Department Policies
**Rationale:**

Art assessment is used as a positive guidance for improvement, promotes and improves learning and encourages creativity within a supportive environment.

**Assessment at KS3:**

Assessment is given in the form of oral and written feedback. Peer assessment is encouraged and students are given very strict criteria to mark each other’s work including giving suggestions for individual improvement. After the marking process, the students set their own targets for improvement and should be very clear about how they can improve their own work and how to progress to the next level. Students are formally assessed at the end of each topic. Two or three topics are covered per academic year.

- Written feedback can be found in the back of their sketchbooks as key pieces are completed to allow for reflection and improvement before continuing with the topic.
- Formal assessment is completed on sheets and stapled in the back of their books at the end of each topic.

**Assessment at KS4:**

GCSE students produce a portfolio of work throughout the two years of the course. This work is seen as a problem solving exercise to demonstrate a range of ideas or themes. In addition to the portfolio of work, a controlled test takes the form of an externally set paper, which gives students the opportunity to work independently within a ten-hour period. Students are expected to demonstrate a response to all of the assessment objectives in each component. All work is continually assessed against the following four assessment objectives and is in the form of oral and written feedback.

- **AO1** Developing their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- **AO2** Refining their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- **AO3** Recording ideas, observations and insights relevant to their intentions in visual and/or other forms
- **AO4** Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements

Written feedback can be found in the back of their sketchbooks or as part of slide reviews if they choose to do a PowerPoint. Written feedback supports the four assessment objects and identifies any weaknesses in their portfolio and controlled test submission.
Assessment at KS5:

A Level students produce a personal investigation throughout the two years of the course. This work is seen as a problem solving exercise to demonstrate a range of ideas or themes. In addition to this work, a controlled test takes the form of an externally set paper, which gives candidates the opportunity to work independently within a fifteen hour period. Students are expected to demonstrate a response to all of the assessment objectives in each component. All work is continually assessed against the following four assessment objectives and is in the form of oral and written feedback.

- **AO1** Developing their ideas through sustained and focussed investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- **AO2** Exploring and selecting appropriate resources, media and materials, techniques and processes, reviewing and refining ideas as work develops
- **AO3** Recording ideas, observations and insights relevant to their intentions, reflecting critically on work as it progresses
- **AO4** Presenting a personal, and meaningful response, realising intentions and where appropriate, making connections between visual and other elements

Written feedback can be found in the back of their sketchbooks or as part of slide reviews if they choose to do a PowerPoint. Written feedback supports the four assessment objects and identifies any weaknesses in their personal investigation and controlled test submission.
Assessment at KS4 (includes Y9):

- At the end of each topic in GCSE Biology students will sit a written end of topic assessment utilising previous exam questions; larger topics may also have mid-topic assessments. Students receive a grade for their assessments based on the GCSE number grades and should compare this to their target grade and complete WWW and HTIs to reflect on areas they need to work on.

- During a topic student progress is monitored through the use of intelligent learning platforms such as Educake and Seneca which have been shown to motivate students and increase progress.

- Students sit written end of year examinations in year 9 (this covers the Cell Biology unit only) and 10 (this covers the four units included in paper 1), and 2 mock examinations in year 11 (a paper 1 and a paper 2) which are teacher marked.

- All written assessments are stored in a ‘student progress folder’ so that it is easy to review and reflect on understanding of previous topics.

- As assessment is carried out through online learning platforms and end of topic and year assessments, there is no expectation for teachers to be marking student exercise books, as these are meant to be revision notes only. Any work in exercise books is either peer or self-assessed or marked by a teacher during lessons (‘live-marking’). Therefore teacher marking is unlikely to be seen in student exercise books.

Assessment at KS5:

- At the end of each topic in ‘A ‘ Level Biology students sit a written end of topic assessment based on previous examination questions. Students receive a grade on these assessments based on the A Level grades (A*-E) and students are encouraged to reflect on areas they need to improve.

- Homeworks in Y12 and Y13 are in the form of ‘homework booklets’ based on previous exam questions. These are self or peer marked in class and students are expected to identify areas for improvement. The booklets also include the learning objectives from the specification in order that students can clearly monitor their own progress.

- Students sit two exam papers at the end of year 12 and a series of mock examinations in year 13.

- At ‘A’ Level there is a particular emphasis on developing independent learning skills, and for students to be able to identify areas they need to work on themselves. Students have access to online learning platforms such as Seneca and Quizlet in order to assess their current understanding of any given topic. Students are expected to carry out independent learning both prior to and after lessons. Students are encouraged to take ownership of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess. There are many resources on the ‘A’ level Biology Google drive to support students in this.

- All written assessments are kept by students and this should be in an organised manner so that they can refer to them for revision at a later stage.
<table>
<thead>
<tr>
<th><strong>Rationale:</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Use of Intelligent learning platforms</strong> to motivate students, remove barriers to access and increase progress (EiC March 2019)</td>
</tr>
<tr>
<td><strong>Live feedback</strong> allows intervention at the point of misconception (DfE Toolkit 2018)</td>
</tr>
<tr>
<td><strong>Students are encouraged to take more ownership</strong> of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess tests (EEF 2016)</td>
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<table>
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<tr>
<th><strong>Assessment at KS4:</strong></th>
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<tbody>
<tr>
<td>Homework will be set on either</td>
</tr>
<tr>
<td>i) Educake intelligent learning platform (auto marked)</td>
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<tr>
<td>ii) Exam question workbooks (teacher assessed with associated WWW/HTI, time will be given in the following lesson for pupils to respond to their HTIs)</td>
</tr>
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<td><strong>Major summative assessment points</strong> will be end of topic tests (peer marked) and end of year exams (teacher marked)</td>
</tr>
<tr>
<td><strong>Practical skills</strong> will be assessed using Practical Skills lab books.</td>
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<tr>
<td><strong>Live feedback</strong> will be given in lessons at the point of misconception. Exercise books will not be marked or annotated.</td>
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<th><strong>Assessment at KS5:</strong></th>
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<tr>
<td>Each week each class will be given an assignment by each of their chemistry teachers. This will be teacher assessed and include this. The expectation is that the assignment is completed to a high standard and submitted by the weekly deadline. It is also expected that students will address this arising during the next timetabled study period.</td>
</tr>
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</table>
### Rationale:

A range of formative and summative assessment methods, which include self-assessment, assessment by (and of) other students work and technology-aided assessments, are used throughout all key stages.

Peer and self-assessment strategies are part of the day to day assessment of work to ensure students develop their own learning through the assessment of their own and others work, develop familiarity with the assessment criteria and to reinforce student independence and awareness of the standard at which they are working.

### Assessment at KS3:

- Lesson starts with a prior knowledge check; multiple choice questions designed to identify student misconceptions.
- These questions are marked and student assigned tasks to complete to address misconceptions or extend their thinking based on their answers.
- Work is recorded in an online workbook that both student and teacher have access to at all times. At the end of each lesson students record their answers to a set of questions, forming a summary of their learning for the lesson.
- Teachers will look through these workbooks on a regular basis during lessons to ensure that students are keeping up with the work and to check their answers to the summary questions. Comments will usually be given verbally to the students during lessons to give them the opportunity to discuss it with the teacher. There will be no marking or comments present in the workbooks.
- End of topic quizzes are set as a homework in the following topic. These act as a summative assessment of their knowledge and understanding. These quizzes are marked, graded and go towards their reports.

### Assessment at KS4:

In order to maximise the learning opportunities within lesson time we use a “flipped” approach to classroom learning. We also use the Cornell note taking method, which all students are required to use.

- Students are expected to make notes on a variety of given resources, which can include clips of videos or documents, in preparation for the lesson to maximise the learning time. This acts as the students’ homework. Failure to prepare for the lesson by making note will mean students will struggle with the lesson content. Notes made are not formally assessed and no physical marking will be present in notebooks.
- A short quiz will be taken at the start of every lesson to ensure students have completed the notes in adequate detail.
- Synoptic assessments are used at the end of every topic, before the end of topic test. Synoptic assessment encourages students to combine elements of their learning from different parts of a topic and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in computer science. It will test a student’s capability of applying the knowledge and understanding gained in one part of a subject to increase their understanding in other parts of the subject, or across the subject as a whole.
At the end of each topic, students undertake an end of topic test. Some of the marks available on the end of topic tests cover previous topics of work, requiring that students consistently revise previous knowledge throughout the course of the two years. These tests are peer assessed and cross-checked by a teacher, although no marking will be present on the test paper. Students will be provided with an annotated mark scheme indicating the common mistakes or misconceptions of the student in the class. The grades achieved on their end of topic tests go towards their reports and importantly their UCAS predicted grade.

Assessment at KS5:
In order to maximise the learning opportunities within lesson time we use a “flipped” approach to classroom learning. We also use the Cornell note taking method, which all students are required to use.

- Students are expected to make notes on a variety of given resources, which can include clips of videos or documents, in preparation for the lesson to maximise the learning time. This acts as the students’ homework. Failure to prepare for the lesson by making note will mean students will struggle with the lesson content. Notes made are not formally assessed and no physical marking will be present in notebooks
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Rationale:
The Design and Technology department assessment policy is designed to promote student progress by ensuring the student knows their strengths in each topic area along with areas they could improve. It has been created to ensure students receive clear feedback at appropriate times which will enable them to make progress within the subject.

Why do we assess in D&T?

- To inform students, parents and other teachers on strengths and areas for improvement in each topic area
- To provide quality feedback on a student’s next steps
- To determine the level of support required by the student
- To promote student engagement and independent learning ready for transition to higher level education – When a student is clear on their strengths and improvement areas, they are able to take a more independent approach to their own learning
- To provide evidence of student’s given level within the topic area
- To provide information measuring attainment throughout the school

What is assessed?

In D&T, there are two aspects to marking. These take the form of:

- Practical skills and outcomes
- Theoretical knowledge and application

At KS3, these aspects are marked individually through formative feedback and then will be looked at side-by-side in order to form a final summative grade. In the case of KS4 and KS5, students received regular formative assessment to inform their practical skills and outcomes, which are combined with coursework to provide a final summative grade. The exam at the end of the course will provide a summative mark for theory. These are then weighted (often 50% each) and combined to form the final grade.

How are students assessed?

In D&T, students will mainly be assessed through formative methods. These include self and peer assessment, verbal feedback, questioning, observation and written feedback in books. This form of assessment ensures students get ‘real-time’ information on how they are doing and what they need to work on to improve. Students will then receive a summative grade which is concluded by the teacher through use of the formative methods detailed above. Both practical and theoretical aspects of the students work will be taken into account for summative grades. Students will receive a summative grade at the end of a rotation, for their tracking and for their coursework and exams.

At KS3, students receive a summative grade through use of the school’s grading system of which levels students at either: Meeting, Exceeding or Surpassing.

At KS4 and KS5, students receive a summative grade using the GCSE level descriptors and receiving a level from 1 through to 9. Formative assessment will also relate back to these levels to ensure students understand what level they are working at in terms of exam performance.
**Assessment at KS3:**

Students at KS3 will be on a rotation system. Assessment in each topic area will be covered slightly differently depending on the length of the rotation and the topic area. However, all students can expect the following:

- Students will receive a front sheet when they start their rotation. This details the title of the project, the key assessment areas and information on how they will be marked. Students will need to self-assess their starting point and then revisit this at the end of the rotation, detailing areas they have developed and areas which they need to work on. Teacher support will be given for this.
- Students will receive regular verbal feedback on both their practical and paper work
- Students will receive at least 1 piece of written feedback (either online or in books) per rotation of which they must respond to
- Students will be expected to take part in regular opportunities for both self and peer assessment within lessons
- Students will receive a summative grade at the end of the rotation which will be detailed on the front sheet of their rotation, along with a comment from the teacher
- Students will receive an effort grade and a summative grade for tracking

**Assessment at KS4:**

Students at KS4 will be working on their skills and knowledge in order to prepare for and execute their GCSE. Students will be expected to take more responsibility for accessing assessment, feedback and support when needed, however, all students can expect the following:

- Students will receive regular verbal feedback on their work (where allowed through coursework stipulations)
- Students will have regular opportunities to self-assess and peer-assess work and will be expected to formally record this
- Students will be given opportunities to informally practice practical skills, with formative feedback given to help improve these. Practical skills will then be assessed through both observation and presentation of the evidence of these skills (outcomes and coursework)
- Students will receive regular assessment of their theory knowledge through informal testing
- Students will receive regular updates on their expected level
- Students will sit a mock exam which will be formally marked
- Students will hand-in a final coursework portfolio which will evidence their practical skills and outcomes, this will be worth 50% of their GCSE
- Students will sit 1 final exam which assesses their theory knowledge, this will be worth 50% of their GCSE
Assessment at KS5:

Students at KS5 will be working on their skills and knowledge in order to prepare for and execute their A-Level. Students will be expected to take more responsibility for accessing assessment, feedback and support when needed, however, all students can expect the following:

- Students will receive regular verbal feedback on their work (where allowed through coursework stipulations)
- Students will have regular opportunities to self-assess and peer-assess work and will be expected to formally record this
- Students will be given opportunities to informally practice practical skills, with formative feedback given to help improve these. Practical skills will then be assessed through both observation and presentation of the evidence of these skills (outcomes and coursework)
- Students will receive regular assessment of their theory knowledge through informal testing
- Students will be expected to complete regular exam questions and mocks and mark these themselves to help inform their own self-assessment
- Students will receive regular updates on their expected level
- Students will sit a mock exam which will be formally marked
- Students will hand-in a final coursework portfolio which will evidence their practical skills and outcomes, this will be worth 50% of their A-Level
- Students will sit 2 final exams which assess their theory knowledge, these will be worth 50% of their A-Level
Assessment at KS3:

- Throughout each year of KS3, students study five topics. These topics cover the skills, tasks, and type of Language and Literature texts that students will encounter in KS4 for GCSE.
- Each topic will be summatively assessed, with a M/E/S grade given.
- Feedback provided will range from individual written feedback, whole-class feedback, and verbal feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an ‘Assessment Exercise Book’.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- Students will also complete a fortnightly spelling test. The pass mark is 15/20. Students who repeatedly fail to achieve the pass mark will be required to attend spelling support.
- For more detail, please see the English Department Marking & Assessment Policy.

Assessment at KS4:

- Throughout each year of KS4, students study several topics. These topics cover the skills, tasks, and texts students are required to study for both GCSE English Language and GCSE English Literature. The examination board that the department follows for both of these qualifications is WJEC Eduqas. Although separate GCSEs, English Language and English Literature are taught alongside each other, not separately, due to the transferable skills acquired from both. It is highlighted to students, throughout the study of each topic, how different tasks and assessments link to either GCSE English Language or GCSE English Literature.
- Students complete several summatively assessed pieces throughout each year of KS4, in addition to mock examinations. These will be graded using the examination board mark scheme, and given a grade of 9 – 1.
- **Mock examinations will take place at four points during KS4 English:**
  - Year 10: June (English Language: Component 1, Section A; English Literature: Component 2, Section B)
  - Year 11: November (English Language: Component 1, Section B; English Literature Component 2, Section A)
  - Year 11: January (English Language: Component 2, Section A; English Literature Component 1, Section B)
  - Year 11: March (English Language: Component 2, Section B; English Literature Component 1, Section A)
- Feedback provided will be either individual written feedback or whole-class feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an ‘Assessment Exercise Book’.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- As part of the English Language GCSE, students are also required to complete a Spoken Language examination. This will take place in Year 11, usually in December.
- For more detail, please see the English Department Marking & Assessment Policy.
Assessment at KS5:

- Throughout each year of KS5, students study several texts or topics. These cover the skills and texts required A level English Literature. The exam board that the department follows is Edexcel.
- Students complete several summatively assessed pieces throughout each year of KS5, in addition to mock examinations. These will be graded using the examination board mark scheme, and given a grade of A* - U.
- **Mock examinations will take place at two points during KS5 English:**
  - Year 12: June (Paper 1: Drama [Section B only]; Paper 2: Prose; Paper 3: Poetry [Section A only])
  - Year 13: February (Paper 1: Drama; Paper 2: Prose; Paper 3: Poetry [all papers will cover all sections])
- Feedback provided will be either individual written feedback or whole-class feedback. Following all assessments, students will be required to reflect upon the feedback received and make improvements to their work.
- All planning, writing, and improving of assessed work will be completed in an ‘Assessment Exercise Book’.
- There will be ongoing formative assessment during lessons through individual feedback, whole-class feedback and discussion, and reviewing of class work and written work.
- Homework will not be formally marked, unless it is a piece of assessed work, but will form part of preparation for lessons.
- As part of the English Literature A Level, students are also required to complete a piece of coursework (Paper 4). This is approximately 3,000 words and comprises 20% of the A Level. This will be completed September – January of Year 13.
- For more detail, please see the English Department Marking & Assessment Policy.
Rationale:
- **The student takes more responsibility for improvement of his/her own work.** This means that much work is self-checked using checklists or sample material in lessons, improved, and developed throughout the lesson as a matter of course. Students also identify errors using Whole Class feedback & respond to them individually. Much use is made of verbal feedback in lesson, both to individual students and as whole class. Students are expected to record & improve work as the lesson progresses, not await for specific instruction.
- All formal work is marked using a **Whole Class feedback** method. It may be using codes, using a whole class feedback sheet, using the board to set a choice of tasks, improvement task focused on individual questions on a test to rectify misconceptions etc.
- Books are checked regularly and **misconceptions / etc are responded to.** This may happen during the lessons as whole class guidance or individual conversations, or by taking books in to glance over. Lessons will be adapted to fill in gaps and address misconceptions or areas of weakness. **No ‘red pen’ need be used.**
- **Homework** is checked through simple checking for completion, feeding into later lessons (flipped learning style), starter quizzes, actions/task for improvement in lessons, or if it is a more formal piece through assessment and Whole Class Feedback. Homework does not need to be MARKED.

Assessment at KS3:
- Geography **Age Related Expectation grids** summarise the learning and progress we want Geography students to make over the three years of KS3. They encompass the **big concepts and fundamental constructs** that run through Geography; that make a “good geographer”. The structure of assessment is designed to ensure that all aspects are covered evenly and that there is a significant possibility of and support from progression over the year and entire key stage. Revisiting these key skills and concepts as well as building in key learning of knowledge, encourage **long term retention and progression.**
- **There are 6 Major assessments through the year,** designed to allow access to all aspects of the ARE grids and especially to encourage progression in the key skills: using key words, descriptions, explanations, links, places, values and attitudes, geographical applications, evaluation and knowledge.
- **All topics are supported by a knowledge organiser which summarises the key learning on each topic.**

There will also be an end of year exam which focuses on knowledge and understanding of the year’s topics.

Assessment at KS4:
- **Every lesson starts with a retrieval test:** either a 10 question knowledge retrieval test. Students will have copies of completed knowledge organisers of topics to use for these. Or a short exam practice question. This could be 4 x MC questions, a 4 or 6 marker, an occasionally a 9 marker. These will be marked with a focus on different aspects of the mark scheme (Development, use of evidence, SPaG etc) to target specific exam skills. This will usually be self or peer assessed instantly in class, and any ‘mark’ remains private.
- These low stakes high frequency testing activities are private to the student. They self-correct, make improvements and are directed at regular intervals to reflect on them and then update their stop>think>reflect>take action sheets.
- **Progress Assessment:** At the end of topics, we use past questions to track progress. 50% of the test will be questions from every part of the course covered so far and the other 50% on the current topic. These tests will be formally sat, and teacher assessed against the GCSE mark schemes. There will also be formal examination in year 10 and mock examinations in y11 which examine everything covered so far.
- All progress tests, and mock papers will have **dedicated exam feedback time.** Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into stop>think>reflect>take action sheets or to dedicated improvement priority work.

**KS4 Student Books**
- **1. Classwork and content book** – this is the day-to-day student exercise book. It is organised in topics, as they are studied. It includes theory notes, information handouts, class activities, practice questions on that topic, and homework. This book is designed to be the **record of learning** and used as the main source of revision. As such there will be lots of independent notes, self-improvement work, and a little traditional teacher marking.
Revision and Retrieval book - this will be kept in school most of the time. Students can take the book home to help prepare for major assessments. This book is where the low stakes quizzing and exam practise is done. All progress tests and exams will be kept in here as well as the directed improvement work and the stop>think>reflect>take action sheets. Generic skills work and fieldwork investigations will also be kept here.

Assessment at KS5:

- All units will be assessment summatively using past exam questions, to cover the range of Assessment Objectives and question types. These will be marked according to exam board mark schemes and will have **dedicated exam feedback time**. Mark schemes, whole class feedback support, sample answers are used to structure improvement work and to feed forward into dedicated improvement priority work and individual action plans.
- Frequent knowledge quizzes will be used in class to test AO1 (knowledge and understanding).
- Longer questions will be assessed using Whole Class feedback or individual verbal feedback. These will be spread across the course, and weak areas in particular skills, AOs or content will be targeted as necessary.
- 20 mark essays will usually be graded using the exam board Assessment Objective grid.

Folder checks will be held regularly to ensure students are keeping their own folders in order and up to date.
Rationale:

The History Department is aiming to create independent thinking, reasoning and knowledgeable students who are willing to participate in lessons and engage in the subject matter at all levels of age and ability. To create this:

- **The student needs to take responsibility for their own learning.** This means that the student’s organisation of their work in their book in terms of note taking and homework is up to them, within the guidelines given by the teachers to help them prepare for assessments.

- **Students are to become critical thinkers.** They are given the opportunity to do this with feedback sheets by reflecting on their own work with guidance from their peers and teachers. They are also encouraged to question during the planning of tasks and assessment and also through discussions and debates as part of their planning, using previous assessment comments to help inform them.

- **All formal marking uses feedback sheets and mark schemes.** These can either be provided for each task or be referring to previously given mark schemes.

- **Homework** is checked for completion and how this is relevantly followed up, either into an assessment or for background knowledge of understanding a topic area. Homework does not need to be marked.

- **Feedback** comes mainly through common tasks, EOTT’s and students are given the opportunity to understand their feedback through reflection, as well as asking the teacher for any extra support. Group feedback is often given to help inform students of common areas of development.

Assessment at KS3:

Major assessments are designed to test the major skills of: **Argumentative Essays, Source Evaluation, and Factual Recall.** These are done across each year within each set topic area to assess progression and reflection of students, and are tracked at the front of the exercise books for students to see. Mark sheets are also issued for each assessment for more detailed feedback from self, peer and teacher comments. The assessments at KS3 are there to challenge the above skills and allow progression throughout the year. They build on the previous question type to show advancement throughout the year.

**Y7**
The Normans – **Argumentative essay using factual recall to help develop argument.**
King John – **Source Assessment using Factual Recall to put source into context.**
Power of the Church – **Argumentative essay using factual recall to help develop argument.**
The Crusades - **Source Assessment using Factual Recall to put source into context.**
The Renaissance - **Argumentative essay using factual recall to help develop argument.**
Factual Recall Glossary Test for end of Year

**Y8**
The Civil War - **Argumentative essay using factual recall to help develop argument.**
Making of the United Kingdom - **Source Assessment using Factual Recall to put source into context.**
Industrialisation - **Argumentative essay using factual recall to help develop argument.**
Growth of the British Empire - **Source Assessment using Factual Recall to put source into context.**
Political Change - **Source Assessment using Factual Recall to put source into context.**
Factual Recall Glossary Test for end of Year

**Y9**
Causes of WW1 - **Argumentative essay using factual recall to help develop argument.**
The Inter War Years - **Source Assessment using Factual Recall to put source into context.**
Turning Point of WW2 - **Argumentative essay using factual recall to help develop argument.**
**Assessment at KS4:**

Assessment at KS4 is designed to help students progress in their Argumentative Essays, Source Evaluation, and Factual Recall. These skills are built upon the KS3 assessment structures whilst also adding new types of skill for the final GCSE assessments. Syllabuses are also used to help students understand the depth of knowledge required as a potential “tick list” for their learning. The overall content is broken down into overview skills sheets and topics needed for each unit of study, and an approximate timeframe is given for completion.

- The major assessments used are End of Topic Tests on the subject matter of the topic. It also tests the skills relevant to that particular topic area and can be graded. Reflection sheets are also used to help tackle specific skills issues in assessment, or also help in timing issues to complete all the tasks in the required time.

- The main assessment feedback is completed through the classroom with front sheets in exercise books to check the tasks that are being tackled. It also shows what elements needed to be target for the second attempt at each skills. These are the responsibility of the students to complete for their own independent learning. These tasks might be completed as homework, or within class time and should have a teacher’s comment and also a peer assessment comment to help inform.

- Time is always given for students to reflect on their learning and are encouraged to ask questions about assessment. The regular assessments within the classroom environment build up their understanding of requirements during the course to help prepare for EOTT’s.

- Mock Examinations are used for full formal feedback and time is given for reflection and re-writing of certain questions for students to complete to show they are responding to the issues that arise. Examples are also given of work that would achieved a high grade, google classroom is currently providing this for Y11.

**Assessment at KS5:**

Assessment at KS5 is designed to help students progress in their Argumentative Essays, Source Evaluation, and Thematic Essays. These skills are built upon the KS3 & KS4 assessment structures whilst also adding new types of skill for the final A-Level assessments. Syllabuses are also used to help students understand the depth of knowledge required as a potential “tick list” for their learning. The overall content is broken down into overview skills sheets and topics needed for each unit of study, and an approximate timeframe is given for completion.

- Each Unit of Study is assessed at the end of each unit of study within the topics, helping to build understanding through allowing some use of home preparation and also building towards timed and non-preparation tests towards the end of the units.

- The main feedback of assessments is through a combination of peer assessment, self-reflection and conversations with members of staff, focusing on the progression in the next assessment rather than the grade achieved.

- Mock Examinations are used for full formal feedback and time is given for reflection and re-writing of certain questions for students to complete to show they are responding to the issues that arise. Examples are also given of work that would achieved a high grade, google classroom is currently providing this for Y12 & Y13.
**Rationale:**

We believe in maximising student progress by creating confident, self-aware learners who take responsibility for their own learning. Low-stakes testing on prior learning allows learners to build on their knowledge. In class quizzes, which are graded by learners allows them to take ownership of their progress and their improvement. Termly summative assessments give teachers a good overview of individual and cohort progress in order to adapt or amend future learning. Regular Hegarty tasks with instant feedback build confidence amongst all learners, whilst allowing them to develop their independence.

<table>
<thead>
<tr>
<th>Assessment at KS3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 Formal Assessment per term, marked by the teacher with a % and feedback</td>
</tr>
<tr>
<td>• Low-stakes testing will take place at the start of every lesson, reviewing what has been taught in previous terms.</td>
</tr>
<tr>
<td>• Homework is set 3 times a fortnight on Hegarty with instant feedback. Students can also communicate with their teachers regarding their tasks via Hegarty</td>
</tr>
<tr>
<td>• Approximately every 2 weeks in-class quizzes take place. These are marked by the teacher but the N,M,E,S grade are self-assessed. Learners need to act on feedback given</td>
</tr>
<tr>
<td>• Teachers take samples of books in to look at throughout the year but this is to inform their planning and there may be no annotation in the books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment at KS4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 Formal Assessment per term including a mock in Year 10 at the end of the year and in Year 11 in January, marked by the teacher with a %, feedback and a GCSE grade.</td>
</tr>
<tr>
<td>• Low-stakes exam question practice takes place at the start of every lesson, practising the application of content already taught.</td>
</tr>
<tr>
<td>• Homework is set once a week on Hegarty with instant feedback. Students can also communicate with their teacher regarding their tasks via Hegarty.</td>
</tr>
<tr>
<td>• End of topic tests are sat in class, marked by the teacher with a %, feedback and a GCSE grade. Learners need to act on the feedback given.</td>
</tr>
<tr>
<td>• Teachers take samples of books in to look at throughout the year, but this is to inform their planning and there may be no annotation in the books.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment at KS5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Homework Assessments are set, marked and graded at the end of every unit.</td>
</tr>
<tr>
<td>• 6 Formal Tests per year, marked and graded.</td>
</tr>
<tr>
<td>• End of Year Exam in Year 12</td>
</tr>
<tr>
<td>• Mock Exam in Year 13</td>
</tr>
</tbody>
</table>
Rationale:

This policy has been trialled and adapted over the last few years. We have aimed to put more onus upon the students reacting to and improving the work and have streamlined the marking for teachers. Important assessments are SMART: the mark scheme is shared with students before the assessment itself and for GCSE and A Level, the mark scheme is either that of the exam board or adapted as necessary. We have also trialled Whole Class Feedback Sheets and have worked on embedding student improvement and correction of their language so that each assessment is meaningful. Homework is checked through simple checking for completion, vocab and grammar test results, feeding into later lessons (flipped learning style), starter quizzes, actions/task for improvement in lessons, or if it is a more formal piece through assessment and whole class feedback. Homework does not need to be MARKED.

Per term:
- 1 piece of detailed assessed work per term – writing/ speaking/ translation/ comprehension/ project using NMES assessment of GCSE/ A Level criteria.
- Regular vocab tests (self/ peer assessed one a fortnight)
- Self-assessed listening, reading and translation activities with WWW. HTI
- All marks recorded on department mark sheets and in students’ books under ‘Tracking My Marks’.

General:
- Target written on inside front cover of books and ‘how to achieve this’ – discussion will be needed on what to write for this. Not just ‘learn vocab’ but, ‘extend my writing using opinions and reasons’ etc.
- Assessment criteria to be shared with students before set assessments.
- Marks for work recorded in ‘tracking my marks’ in back of book and colour coded
- Work to be assessed in line with the school and department’s marking policy. Highlight in green or tick correct/good forms of the language. Highlight in yellow/orange/pink or circle and label the errors.
- Students respond to assessment and correct – ‘purple pens’. Visible improvement needed for assessed work. Plus self/ peer marking in class. Students show they are engaged with learning and improvement of work.

MARLING SCHOOL LANGUAGES ACCURACY CHECK - THE CODES EXPLAINED

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
<th>CURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>Wrong choice of word or type of word</td>
<td>Use a dictionary to check meaning</td>
</tr>
<tr>
<td>VT</td>
<td>Verb in wrong tense</td>
<td>Think about what tense you need and check formation in dictionary or wordreference.com</td>
</tr>
<tr>
<td>Sp</td>
<td>Word spelled incorrectly</td>
<td>Use a dictionary</td>
</tr>
<tr>
<td>CL</td>
<td>Capital letter required</td>
<td>Check for proper names and starts of sentences. All nouns need CL in German</td>
</tr>
<tr>
<td>AA</td>
<td>Adjective Agreement</td>
<td>What noun is being described? Is it singular or plural, masculine, feminine or neuter?</td>
</tr>
<tr>
<td>S/PI</td>
<td>Singular/plural mix up – sometimes between verb and subject</td>
<td>Plural nouns need plural verbs. Check everything fits together</td>
</tr>
<tr>
<td>WO</td>
<td>Wrong word order</td>
<td>Check word order rules (German especially)</td>
</tr>
<tr>
<td>VP</td>
<td>Verb formed incorrectly</td>
<td>Check in verb tables or wordreference.com</td>
</tr>
<tr>
<td>A</td>
<td>Accent missing or wrong</td>
<td>Use a dictionary</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation error</td>
<td>Check rules</td>
</tr>
<tr>
<td>G</td>
<td>Wrong gender – most likely of nouns</td>
<td>Use a dictionary</td>
</tr>
<tr>
<td>LM</td>
<td>Language mix up</td>
<td>Check for words from wrong language</td>
</tr>
<tr>
<td>NMS</td>
<td>Not making sense</td>
<td>Look up new vocab carefully. Use a dictionary and ask your teacher for advice.</td>
</tr>
<tr>
<td>WM</td>
<td>Word missing</td>
<td>Use a dictionary and check your notes</td>
</tr>
</tbody>
</table>
Assessment at KS3:

When are the different summative assessment points, what are they and how are they assessed?

- Regular vocab and grammar testing – a test at least once a fortnight, set as homework revision. Please see Behaviour Policy in the case of failed tests.
- Also a NMES Assessment at the end of each term using a different skill each time. Eg Individual or group presentation, listening, reading, writing or translation.
- KS3 exam will be in the form of an exam during KS3 assessment week. The percentage of which will be combined with all NMES assessments throughout the year to get an overall NMES mark for the year.
- In Y9 students will take an important exam in January to act as a taster for what they can expect for the rigours of GCSE Language exams. The exam is to help them make an informed choice about their GCSE options.

What types of formative assessment are most often used by the department?

- Questioning, mini whiteboards, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, Live marking in Lessons etc.

Where will the assessment be and what will it look like in the folders / books etc?

- Assessments written into neat books or stuck in alongside a NMES feedback sheet.
- Vocab tests at the back of neat books.
- Marks recorded on a ‘Tracking My Marks’ page at the back of neat book.

NMES Assessments

An exemplar answer to be shared with students and NMES to be discussed. Then students are to have access to the NMES assessment criteria (Edulink) whilst doing the work.

| Content | Under 100 words. Little exclusion of statement. Few options included. | 100 words+ Mentioned at 6 different activities. Some options. Not using classwork to full effect. | 100-150 words 8+ different activities mentioned and discussed. Using reasons with opinions. Occasional use of time phrases, connectors etc. | 150-200 words 10+ activities with reasons, opinions and time phrases, connectors etc. Recapping of previous topic work where appropriate. Looking up new vocab carefully. |
|---|---|---|---|

| Knowledge and Accuracy | So many errors, impedes understanding. Obvious use of online translator. Not including all 3 sentences or none of the longest conjugated propery. Classroom work has not been used. | Materials with spelling, tenses, alphabetical agreement. Speller correct. Some language mix ups. Clearly hasn’t used rules. At least 2 examples of preposition, present and near future used correctly. | Algebraic agreement (m, t, g) mostly correct. Usings Contextually correct. Very correct spelling and accents. Confident use of the 3 tenses with occasional errors. Few errors, except in more complex sentences, including some negatives. | Very accurate. Classroom work copied word for word and thoroughly checked through. As excellent, near perfect piece of work. Near perfect use of all 3 tenses. Negatives and using the conditional – a context taken. |
|---|---|---|---|

- 0-49% = Not Met (red)
- 50-69% = Met (orange)
- 70-84% = Exceeding (green)
- 85%+ = Surpassing (purple)

Mark sheet given to students and highlighted according to marks and annotated with [WWW.HTI](http://www.hti-english.org.uk)
Assessment at KS4:

**When are the different summative assessment points, what are they and how are they assessed?**
- Regular vocab and grammar testing – a test at least once a fortnight, set as homework revision. Please see Behaviour Policy in the case of failed tests.
- Also an assessment at the end of each unit using a different skill each time as per the GCSE. Eg speaking, listening, reading, writing or translation. At least one teacher marked assessment per term.
- Mock exams will take place in Y10 and Y11.

**What types of formative assessment are most often used by the department?**
- Questioning, mini whiteboards, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, Live marking in Lessons etc.

**Where will the assessment be and what will it look like in the folders / books etc?**
- Assessments written into neat books or stuck in alongside a GCSE feedback sheet.
- Vocab tests at the back of neat books.
- Marks recorded on a ‘Tracking My Marks’ page at the back of neat book.

Assessment at KS5:

**When are the different summative assessment points, what are they and how are they assessed?**
- Regular vocab and grammar testing as appropriate but usually about once a fortnight. Please see Behaviour Policy in the case of failed tests.
- Regular exam condition testing of key skills throughout the course to develop exam skills – at least one teacher marked assessment per term.
- Mock exams take place in Y12 and Y13.

**What types of formative assessment are most often used by the department?**
- Questioning, self and peer assessment, whole class feedback sheets, improving your work following marking by the teacher, random name picker, no hands up questioning, Live marking in Lessons etc.

**Where will the assessment be and what will it look like in the folders / books etc?**
- Assessments should be kept in the subject folder along with the mark sheet.
- Vocab tests should be kept in the subject folder.
- Marks recorded on a ‘Tracking My Marks’ card at the front of the folder.

**Tracking My Marks**
- Remember to convert marks to percentages where you can and colour code them:
  
  0–49% = NM, 50 – 69% = Met, 70-84% = Exceeding, 85-100% = Surpassing
- For NMES assessed work, colour code as above.

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of task</th>
<th>Mark as % or NMES and coloured</th>
<th>Targets for next time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg.29/9/14</td>
<td>Vocab test - clothes</td>
<td>16/20 = 80%</td>
<td>Learn articles more thoroughly – masc and fem.</td>
</tr>
<tr>
<td>Eg.30/10/14</td>
<td>Writing – levelled. What I wear.</td>
<td>Met</td>
<td>Try to include more reasons and opinions and check tenses.</td>
</tr>
</tbody>
</table>
In summary:

In KS3 and KS4, parents and students can expect to see the following:

Neat books – One end of unit assessment marked by the teacher per term plus the potential for some smaller pieces of marked work and whole class feedback sheets. Regular self and peer assessment and use of purple pen.

At KS5, students are responsible for the organisation of their own folders. There will be One end of unit assessment marked by the teacher per term plus the potential for some smaller pieces of marked work and whole class feedback sheets. Regular self and peer assessment and use of purple pen.
**Rationale:**
The different forms of assessment in physical education are used to engage, support and motivate students to become competent, confident, creative and reflective learners. It supports and encourages students to work together in order to excel in mentally, emotionally and physically demanding competitive activities and situations.

### Assessment at KS3:

- Every lesson the students will be assessed by one means or another. We tend to use self, peer, group & teacher – led assessment within lessons.
- Takes the form of questions which enables all stakeholders to see where we are, where we are going, and more importantly, what we need to do to get there.
- This assessment evidence is then used to inform tracking and reporting.

### Assessment at KS4:

- During lessons and for homework we use tasks and assessment to allow students to demonstrate their ability to:
  - draw together their skills, knowledge and understanding from across the full course of study
  - demonstrate their understanding of the relationships between theory and practice
  - provide extended responses.
- We use random spot tests and starters using exam style questions
- Topic tests at the end of topics and modules of work
- Exam style questions to develop and understanding of what the examiners require for each of the Assessment Objectives (AOs)
- These assessments are then stuck into their work books and students then complete a “Students Action” saying what they will do differently and why.
- A central record of marks is kept by the classroom teacher and used for tracking and reporting purposes.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- **AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Assessment at KS5:

- During lessons and for homework we use tasks and assessment to allow students to demonstrate their ability to:
  - draw together their skills, knowledge and understanding from across the full course of study
  - demonstrate their understanding of the relationships between theory and practice
  - provide extended responses.
- We use random spot tests and starters using exam style questions
- Topic tests at the end of topics and modules of work
- Exam style questions to develop and understanding of what the examiners require for each of the Assessment Objectives (AOs)
- These assessments are then placed in their files and students then complete a “Students Action” saying what they will do differently and why.
- A central record of marks is kept by the classroom teacher and used for tracking and reporting purposes.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- **AO1**: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2**: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3**: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- **AO4**: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Assessment at KS4:

- After each topic in GCSE Physics students will sit a written end of topic assessment utilising previous exam questions, larger topics may also have mid-topic assessments. There will be a total of 3 topic assessments in year 9, 6 in year 10 and 4 in year 11. Students will receive a grade for their assessments based on the GCSE number grades and will compare this to their target grade. Following assessments students will complete WWW and HTIs to reflect on areas they need to work on. Students will also sit written end of year examinations in years 9 and 10 and 2 mock examinations in year 11 which will be teacher marked and based on everything studied in GCSE Physics to date.
- During topics students’ progress will be monitored through the use of online learning platforms such as Educake and Seneca which provide low stakes testing and instant feedback for students on their current attainment level in that topic. These have been shown to motivate students and increase progress.
- End of topic and end of year assessments will all be stored in a “progress folder” for students to be easily able to review their understanding on previous topics. As assessment is all carried out through online learning platforms and end of topic assessments. There is no expectation for teachers to be marking student’s books as these are meant to be students own revision notes. Any work in these will either be self-assessed or marked by a teacher during lessons (“live-marking”), therefore teacher marking is unlikely to be seen in student books.

Assessment at KS5:

- After each topic studied in A Level Physics students will sit an end of topic assessment which utilises previous examination questions. Students will receive a grade on these assessments based on the A Level grades (A*-E). Following assessments students are encouraged to reflect on areas they need to improve. Students will also sit end of year exams at the end of year 12 and a series of mock examinations towards the end of year 13.
- At A Level there is a particular emphasis on developing independent learning skills, and for students to be able to identify areas they need to work on themselves. Over the course students will be given a range of tasks to develop problem solving and research skills, they will also have access to online learning platforms such as Seneca and Isaac Physics for them to assess their attainment in the current topic they are studying and address any areas they need to improve prior to the end of topic and end of year assessments. Students will be given tasks to complete by teachers in their own time, including past examination questions, but are also expected to do carry out independent learning both prior to and after lessons. Students are encouraged to take ownership of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess. There are many resources on the A level Physics Google Classroom to support students in this.
- End of topic assessments will be kept by students and they are expected to keep these organised to be able to refer to them for revision at a later stage.
**Rationale:**

In RE we mostly use assessment to help students understand how they can improve what is called diagnostic assessment. This might include short tests on vocabulary, quotation, and key concepts. We also use exam style written responses diagnostically so that students can show that they deploy such vocabulary, and concepts related to teachings in the religious contexts of beliefs, and practices, they exist in. Other assessments at the end of the year typically and at key points in the year are summative used to record progress to report back parents.

**Assessment at KS3:**

- In both Year 7 and 8 there are four summative assessment points as well as the end of year exam. These will usually take place towards the end or sometimes in middle of terms. The end of year paper usually shortly after Easter of that academic year.
- These assessments are either of a written nature of either short response or longer essay response types. The end of year assessments are of a quick response but extended paper variety.
- Most often the type of formative assessment used by the department at key stage three is of key words and concepts test type.
- The assessments may be done either on separate papers and then stuck in their exercise books or written directly into their exercise books.

**Assessment at KS4:**

- In both Year 9 and 10 there are two summative assessment points each term as well as the end of year exam. These will usually take place towards the end or sometimes in middle of terms. The end of year paper usually shortly after Easter of that academic year.
- These assessments are either of a written nature of either short response or longer essay response types. The end of year assessments are of a quick response but extended paper variety.
- Most often the type of formative assessment used by the department at key stage three is of key words and concepts test type.
- The assessments may be done either on separate papers and then stuck in their exercise books or written directly into their exercise books.

**Assessment at KS5:**

- There will be regular short formative type response quiz style questions to help secure knowledge or identify areas for review across the topics.
- In addition for each of the three topics Philosophy, Ethics, and Buddhism students will have to complete exam style essay questions most weeks which include shorter 8 mark ‘Explore’ questions, 12 Mark ‘Assess’ questions, Anthology 10 mark ‘Clarify’ and 20 mark ‘Analyse’ questions and finally 30 mark ‘Evaluate’ questions. While these are formative in purpose they also will help us track progress. These will be stored by the students with feedback in their subject folders, but may be submitted via the google classroom.
- In 6th form students will sit a mock exam at the end of Year 12 and after Christmas of Year 13.
- While mostly these will be given to complete independently, increasingly timed condition questions will be used. The principle of ‘Slow, Slow, Quick’ being used to move from practice of content to practice of examination technique.
**Rationale:**

- Meaningful, manageable, motivating.
- High quality and targeted.

**Assessment at KS3:**

**Assessment at KS3 – Year 7 and 8 in science under the direction of separate science HODs:**

- **Once per topic**, a **Skills Assessment** will be completed by students and assessed in detail by the teacher. This includes WWW and HTI. The students will reflect on their work and write corrections and improvements.
- **Once per topic** a **summative test** will take place. This encourages students to secure long term memories of the content. It develops exam technique, checks knowledge, understanding and application. It is a relatively low stakes environment being peer or self-marked.
- During lessons **Live Feedback** will be frequent in the form of verbal feedback. Students will reflect upon their learning, misconceptions will be addressed and deep ideas developed.
- Formal assessments will be fixed into exercise books. **Purple pen** may reflect where students have responded to feedback. No ‘marking’ will be present in the books except for the formal assessments.
- Students track and reflect upon their progress by filling in a **Learning Log** in the front of their books.
- The **‘End of year exam’** will be skills based, marked by a teacher with time for students to self-review their WWW and HTI areas.

**Year 9 Assessment – Transition year under the direction of separate Science HODs**

- Subject specialisms gain control of the specific assessment needs of their Science.
- Web assessment & feedback via Educake & Seneca will be used for homework based assessment once per topic.
- Live Feedback will be used in lessons.
- Topic tests provide a checkpoint for understanding and knowledge. Exam technique, application of learning and skills will also be developed as pupils respond to these assessments in detail with corrections.