ASSESSMENT, REPORTING AND MARKING POLICY

Assessment is crucial; it provides teachers with information about what an individual pupil knows, or has learnt. The information assessment provides can, and should, inform teachers' planning of work according to individual needs that is, as a result, differentiated appropriately.

Adjustments to the Assessment, Reporting and Marking Policy will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual 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 about numbers it's about staff, and indeed pupils themselves, knowing how well they are doing and how to improve.

Teachers in all departments will regularly use a range of formative assessment techniques such as verbal feedback, use of mini whiteboards, exam question mini plenaries, think pair share, low stakes testing being some examples, to ensure teachers can assess the progress pupils are making in lesson.

Departments will identify key pieces of work throughout the year to be marked with formative feedback in the form of a WWW and EBI. In addition to this, teachers will allocate Dedicated and Improvement Time (DIRT), to allow pupils to respond to feedback and close the learning loop.

Each department should have its own assessment policy which takes cognisance of and includes detailed information on the aspects included in whole school policy. The policy should be included in the Departmental Handbook.

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

Subject Area Responsibilities for Standardisation

Subject Areas should take measures to ensure that assessments are accurate and in line with programmes of study at Key Stage 3 and at GCSE, BTEC and A Level. Subject Leaders should ensure that they have effective strategies to standardise Keystage 3 assessment criterion and GCSE, A Level and BTEC grades across their departments. Various methods can be used. For example, mark schemes, joint trial marking, moderation and the use of portfolios of work. Departmental meetings and dedicated CPD sessions, provide a good forum for such exercises in consistency.

All departments should have a departmental portfolio of work demonstrating pupil work at each grade/level/assessment criterion. A portfolio should be a short document containing samples of work (identified as assessment opportunities in the scheme of work at KS4 and KS5) which illustrate the standards 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	This is the grade based on the FFT 20th percentile target.	Yr 13 FFT 20th percentile agreed target. Yr 12 FFT 20th percentile agreed target -1.
KS4	Year 10 and 11. Based on FFT 5th 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 5th 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 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/Head of Year should ensure that school policies and procedures tracking pupil progress throughout a Keystage are followed and that intervention strategies are put in place where pupils underachieve. These interventions should be recorded using SIMS/Edulink and in the SEF each year.

Each department should agree and identify in its scheme of work the key pieces of work that represent milestones in pupils' learning so that these can be formally graded and commented on as assessed pieces of work. Assessed pieces of work should take place twice a half term in all KS4 GCSE subjects and in core subjects at KS3. Foundation subjects at KS3 should identify one key piece of work to be assessed at the end of each half term. At KS5 assessed pieces of work should be set weekly across a subject area. These may be completed in lesson time or as homework and should be formally graded and commented on.

Each department should ensure all key pieces of work are be given a level or grade as indicated in the Grading and Levelling section of the Marking policy. The level or grade should be recorded centrally as part of the pupil tracking process (please refer to the section on 'Record Keeping').

Tracking sheets detailing pupil progress will be generated on the SIMS reporting system. Teachers will enter data 3 times a year for pupils in KS3 and Year 10. Teachers will enter data 4 times a year for Year 11.

Year 7 and Year 8- Pupils will be assessed against a bespoke assessment criteria for each subject.

Year 9 – Forecast grade ranges will be entered.

Year 10 - Forecast sub divided numbers will be entered.

Year 11 – Forecast sub divided numbers or grades will be entered

Year 12 and 13 - current attainment and forecast grades for year 12 and 13 will be entered 4 and 3 times a year respectively.

From the information on SIMS, tracking sheets will be generated for whole cohorts, departments and HOY. The tracking sheets will use a RAG system, which works as follows:

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

Tracking sheets will allow monitoring of whole cohorts and tracking of pupils in groups such as Ethnic groups, SEND, disadvantaged and High Attainers (HAPS).

1. An end of key stage target will be generated and entered on reports. This will be based upon

KS2 data, CATS, or FFT data. The level or grade will be recorded on to Assessment Manager as part of the pupil report system and used for departmental target setting (Please refer to Target Setting).

2. All pupils must be aware of their baseline starting point/current forecast number/grade, their target number/grade and their effort scores. Pupils should be clear about what they need to do to improve. They must be encouraged to reflect on and critically evaluate their work and identify ways to improve their learning and performance both with subject staff and Form tutors.

Each subject teacher should have an understanding and knowledge of the effort and progress all pupils are making, in any given class they teach. This information should be transferable from one teacher to another, at any point in the academic year, by centralised records being kept accurately and up to date.

Setting and Banding
Ensuring pupils are placed in appropriately academically challenging and supportive groups is crucial to enabling students to excel.

The policy below outlines our approach to ability groupings and gives information regarding how groups are constructed, arranged and when movement between groups can occur.

Policy Aims
- To ensure students receive the best possible learning opportunities in an environment where they are inspired to excel.
- To ensure teaching and support staff are able to plan the best possible learning experiences for all students taking good account of their ability and prior attainment.

Policy Detail

Tutor groups

Tutor groups at Glenthorne are structured horizontally, that is to say that they are made up exclusively of pupils in 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 also allocated into one of four houses to compete for the prize of the Willow Cup, which is awarded at end of the academic school year to the house who achieves the highest amount of house points.

Teaching Groups

The majority of teaching happens in mixed ability groupings within tutor groups or as a result of the option blocks through the whole school timetable.

Setting does take place in the follow subjects:

- English at KS3 and KS4
- Mathematics at KS3 and KS4
- Science at KS3 and KS4

- History at KS4
- Languages
- Practical Physical Education

Setting in History, 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 beginning in September 2025, all Year 7 pupils will be taught in mixed ability groups for all their subjects until October half term.

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, and varies 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 and allows for an upper set, a set three and two generally equal sets in the middle.

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 is 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 have students that require considerable more support .

There are many other possible variations to the above models of groupings, both for mixed and setted ability. However, the underlying principle is that the class teacher is *responsible*

for students' being appropriately challenged and applying ordinarily available provision (OAP) appropriately so students' achieve the best possible outcomes.

Procedures and timings for set changes:

Setting is a fluid process at Glenthorne High School. For many pupils, moving up a set is a personal target and can be used as a motivational tool for a number of our pupils. During the course of the year students are assessed by their subject teachers. These assessments help teachers make judgements about the progress students are making. They are also used to help make decisions about changes in groupings. The majority of set changes take place after 'Assessment Points.' This is because all pupils sit standardised assessments which are moderated within subject teams, allowing for comparable outcomes across multiple classes. Proposed set changes are based on multiple pieces of evidence such as teacher assessment in class, homework and key assessments.

Set changes may be proposed for some of the following reasons:
- A pupil would benefit 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 feels that a pupil should move classes, then they first should discuss it 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. The teacher should inform the pupil that they will be making contact with parents/carers/guardians (ideally by phone call, otherwise email) about the proposed class change.

If concerns are raised about the set change by pupils or parents, the Head of Department has the final say on whether this change should take place and when. Heads of Department in this instance should meet with parents and pupils to further clarify the reason for the set change, with the supporting evidence and when this will take place from.

The Head of Department should always liaise with the administrator in charge of maintaining accurate class lists and the timetabler, so that students' timetables can be amended.

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 and teachers with an indication of how they have performed compared with other pupils nationally. The school uses a range of different kinds of assessment for different purposes:

Year 7 pupils take the cognitive ability tests (CATs), banding tests, baseline tests in each subject and Reading and Spelling Age Tests. Alongside Key Stage 2 information, these tests provide teachers with important information about individual pupils' strengths and weaknesses, and help them plan their teaching accordingly. The school also uses this information to identify pupils with specific learning needs, in terms of literacy or numeracy for example and the identification of More Able Learners (MAL).

Teacher Assessments are recorded in all subjects at the end of Key Stage 3.

GCSE, A Level and BTEC examinations are taken at Key Stages 4 and 5.

Record Keeping

It is essential that adequate records of pupils' progress are maintained throughout the year. Central records (tracking sheets) of pupil progress should be held within each subject area on sharepoint and on Assessment Manager as part of the pupil tracking progress. Pupil work acts as a record of teacher feedback. In subjects where pupil work is kept electronically teachers must be able to provide a dated record of marking and formative feedback issued to pupils. This record should demonstrate how formative feedback has enabled pupil progression.

All staff have a responsibility to know how to access the following information and use it appropriately to provide an inclusive teaching environment that provides challenge for all.
- 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

REPORTING

Preparation of Reports
Reports are an important means of communicating with both parents and pupils. They influence the image and perception that parents and others have of the school. Furthermore, it is a legal requirement.

At times we may all be asked re-write part of a report or be in the position of having to ask a colleague to re-write part a report. It is important, therefore, that we all have a certain degree of humility during the report preparation seasons combined with a concern for accuracy. If in doubt, please ask for help.

All reports are sent home using a paperless system via Edulink. Parents have been given a unique login to allow them to access electronically their son/daughter's report. Should they wish to receive a hard copy they can request this.

There are two kinds of report.

The Progress Report

The reports are completed by staff using Assessment Manager on 3 occasions at KS3, KS4 and KS5. These reports provide pupils and parents with an indication of their attendance, forecast and target grade/number at KS4 and at KS3, assessment against a bespoke assessment criterion for each subject a pupil studies. The reports also include the following information:

At Key Stage 3

Baseline Starting Point – Starting point based on individual subject baseline assessments.

Forecast Grade - Assessed against a bespoke set of assessment criteria created by each subject.

For these aspects, the following criteria are used:

Mastered, Secure, Developing, Emerging

Pupils working in line with their baseline starting point are judged to be making expected progress. Pupils working above their baseline starting point are making more than expected progress. Pupils working below their baseline starting point are making less than expected progress.

Aspects that reflect pupil 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 (See Appendix 2)

At Key Stage 4

At key stage 4 reporting will be as follows:

Target Grade Number: This shows the number that a pupil can achieve by the end of the course in their public examination. This target is based on FFT 5th percentile rank data.

Forecast Grade Number: This shows the level of attainment forecast if a pupil continues to progress at the rate they are currently working at. 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 exam grade will also be included.

Aspects that reflect pupil 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 shows the grade that a pupil can achieve by the end of the course in their public examination. This target grade is based upon FFT data and agreed with Subject Leaders.

Forecast Grade: This shows the level of attainment forecast if a pupil continues to progress at the rate they are currently working at. 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

CG- Current Grade: Grade that reflects the grade of attainment pupils are currently working at. The grade set for reports will be A*, A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D2, D3, E, U.

Examination Grade: Mock exam grade or grade for any externally assessed modules will also be included.

Aspects that reflect pupil effort across all subjects:

Classwork Effort
Homework Effort
Systems (See appendix 3 for definitions)
Attitude

For these aspects, the following grades are used:

EX – Excellent, Gd – Good, In – Improvement Needed, Pr – Poor

The Target Report

The Target Report will include the information detailed in the progress reports but in addition it will include a statement on pupil attainment/effort from each subject, as well as a comment from the pupils tutor regarding their personal development. The target report will be structured in the following way.

Review
- Comment on pupil effort and approach to learning
- Comment on pupil attainment strength (Subject specific)

Targets
- Target on how to improve effort and approach to learning
- Comment on next steps. (Subject specific)

Targets must be **SMART** and written in imperative tense (e.g. you should, you must etc) and **preceded by a hyphen (-).** A maximum of two targets should be set.

Specific:	Targets should be straightforward and emphasise what you want to happen.
Measurable:	Set a target with measurable progress, so they can see the change happening.
Attainable:	If the target you set is too far out of reach, the knowledge that it is too much will stop them from even giving it a try.
Realistic:	This is not a synonym for "easy". Realistic, in this case, means "do-able". A realistic target should push the skills and knowledge of the pupil but it shouldn't break them.
Time-related:	Set a time-frame for the target e.g. for next week, in three months', by KS4. Putting at end point to the target give the pupil a clear target to work towards.

General points relating to Reports

Once teaching staff have completed their reports, checks should be made for the following:

1. **Errors:** SIMS will spell check reports as they are entered, with misspelt words clearly identified. Reports with punctuation or grammatical errors will have to be corrected.

2. Abbreviations, such as "+" or "&" for "and", should not be used.

3. The name of the pupil in the written part of the report should be as it appears on the top of the screen. It is not acceptable to use the name the pupil uses on a day-to-day basis.

4. KS3 & KS4 reports refer to pupils as 'pupils' and KS5 reports refer to them as 'students'.

5. **Missing information:** for example, Levels for Current Level of Achievement or forecast grades. Any fields left blank will appear as not applicable.

6. Make sure that the information in the report is, to the best of your professional knowledge and experience, accurate. Parents may ask for clarification of points.

7. All reports must be made available to parents on Edulink and posted to those parents who request a hard copy. A copy must be retained by the Head of Year.

Teachers should keep to deadlines. If you envisage a problem meeting a deadline you must consult with your Subject Leader at the earliest opportunity. Your Subject Leader should consult with the relevant Head of Year in order to resolve any difficulties and if necessary Mr N Rudd, Assistant Headteacher.

Subject Leaders have a responsibility for monitoring the completion of reports by those in their team. This should include scanning through reports on the system; ensuring staff have used the correct template and met deadlines.

This policy will be reviewed in **July 2026**.

Marking policy 2025-2026

Marking plays an essential part in supporting our 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 make further progress. It should also inform teachers' planning for future lessons as it offers us an opportunity to identify any important misconceptions or gaps in learning. Furthermore, marking should recognize the effort that pupils have made with homework and in preparation for key assessments and deliver praise where appropriate.

From 2019-20, following an internal review of marking, workload and close consideration of the latest research into assessment practices, it was decided that **classwork will not be marked by the class teacher**, as this is not the most effective use of teacher time. In subjects that use exercise books, classwork will be completed at the front of the exercise book and will only be checked once a half-term in order to give pupils an organization grade. There is no expectation that teachers should comment in writing on pupils' classwork and it is completely acceptable to carry out organization checks during lesson time. Key assessments and homework will continue to be marked, in accordance with the guidelines below.

Key assessments:
In KS3 half-termly assessments should take place once per half term in foundation subjects and twice per half term in core subjects. Assessments should take place twice per half term in all subjects at GCSE. Marked assessments should be returned to pupils within two weeks of completing the assessment. At KS5, on average one piece per fortnight per teacher should receive written feedback.

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 at the back of pupils' exercise books or in the relevant assessment folder, along with a progress tracker sheet at the back of the exercise book tailored to that subject.

Homework:
Subjects set a range of homework tasks for pupils to complete, which will be set on Microsoft Teams in line with the homework timetable. **A*t least one homework 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 tasks may include FLIP learning, subject-specific learning tasks, research and any other task that is planned by subject teachers that supports the aims of homework as defined in the Homework Policy. All written homework must be marked formatively using WWW/EBI and for SPAG as per the Literacy Policy. Subject specific incorrect spellings should be identified and staff should ensure pupils are writing in full sentences, using full stops and capital letters.

Written homework at the back of pupils' exercise books or in homework folders should be graded for effort (Ex – Excellent; Gd – Good; In – Improvement Needed; Pr – Poor) and for SPaG (see literacy policy or toolkit in staff planner for guide to SPaG marking).

Homework that is consistently judged to be 'Excellent' will be rewarded by the class teacher and may receive an achievement point, inline with the rewards policy. Any homework that is judged to be 'Poor' for effort should be sanctioned with one chance, then a homework reflection. In addition, two consecutive "IN" homework grades will also trigger loss of first chance or 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:
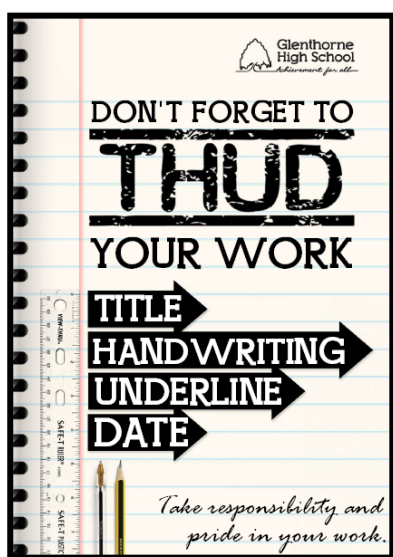
HOW TO PRESENT YOUR WORK AT GLENTHORNE

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.

Sixth Form Folders

All Sixth Formers should have a clear system that they use to organise and compile their work. All Sixth Formers are expected to have a folder that clearly compartmentalises different topics that the students have been taught, alongside assessed work and flipped learning. All assessed work should

be marked in line with the Sixth Form marking policy, and red pen improvements should be clear on all assessed work. All assessed work should be recorded on a tracker which would form part of the folder.

For subjects which have an examined element that requires extended writing, all assessments should be written by hand, unless students' usual practice in exams requires a laptop.

We expect all students to take notes from class using pen and paper, although there may be some occasions whereby students will take notes on tablets. This will be at the discretion of the classroom teacher, and students who take notes in this way must still be able to demonstrate where these notes are stored, and how they are organised.
In all circumstances, both students and Sixth Form staff should be able to articulate their progress and attainment, using folders as a starting point for this discussion.

Students are not expected to carry round all their folders with all their notes from the entire year, but instead may choose to have a daily/ weekly folder that they will then transfer to larger folders once they finish a certain topic.

This policy will be reviewed by July 2026.

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.

Appendix 3: Guidance on 6th Form Effort Criteria

	Effort	HW Effort	Systems	Attitude
EX *Excellent*	Keen to learn and displays excellent levels of focus and engagement in lessons. Able to work effectively on independent tasks and collaboratively during paired and group activities. Asks insightful questions about the learning. Never loses focus or distracts the learning of others.	Completing 21-28hrs per week of independent study. HW is always handed in by the deadline and extra challenge activities are completed. Independent study includes **proactive** revision and practice; using subject-specific lists, websites and revision guides. Broadens their understanding of the subject through wider reading and self-initiated visits and trips.	Very organised with their time and study materials. Notes are clear and legible. Folders or sketchbooks are organised and divided into appropriate sections. Deadlines are always met and time in study periods is used very wisely. Is proactive and clear revision resources are produced as the course progresses. Always punctual to school and lessons with all equipment necessary.	Positive about school and is resilient in the face of challenge and set-backs. Impeccably polite to teachers and peers. Not afraid to attempt difficult learning concepts and to struggle, re-try, refine, re-attempt. Understands their own motivations and blockers and knows how to work with them and get the best from a range of situations. Takes responsibility for their own learning and shows independence.
GD *Good*	Polite and focused in lessons. Responsive to teacher input. Quick to start learning activities. Never loses focus or distracts the learning of others.	Completing 18-20hrs per week of independent study. HW is always fully completed and handed in on time.	Notes are clear and folders and sketchbooks are logically organised. Punctual to lessons and consistently meets deadlines. Necessary equipment is brought to all lessons. Makes	Responds positively and politely to teacher input. Is motivated to do well and complete all work asked of them. Usually willing to attempt difficult learning concepts and seek to improve their work. Sometimes

			good use of study periods.	takes initiative and demonstrates responsibility for their own learning.
IN *Improvement Needed*	Effort in lessons requires improvement. At times effort is good but students can occasionally be slow to get started, lack motivation or lose focus, which can impact on the learning of others.	Completing less than 18hrs per week of independent study. Work can be of a good quality but HW deadlines have been missed and not all tasks fully attempted.	Notes, folders or sketchbooks are good in places but can be improved. May have been late to lesson, forgotten equipment or missed a deadline on a rare occasion. May have needed a rare prompt to make better use of the study time.	Responds positively and politely to teacher input but can be negative on a rare occasion. Is motivated to do well and complete all work asked of them but lacks initiative and responsibility for their own learning. Avoids challenging learning concepts.
PR *Poor*	Effort in lessons is poor and displays no genuine interest in the subject. Can be slow to complete work and require several prompts. Does not contribute to class discussion and can lose focus and distract the learning of others.	Completing less than 13hrs per week of independent study. HW is often of poor quality and/or not handed in on time.	Notes, folders or sketchbooks are poorly organised. Work is not in a logical order and may be illegible. The correct equipment is not brought to each lesson. Not punctual to lessons and does not organise their time sufficiently to meet deadlines. Needs prompts to work during study periods.	Can appear negative and demotivated. Avoids challenging learning concepts or gives up very easily. Inclined to answer "I don't know" without pushing themselves. Does not show any initiative or take responsibility for their learning. Can be rude to teachers or peers and resent rules and structure.