

Assessment and Feedback Policy

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Governor Committee: T&L

Author: Fm

Owner: Martin Monks

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Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

The policy was last reviewed and agreed by the Governing Body on 28/06/2022
It is due for review in 12 months from the above date.

Signature _____

Date _____

Head Teacher

Signature _____

Date _____

Chair of Governors

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Statement of Intent

Providing high quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

This policy addresses the three broad principles of effective feedback:

1. ensuring teaching is high-quality, laying the foundations for effective feedback;
2. providing appropriately timed feedback (judged by the teacher) with a clear focus on moving learning forward; and
3. considering how pupils will receive and act upon the feedback given.

We have identified concerns around teacher workload associated with assessment and feedback and acknowledge that teachers need to prioritise planning their curriculum delivery ahead of marking, as this has a greater impact on student learning. Feedback should be regular, but not onerous and we promote a professional approach, allowing teachers to utilise a variety of means to assess learning and provide feedback. We recognise that time spent marking can often be to the exclusion of other important aspects of teaching and learning, such as developing and refining lessons and the curriculum. We support Professor Sir Kevan Collins' ([EEF, 2016](#)) simple guidance to "Mark less, but mark better."

This policy has been designed to prioritise and exemplify the principles of effective feedback, ensuring our approaches are meaningful, manageable and motivating.

Clear, manageable expectations such as detailing the use of feedback in lessons, the regularity of marking, and the use of specific methods of assessment and feedback within subject areas have been provided by subject leaders.

Assessment Principles

Our key principles for effective feedback are based on the research evidence from John Hattie, Dylan Wiliam, the Education Endowment Foundation and the Sutton Trust.

1. Feedback should be used to identify the 'learning gaps' of individual students.
2. Feedback should be specific and clearly focused on learning goals – with a view to moving on the learning of individual students.
3. It should also focus on what students are getting right – so they can continue to do so.
4. Students must be able to, and are expected to, respond to the feedback, so they can work towards closing the learning gap.
5. Feedback can take a variety of forms – teacher to student; student to teacher; student to student; self-assessment; written and verbal; focused on classwork, homework and assessments. All are valid.
6. Different forms of feedback will be more appropriate for different subjects. Subject areas will agree and decide on how feedback is consistently used across the subject.
7. Feedback – in terms of how well students are learning – should inform the teaching.
8. Feedback is not an add on. It is an ongoing and essential part of excellent pedagogy, used to deepen learning and improve teaching.
9. Feedback should be challenging – and used to encourage students to aspire to excellence.
10. Feedback should be high impact but manageable and sustainable for staff

Roles and responsibilities

The Headteacher/Deputy Headteacher (Academic) is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Heads of departments/faculties are responsible for:

- Ensuring all members of staff within their departments are aware of the school's/faculty specific procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's/departments practices.
- Maintaining a departmental tracker to monitor student progress
- Ensuring that assessment data is provided to support progress checks and reporting home to parents.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when assessment data means that adjustments to teaching are needed or specific intervention for a student is required
- Monitoring the learning of all students within their class to ensure they are making satisfactory progress.
- Ensuring that students understand the feedback they have been given, including ensuring that opportunities for reflection time are built into lessons.
- Allowing students to ask questions in regard to any feedback they have received.

Forms of feedback

Written feedback has traditionally been at the heart of school feedback practices and has been viewed as a fundamental aspect of teaching. However, more recently it has been recognised that written feedback can be heavily time intensive for teachers and can impact on the time spent planning and delivering the curriculum. We therefore promote the use of other, more immediate forms of feedback.

Verbal feedback - Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be common practice in lessons. There is no requirement to record when verbal feedback is given unless this will support the student in their future learning. Digital platforms may be used to record a 'voice note' if the teacher chooses this method.

Live marking - this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

Automated marking - this is when a digital platform provides immediate feedback, often used for quizzes, multiple choice questions or unit assessments where there are definite answers.

Coded marking - this may use a shorthand notation that is explained to the student how to interpret and act upon. Use of rubrics/marking grids that are highlighted (either on paper or digitally) are similar in indicating to students where there are areas of strength and gaps.

Modelling and Exemplars - focus the 'how to get there' of the end product, showing students the process and construction. Students require frequent modelling and examples to understand what is expected in the process and construction of their work.

Peer and self-assessment are effective assessment for learning tools and should be used with regularity throughout each half term as appropriate. Opportunities need to be regularly offered to enable students to look at and learn from each other's work and the work of older students and experts.

There is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes. We support Dylan Wiliam's recommendation of a 'balanced diet' of different kinds of marking and assessment (though this is not prescriptive and teacher agency and professional judgement come first)



Forms of assessment

Formative assessment or assessment for learning, uses a range of informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Summative assessment is the more formal process of assessing learners at the end of a particular topic, course or unit of study. This type of assessment is used to track student progress.

Feedback Pro-forma Following each formally assessed piece of work, each student will be provided with a feedback sheet detailing subject specific statements relevant to the assessment. This sheet will indicate **areas of success (AOS)** and **areas of development (AOD)**. These can be found in student exercise books/folders or may be provided electronically via Google Classroom.

Student response to feedback Student response time (SRT) should be built into lessons. This ensures that students respond to feedback/guidance provided, helping to promote consistent practice. This student response time should encourage students to take responsibility for their own checking/correcting/editing/re-drafting, guided by teacher input.

Subject Specific Marking Policies Each department/faculty has its own approach, relevant to the subject area. Subject specific approaches are outlined in Appendix A. Note that these are subject to variation at any time by the Head of Department/Faculty based upon the needs of that subject area or student cohort and therefore this appendix is not subject to the usual Trustees approval process for policy changes.

Homework is used to reinforce learning in the classroom, as well as providing students the opportunity to develop their independent learning and research skills.

School expectation is that the frequency of homework should be set as follows:

Key Stage 3 - Minimum of one homework per week in core subjects. Other subjects should set as and when appropriate.

Key stage 4 - Minimum of one homework per week in core subjects and one per fortnight in all other subjects.

Key stage 5 - Minimum of one homework per week in all subjects.

The nature of these tasks is decided at departmental level. Students should expect to receive some form of feedback to homework tasks, but the type of feedback can vary depending on task type. More detailed information can be found in the subject specific marking policies.

Teachers will ensure that homework tasks are accessible to all learners. Students who would like to access additional home learning resources can do so via the [Super Curriculum](#).

Monitoring assessment and feedback

Heads of Department are responsible for communicating the faculty or subject specific expectations to teachers in their department. They are responsible for ensuring that the assessment frequency is adhered to, that the feedback is impactful but also mindful of workload and that student progress data is recorded in a tracking system. This assessment data should be regularly monitored to identify where students are not making expected progress and appropriate interventions are then undertaken. Similarly, those making exceptional progress should be identified for R3 and R4 rewards to recognise student achievement.

Heads of Department may also call in student work for scrutiny to ensure that the faculty policy is being followed and that there is consistency across different teachers and student cohorts. They may also hold moderation and standardisation sessions, in particular pre or post marking of mock exams, to ensure consistent grading by different teachers. This process may also include input from other partner schools in North Herts or using training materials issued by the examination boards.

The Senior Leadership Team may also look at books/online assessments as part of their Teaching and Learning classroom visits and may also speak to students about their experiences of marking and feedback.

It is worth emphasising that Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. Checks are therefore to ensure that school and faculty policies are being adhered to, so variability of approach and frequency across subjects and year groups is to be expected.

Outcomes

- Teachers are more innovative in how they provide feedback and more selective in what they mark, how they mark it and importantly why they mark it.
- AOS/AOD is better signposted
- Assessment for learning and “live” marking has increased.
- Teachers’ written marking, focused on what will make the difference has been impactful whilst reducing workload.
- Subjects identify key tasks to mark to check how well students have secured the intended learning. Teachers mark for students, not leaders or parents.
- The policy has engaged students more actively in checking their work and responding to feedback.

References

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Appendix A: Subject specific overviews

Subject	Art, Design and Photography
Head of Department	Kathryn Rainbow
Email contact	krainbow@hitchinboys.co.uk
KS3	
Classwork	Verbal feedback is given throughout every lesson and through the duration of a student's project work. Students should record this feedback on the back of their work to reference as their work develops. Verbal feedback covers the students' AOS and AOD, with specific reference made to assessment objectives.
Homework	Homework is set regularly during each piece of project work to support the in-class learning. Task length will vary depending on the demands of the work. Homework will be assessed via a range of methods suitable to the learning: peer, self and verbal/written teacher assessment. Verbal or written feedback will be provided directly on the piece of work and will follow the AOS/AOD format, with reference made to assessment criteria. Feedback is regular and on average is given once every half term.
Formative assessment	Formative assessment takes place throughout lessons in the format of one to one conversation or teacher led peer critiques. This allows quality feedback to be given at a point that enables students to act upon and make instant improvements.
Summative assessment	Formal assessment takes place towards the end of the project (usually every 6 - 8 weeks). These assessments are teacher assessed and are holistic of skills and processes developed through the entire project. Students receive written feedback, providing information on AOS and AOD with reference made to assessment criteria. This feedback is recorded in students' folders using our standard, subject pro-forma feedback sheet.
KS4	
Classwork	In addition to the approaches outlined in KS3, students in KS4 also have a one-to-one discussion to identify AOS and AOD on a half termly basis. Written feedback, indicating AOS and AOD can be found in the students' folders.
Homework	Homework is set on average once per fortnight at KS4. This contributes to students' ongoing project work. Homework can include a range of learning tasks including research, written studies as well as practical work.

	Students are also required to attend an after-school session each week where they can work independently with support available. Written teacher feedback is provided half-terminly in student folders.
Formative assessment	Learners receive a combination of verbal and written feedback throughout the creation of their body of work. In this feedback, students are provided with AOS/AOD, linked to assessment criteria.
Summative assessment	<p>All students in KS4 build a portfolio of work addressing the exam board assessment objectives. The portfolio of work (NEA) will comprise of 3 internally set projects which will link to mock exam assessment points. The portfolio is 60% of the overall GCSE grade. The controlled assessment is set by the exam board with a strict 12-week preparation period prior to a 10-hour exam and is the final 40% of the overall grade.</p> <p>Each half term, students' work is viewed as a whole body of work and feedback is provided against the GCSE assessment criteria. This teacher feedback is provided within 1 - 2 weeks of the work being submitted. Feedback is recorded on a standard proforma that we use across the department, which addresses the assessment objectives set out by the exam board. This feedback is kept in student folders and will indicate AOS and AOD and a GCSE grade.</p> <p>All work is marked internally and moderated by visiting exam board moderators.</p>
KS5	
Classwork	Feedback on classwork is provided regularly throughout lessons. Tasks completed in class are checked and feedback is provided verbally and/or through group discussion. Classwork is assessed using a range of self, peer and teacher assessment. Students in KS5 receive a one-to-one discussion to discuss progress and areas for development on a half termly basis. Written feedback, addressing areas of success and development can be found in the students' folders.
Homework	Independent work is set after each lesson to ensure students maintain sufficient progress. Independent work can be a range of learning tasks including research, written studies as well as practical work. Homework at KS5 is teacher assessed and written or verbal feedback is provided in the next lesson. Area of success/area of development is a commonly used form of feedback, typically given against assessment criteria and/or mark schemes. Teacher feedback is provided verbally, students are then required to note down the feedback for future reference.
Formative assessment	Learners receive a combination of verbal and written feedback throughout the creation of their body of work. In this feedback, students are provided with AOS/AOD, linked to assessment criteria.
Summative assessment	All students in KS5 build a portfolio of work addressing the exam board assessment objectives. The portfolio of work (NEA) will comprise of 3

	<p>internally set projects which will link to mock exam assessment points. The portfolio is 50% of the overall GCSE grade. The controlled assessment is set by the exam board with a strict 12-week preparation period prior to a 15-hour exam which forms the final 50% of the overall grade.</p> <p>Each half term, students' work is viewed as a whole body of work and feedback is provided against the A Level assessment criteria. Teacher feedback is provided within 1 - 2 weeks of the work being submitted. Feedback is recorded on a standard proforma that we use across the department, which addresses the assessment objectives set out by the exam board. This feedback is kept in student folders and will indicate AOS and AOD and a GCSE grade.</p> <p>All work is marked internally and moderated by visiting exam board moderators.</p>
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Subject	Business & Economics
Head of Department	Greg Corden
Email contact	gcorden@hitchinboys.co.uk
KS3	
Classwork	A range of formative assessments and feedback methods are used for classwork in year 9 Business lessons. Teachers circulate the classroom throughout the lesson to identify misconceptions and the teacher might add written comments to the students' business workbooks, or give verbal feedback to individual learners, but there is no expectation that classwork will be teacher marked. Live marking is encouraged throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork where appropriate using highlighters to clearly indicate where learning is understood and where misconceptions remain. These can be easily identified and addressed as the teacher circulates the room, and share exemplary answers for the students to see.
Homework	Year 9 Business students will be set homework when appropriate. This will usually help inform their business planning as they work through the rotation. Homework will be self, or peer assessed where appropriate. Whole class feedback will be provided in the next lesson.
Formative assessment	During each lesson in the Business rotation, students will complete the next part of their business plan based on the learning that has taken place in that lesson. Teachers circulate to assess the ideas the students have added to discuss the appropriateness of those ideas for their chosen business. Students are then encouraged to make amendments where necessary so they develop a realistic and appropriate business plan.
Summative assessment	At the end of the Business rotation, students present their business plan to the teacher and the class. This will be formally assessed based on grading criteria created within the department, assessing students on the quality of their business plan, the reasoning behind their choices and the quality of the presentation. Feedback will be provided on areas of strengths (AOS) and areas of development (AOD) and where they could improve their presentation. This will help students create better presentations in any future scenario.
KS4	
Classwork	A range of assessment and feedback methods are used for classwork in KS4 Business lessons. Teachers circulate the classroom throughout the lesson to identify misconceptions and the teacher may provide verbal feedback as well as add written comments to the students' business workbooks and Google Docs, but there is no expectation that classwork will be teacher marked. Live marking is encouraged throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork

	where appropriate using highlighters to clearly indicate where learning is understood and where misconceptions remain. These can be easily identified and addressed as the teacher circulates the room. Whole class feedback is also encouraged after each task has been completed.
Homework	Business GCSE students are set at least one homework per fortnight (in line with the 2-week timetable). Homework will be a variety of tasks; company research tasks, online topic reviews and quizzes, practice short response exam questions, practice long response exam questions, etc. Self and peer assessment will be used where appropriate. Long response question practice will be assessed by the teacher. Whole class feedback on homework tasks is provided the lesson after hand in.
Formative assessment	Students in KS4 Business lessons regularly complete written tasks based on their learning. These tasks may be questions based on a case study business, or questions based on business theory taught in the lesson, or a mixture of the two. Teachers circulate to assess their work via live marking and provide individual feedback. Interactive multiple-choice review questions are used (BBC Bitesize, Seneca learning, etc.) to allow for instant assessment and feedback using the students' Chromebooks.
Summative assessment	Students sit a topic test at the end of each half term, or a full mock paper during a half term. This allows time for students to develop their exam technique and for the teacher to review their learning and ability to apply and evaluate the topics they have studied in a controlled manner. After each half termly assessment, a grade will be given for that assessment (based on the mark they achieved) along with individual AOS and AOD to help improve responses in the future. Model answers will also be provided where appropriate to help all students make progress in Business GCSE assessments.
KS5	
Classwork	A range of assessment and feedback methods are used for classwork in KS5 Business and Economics lessons. Teachers circulate the classroom throughout the lesson to identify misconceptions and the teacher might add written comments to the students' notes, Google Docs, or give verbal feedback to individual learners, but there is no expectation that all classwork will be teacher marked. Live marking is encouraged throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork where appropriate using highlighters to clearly indicate where learning is understood and where misconceptions remain. These can be easily identified and addressed as the teacher circulates the room. Whole class feedback is also encouraged after each task has been completed.
Homework	A level Business and Economics students are set at least one homework per fortnight (in line with the 2-week timetable). Homework will be a variety of tasks; research tasks (on particular businesses, or economies), online topic reviews and quizzes, practice short response exam questions, practice long response exam questions, etc. Self and peer assessment will be used where appropriate. Long response question practice will be

	assessed by the teacher. Whole class feedback on homework tasks is provided the lesson after hand in.
Formative assessment	Students in KS5 Business and Economics lessons regularly complete written tasks based on their learning. These tasks may be questions based on a case study business, or questions based on business theory taught in the lesson, or a mixture of the two. Teachers circulate to assess their work via live marking and provide individual feedback. Interactive multiple-choice review questions are used (Seneca learning, etc.) to allow for instant assessment and feedback using the students' personal devices. These are based on A level exam style questions.
Summative assessment	Students sit a topic test at the end of each half term, or a full mock paper during a half term. This allows time for students to develop their exam technique and for the teacher to review their learning and ability to apply and evaluate the topics they have studied in a controlled manner. After each half termly assessment, a grade will be given for that assessment (based on the mark they achieved) along with individual AOS and AOD to help improve responses in the future. Model answers will also be provided where appropriate to help all students make progress in Business and Economics A level assessments.

Subject	Computer Science
Head of Department	Rodney Mudaly
Email Contact	rmudaly@hitchinboys.co.uk
KS3	
Classwork	Resources for KS3 are primarily sourced from the NCCE and Oak National Academy. We use a range of peer and teacher assessment to offer feedback throughout lessons. Digital resources are also used, which provide immediate electronic feedback. When working on a practical task, feedback is given verbally throughout the lesson as and when it is needed. Task Sheets accompanying the NCCE/Oak Academy resources help to determine areas for development. Worksheets are assigned and provided feedback via Google Classroom, with comments and rubrics to guide students on Google Forms.
Homework	<p>Year 7 - Homework is set when appropriate, but will average out as once a fortnight over the course of an 8- or 10-week rotation.</p> <p>Year 8 and 9 - Homework is set where appropriate and in line with the topic that is being covered. Should students require additional time to engage with the material or feel they would benefit from extended activities, then students are encouraged to explore the Super Curriculum.</p> <p>Homework could be peer or teacher assessed. Whole class verbal feedback is often used to feedback on homework at the beginning of the next lesson. If written feedback on homework is given, it will be via Google Classroom. Feedback could be in the form of Mote (voice recording), rubric or written comment.</p>
Formative assessment	We use a range of methods, including Quizzes, Kahoot, Google Forms or Q&A at the start or end of a lesson. There are several options available to teachers, depending on the topic or class.
Summative assessment	These are generally conducted at the end of a topic or section. Students are given various forms of assessments that provide variety and engagement while determining their understanding and progress. Summative assessment could also take the form of end of topic projects that reflect the students understanding and level of skill. These are generally provided as Google Forms using the summative multiple-choice forms provided by the NCCE. This includes areas for AOS and AOD as written feedback at the bottom of a green form.
KS4	
Classwork	In addition to the various methods outlined in KS3, depending on the course being studied, students will be required to complete tasks that

	would reflect their understanding along with Q&A which provides verbal feedback regarding their understanding. Computer Science covers theory and practical aspects that are assessed in a variety of methods. iMedia and Btec DIT are assessed through their coursework which is provided through comments in Google Classroom and verbal feedback during lessons. The exam components for both courses are assessed using quick quizzes and tasks.
Homework	Homework is dependent on the topic being covered. It is set as required to support learning and encourage engagement. This could be fortnightly or weekly. Feedback takes the form of peer feedback, whole class feedback or rubric, depending on the task.
Formative assessment	These are generally conducted at the end of a section or component through assessment of coursework produced or short test/quiz. These assessments are dependent on the course and its requirements. Coursework is assessed via a rubric in Google Classroom against the exam board criteria and includes comments regarding AOS/AOD.
Summative assessment	Coursework is assessed and submitted to exam boards. Coursework or NEAs that are electronically submitted into Google Classroom will be assessed against the exam board specification and criteria through the use of rubrics that identify the level at which students are working. Any other forms of summative assessments are conducted as mock exams or external exams.
KS5	
Classwork	Computer Science is delivered across two sites (HBS/HGS). Teachers on both sites meet regularly to establish progress on units being covered. Assessment is through similar methods as indicated in KS4.
Homework	Homework is dependent on the topic being covered. It is set as required to support learning and encourage engagement. This could be fortnightly or weekly. Feedback is done as a whole class exercise or with rubrics and written comments provided by the teacher, should this be required.
Formative assessment	These are generally conducted at the end of a section or component through assessment of coursework produced or short test/quiz. Coursework rubrics in Google Classroom provide students with feedback against exam board criteria.
Summative assessment	Coursework is assessed and submitted to exam boards. External exams are written in February for Btec IT and June for Computer Science. Mock exams are conducted prior to final exams and feedback regarding AOS/AOD is provided in lessons. Coursework rubrics in Google Classroom provide students with feedback against exam board criteria.

Subject	Drama
Head of Department	Claire Gale
Email contact	cgale@hitchinboys.co.uk
KS3	
Classwork	Classwork is assessed using a range of self, peer and teacher assessment. Verbal feedback is regularly given throughout the lesson during practical work. Any written classwork is spot checked during the lesson using a combination of peer and teacher assessment. Feedback often involves sharing models of good practice and/or teacher modelling through 'Teacher in Role'.
Homework	No homework is set at KS3.
Formative assessment	Formative assessment takes place in every lesson through performance. All feedback is provided verbally.
Summative assessment	Summative assessment takes place half-termly. This assessment is always teacher assessed. Written feedback is provided, typically within a week of the assessment, which is based on and will refer to the assessment criteria. The feedback proforma will show Areas of Success and Areas of Development. Feedback is recorded electronically via google classroom. SRT will be built into subsequent lessons.
KS4	
Classwork	Classwork is assessed using a range of self, peer and teacher assessment. Verbal feedback is regularly given throughout the lesson during practical work. Written classwork is live marked during the lesson using a combination of peer and teacher assessment. Feedback often involves sharing models of good practice and/or teacher modelling through 'Teacher in Role'.
Homework	Homework is set regularly, but specific tasks and regularity will vary, depending on the progress students have made with their individual work. Tasks can include line learning and research as well as theory work. Homework at KS4 is teacher assessed and written or verbal feedback is provided in the next lesson. AOS/ AOD is a commonly used form of feedback, typically given against assessment criteria and/or mark schemes. Teacher feedback is provided electronically via google classroom or verbally for practical work. Sometimes automated marking will take place on Google Classroom for quizzes.
Formative assessment	A wide range of formative assessment strategies are used at KS4, including discussion around practical work, forum theatre, Socratic debate and peer discussion.

Summative assessment	All students in KS4 complete a combination of practical and theory-based assessments throughout the course, including set text work, live theatre review, devised performance work, NEA and scripted performance work. Learners receive a combination of verbal and written feedback, typically within a week of the assessment. Students are provided with AOS/AOD, linked to assessment criteria and a GCSE grade. For formally assessed written work, we use a proforma, referencing the assessment objectives set out by the AQA exam board, which can be found on Google Classroom. The sharing of model answers/ exemplars is also a common approach used to feedback on formal assessments. SRT is built into each SoL.
KS5	
Classwork	Classwork is assessed using a range of self, peer and teacher assessment. Verbal feedback is regularly given throughout the lesson during practical work. Written classwork is live marked during the lesson using a combination of peer and teacher assessment. Feedback often involves sharing models of good practice and/or teacher modelling through 'Teacher in Role'.
Homework	Homework is set regularly, but specific tasks and regularity will vary, depending on the progress students have made with their individual work. Tasks can include line learning and research as well as theory work. Homework at KS5 is teacher assessed and written or verbal feedback is provided in the next lesson. AOS/ AOD is a commonly used form of feedback, typically given against assessment criteria and/or mark schemes. Teacher feedback is provided electronically via google classroom or verbally for practical work. Sometimes automated marking will take place on Google Classroom for quizzes.
Formative assessment	A wide range of formative assessment strategies are used at KS5, including discussion around practical work, forum theatre, Socratic debate and peer discussion.
Summative assessment	All students in KS5 complete a combination of practical and theory-based assessments throughout the course, including set text work, live theatre review, devised performance work, NEA and scripted performance work. Learners receive a combination of verbal and written feedback, typically within a week of the assessment. Students are provided with AOS/ AOD, linked to assessment criteria and an A Level grade. For formally assessed written work, we use a proforma, referencing the assessment objectives set out by the AQA exam board, which can be found on Google Classroom. The sharing of model answers/ exemplars is also a common approach used to feedback on formal assessments. SRT is built into every SoL.

Subject	English
Head of Department	Hayley Tanner
Email contact	htanner@hitchinboys.co.uk
KS3	
Classwork	Classwork is assessed using a range of self, peer and teacher assessment. This could be verbal feedback through the use of questioning during the lesson or written feedback. Digital resources, including Google forms, Quizlet, EdPuzzle and Quotation Quizzes, are frequently used to assess understanding and provide instant feedback to students.
Homework	In KS3 Students will have one reading homework per week plus an additional task-based homework or a half term homework project. Reading lists are published to parents: Year 9 recommended reading list for pupils aged 13-14 in KS3 Homework will usually be self or peer assessed, but whole class verbal feedback may be given where appropriate. Homework tasks will often be digital tasks, which self-mark and provide feedback.
Formative assessment	All students in KS3 have a half termly reading or writing formative assessment set in advance of and linked to the summative assessment. This work is teacher-assessed after the lesson. Feedback is progress focused and will provide written feedback, which links to their improvement targets stuck in their exercise books. Students complete an SRT activity on their formative assessment. All formative and summative assessments are completed in the student's assessment exercise book which is designed to show progress and follow them up the school. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing.
Summative assessment	All students in KS3 have a half termly reading or writing assessment, which is graded according to reading/writing assessment rubrics. All students have separate assessment exercise books in which feedback is provided so that progress can be evidenced over time. Written feedback is usually provided within two weeks of the assessment. Assessments are also followed up with whole-class verbal feedback. Feedback is given on reading or writing feedback sheets which include indicative skills bullet points. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing.
KS4	
Classwork	KS4 classwork is assessed using a range of self, peer and teacher assessment. This could be verbal feedback through the use of questioning during the lesson or written feedback. Digital resources, including Google

	forms, Quizlet, EdPuzzle and Quotation Quizzes, are frequently used to assess understanding and provide instant feedback to students.
Homework	In KS4, students will have one task-based homework per week. Homework will usually be self or peer assessed, but whole class verbal feedback may be given where appropriate. Homework tasks will often be digital tasks, which self-mark and provide feedback.
Formative assessment	All students in KS4 have a half termly reading or writing formative assessment set in advance of and linked to the summative assessment. This work is teacher-assessed after the lesson. Feedback is progress focused and written feedback is provided, which links to their improvement targets stuck in their exercise books. Students complete an SRT on their formative assessment. All formative and summative assessments are completed in the student's assessment exercise book which is designed to show progress and follow them up the school. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing.
Summative assessment	All students in KS4 have a half termly reading or writing assessment, which is graded according to reading/writing assessment criteria. These are graded according to GCSE assessment levels. All students have separate assessment exercise books in which feedback is provided so that progress can be evidenced over time. Written feedback is usually provided within two weeks of the assessment. Assessments are also followed up with whole-class verbal feedback. Feedback is given which refers to areas of success and areas of development. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing.
KS5	
Classwork	KS5 classwork is assessed using a range of self, peer and teacher assessment. This could be verbal feedback through the use of questioning during the lesson or written feedback. Digital resources, including Google forms, Quizlet, EdPuzzle and Quotation Quizzes, are frequently used to assess understanding and provide instant feedback to students.
Homework	In KS5 Students will have one task-based homework per week. These may be wider reading, research, annotation or writing tasks. Homework will usually be self or peer assessed, but whole class verbal feedback may be given where appropriate. Homework tasks will often be digital tasks, which self-mark and provide feedback.
Formative assessment	All students in KS5 have 2 half termly formative reading assessments (one from each teacher) set in advance of and linked to the summative assessment. This may be completed electronically using the classwork assessment tool on the Google Classroom. This work is teacher-assessed after the lesson. Feedback is progress focused and written feedback is provided, which links to their improvement targets. Students complete an

	<p>SRT on their formative assessment. All assessments are kept in the student's individual folders. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing.</p>
<p>Summative assessment</p>	<p>All students in KS5 complete 2 half termly reading assessments (one from each teacher). These are graded according to A Level assessment criteria. Students keep their assessments in their subject folders. Written feedback is usually provided within two weeks of the assessment. Assessments are also followed up with whole-class verbal feedback. Feedback is given on reading feedback sheets which include areas of success and areas of development. All students take part in the self/peer/teacher marking process as we believe that it is vital that students interact with their writing. Students are also allocated a 1-2-1 session during registration time once every term.</p>

Subject	History
Head of Department	Mike Philippou
Email contact	mphilippou@hitchinboys.co.uk
KS3	
Classwork	Classwork is most commonly self or peer-assessed. Teacher assessment may occasionally be used if students have completed a longer, written piece of work. A combination of AfL strategies are used throughout the lessons and whole class verbal feedback may be given where appropriate.
Homework	Homework is set as and when it is deemed appropriate. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. If homework is completed in folders, then feedback will usually be provided in the following lesson. If homework is set via an online platform then feedback can be found via Google classroom. We often use EdPuzzle/Blooket which are automatically marked. If students complete their homework and are looking to stretch themselves further they can complete tasks from the History Super Curriculum.
Formative assessment	Digital resources, including EdPuzzle/Seneca/Blooket/Google Forms and a wide range of quizzes, are frequently used to assess understanding and provide instant feedback to students. Whole class verbal feedback is typically used as a follow up to this type of task. Students may also receive a score/percentage.
Summative assessment	Every student completes an exam-based assessment, as well as a factual recall assessment every half term with a GCSE examination question based on the content of their course of study. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. At KS3 students receive feedback against criteria which is based on assessment objectives. Feedback will be given on the appropriately designed feedback sheet or online using rubrics on Google Classroom, where students can identify their area of success and areas of development.
KS4	
Classwork	As above for KS3.
Homework	Homework is set weekly and will be set on Google classroom for students to complete. Homework tasks will vary in content and requirement. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. If homework is completed in folders, then feedback will usually be provided in the following lesson. If homework is set via an online platform then feedback can be found via Google classroom. We often use EdPuzzle/Blooket which are automatically marked. If students complete their homework and are looking to stretch

	themselves further they can complete tasks from the History Super Curriculum.
Formative assessment	Digital resources, including EdPuzzle/Seneca/Blooket/Google Forms and a wide range of quizzes, are frequently used to assess understanding and provide instant feedback to students. Whole class verbal feedback is typically used as a follow up to this type of task. Students may also receive a score/percentage.
Summative assessment	Every student completes an exam-based assessment based on the content of their course of study. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. At KS4 students receive feedback against criteria which is based on assessment objectives. Feedback will be given on the appropriately designed feedback sheet or online using rubrics on Google Classroom, where students can identify their area of success and areas of development. Furthermore, students will complete mock examinations where they will complete a full examination of both papers in year 10 and a hybrid paper in year 11. It will be teacher assessed and moderated using the Edexcel mark schemes to ensure parity. Students will then be given specific feedback for each question so that they are aware of their AOS/AOD.
KS5	
Classwork	Classwork is most commonly self or peer-assessed. Teacher assessment may occasionally be used if students have completed a longer, written piece of work. A combination of AfL strategies are used throughout the lessons and whole class verbal feedback may be given where appropriate.
Homework	Homework is set weekly and will be set on Google classroom for students to complete. Homework tasks will vary in content and requirement. Homework is assessed using a range of self, peer and teacher assessment. When teacher assessment is used, the timeframe for feedback will differ depending on the task. Essay based homework tasks will usually receive feedback within one week. Feedback to coursework may take up to two weeks. Written feedback will be provided directly on the submitted work and will include feedback on AOS/AOD.
Formative assessment	All students in KS5 complete a topic assessment in the relevant section of each unit and a formal assessment in the second. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. Students are provided with AOS/AOD, linked to assessment criteria and an A Level grade. This written feedback can be found in assessment folders and/or Google Classroom (in a separate assessment folder so it can be easily accessed). We use a standard proforma across the department which links the success criteria to the assessment objectives set out by the Edexcel exam board. The sharing of model answers is also a common approach used to feedback on formal assessments. This helps to focus the 'how to get there' of the end product, showing students the process and construction.

<p>Summative assessment</p>	<p>Every student completes an exam-based assessment, as well as a factual recall assessment every half term with A Level examination questions based on the content of their course of study. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. At KS5 students receive feedback against criteria which is based on assessment objectives. Feedback will be given on the appropriately designed feedback sheet or online using rubrics on Google Classroom, where students can identify their area of success and areas of development. Furthermore, students will complete mock examinations where they will complete a full examination of both papers in year 12 and a hybrid paper in year 13 it will be teacher assessed and moderated using the Edexcel mark schemes to ensure parity. Students will then be given specific feedback for each question so that they are aware of their AOS/AOD.</p>
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Subject	Mathematics
Head of Department	Charlotte Stapleton
Email contact	cstapleton@hitchinboys.co.uk
KS3	
Classwork	We use a range of assessment and feedback methods for classwork. Teachers will circulate the classroom throughout the lesson to identify misconceptions and the teacher might add written comments to exercise books or give verbal feedback to individual learners, but there is no expectation that classwork will be teacher marked. Instead, we encourage the use of live marking throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork and we use highlighters to clearly indicate where learning is understood and where misconceptions remain. These can be easily identified and addressed as the teacher circulates the room. We also use automated marking through digital platforms such as MyMaths, Dr Frost Maths and Blooket.
Homework	All students in KS3 will be set one compulsory homework per week. This will be a retrieval practice task. It will always be set and due on a Monday and can be completed at any time during the week. These homework tasks will be set through a digital platform with automated marking, providing immediate individual feedback. In addition, one lesson starter per week will be used to review and provide whole class verbal feedback on this homework task. Students who would like to access additional home learning could do so via MyMaths or the super curriculum.
Formative assessment	At the end of every topic (usually fortnightly) all learners will complete a topic assessment using a Google form. The topic assessments are low stakes assessments, made up of multiple choice or one-mark questions and these are used as a diagnostic tool by teachers to inform future teaching and by students to identify areas of success and areas of development. The forms use automated marking and learners receive feedback and follow up tasks to any incorrectly answered questions. These are completed during lessons as part of their Student Response Time. They will also complete a feedback sheet that is located electronically in the assessment section of their google classroom. These feedback sheets should be used to prioritise revision for termly assessments.
Summative assessment	All learners will have a formal assessment once per term. These will cover Key Stage 3 curriculum content relevant to their current stage of learning. These are paper based assessments where marks will be awarded for written workings. These will be marked by the class teacher within a week of the assessment taking place. There are no levels at KS3, so learners will receive a mark and this will be followed up with detailed question level analysis to enable learners to identify areas of success and areas of development. Student Response Time will be used to provide feedback in

	key areas of development and relevant follow-up questions will be provided for learners to further practice these skills. This feedback will be recorded on a paper feedback sheet that can be found in exercise books.
KS4	
Classwork	See KS3
Homework	<p>All students in KS4 will be set a retrieval practice task for homework each week. It will always be set and due on a Monday and can be completed at any time during the week. These homework tasks will be set through a digital platform with automated marking, providing immediate individual feedback. In addition, one lesson starter per week will be used to review and provide whole class verbal feedback on this homework task.</p> <p>An additional homework task per week may be set at the class teachers' discretion. This could be either a preparation, practice or extension task and an appropriate deadline will be set.</p> <p>Students who would like to access additional home learning could do so via MyMaths or the super curriculum.</p>
Formative assessment	See KS3
Summative assessment	<p>All learners will have a formal assessment once per term. We use adapted past GCSE papers that cover Key Stage 4 curriculum content relevant to their current stage of learning. These are paper based assessments where marks will be awarded for written workings. These will be marked by the class teacher, usually within a week of the assessment taking place (this may take longer if it is a formal mock examination and moderation is required). Learners will receive a mark and a current working grade* and this will be followed up with detailed question level analysis to enable learners to identify areas of success and areas of development. Student Response Time will be used to provide feedback in key areas of development and relevant follow-up questions will be provided for learners to further practice these skills. This feedback will be recorded on a paper feedback sheet that can be found in exercise books.</p> <p>*The current working grade is based on the proportion of covered content they answered correctly. You should expect this to be close to their target grade if they are making sufficient progress.</p>
KS5	
Classwork	<p>We use a range of assessment and feedback methods for classwork. Teachers will circulate the classroom throughout the lesson to identify misconceptions and the teacher might add written comments to work or give verbal feedback to individual learners, but there is no expectation that classwork will be teacher marked. Instead, we encourage the use of live marking throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork using model answers, mark schemes etc. We also use automated marking through digital platforms such as MyMaths and Desmos.</p>

<p>Homework</p>	<p>After each subtopic all students will be set MyMaths tasks to complete as homework that week, they will also receive exam questions on Dr Frost Maths about each subtopic, to be completed by the end of the unit in preparation for their end of unit review. Both of these will be compulsory and will be monitored by staff.</p> <p>Prerequisite tasks will be available on MyMaths, along with video tutorials to watch, ahead of each unit. These will be compulsory for the students identified as needing additional support in the start of year algebra assessment, completion will be monitored by intervention class staff. These tasks will be available for all other students as independent learning resources but will not be compulsory.</p> <p>Homework tasks and prerequisite tasks will be set through a digital platform with automated marking, providing immediate individual feedback. Teachers will also be able to view work and provide additional feedback on both of the platforms used.</p> <p>An additional homework task per week may be set at the class teachers' discretion. This could be either a preparation, practice or extension task and an appropriate deadline will be set.</p>
<p>Formative assessment</p>	<p>During each half term learners will complete a half-term assessment. These will consist of exam-style questions that cover content relevant to that half term's topics. These are paper based assessments where marks will be awarded for written workings. These will be marked by the class teacher, usually within a week of the assessment taking place. These are used as a diagnostic tool by teachers to inform future teaching and by students to identify areas of success and areas of development. Learners will receive a mark and a grade and this will be followed up with detailed question level analysis to enable learners to identify areas of success and areas of development. Student Response Time will be used to provide feedback in key areas of development, make corrections and/or complete relevant follow-up questions to further practice these skills. This feedback will be recorded on a paper feedback sheet that can be found in student folders.</p>
<p>Summative assessment</p>	<p>Mock examinations take place in the Summer term for year 12 and in the Spring term for year 13. The mock examination for year 12 will use full past papers to examine all AS content across both the pure and applied topics. The mock examination for year 13 will use a single full past paper to examine all A-level pure content as the applied content will not be fully covered at this stage. These are paper based assessments where marks will be awarded for written workings. These will be marked by the class teacher, usually within a week of the assessment taking place (although this may be longer if moderation is required). Learners will receive a mark and a grade and this will be followed up with detailed question level analysis to enable learners to identify areas of success and areas of development. Student Response Time will be used to provide feedback in key areas of development, make corrections and/or complete relevant follow-up questions to further practice these skills. This feedback will be recorded on a paper feedback sheet that can be found in student folders.</p>

Subject	MFL
Head of Department	Cindy Johnson
Email contact	cjohnson@hitchinboys.co.uk
KS3	
Classwork	We use a range of assessment and feedback methods for classwork. If appropriate, classwork is most commonly self or peer-assessed. Teacher assessment may occasionally be used if students have completed a longer written piece of work. For longer pieces of writing, students receive individual or class feedback which highlights most common errors and misconceptions and provides time for students' response.
Homework	Homework is set once a week. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. Some homework tasks may be set using an online platform, in which immediate feedback is provided. Retrieval learning homework (i.e. vocabulary tests) or homework completed in exercise books will be self-assessed during the following lesson. If students complete their homework and are looking to stretch themselves further they can complete tasks from the MFL Super Curriculum.
Formative assessment	Vocabulary and grammar are assessed throughout each lesson and via homework tasks. Digital resources, including Google Forms, Quizlet, Quizizz, Blooket, etc., are frequently used to assess understanding and provide instant feedback to students. Translation tasks are often used to consolidate the understanding of grammar concepts and are self-assessed in class.
Summative assessment	Students undertake a range of half termly assessments covering a variety of skills. These assessments are teacher assessed and feedback is usually given within a week of the assessment. The department uses a standard proforma to give feedback to students. These can be found in the students' exercise books and include Areas of Success and Areas of Development (AOS/AOD), linked to assessment objectives. Students are given time to respond to this feedback during the lesson.
KS4	
Classwork	See KS3 for further details.
Homework	At KS4, homework is set once or twice a week. See KS3 for further details.
Formative assessment	See KS3 for further details.
Summative assessment	Students undertake a range of half termly assessments covering a variety of skills using GCSE past papers or GCSE-type tasks. These

	<p>assessments are teacher assessed and feedback is usually given within a week of the assessment. However, this may take longer if it is a formal mock examination and moderation is required. The department uses a standard proforma to give feedback to students which can be found in exercise books and links the success criteria to the assessment objectives set out by AQA exam board. Students will be given time in lessons to read and respond to their Areas of Success and Areas of Development (AOS/AOD).</p>
<p>KS5</p>	
<p>Classwork</p>	<p>See KS3 for further details.</p>
<p>Homework</p>	<p>Homework is set at least once a week. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. Some homework tasks may be set using an online platform, in which immediate feedback is provided. Retrieval learning homework (i.e. vocabulary tests) or homework completed in exercise books will be self-assessed during the following lesson. At KS5, homework is more regularly teacher assessed and includes Areas of Success (AOS) and Areas of Development (AOD) when appropriate. Teachers also use exam board success criteria when relevant to the task. This feedback can be recorded in folders, exercise books or electronically, depending on the nature of the task. If students complete their homework and are looking to stretch themselves further they can complete tasks from the MFL Super Curriculum.</p>
<p>Formative assessment</p>	<p>See KS3 for further details.</p>
<p>Summative assessment</p>	<p>Students in KS5 undertake formal half-termly assessments. These assessments are teacher assessed and feedback is usually given within two weeks of the assessment. Students will receive written feedback, including AOS/AOD and reference to mark schemes/assessment criteria. Written feedback is recorded in the students book or electronically and referred to exam board mark schemes.</p>

Subject	Music
Head of Department	Hannah Strachan
Email contact	hstrachan@hitchinboys.co.uk
KS3	
Classwork	<p>All classwork contributes towards a half termly* project. The main delivery of teacher feedback is verbal, meaning that there is a constant dialogue throughout lessons.</p> <p>Written feedback is given where appropriate, through a combination of self, peer and teacher assessment.</p> <p>We use a great deal of modelling and exemplar work to enable students to complete tasks.</p> <p>*3 projects over a term for year 7.</p>
Homework	Homework is not set at KS3.
Formative assessment	Learners in KS3 undertake regular peer assessed performances. Immediate feedback is given at the end of each performance. Typically, students are provided with AOS/AOD. This feedback is not recorded, but is used to create a dialogue for the whole class to enable students to refine their own practice.
Summative assessment	In years 8 & 9, students only have music once a week and complete half-termly projects. We give summative feedback once a half term for these year groups. Year 7 is similar but we see them for 3 hours a fortnight, so summative feedback is more frequent, as they cover more SoL. AOS/AOD is a commonly used form of feedback, typically given against mark schemes and/or assessment criteria.
KS4	
Classwork	Verbal feedback is regularly given throughout the lesson during practical work. Written classwork often contributes towards coursework, for which there is constant 1:1 dialogue. Teachers' assessment and feedback is provided every few weeks commonly using AOS/AOD and, where appropriate, with reference to mark schemes and/or assessment criteria. We use modelling and exemplar work to enable students to complete tasks.
Homework	Homework at KS4 is set and teacher assessed weekly and written feedback is provided using AOS/AOD and, where appropriate, with reference to mark schemes and/or assessment criteria. Written feedback is given in workbooks or electronically via google classroom.
Formative assessment	For lessons spent on NEA, students are given regular, verbal teacher feedback, which is not recorded, although students are encouraged to take notes where appropriate.

	<p>Students are required to take notes in set works lessons, and teachers provide guidance on how to do this effectively and may give students verbal feedback on the quality of their notes.</p>
Summative assessment	<p>Assessment at KS4 takes the form of assessed performance, composition coursework, and practice exam questions.</p> <p>Performing coursework is assessed as one practice in year 10 and one final assessment in year 11, although students can 'resit' this if it goes wrong.</p> <p>Composition coursework is assessed 3 or 4 times before the final submission.</p> <p>Other assessments are done roughly every half term, although this varies due to some students taking the course in reduced time.</p> <p>Written teacher feedback is provided, using AOS/AOD with reference to mark schemes and/or assessment criteria provided by the exam board.</p> <p>Feedback is typically provided within one week of the assessment.</p> <p>Feedback proformas could be provided in student workbooks, electronically via google classroom, or on a printed sheet.</p> <p>Performing and composing coursework are internally marked and externally moderated.</p>
KS5	
Classwork	<p>Written classwork usually takes the form of discussion, note-taking and research. Sometimes, students work collaboratively on shorter tasks and verbal feedback (teacher and peer) is usually employed here. There is no expectation for teachers to mark classwork, unless it takes the guide of a formal assessment</p>
Homework	<p>Homework at KS5 is set and teacher assessed weekly and written feedback is provided using AOS/AOD and, where applicable, with reference to mark schemes and/or assessment criteria. Written feedback is given in workbooks or electronically via google classroom.</p>
Formative assessment	<p>Occasional informal performances and review of compositions is used to provide peer and teacher feedback. This feedback is provided verbally, typically using AOS/AOD with reference to mark schemes and/or assessment criteria, immediately following performances.</p>
Summative assessment	<p>All formal summative assessment is teacher assessed and learners are provided with written feedback, typically within one week of the assessment, including AOS/AOD with reference to mark schemes and/or assessment criteria. Feedback proformas are given in workbooks or electronically via google classroom. This usually takes place each time a set work is completed, roughly every half term.</p> <p>Performing and composing coursework are externally marked.</p>

Subject	PE
Head of Department	Pete Cornell
Email contact	pcornell@hitchinboys.co.uk
KS3	
Classwork	NA
Homework	None set. Students who would like to access additional home learning could do so via the super curriculum.
Formative assessment	Formative assessment is the main bulk of assessment at KS3. Peer feedback, self-assessment and verbal feedback from staff. This is done on a lesson by lesson basis. Year 7+8 will be receiving an assessment pack via GoogleDrive. They will create their own copy which will be completed throughout the year. For each unit, they will analyse their Areas of Strength and Areas of Development and set targets for the following year.
Summative assessment	After each unit pupils will receive a score for that activity. These will feedback into the annual progress checks. This will be recorded in their personal assessment pack. Progress checks are inputted routinely throughout the year in line with the school assessment points.
KS4	
Classwork	Students will regularly complete an exam-based question in lessons. This is usually self or peer marked. Teachers will mark these when appropriate, if more detailed feedback is required. This will be completed in students' books, or on their Google Classroom.
Homework	Set when appropriate. Homework will generally require students to complete a class-based task or an exam style question to reinforce the learning from the previous lesson. This will be marked in the following lesson (or on the deadline given). Feedback will refer to the mark scheme related to the question or Areas of Strength and Development for that piece of work.
Formative assessment	Pupils will be given a lot of verbal feedback throughout lessons. Peer assessment and collaborative working play a key part in our delivery and formative assessment.
Summative assessment	Students will be given half termly assessments to test the content that has been delivered. These will be marked by their teacher, with specific feedback given around AO1 content knowledge, application to the questions or general exam technique.

	In addition, there will also be a mock exam and mock PEP in year 10, with two further mock examinations in year 11. After each mock, pupils will RAG rate their exams, see which areas of the exam they scored highest and lowest. Teachers will then give feedback as to how they could improve their score.
KS5	
Classwork	Students will regularly complete an exam-based question in lessons. This is usually self or peer marked.
Homework	Homework is set on a weekly basis, with deadlines set for either the next lesson or an appropriate time for the work needed. This will be marked or peer assessed, with verbal or written feedback given to students. Often this will be an exam style question or extension of class-based activities.
Formative assessment	Pupils will be given a lot of verbal feedback throughout lessons. Peer assessment and collaborative working play a key part in our delivery and formative assessment.
Summative assessment	Students will be given half termly assessments to test the content that has been delivered. In addition, there will also be a mock exam in year 12, with two further mock examinations in year 13, plus a mock EAPI in March of Yr13.

Subject	Science
Head of Department	Troy Warman
Email contact	twarman@hitchinboys.co.uk
KS3	
Classwork	<p>Classwork is assessed using a range of self, peer and teacher-led assessment. This is undertaken throughout the lesson to monitor progress. Teachers will identify misconceptions through questioning and whilst they may add written comments to exercise books or give verbal feedback to individual learners, there is no expectation that classwork will be teacher marked. Instead, we encourage the use of self/peer marking throughout lessons, which provides immediate feedback to tasks. Learners will use different coloured pens to show work that has been peer/self-marked during the lesson.</p>
Homework	<p>Homework is given once a week. Homeworks will alternate between a written task to be self/peer-marked at the beginning of a future lesson and self-marking tasks set via digital platforms such as Edpuzzle and Educake.</p> <p>In addition to this, there will also be occasional project-based work, which involves making a scientific model e.g. of a cell or cut-through of the Earth.</p> <p>Feedback on homework is most commonly delivered verbally, following completion. Areas for development (AoD) are highlighted and reference is often made to model answers or mark schemes.</p> <p>In the lead up to the end of term assessment, the immediate homework will be revision-based tasks such as Seneca.</p>
Formative assessment	<p>At the end of every topic, all learners will complete a topic assessment using a Google form. "Knowledge checks" are low stakes assessments, made up of multiple-choice questions only, to be used as a diagnostic tool by teachers to inform future teaching and by students to identify areas of success and areas of development. The forms use automated marking and learners receive feedback automatically and follow up tasks to any incorrectly answered questions. Immediately following their assessment, students will complete an online feedback sheet. which will contain a record of their AoD's and their responses.</p>
Summative assessment	<p>All learners will have a formal assessment once per term. These will cover Key Stage 3 curriculum content relevant to their current stage of learning, along with some questions about the feeder topics they are studying currently (e.g. In reactions of metals and acids, it is reasonable to ask about identifying chemical reactions). These are paper based assessments and will be marked by the class teacher within a week of the assessment taking place. Learners will receive a mark and an indication if they are making expected progress. This will be followed up with a detailed set of response tasks to enable learners to identify areas of</p>

	success and areas of development. Student Response Time will be spent working through these tasks. Feedback will be recorded on a paper feedback sheet that can be found in exercise books.
KS4	
Classwork	See KS3.
Homework	Homework is to be set weekly - 1 piece of homework for each subject (Biology, Chemistry and Physics) Homeworks will alternate between a written task to be self/peer-marked at the beginning of a future lesson (mostly featuring exam questions such as longer answer 6 markers to help prepare students and get them used to using exam questions as part of good practice) and self-marking tasks set via digital platforms such as edpuzzle and educake.
Formative assessment	Use of questioning and circulation in class. Teachers are encouraged to use short quizzes, whiteboard tasks and kahoot/blooket activities to identify any misconceptions.
Summative assessment	All students undertake an end of module exam each half term. These are teacher assessed and students would typically receive written feedback within one week of the assessment. AoS & AoD is a commonly used form of feedback, typically given against assessment criteria and/or mark schemes. Students in KS4 will also be given a current working GCSE grade. There is standard pro-forma on the front page of the assessment for this feedback which has both AoS and AoD that is used across the department. All students in KS4 will also complete an annual mock exam. Students should expect to receive feedback as outlined above, but this can typically take up to two weeks following the assessment.
KS5	
Classwork	We use a range of assessment and feedback methods for classwork. Teachers will circulate the classroom throughout the lesson to identify misconceptions and the teacher might add written comments to work or give verbal feedback to individual learners, but there is no expectation that classwork will be teacher marked. Instead, we encourage the use of live marking throughout lessons, which provides immediate feedback to tasks. Learners will peer or self-assess classwork using model answers, mark schemes etc.
Homework	Homework is set at least once a week for each class; to be shared by all teachers of that group, with exercises and examples of exam questions to work through. Mark schemes are provided for self-assessment, and general feedback provided during lessons.
Formative assessment	See KS4 for further details.

<p>Summative assessment</p>	<p>Mock examinations take place in the Summer term for year 12 and in the Spring term for year 13. The mock examination for year 12 will use full past papers to examine all AS content across both the pure and applied topics (both “breadth” and “depth”). The mock examination for Yr13 differs from Yr12 as it will be an amalgamation of the 3 papers completed at the end of Yr13. These are paper based assessments where marks will be awarded for written workings. These will be marked by the class teacher, usually within a week of the assessment taking place (although this may be longer if moderation is required). Learners will receive a mark and a grade and this will be followed up with detailed question level analysis to enable learners to identify areas of success and areas of development. Student Response Time will be used to provide feedback in key areas of development, make corrections and/or complete relevant follow-up questions to further practice these skills.</p>
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Subject	Social Sciences (Geography, Religious Studies, Psychology and Sociology)
Head of Department	Kelly Graham
Email contact	kgraham@hitchinboys.co.uk
KS3	
Classwork	Classwork is most commonly self or peer-assessed. Teacher assessment may occasionally be used if students have completed a longer, written piece of work. A combination of AfL strategies are used throughout the lessons and whole class verbal feedback may be given where appropriate.
Homework	Homework is set once a week. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. If homework is completed in folders, then feedback will usually be provided in the following lesson. If homework is set via an online platform then feedback can be found via Google classroom. We often use Google forms/EdPuzzle which are automatically marked. If students complete their homework and are looking to stretch themselves further they can complete tasks from the Geography Super Curriculum.
Formative assessment	Digital resources, including Google forms and a wide range of quizzes, are frequently used to assess understanding and provide instant feedback to students. Whole class verbal feedback is typically used as a follow up to this type of task. Students may also receive a score/percentage.
Summative assessment	All students in KS3 complete a mid-topic assessment in the first half term of each term and a formal assessment in the second. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. At KS3 students receive feedback against criteria which is based on assessment objectives. Students are also provided with Areas of Success and Areas of Development (AOS/AOD), linked to assessment criteria. This written feedback can be found in their folders or on Google classroom (in a separate assessment folder so it can be easily accessed). We use a standard proforma across the department which links the success criteria to the assessment objectives. Student response time (SRT) is built into lessons.
KS4	
Classwork	See KS3 for further details.
Homework	Homework is set once or twice a week, when appropriate. A range of approaches are used to provide feedback on homework tasks, depending on the task itself. If homework is completed in folders, then feedback will usually be provided in the following lesson. If homework is set via an online platform then feedback can be found via Google classroom. We

	often use Google forms which are automatically marked. If students complete their homework and are looking to stretch themselves further they can complete tasks from the Geography Super Curriculum.
Formative assessment	See KS3 for further details.
Summative assessment	All students in KS4 complete a mid-topic assessment in the first half term of each term and a formal assessment in the second. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. Students are provided with AOS/AOD, linked to assessment criteria and a GCSE grade. This written feedback can be found in folders and/or Google classroom (in a separate assessment folder so it can be easily accessed). We use a standard proforma across the department which links the success criteria to the assessment objectives set out by AQA exam board. The sharing of model answers is also a common approach used to feedback on formal assessments. This helps to focus the 'how to get there' of the end product, showing students the process and construction.
KS5	
Classwork	See KS3/4 for further details.
Homework	Homework is set at least once a week and when appropriate. Students are often set further reading alongside. Homework at KS5 is often teacher assessed. Feedback will usually be provided in the next lesson, but otherwise within a week of completion. A range of methods are used for this feedback, including verbal and written and in some cases, may also be graded. When written feedback is provided, this is usually given by AOS/AOD. This feedback could be recorded in folders or electronically, depending on the nature of the task.
Formative assessment	In addition to the approaches outlined in KS3, frequent low stakes assessment is used at KS5 to assess understanding of key terms. This is often in the form of matching tasks and electronic feedback is usually provided via Google forms etc. This type of low stakes assessment will usually assign a mark or percentage.
Summative assessment	All students in KS5 complete a mid-topic assessment in the first half term of each term and a formal assessment in the second. These assessments are teacher assessed and students will typically receive written feedback within one week of completing the assessment. Students are provided with AOS/AOD, linked to assessment criteria and a grade. We use a standard proforma across the department which links the success criteria to the assessment objectives set out by AQA exam board. These feedback sheets can be found in their folders/on Google classroom (in a separate assessment folder so it can be easily accessed). The sharing of model answers is also a common approach used to feedback on formal assessments. This helps to focus the 'how to get there' of the end product, showing students the process and construction.

Subject	Technology
Head of Department	David Hassett
Email contact	dhassett@hitchinboys.co.uk
KS3	
Classwork	We use a range of peer and teacher assessment to offer feedback throughout lessons. Digital resources are also used, which provide immediate electronic feedback. When working on a practical task, feedback is given verbally throughout the lesson as and when it is needed, this will identify areas of success and areas for development.
Homework	Homework is set at KS3 when appropriate for the topic being covered, but will average out as once a fortnight over the course of an 8- or 10-week rotation- e.g. This could be 1 piece per week for the first 3 weeks then a break during practical tasks and 1 to 2 pieces for evaluation. Homework will be peer or teacher assessed. If written feedback is provided then this will take place fortnightly or half termly as appropriate, but whole class verbal feedback is often used to feedback on homework at the beginning of the next lesson. Written feedback on homework is given either in student workbooks or online via google classroom, depending on the task set. Written feedback will focus on areas of success and areas for development at KS3. Recommended time to be spent on each homework task in D&T is 30-40 mins.
Formative assessment	We use a range of google form quizzes and rubrics that provide immediate feedback to students. Formative assessment also occurs in one to one discussion throughout lessons.
Summative assessment	All students complete a half termly assessment at the end of each unit/topic. This could be either a research, planning or design task. These assessments are teacher assessed and students receive written feedback providing information on areas of success and areas for development with reference to assessment criteria. This feedback is recorded in student workbooks or provided electronically via google classroom.
KS4	
Classwork	In addition to the approaches outlined in KS3, students in KS4 also receive a one-to-one discussion to discuss progress and areas for development on a half termly basis as well as when required for the topic being covered. Written feedback, addressing areas of success and for development, can be found via the comments on google classroom.
Homework	Homework is set on average once per fortnight at KS4, this homework often contributes to students' ongoing project work but may also take the form of theory revision such as practice exam questions. Written teacher feedback is provided half-termly via the Google classroom comments linked to the assessment criteria.

Formative assessment	We use digital resources such as 'Seneca learning' and the Focus eLearning app to provide immediate self-assessed feedback to learners through the form of end of topic quizzes/reviews as well as providing group feedback on areas of misconception.
Summative assessment	All students complete a half termly assessment at the end of each unit/topic. These assessments use past GCSE papers. These assessments are teacher assessed and students receive written feedback providing a grade and information about AOS and AOD with reference to assessment criteria/mark schemes. This is recorded using a 'Rubric' system accompanied by individual comments on Google Classroom.
KS5	
Classwork	Feedback on classwork is provided regularly throughout lessons. Tasks completed in class are checked and feedback is provided verbally and/or through group discussion. Area of development is sometimes provided by peers.
Homework	Homework is set at KS5 on a weekly basis and is either theory based or forms part of the ongoing NEA/coursework. This is set and handed in via Google classroom.
Formative assessment	In addition to the information provided for KS3 & KS4, we often use quizzes at the beginning of lessons to recap prior learning. Feedback to this is verbal at the end of the task.
Summative assessment	All students complete a half-termly assessment at the end of each unit/topic. These assessments use past A-level paper questions or part NEA criteria. These assessments are teacher assessed and students receive written feedback providing a grade and information about areas for development with reference to assessment criteria/mark schemes, typically within two weeks of completion. This is recorded via the assignment on Google Classroom.