KS4 targets
5. Professional judgement

Ability grouping will vary in its structure across different curriculum areas. The following list shows some of the ways that subjects set students at Glenthorne High School. This can vary according to the ability profile and size of Year Group.

1. Upper set, upper middle set, lower middle set, and lower set. This system of ability grouping has a set one, a second set, a third set and a fourth set. The most able students are in upper set and the students that need the most support are in set 4, lower set. Generally upper set will have more students than lower sets.
2. Upper set, two middle sets and lower set. This system is less rigid than the first.
3. Upper band, middle band, and lower band. Within bands multiple classes can sit. This approach is the least rigid of all the above setting options.

Where there is a whole year group taught at one time by the Mathematics department, there can be up to 12 teaching groups. This is more likely to occur at Key Stage 4. The following setting options are applied:

4. Set 1, set 2, set 3, set 4, set 5, set 6, set 7, set 8, set 9, set 10, set 11 and set 12. Set 1 would have the most able students, while Set 12 would contain pupils requiring significantly greater levels of support.

There are other possible variations to the above models of groupings, both for mixed and setted ability. The fundamental principle is that class teachers are responsible for ensuring that all pupils are appropriately challenged and that Ordinarily Available Provision (OAP) is implemented effectively so that every pupil can achieve the best possible outcomes.

Procedures and timings for set changes:

Setting is a fluid and responsive process at Glenthorne High School. For many pupils, moving to a higher set is a personal goal and can provide additional motivation. Throughout the year, pupils are assessed regularly by their subject teachers. These assessments help teachers evaluate pupils' progress and inform decisions regarding changes to teaching groups. Most set changes are considered following formal Assessment Points, when pupils complete standardised assessments that are moderated within subject teams to ensure consistency across classes. Decisions regarding set changes are based on a range of evidence, including classwork, homework, assessment outcomes and professional judgement.

Set changes may be proposed for some of the following reasons:

- A pupil would benefit from working collaboratively with more able students in a higher set.
- A pupil would benefit from having more time to consolidate their work in a lower set.
- A tier change is suggested by the subject teacher.
- A pupil needs to move tutor group.
- Any other relevant reason for a pupil not reaching their potential within their current class or set.

If a teacher believes that a pupil would benefit from a change of teaching group, they should first discuss the proposal with their Head of Department. If there is agreement, the teacher should speak with the pupil about how they would feel about moving classes on a 1:1 basis and the reason for proposing this change. Where agreement is reached, the teacher should discuss the proposed move with the pupil and explain the reasons for the recommendation. The teacher should then contact the parent/carer, preferably by telephone, to explain the rationale for the proposed change. Where a telephone conversation is not possible, communication may take place via email.

Where concerns are raised by pupils or parents/carers, the Head of Department will make the final decision regarding whether and when the proposed change should take place. In such cases, the Head of Department should meet with parents/carers and the pupil to explain the rationale for the decision, present the supporting evidence and clarify the proposed timescale for implementation.

The Head of Department must liaise with the member of staff responsible for maintaining accurate class lists and with the school timetabler to ensure that all timetable and registration records are updated accordingly.

Internal Assessment

All year groups at Key Stage 3 will sit formal assessments during the year, which they will be expected to prepare for. At least one assessment will be taken during the end of year exam period. At Key Stages 4 and 5, mock examinations are taken at appropriate points in the year. Subjects may set their own test or assessments as appropriate.

Each Subject Area should use forms of summative assessment that it feels are appropriate. The assessments may take various forms including unit tests, homework, end of unit teacher assessments and teacher review of pupils' work. In addition, they should, where appropriate, relate to the requirements of the National Curriculum.

External Assessments

External assessments provide pupils, parents/carers and teachers with an indication of how pupils have performed in comparison with their peers nationally. The school uses a range of assessment methods for different purposes.

Year 7 pupils undertake Cognitive Abilities Tests (CATs), banding tests, subject-specific baseline assessments, and Reading and Spelling Age Tests. Alongside Key Stage 2 data, these assessments provide teachers with valuable information about individual pupils' strengths and areas for development, enabling them to plan teaching and learning accordingly. The school also uses this information to identify pupils with specific learning needs, including literacy and numeracy needs, as well as More Able Learners (MAL).

Teacher assessments are recorded in all subjects at the end of Key Stage 3. GCSE, A Level and BTEC qualifications are externally assessed at Key Stages 4 and 5.

Record Keeping

It is essential that accurate and comprehensive records of pupils' progress are maintained throughout the academic year. Central records (tracking sheets) of pupil progress should be held within each subject area on SharePoint and within Assessment Manager as part of the school's pupil-tracking processes.

Pupil work provides evidence of teacher feedback. In subjects where work is completed and stored electronically, teachers must be able to provide a dated record of marking and formative feedback issued to pupils. This record should demonstrate how feedback has supported pupil progress and improvement.

All staff have a responsibility to access, understand and use the following information appropriately in order to provide an inclusive learning environment that offers appropriate challenge and support for all pupils:

- Results of half- termly key pieces of work
- Baseline data within their own subject area
- MAL register
- SEND register
- Pupil Passports for SEND students
- SSPs
- Seating Plans

The following information will all be available on assessment manager:

- KS2APS
- KS2 scaled scores
- KS2 English and Maths Sublevel
- CATS results
- Reading and Spelling Age
- KS3 Baseline data
- KS4/5 Targets
- KS4/KS5 Forecast numbers/grades
- External module results
- Tracking sheets
- Effort/Homework grades
- Attendance

REPORTING

Preparation of Reports

Reports are an important means of communicating with both parents/carers and pupils. They contribute significantly to the image and reputation of the school and provide valuable information about pupils' progress, attainment and engagement. Furthermore, the provision of pupil reports is a statutory requirement.

From time to time, staff may be asked to amend or rewrite sections of a report or may need to request that a colleague does so. It is therefore important that all staff approach the report-writing process with professionalism, accuracy and a willingness to accept constructive feedback. If you are unsure about any aspect of a report, please consult your line manager or Subject Leader.

All reports are issued electronically via Edulink. Parents/carers are provided with unique login credentials that enable them to access their child's reports securely online. Hard copies of reports can be provided on request.

The Progress Report

Progress reports are completed by staff using Assessment Manager. Reports are typically issued three times per year across Key Stages 3, 4 and 5.

These reports provide pupils and parents/carers with information regarding:

- Attendance.
- Current attainment and progress.
- Forecast grades and target grades at Key Stages 4 and 5.
- Performance against subject-specific assessment criteria at Key Stage 3.

At Key Stage 3, pupils are assessed against bespoke subject-specific assessment criteria developed by each department. At Key Stages 4 and 5, reports include forecast grades alongside target grades to support pupils in understanding their current performance and future aspirations.

Progress reports include the following information:

At Key Stage 3

Baseline Starting Point

A starting point established through subject-specific baseline assessments completed by each pupil.

Forecast Grade

Judgements are made against a bespoke set of assessment criteria developed by each subject area.

The following descriptors are used:

- **Mastered**
- **Secure**
- **Developing**
- **Emerging**

Pupils working in line with their baseline starting point are considered to be making **expected progress**.

Pupils working above their baseline starting point are considered to be making **more than expected progress**.

Pupils working below their baseline starting point are considered to be making **less than expected progress**.

Effort Measures

The following aspects reflect pupils' effort across all subjects:

- Classwork Effort
- Homework Effort

The following grades are used:

- **EX** – Excellent

- **GD** – Good
- **IN** – Improvement Needed
- **PR** – Poor

At Key Stage 4

At Key Stage 4, reporting will include the following information:

Target Grade Number

This indicates the grade a pupil is expected to achieve at the end of the course in their public examinations. Targets are based on FFT 5th percentile estimates.

Forecast Grade Number

This indicates the grade a pupil is forecast to achieve if they continue to make progress at their current rate.

The following definitions apply for subdivisions:

- 8.1: a secure 8, possibility of achieving a 9
- 8.2: a secure 8,
- 8.3: a borderline 8/7 but more likely to achieve an 8
- 7.1: a secure 7, possibility of achieving an 8
- 7.2: a secure 7
- 7.3: a borderline 7/6 but more likely to achieve a 7
- 6.1: a secure 6, possibility of achieving a 7
- 6.2: a secure 6
- 6.3: a borderline 6/5, but more likely to achieve 6
- 5.1: a secure 5, possibility of achieving a 6
- 5.2: a secure 5
- 5.3: a borderline 5/4, but more likely to achieve 5

During Year 9 we will report within a grade range while pupils adjust to the new demands of studying for their GCSE's and BTEC's.

Examination Grade

Mock examination grades will also be reported where applicable.

Effort Measures

The following aspects reflect pupils' effort across all subjects:

- Classwork Effort
- Homework Effort

For these aspects, the following grades are used:

- **EX** – Excellent
- **GD** – Good
- **IN** – Improvement Needed
- **PR** – Poor

At Key Stage 5

Target Grade

This indicates the grade a student is expected to achieve by the end of the course in their public examinations. Target grades are informed by FFT and ALPS data and are agreed in consultation with Subject Leaders.

Forecast Grade

This indicates the grade a student is forecast to achieve if they continue to make progress at their current rate.

The grade set for reports will be A*, A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2, D3, E, U. The following definitions apply for subdivisions of C and D grades.

- A1: a secure A, possibility of achieving an A*
- A2: a secure A
- A3: a borderline A/B but more likely to achieve an A
- B1: a secure B, possibility of achieving an A
- B2: a secure B
- B3: a borderline B/C but more likely to achieve a B
- C1: a secure C, possibility of achieving a B
- C2: a secure C
- C3: a borderline C/D, but more likely to achieve a C
- D1: a borderline D/C, but more likely to achieve a D
- D2: a secure D
- D3: a borderline D/E, but more likely to achieve a D

Examination Grade

Mock examination grades and grades achieved in any externally assessed units or modules will also be reported, where applicable.

Effort Measures

The following aspects reflect students' engagement and commitment across all subjects:

- Classwork Effort
- Homework Effort
- Attitude to Learning (see Appendix 3 for definitions)

General Points Relating to Reports

Once teaching staff have completed their reports, the following checks should be carried out:

1. Subject Leaders should ensure that appropriate moderation has taken place within their departments.
2. Staff should use a range of evidence when making forecast judgements, including the results of recent key assessed pieces of work, mock examinations, classwork, homework, effort grades and attendance data.
3. The Data Administrator will review reports for administrative and clerical errors. They will also identify any missing information and raise this with the Assistant Headteacher responsible for assessment and reporting. For example, this may include pupils who are studying at an alternative provision.
4. Staff should ensure that the information included within a report is, to the best of their professional knowledge and judgement, accurate and evidence-based. Parents/carers may request clarification regarding information contained within a report.
5. All reports must be made available to parents/carers through Edulink and hard copies should be provided upon request. Copies of reports should be retained by the relevant Head of Year in accordance with the school's data retention procedures.

Teachers are expected to meet all report-writing deadlines. If a teacher anticipates difficulty in meeting a deadline, they must consult their Subject Leader at the earliest opportunity. Subject Leaders should work with the appropriate Head of Year to resolve any issues and, where necessary, involve Mr N. Rudd, Assistant Headteacher.

Subject Leaders are responsible for monitoring the completion and quality assurance of reports within their departments. This should include:

- checking reports on the reporting system;
- ensuring staff have used the correct report template;
- monitoring the accuracy of information entered; and
- ensuring deadlines are met.

Policy Review Date: July 2027

Marking policy 2026-2027

Marking plays an essential role in supporting pupils to make progress. High-quality marking should provide clear guidance on what pupils are doing well and what they need to do next to improve. It should also inform teachers' planning for future lessons by identifying misconceptions and gaps in learning.

Furthermore, marking should recognise the effort pupils have made in completing homework and preparing for key assessments, providing praise and encouragement where appropriate.

Following an internal review of marking and workload, alongside consideration of current research into effective feedback and assessment practices, it was decided that classwork will not routinely be marked by the class teacher, as this is not considered the most effective use of teacher time.

In subjects that use exercise books, classwork should be completed at the front of the exercise book and will be checked once per half term to award an organisation grade. There is no expectation that teachers provide written comments on pupils' classwork, and organisation checks may be carried out during lesson time.

Key assessments and homework will continue to be marked in accordance with the guidance below.

Key Assessments

At Key Stage 3, key assessments should take place:

- Once per half term in foundation subjects.
- Twice per half term in core subjects.

At Key Stage 4, key assessments should take place twice per half term in all GCSE subjects.

Marked assessments should normally be returned to pupils within two weeks of completion.

At Key Stage 5, students should receive four pieces of written feedback per half term, including WWWs (What Went Well) and EBIs (Even Better Ifs), averaging two pieces per teacher. The majority of these assessments should be completed during existing assessment periods and, where appropriate, under controlled examination conditions.

In addition, students should receive feedback on six pieces of marked homework per half term (an average of three per teacher).

Key assessments should be marked in green and identify WWW (what went well) and EBI (even better if) with pupils responding in red. Written feedback on key assessments should identify WWW (what went well) and EBI (Even better if...) and give guidance on how to make that improvement. It is important that DIRT (Dedicated Improvement and Reflection Time) is given in lessons to ensure that these improvements are made.

Assessments with WWWs/EBIs should be visible either within the pupils' exercise books or in the relevant assessment folder. A progress tracker sheet should also be present within the exercise book/folder tailored to that subject providing information about WWW's and EBI's

Homework:

Subjects set a range of homework tasks for pupils to complete, which will be set through Microsoft Teams in accordance with the school's homework timetable. ***At least one homework assignment each half term will be a piece of extended writing, which must be assessed and marked formatively, with a WWW and EBI and for SPAG as per the Literacy Policy.***

Other homework tasks may include FLIP learning, subject-specific practice activities, research tasks, retrieval activities, and other work designed to support the aims outlined in the Homework Policy.

Where self-marking platforms are used, teaching staff should monitor pupils' completion rates, attainment and engagement carefully. Teachers should also plan opportunities within future lessons to address misconceptions and gaps in understanding identified through homework activities.

Any homework platform incorporating artificial intelligence (AI) must be approved by the Senior Leadership Team (SLT) before use.

All **written** homework must be marked formatively using WWW/EBI and for SPAG as per the Literacy Policy.

Within the 6th form pupils should be set 10 hours of homework within the fortnightly cycle which may be chunked. Students should receive marked feedback on 6 pieces of homework per half term (on average 3 per teacher) which should be recorded on the student assessment tracker.

Written homework should be graded for effort using the following scale:

- **EX** – Excellent
- **GD** – Good
- **IN** – Improvement Needed
- **PR** – Poor

Homework that is consistently judged to be **Excellent** should be recognised and rewarded by the class teacher and may attract achievement points in line with the school's Rewards Policy.

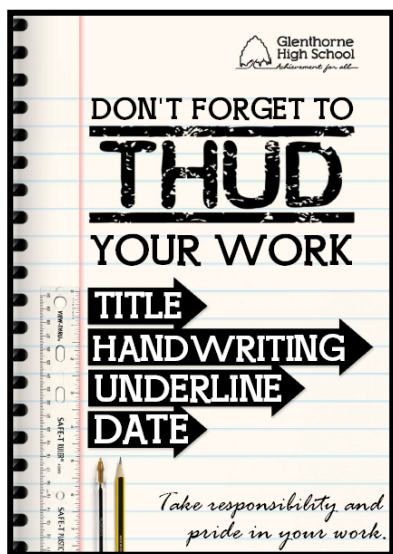
Homework judged to be **Poor** should result in the removal of a 'First Chance.' If the required improvement is not made, a Homework Reflection should be issued.

In addition, two consecutive homework grades judged to be **Poor** or **Inadequate** should also trigger the removal of First Chance and result in a Homework Reflection.

Written homework should be marked within two weeks of submission.

Presentation:

Teachers should have high expectations of pupils' presentation, as set out in the pupil planner. As teachers will not be marking classwork it will be particularly important that pupils are reminded frequently about our expectations of how they present their work:



HOW TO PRESENT YOUR WORK AT GLENTHORNE

Remember to:

- Underline the date and title with a ruler
- Label your work C/W or H/W
- Make sure that your handwriting is always neat and clear
- Keep your book free from graffiti and make sure that no pages are removed
- Complete diagrams, tables and drawings using a pencil and ruler
- Cross out errors neatly with one straight line
- Rule off your work from last lesson before starting a new piece of work
- Update your progress tracker at the back of your exercise book and if you start a new exercise book, transfer your tracker to the new book

Roles & responsibilities:

Departments should establish suitable marking criteria and share them with pupils with explicit reference to standards in the subject. The feedback should also focus on these criteria and guide pupils on how they could improve.

The Subject Leader should put in place arrangements for the monitoring of marking with the aim of ensuring that:

- Key assessments are set and marked as outlined in this policy
- Homework is marked within two weeks of submission
- Standards are consistent across the department
- Good practice is shared
- Teacher effectiveness is improved
- Marks and grades are recorded so that later assessments and information for parents are supported by evidence.

The school marking criteria should be applied when marking is monitored – see appendix 1.

This policy will be reviewed by July 2027.

Appendix 1: Guidance on expectations of marking

Inadequate marking:

- Key assessments have not been set/marked appropriately
- Homework has not been marked within two weeks of being submitted
- No evidence of formative feedback.
- Marking of assessments/homework does not address misconceptions

Marking requires improvement:

- Key assessments have not consistently been set/marked appropriately
- Homework has not consistently been marked within two weeks of being submitted
- Little evidence of formative feedback or feedback may be vague and unhelpful.
- No consistent approach to marking for literacy.

Good marking:

- Key assessments and homework marked in accordance with marking policy
- Formative feedback given as outlined in school policy.
- EBIs give clear (subject specific) guidance in how to develop a skill further or how to progress to the next grade.
- Consistent approach to marking for literacy. In line with school policy.

Excellent marking:

- Key assessments and homework marked consistently in accordance with marking policy
- Formative feedback given as outlined in school policy.
- EBIs give clear (subject specific) guidance in how to develop a skill further or how to progress to the next grade.
- Detailed and consistent marking for literacy. In line with school policy.
- Evidence of pupil response to teacher feedback (closing the loop) or clear pupil progression within book as a response to outstanding marking

Appendix 2: Guidance on Key Stage 3 and 4 Effort Criteria

EFFORT/HOMEWORK CRITERIA

Excellent effort...a pupil who

Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.

- Actively participates in the lesson at all times, is fully engaged and attempts all relevant learning objectives;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great resilience, and perseveres with all tasks, even when they are particularly challenging;
- Manages their time and work efficiently, and is highly self-disciplined;
- Uses their initiative and independence in a range of situations, and doesn't always have to be told what to do.
- Completes all homework on time, frequently producing work of exceptional and exemplary quality.

Good effort...a pupil who

Good effort means being a responsible and hard working student, who tries their best all of the time.

- Shows a good interest in their learning is attentive and focused and attempts all relevant learning objectives;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows resilience, and is willing to persevere when things are difficult;
- Takes responsibility for their work, and is well organised;
- Willingly does all that is asked of them, and sometimes more.
- Completes homework on time to a good standard

Improvement Needed...a pupil who

Improvement Needed means that a student is probably doing some of what they are supposed to do, but is failing to push him or herself, or make the most of the opportunities available.

- Needs to improve focus and behaviour in lessons;
- May participate in some lessons, but needs to do this more often;
- Shows some resilience, but might give up when things get difficult;
- Needs to improve organisation and show more pride in their work;
- Makes some effort to respond to teacher feedback but could do more;
- Homework is either not always completed to a good standard, or not completed on time, or rushed and is not reflective of what the pupil is capable of.

Poor effort...a pupil who

Poor effort means that a student is not doing enough of what they are supposed to do and needs to spend more time on their learning.

- Makes little effort to be involved in lessons;
- Fails to act on feedback provided, and as a result, may not make much progress;
- Is not interested in being challenged, and will give up without really trying;
- Spends an inadequate amount of time on tasks and takes little pride in their work;
- Takes little or no responsibility for their own learning or behaviour.
- Rarely completes homework on time or to the standard of which the student is capable of.

Grade	Effort & Engagement in Lessons	Independent Study, Homework & Super-Curricular Engagement	Organisation & Study Systems	Intervention & Support	Attitude to Learning
EX	Consistently engaged, focused and fully participating in lessons (95%+ of lessons observed). Contributes regularly to discussions, asks thoughtful and challenging questions, and demonstrates intellectual curiosity. Starts tasks promptly without reminders and remains focused throughout. Supports the learning of others and never disrupts learning.	100% of homework, coursework and independent learning tasks completed on time and to a high standard. Responds promptly and thoroughly to feedback, completing all DIRT activities to improve work. Proactively extends learning beyond the classroom through wider reading and research outside the specification. Regularly engages with super-curricular opportunities and makes excellent use of Up Learn or other approved learning platforms where appropriate.	Attendance 97%+ and punctuality 98%+. Meets 100% of deadlines. Exercise books, folders, and required equipment are brought to every lesson. Notes and resources are complete, well presented and maintained in a logical order. Study periods are used productively, and revision resources are developed throughout the course.	Attends 100% of required intervention, mentoring, and support sessions. Proactively seeks additional support when needed and acts upon advice given.	Demonstrates exceptional resilience and independence. Consistently seeks, reflects upon and acts on feedback. Takes full responsibility for progress and is proactive in identifying and addressing gaps in knowledge. Always respectful, professional, and positive in interactions with staff and peers.
GD	Engaged and focused in lessons (90–94% of lessons observed). Participates appropriately, responds well to teacher guidance, and remains on task. Contributes to discussions and activities when prompted. Does not disrupt learning.	95–99% of homework and assignments completed on time. Responds positively to feedback and completes DIRT tasks when set. Uses revision materials and platforms, including Up Learn where appropriate. Engages occasionally with wider reading, enrichment opportunities, or careers-related activities.	Attendance 95–96.9% and punctuality 95–97.9%. Meets at least 95% of deadlines. Exercise books, folders, and equipment are usually brought to lessons. Notes and resources are organised and easy to follow. Study periods are generally used effectively.	Attends intervention and support sessions when directed and engages positively with support strategies.	Positive and cooperative. Responds constructively to feedback and usually attempts challenging work before seeking support. Demonstrates responsibility for learning and remains respectful to others.
IN	Engagement and focus are inconsistent. Requires occasional reminders to begin or sustain work. Participation is limited or irregular and may	80–94% of homework and assignments completed on time. Some work may be incomplete or lack sufficient effort. DIRT activities may be partially completed or require reminders. Limited	Attendance 90–94.9% and/or punctuality 90–94.9%. Meets 80–94% of deadlines. Exercise books, folders, or equipment may occasionally be missing.	Attendance at intervention sessions is inconsistent and may require reminders or follow-up. Engagement	Generally polite and responsive to feedback but may lack resilience when faced with challenge. Does not consistently act on feedback or take

	occasionally impact the learning of others.	evidence of wider reading, independent research, or use of platforms such as Up Learn.	Notes and resources are incomplete or not consistently organised. Study periods may not always be used effectively.	with support strategies is variable.	responsibility for addressing areas for development. Relies on teacher direction and shows limited initiative.
PR	Frequently disengaged, off-task or passive in lessons. Requires regular prompts to work and contributes little to learning activities. May distract others or negatively affect the learning environment.	Less than 80% of homework and assignments completed on time. Work is often incomplete or below an acceptable standard. DIRT activities are frequently incomplete or ignored. Little or no evidence of independent learning, wider reading, use of Up Learn, or engagement with super-curricular opportunities.	Attendance below 90% and/or punctuality below 90%. Misses more than 20% of deadlines. Frequently fails to bring necessary books, folders, or equipment. Notes and resources are incomplete, poorly organised, or difficult to access. Study periods are regularly unproductive despite intervention.	Frequently fails to attend intervention, mentoring or support sessions without a valid reason and shows limited engagement with support offered.	Often resistant to challenge or feedback. Demonstrates limited resilience and persistence. Rarely takes responsibility for learning, does not act on feedback, and may display negative attitudes towards learning, staff, peers, or school expectations.