



ASSESSMENT, FEEDBACK AND REPORTING POLICY

Rationale

The aims of this policy are to:

- define the purposes of assessment in the school and describe the range of assessment practice that takes place
- emphasise that assessment is essentially a positive process which is about motivating students to achieve increasingly challenging learning outcomes
- establish a consistent approach to the way the learners receive feedback so that students feel their work is valued and they have a clear understanding of how well they are doing and what they need to do to improve.
- ensure all students receive feedback regularly to help them to make good progress.
- ensure that our reporting system is clear to students and parents.
- provide support and guidance to colleagues in assessing students' work. All our interactions with students should be positive and focussed on enabling them to eliminate weaknesses in performance, accentuate positives and achieve higher standards.

Subject area policies

Each subject area has a separate Assessment and Feedback Policy to supplement this whole school policy. This policy should include details of:

- Frequency of detailed marking and monitoring of students' work
- Criteria by which students work will be assessed (these should be displayed in classrooms and be available to parents through the website)
- The nature of homework tasks set, how they will be assessed and the expected level of feedback
- The systems which ensure consistency of teachers' assessments within the department
- Record-keeping and how the department uses student records to inform progress, planning and reporting
- How students are involved in tracking their own progress and improving their own work.

To ensure clarity and consistency, the subject area policies must not conflict with the contents of this policy.

Our policy is divided into three sections: assessment, feedback and reporting. It is also supplemented by a number of appendices to give further clarity and advice.

Section 1 Assessment

Within the context of this policy, assessment relates to any piece of work that is graded or explicitly used to make judgements on student attainment.

Purpose

While the purpose of assessment varies according to the nature of the task or work set, it should normally serve one or more of the following functions:

- assist, monitor and support the student's learning
- assist student and teacher to identify strengths and areas for improvement
- assist teachers in evaluating their teaching so that schemes of learning can be modified and lessons planned more effectively, focussing on learning needs and outcomes
- provide information about progress and achievement of individual students for themselves, parents, staff and any other interested parties
- be accountable to others for their own performance, both within the context of performance management and wider school systems

The Assessment Framework

Overview

- The assessment process is co-ordinated at a whole school level by a member of the Senior Leadership Team, in close liaison with Subject Leaders.
- Minimum expected grades (MEGs) are set for each student to reach by the end of Year 11 (for students in Years 7-11) or Year 13 (for post-16 students). MEGs for Years 7-11 will be on a 1.0-9.9 scale, whereas those for post-16 students will be A*-E.
- Assessment opportunities are provided throughout the Schemes of Learning provided by Subject Leaders and are on each department's assessment calendar
- Assessment is carried out by all teachers according to subject specific requirements.
- Assessment should be based on criteria which are known in advance to students and parents. For this reason, assessment is built into curriculum planning.

Minimum Expected Grade (MEG)

Each student will have a Minimum Expected Grade for each subject s/he studies. The MEG is an end of key stage **minimum** expectation based on data received from Fischer Family Trust. Where possible staff will be issued with the MEG when class sets are issued at the start of September. MEGs for all students are accessible to all teaching staff, with training available to ensure that staff understand how they are generated and are clear about their use.

Please be aware that a MEG is a minimum expected grade and staff should challenge students to exceed this grade/level.

Variation between subject areas

It is acknowledged that different subject areas will need to assess students' work in a number of different ways. The degree to which students have assimilated new knowledge may be determined by using a written test, whereas the extent to which new skills have been developed may be assessed by an oral presentation, or making an artefact, etc. Subject Leaders will determine the way in which student progress will be best determined within their own areas.

When written assessments are employed, it will be important that students are aware in advance of what will be assessed. A checklist of "what you should know" must be available for each assessment of this type. Whilst it may, at times, be helpful to "normalise" the results of such assessments to ensure an appropriate distribution of grades across a year group, it is vital that whenever possible published grade boundaries are used to ensure comparability with national standards. Appropriate steps must be taken to ensure that the assessment of current progress reported to parents is valid when compared to these national standards.

In some subject areas, especially those that are skills-based, it may be helpful to develop Key Performance Indicators (KPIs) to assess student attainment. These may be developed on a topic by topic basis and should indicate to students the skills or attributes that they need to demonstrate to be assessed as having achieved a given standard. The KPIs for each term/year should be readily accessible to students and parents. In Years 7-11 it is appropriate for Subject Leaders to instruct their colleagues to enter, for example, 60, 63 or 67 to indicate that a student (at any point in Years 7 to 11) is on track to just attain, securely attain or is close to exceeding a grade 6 by the end of Year 11 (if they continue to work in the current manner).

The benefit of using KPIs

- Students and parents/carers will get detailed information on specific areas for development.
- Any gaps in knowledge can be addressed quickly and strategically.
- Reports on progress to parents will be based on the skills needed to secure progress
- Marking and feedback will be specific to those KPIs learnt and those not learnt; this will focus the minds of students for DIRT (Dedicated Improvement and Reflection Time)
- Students will be chosen for intervention based on which KPIs have not been learnt.

Consistency between subject areas

It is expected and understood that each subject area may adopt its own conventions and practices for assessing and grading students' work, as appropriate to the skills and examination formats of that subject. However:

- it is expected that teachers within a subject area should adopt consistent policies and practices and that students understand the basis upon which grades are awarded in each subject. If Key Performance Indicators (KPIs) are used, clear and published criteria should be used to accompany assessed work;
- in Years 10-13 written assessments are based upon past examination questions and use the published mark scheme (for newly published specifications questions and mark schemes from the most closely aligned predecessor specification should be used, ensuring that all content is required by the new specification);
- key assessments take place **at least** once per term and be integrated into the Scheme of Learning (and are not undertaken simply to correspond to the time when data is harvested for reporting purposes);
- assessments take place in conditions similar to "exam conditions" as appropriate and wherever possible to simulate "real" scenarios;
- assessments are consistent across subject areas according to year group;
- assessments are recorded at departmental level;
- **the recorded assessments are such that they may be readily compared to the MEGs** – this means that if a student is on track to achieve a grade 7 by the end of Year 11 throughout Years 7 to 11, the marks entered into the SIMS mark book should all be within the 70-79 range;
- the results of assessments are used to report progress to parents and prompt early intervention.

Recording the results of assessments

The recording of pupils' attainment is an essential part of the overall process. It enables progress to be followed, informs planning and ultimately enables judgements about students' progress.

At least once every half-term one substantial formal assessment will take place and the mark as a percentage achieved should be recorded in the electronic mark book on SIMS.

Recorded percentage	Reported value	End of key stage 4 equivalent	End of key stage 5 equivalent
90-99	9.0-9.9	9	A*
80-89	8.0-8.9	8	A
70-79	7.0-7.9	7	B
60-69	6.0-6.9	6	C
50-59	5.0-5.9	5	D
40-49	4.0-4.9	4	E
30-39	3.0 -3.9	U	U

Subject Leaders will be responsible for ensuring assessments are standardised and that there is consistency and moderation of assessments across the department. They will also be responsible for setting subject specific deadlines for the entering of assessment outcomes into SIMS.

Dates for the harvesting of data from the SIMS electronic mark book for use in reports will be published annually in the school calendar.

Section 2 Feedback

We recognise that teachers' feedback on students' progress and attainment and students' assessment of their own progress and attainment are central to the learning process. The focus of feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills. While the purpose of feedback varies according to the nature of the task or work set, it should normally serve one or more of the following functions:

- to praise and reinforce achievement;
- to ensure that the work has been completed correctly and to the standard expected;
- to ensure that the student has understood the work and to give guidance on inaccuracies or misunderstandings;
- to give specific guidance on how the student can improve future work;
- to challenge the student into further dedicated improvement and reflection time (DIRT).

Verbal feedback

Verbal feedback is a valuable form of formative feedback. Some subject areas may use this type of feedback more frequently because of the nature of their subject. For example, in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.

The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given when possible

Written feedback

There are three main types of written feedback that teachers can use and students can expect to see. The frequency of each type that is used will vary between subject areas and key stages. Agreed minimums should be clear in the marking policies of each subject area.

1. **Acknowledgment marking** – checking that the work has been completed and that there are no obvious mistakes that need correcting.
2. **Quality marking by students** -Peer and self-assessment.
3. **Quality teacher marking** – "SAGE".

Acknowledgment marking

Light touch/"tick and flick"/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers may acknowledge such work variously through the use of an attitude to learning grade, ticks, simple marks or corrections and/or brief attainment based comments.

Quality marking by students - Peer and self-assessment

This can be a useful activity if done in an environment where students have been taught to do this in a safe environment. Opportunities **should be** built into the Scheme of Learning to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This could be done in a coloured pen (other than red; usually green or purple) to highlight it is student marking and not teacher marking (which should be in red).

Quality teacher marking

Teacher marking should be in **red** ink.

Feedback should be given in accordance with the principles of **SAGE**

S Strengths	These need to be subject specific so that students can understand why this is good practice in order to replicate this in future work.
A Attitude	on an A - D scale, with A representing Outstanding, B Good, C Some Concerns and D highlighting Disrupted Learning (see below)
G Grade	the use of grades (1-9 or A*-E) may be given at the discretion of the teacher where they feel that this will enhance the development and learning of the student (teachers should be aware that students may focus on the summative grade rather than the formative comment)
E Even better when...	Targets for improvement need to be specific and focused. Teachers should aim to avoid vague terms such as “try harder” or “give more detail” without explicit strategy or detail to go alongside such comments. The comment may be supplemented by a question for the student to address subsequently.

D.I.R.T- “Dedicated Improvement and Reflection Time” should be built in to schemes of learning to allow students to respond to the targets for improvement set. This could be a short 5 minute starter activity or as a longer activity within the lesson. It is not the expectation that DIRT be part of every lesson but it is encouraged and seen as best practice when completed effectively.

Attitude to Learning

Students may be awarded an ‘Attitude to Learning’ grade whenever work is assessed. The system employs an A - D scale, with A representing Outstanding, B Good, C Some Concerns and D highlighting Disrupted Learning

The criteria for each grade includes a series of levelled themes throughout, including attention to home learning, classwork, attendance, motivation, focus and commitment to all aspects of the subject.

A Outstanding	<ul style="list-style-type: none">• Highly motivated and achieves at an outstanding personal level• Highly organised and demonstrates independence• Positive in all aspects of learning• Actively engages in all lessons, seeking additional work and guidance• Home learning is completed promptly and to an appropriate level• Attendance and punctuality are excellent
B Good	<ul style="list-style-type: none">• Committed to learning and responds positively to most aspects of the lesson• Generally very well organised and can demonstrate independence• Determined to achieve, demonstrating a keen interest to do well• Completes all home learning to a good standard and usually on time• Attendance and punctuality are good
C Some Concerns	<ul style="list-style-type: none">• Can lack commitment and motivation• Struggles with some organisational skills• At times could be more focussed• Requires significant prompting to achieve in line with target• A number of home learning deadlines have been missed and at times work produced does not reflect ability• Attendance and punctuality will generally be in line with the school’s target

D Learning is Disrupted	<ul style="list-style-type: none"> • Displays little motivation to learn and underachieves compared to ability • Too often off-task and reluctant to engage in learning activities • Attitude to learning is seriously affecting progress • Home learning is rarely completed or inconsistent, despite guidance and help being offered • Attendance and punctuality may be causing a concern
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Marking for literacy

You will not expect to mark/correct every punctuation and grammatical error in every piece of writing. Not every spelling mistake needs to be corrected, but subject teachers should correct spellings of subject specific terms. In the lower school, or for less able pupils, it will be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Marking conventions

Teachers should mark in red. Students should self or peer assess, or respond to targets for improvement in a coloured pen (other than red)

Mark	Means...
Sp + underline	Correct this spelling
P	Punctuation error
Gr	Grammatical error
CAPS	Find the missing or misplaced capital letters
//	New paragraph/Mark in where the paragraphs should be
✓✓	Exceptional point/use of language
?	Confusing sentence or content. Students should rewrite this short section again to improve the expression
FS	Write in full sentences
Ex	Develop your explanation further using key vocabulary
D	The student needs to add more detail
WW	Wrong word e.g. being/being
^	Missing word or other error

It matters where the mark is:

- Next to the line-means that the error can be found it in the line
- Against a vertical pen line means that the error can be found it in the section
- At the end means it is a problem throughout

Section 3 Reporting

Reports may contain the following features:

- Minimum expected grade (MEG)
- Current attainment
- Progress
- Attitude to learning
- An action for any student underperforming
- Written comment (full reports only)

Progress Trackers

The October progress tracker will contain Attitude to Learning only grade (and action if appropriate) for students in Years 7- 9 and 12.

Minimum Expected Grade

MEGs for Years 7-11 will be on a 1.0-9.9 scale, whereas those for post-16 students will be A*-E.

Current attainment

Attainment grades are harvested from the SIMS electronic mark book. The harvested grade is a cumulative grade reflecting attainment over a fixed period. For Years 7-11, the value will be on the 3.0-9.9 scale, whereas for post-16 students, grades A*-E will be used.

Progress

To ensure consistency within the school and to reduce the time staff spend on preparing reports, marks (as a percentage) recorded on the SIMS electronic mark book will be used to report the students' progress related to their MEG

The progress related to MEG will be reported as follows:

Above	recorded percentages are significantly above the MEG
At	recorded percentages are in line with MEG
Below	recorded percentages are one grade below the MEG
Concern	recorded percentages are more than one grade below the MEG

Attitude to learning

All students will be awarded an 'Attitude to Learning' grade for each subject at each Assessment Point date. The system employs an A - D scale, with **A** representing Outstanding, **B** Good, **C** Some Concerns and **D** highlighting Disrupted Learning

Action

Any student who has been awarded a C or D for their 'Attitude to Learning' grade or their recorded percentage indicates that their progress is 'below' or 'concern' in relation to their MEG, will receive an 'action' from their subject teacher. The action will be in the form of a SMART target which will support the student in improving their Attitude to Learning or their progress.

Actions will be written as follows:

- They will start with a capital letter and end with a full stop.
- They will start with a verb e.g. Complete, Learn, Revise
- They will be written to the parent i.e. using he/his
- Each action will have a maximum of 110 characters including spaces.

All departments have a central bank of 'actions' for their subject area.

Full Reports

All students will receive a full written report once per year.

Students in Years 7-11 will receive a written report which contains an academic and pastoral summary from their tutor. The **tutor comment** should be at least 100 words and **no longer than 150 words**.

Students in Years 12 and 13 will receive a written report which contains a subject comment and three targets as well as a tutor comment.

The **subject comment** should be at least 25 words in length, but **no longer than 45 words**. Three **targets** should be given (between **15-35 words** in total). It is appropriate to include in the comment or target sections any approaching deadlines for the completion of work (appreciating that the report may not be read by parents or the student for a number of weeks).

The **tutor comment** should be at least 50 words and **no longer than 100 words**.

Written comments (full reports only)

When reporting to parents the content must reflect a genuine knowledge of, and interest in, the student as an individual.

- The reports are written for the parents and should not contain comments directed only at the student
- The name at top of the report will be as the student's name appears on the school roll, but in the body of the report a shortened name is permissible provided that it is used consistently and is known not to be against the parents' wishes. If in doubt use the student's full name
- Reports must be completed using the school's reporting software
- Reports must be free from spelling mistakes and typographical and grammatical errors
- Reports should be written in plain English
- Educational or subject specific jargon and abbreviations should be avoided
- Comments should be as succinct as possible, using words that are precise and appropriate
- Reports should advise parents how they can help and support their child
- Reports must be completed within the deadline publicised

Comments and targets

Comments need to be positively critical, constructive, analytical, encouraging, and free from repetition. Staff should:

- pinpoint the student's strengths and advise upon how to develop them;
- be clear and constructive about any weaknesses and how they might be addressed
- identify opportunities for learners to improve upon their work
- make comments and suggest targets in terms that the student and parents can understand

After the report has been written...

When completed, subject reports must be checked by the Subject Leader (or delegated postholder). Reports not adhering to the above guidelines will have to be rewritten. Following the Subject Leader's approval HoY will check the reports once more, but few errors should be found at this stage. Reports containing errors will be returned to the Subject Leader for correction by the author. The collated reports will then be passed to SLT for quality control. Any reports that fail to meet the required standards, in terms of content or presentation, will be returned to the author. It is the expectation that when reports are returned for correction, that the necessary amendments are made as possible (and within 24 hours of receipt).

In line with the school's policy on Equal Opportunities, we are committed to ensuring that this policy is implemented without discrimination on the grounds of gender, race, ethnicity or disability; to this end, analysis of the performance of students in each of these areas will be undertaken.

Data from both progress trackers and reports will be made available on SIMS for access by relevant members of the school community. Appropriate action will be taken to address student progress that is below expectation, or instances of students disrupting the learning of others.

Monitoring review and evaluation of this policy

The procedures and processes above will be closely monitored by SLT and evaluated as they occur to allow for improvements to be made as appropriate.

Appendix 1 Responsibilities

SLT will:

- oversee the setting of MEGs for students in all year groups, working with HoY and Subject Leaders
- oversee the completion of the electronic mark book and progress trackers, including the issuing of deadlines with instructions one week before the deadline for completion (see Calendar)
- oversee the collection, analysis and presentation of data and its issuing to Subject Leaders and Heads of Year and all staff in an appropriate format
- lead the analysis of the data, and, with SLT, HoDs and HoY, plan action
- oversee the dissemination of data to tutors and their use of it, in partnership with HoY (with a particular focus on academic mentoring)
- lead analysis and plan action to address underperformance and disruption to learning

Heads of Year will:

- liaise with Subject Leaders, the SENCO and teaching staff where patterns of underachievement or disrupted learning are apparent
- disseminate data to Tutors and monitor their use of it, particularly in relation to academic mentoring and monitoring underachievement and intervention
- liaise with tutors in analysis of the data, identifying underperformance and planning action/intervention

Subject Leaders will:

- be responsible for ensuring an assessment and feedback policy which adheres to the whole school policy is in place and is applied consistently
- ensure the subject area monitoring and evaluation calendar sets expectations on the regularity of marking and written feedback
- work with the relevant SLT line manager and teaching colleagues to identify underachieving students, or groups of students and plan intervention/action/support where needed
- ensure consistency in the completion of the SIMS electronic mark book and progress trackers within their department
- provide a bank of 'actions' for their department
- analyse data and lead their teams in the process of departmental review and development plans
- ensure, through monitoring (ie book/file/assessment sampling), that assessment criteria are being constantly applied throughout their department
- ensure, with support from SLT line manager, that assessments are rigorous, relevant and support the needs of learners
- ensure, with support from SLT line manager, that marking of assessments and grades/levels awarded are consistent
- regularly monitor and review students' work and books and feedback findings to SLT
- ensure Schemes of Learning identify substantial pieces of work which are to be marked thoroughly by teachers

Class Teachers will:

- communicate progress tracker information to students and, when data has been generated, compare the performance of students in their subject with that seen in others, modifying teaching and learning strategies as necessary
- participate fully in the process of supporting students to at least achieve his/her MEG under the leadership and guidance of their Subject Leader
- mark and assess students' work in line with the school policy providing feedback which will enable the student to achieve his potential
- provide feedback which is specific, constructive and timely
- give students time to act on feedback
- check students are acting on feedback

Tutors will:

- use data to identify strengths and weaknesses in performance, together with proximity to the students' MEG; liaise with subject teachers and HoY where appropriate, particularly when patterns of underachievement become apparent
- participate fully in the academic mentoring of students under the leadership of their HoY

Students will:

- complete a student reflection following each progress tracker
- act on targets set by their teachers/peers/self
- present work professionally and try to amend literacy errors highlighted by their teachers
- complete self and peer assessment activities led by their teachers

Focus your marking on a **specific piece/s of work**, that students have had to think about and **produce themselves**. This is more time effective. Such pieces of work should be identified in the Scheme of Learning. Ensure the success criteria have been established and shared.



During your marking, use the “SAGE” approach and ensure that you:

- Say **why an aspect of the work is good** e.g. Good because you have...
- Express **improvement comments as questions** e.g. Could you give an example...? How could you explain this...? How is this different from...?

If students **peer assess work**, ensure it is against clear success criteria. Remind them to ensure their feedback is:

- Kind
- Focused
- Specific



At the start of the next lesson (when the work is returned) plan for **DIRT** – *Directed Improvement & Reflection Time*. This is dedicated time for students to read and respond to your improvement questions, or complete a task to reinforce their understanding.



At the next marking point, the teacher **acknowledges the student response** to the improvement question ... and that the **learning gap has been closed**.

If the gap is not closed, a further improvement question may be required

Appendix 3

Evaluating the quality of feedback

	Requires Improvement	Good	Outstanding
Literacy	There is evidence of some marking for literacy. e.g. corrections of spelling, punctuation or grammatical errors. Whole school codes are used sporadically or not at all.	Marking for Literacy is clearly evident in work. There is regular evidence of the use of the school's marking codes/or there may be regular comments or targets relating to the improvement of literacy.	As for "GOOD" and there is evidence of students acting upon teachers' literacy comments e.g. correcting SPAG mistakes.
Frequency	Work is marked/checked within the agreed period. There is evidence of ticking and/or the "checked by the teacher" stamp used.	Most books sampled are marked within the agreed period and there is one example of marking in detail within the agreed period of time. (see Subject Area Policy).	All books sampled are marked within the agreed period and there is at least one example of marking in detail within the agreed period of time (see Subject Area Policy).
Tracking	There is some evidence of completion of mark books on a half termly basis.	Mark books are completed in full up to that given point and students are also aware of target grades. There is some evidence that the work marked matches the data in the mark books.	Mark books are completed fully and there are several examples of marked word that match the data in the mark books.
Quality of feedback and response	There are some comments in the students' books which may include praise and suggest areas for improvement. Targets do not always best inform the learner of how they can improve.	Written feedback takes into account level descriptors from the awarding body or agreed key performance indicators and it is written in a clear and constructive manner. The feedback includes praise and suggests areas for development. There is some evidence that students respond to the written or verbal feedback given.	AS for " GOOD " and there is also clear evidence of regular dialogue between teacher and pupil. D.I.R.T: There is evidence of students acting on feedback or commenting on feedback. There is evidence that students clearly know where to go in their next stage of learning.
Peer and self-assessment	Peer- and /or self-assessment are evident in students' work. This may include students ticking or correcting work or simple targets for improvement usually using a different coloured pen.	Regular use of peer and self-assessment is evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful to students.	Regular use of peer and self-assessment is evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning. Self and Peer assessment is based on clear success criteria. It is KIND, SPECIFIC and HELPFUL.
Presentation	Presentation is not good and this has not been challenged. There may be evidence of graffiti on or in books.	Presentation and organisation are rewarded/challenged OR Presentation is generally very good. There is no graffiti in or on books. The student clearly takes pride in what they are learning.	As for "GOOD" and there is evidence that work improves, where presentation and organisation were previously inadequate. Students go out of their way to ensure that they take pride in what they are learning.

Appendix 4 Expectations of students' written work at Bournemouth School

- Each piece of work should have a date and a title
- Titles should be underlined using a ruler
- Students should complete written work with a blue or black pen
- Students must write neatly and their handwriting should be clearly legible
- Written answers should always be in the form of full sentences, unless students are told otherwise by the class teacher
- Students should proof-read their work carefully for spelling, punctuation and grammar errors
- Diagrams, tables, drawings and graphs should be completed using a sharp pencil
- Straight lines in diagrams, tables and graphs should be drawn with a ruler
- Diagram, table and graph labels should be written in pen
- There should be no doodling or graffiti on any work or exercise book
- When using an exercise book, parts of a page or whole pages should not be left unused
- Incorrect work should be crossed out neatly with a single line through work that should be ignored
- Worksheets, graphs drawn on graph paper, and other loose sheets must be securely glued into exercise books

Work produced on a computer must also conform to certain conventions and students are asked to comply with the following:

- always put a title on your work
- always use a sensible font size and style (minimum size 11 font)
- save your work regularly; check print preview before you send your document to print
- your name should be in the header on the left hand side
- the date should be in the header on the right hand side
- your teacher's name should be in the footer on the left hand side
- your subject should be in the footer on the right hand side

APPENDIX 5

Advice on writing full reports (Years 12 and 13):

General phrase for the report comment:

- the student works accurately to complete tasks set
- the student demonstrates good knowledge and understanding
- the student has good analytical/evaluative/problem solving skills
- the student works logically/systematically/thoroughly
- coursework/essays/controlled assessments are well planned, researched and structure
- written work is fluent and clearly expressed
- the student contributes confidently/articulately/thoughtfully/sensitively in class
- the student uses IT confidently in his work
- the student uses a wide range of sources to research
- the student works well independently, using his initiative
- the student perseveres through problems
- the student works with determination
- the student works well as part of a team. He can take a leading role valuing the opinion of others. He can be relied upon to get things done
- the student communicates well with his peers/teaching staff
- the student manages his time effectively to meet deadlines
- the student has well developed practical skills

How to say something negative in a positive way:

- When fully engaged in a topic/when fully focused, the student can produce work of a good standard
- The student has a good understanding verbally/in class work, but this now needs to be developed more thoroughly in written homework
- The student is capable of a good grade, but needs to be more careful/accurate in his answers
- The student is capable of a good grade, but needs a more analytical approach/depth of analysis
- The student has good ideas in his written work, so should try to share them more in class discussion
- The student has good ideas, but needs to focus more on the task in hand
- If he finds something difficult, he should not give up but seek additional help
- The student has good ideas, but would benefit from listening to and taking on board the views of others
- The student has demonstrated lots of potential in this subject, but unless he completes all homework/concentrates in class/reads around the topic/revises thoroughly/improves attendance etc he will not achieve a grade that reflects it
- The quality of the work would improve if the student managed his time better to research, plan and draft more thoroughly
- The student should try to participate more fully in practical work to increase his confidence in this subject
- The student should focus more on his own work and avoid distractions and then he will see his marks improve

Suggestions for targets (Years 12 and 13 only):

- complete X piece of work by (date) [N.B. the date set should take into account when the report is going to be read by parents and the student]
- make sure he is equipped with relevant materials/items (specify) for lessons
- listen carefully to the instructions given by his teacher
- catch up with work/notes/exercises missed
- read and use the handouts/articles/textbook to achieve more depth in his work
- revise each topic more carefully
- read through work/ask someone else to read through the work before he submits it to check for accuracy/spellings/grammatical errors etc
- spend more time on homework
- think and plan more carefully before he writes
- use the web sites identified by his teacher
- extend knowledge by watching the news/relevant documentaries/reading a quality newspaper/reading books/journals etc
- try to make links with other topics met on the course
- compare how two different textbooks deal with this topic
- use the internet/VLE to expand his understanding of this topic/gain up to date information
- make his/her own notes from his reading/research

Important note

For consistency's sake, each target should start with a verb (with the first letter in lower case), and should end without any punctuation (i.e. as the targets are written above). Staff will avoid writing comments or targets that can apply to a number of students in their teaching group.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.