



# Walthamstow School For Girls

*"Neglect not the gift that is in thee"*

**Policy Document**

## **Marking, Feedback and Assessment Policy**

<b>Author(s):</b>	<b>R Schaber</b>
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## **I VISION STATEMENT**

At WSFG, assessment and feedback is used to support student progress. The aim of assessment and feedback is for students, with support from classroom staff, to reflect on their learning, know how well they are doing and what to do to improve.

### **1a. Purpose of Assessment Policy**

1. To ensure all students are provided with regular and purposeful feedback that helps them to understand the progress they have made and supports them in their next steps in their learning.
2. To develop consistency across our school community in how feedback is used to support student progress.
3. To support a culture of powerful, reflective learning and challenging, engaging learning environments.

### **1b. Feedback and Assessment is Used to:**

1. Provide information regarding progress of students to staff; enabling teachers to adapt lessons to support student progress.
2. Give clear, manageable, and personalised feedback on how/what a student needs to do to make progress and improve or develop their work.
3. Actively engage students in their learning, with students actively responding to feedback.
4. Provide information to parents to understand how their child is doing and how they can make further progress.
5. Provide data to indicate how well students are doing against their targets.
6. Support the identification of students who may need additional support to reach their full potential.

## **2. FEEDBACK AND ASSESSMENT PRINCIPLES**

Faculties will use their own, subject specific Feedback and Assessment Positions which outline how each individual faculty will address the following Feedback and Assessment Principles:

- Formative and summative assessments are used to provide information about the progress a student has made and allow feedback or additional support that allows students to make further progress.
- Marking and feedback is focused on those assessment identified in Learning Journeys as those that provide the most information about the progress a student has made.
- Feedback moves students on and is individualised for each student
- Feedback is responsive to students' individual needs

Faculty Assessment Positions are included in Appendix I

### **2a. Learning Journeys**

Faculties have developed Learning Journeys for all topics across all year groups, outlining:

- What formative and summative assessments are included in the topic
- How feedback will be given to students

What does this mean in practice?

All students will have Learning Journeys in their exercise books for each subject and each topic. These sheets are light green in colour to help easy identification for all.

## **2b. Formative Assessment Procedures**

Each subject area will use the Learning Journeys to plan formative assessments. All formative assessments adhere to the Feedback and Assessment Principles outlined above.

For core subjects, there will be a minimum of two formative assessments prior to the summative assessment for each topic.

For non-core subjects, there will be a minimum of one formative assessment prior to the summative assessment in each topic.

The purpose of formative assessment is to give students and teachers information regarding student progress to date, so that teachers and students can adapt future learning to support student progress.

Formative assessment can take a variety of forms and methods of feedback (e.g. low stakes testing, quizzes, diagnostic feedback, whole class feedback, feedback stickers, scaffolded self or peer assessment, verbal feedback, etc.).

Formative assessments are designed to test students' knowledge and skills, providing evidence of their progress to date. Formative assessment are also designed to support student's preparation for the topic's summative assessment (e.g. the formative assessment assesses the same skills/knowledge as the summative assessment; the formative assessment is a similar question/task to the summative assessment; the formative assessment assesses some of the skills/knowledge that students will build upon to complete their summative assessment).

## **2c. Summative Assessment Procedures**

For all subjects, there will be a summative assessment for each topic. This may take the form of a test, essay, producing a product or performance or other extended piece from which students can demonstrate the skills and knowledge included in a topic, and from which teachers can effectively evaluate to what extent students have made progress.

What does this mean in practice?

All students will have feedback sheets in their exercise books for each summative assessment. These sheets are lilac in colour to help easy identification for all. These should also be accompanied by a student response after this point in purple pen.

## **2d. Success Criteria**

Assessment specific success criteria is increasingly shared with students prior to formative and summative assessments. Success criteria reflects the necessary skills and knowledge to be successful in an individual assessment and cumulatively builds the needed skills and knowledge to be successful across the subject.

## **2e. KS4 Mock Exams Procedures**

In Year 10, end of year assessments are formal mock exams sat in the Summer Term. These mock exams will be set within faculties and are synoptic, covering the content taught across the GCSE course to date. These end of year mock exams will use past exam board materials or be closely modelled on exam board materials, ensuring coverage of all content and assessment objectives

included in the Year 10 curriculum. End of year mock exams are designed to enable students to experience sitting formal exams ahead of Year 11 mocks and terminal exams.

In Year 11, there will be series of formal mock exams in the Autumn Term to ensure all students have experience with formal exam settings prior to their terminal exams in the Summer Term. Year 11 mock exams will use past exam board materials, ensuring coverage of all content and assessment objectives covered in the exam course to date.

Terminal national exams take place in the Summer Term of Year 11.

### **3. REPORTING AND EVALUATING**

Parents/carers will receive regular reports regarding their child's progress, including:

- Termly reports regarding student progress and attainment (a 'Current Working At' grade). In Year 11, progress reports issued will also include a Professional Prediction for exam subjects in the report collated after Y11 mocks in January.
- Annual parents evening where parents/carers are given the opportunity to discuss their child's progress with subject teachers.

All formal reporting deadlines are part of the whole school calendar and are regularly reviewed (at least annually).

Individual faculties will use their own, subject specific Go4Schools data collection spreadsheets to collect and record formative and summative assessments agreed upon in their faculty's Learning Journeys. Classroom teachers can use Go4Schools as an electronic mark-book, recording all work completed within a topic. Weightings for formative and summative assessments must be agreed upon before being uploaded to Go4Schools to ensure consistency within the faculty's reporting cycle. Assessment data must be uploaded to Go4Schools at least half termly.

The effectiveness of assessments will be evaluated at least annually through:

- Calendared Progress Enquiries (Appendix 2)
- On-going curriculum development planning within faculties
- Whole school lesson observation cycle
- Whole school reporting cycle
- Moderation and standardisation sessions within faculties

### **4. INCLUSION**

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early identification of students' special educational needs and any requirements for additional support and intervention.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points.

## 5. ROLES AND RESPONSIBILITIES

### Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

### Headteacher and SLT Line Managers

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### HOFs and HODs

- Ensuring that the policy is adhered to within their faculty or subject
- Monitoring standards in their faculty or subject
- Analysing student progress and attainment in their faculty or subject
- Identifying patterns of underachievement and putting in place support and interventions where needed
- Ensuring teachers within a faculty or subject are able to conduct assessments competently and confidently, including training and moderation opportunities

### Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

## 6. LINKS TO STAFF AND STUDENT WELL-BEING

This assessment policy has been written with our school's commitment to staff and student well-being in mind. Faculties and subject areas have been given opportunities within this policy to choose how best to assess and feedback to students, including choice regarding how and when to assess student progress and encouraging a greater use of self and peer assessment tools to monitor student progress. This policy aims to balance the need for a consistent approach to feedback and assessment across the school, regular, personalised feedback for each individual student and a positive work-life balance for staff.

## 7. LINKS TO OTHER POLICIES

This assessment policy is linked to:

- Curriculum policy
- Examination contingency policy
- CPD policy and whole school CPD programme
- Positive Behaviour for Learning Policy
- Well-being Policy

**APPENDIX I**  
**Individual Faculty Assessment Policies**

**English:**

**In the English faculty:**

- Formative and summative assessments are outlined in each topic’s Learning Journey
- Each topic has 2 formative assessments and 1 summative assessment
- Formative assessments have a clear link to the skills & knowledge needed in the summative assessment
- Formative & Summative Assessments will be uploaded to G4S. Only Summative assessments will be weighted.
- Formative Assessments will be given feedback in one of the following ways:
  - Self Assessment
  - Peer Assessment
  - Written teacher questions
  - Written teacher diagnostic marking
  - Verbal feedback plus purple pen improvement
- Summative Assessments will be given feedback in the following way:
  - KS3: Action Target Dialogue sheet
  - KS4: Checkpoint front sheet, mock exam front sheet

**Maths:**

Type of Assessment	What it Looks Like at KS3	What it Looks Like at KS4	How work is Assessed	Data Entry
<b>Numeracy:</b>	50 mark numeracy test is completed once a term. This follows the same format each time.	50 mark numeracy test is completed once a term. This follows the same format each time.	Teachers mark this assessment and students identify key areas of improvement to focus for the next test.	Marks to be recorded on go4schools, but not weighted. Considered for in set changes
<b>Formative Assessment: In class assessment</b>	Use of exit tickets in class and mini-whiteboard/low stakes questioning.	Use of exit tickets in class and mini-whiteboard/low stakes questioning. Practice exam papers and topic booklets	A mixture of self, peer and teacher marking	Marks do not need to be entered onto go4schools
<b>Summative Assessment: End of Unit Assessment</b>	2/3 end of unit assessments per term. These are based on the White Rose Maths	Assessments at the end of each half term based on the topics covering during the half term.	Teachers mark this assessment and students identify key areas of improvement. An improvement sheet is then completed	Marks to be recorded on go4schools, and will be weighted.

			linking to MathsWatch and WRM textbook	
<b>End of Year Assessment:</b>	End of Year 40 mark assessment is completed based on all previous learning.	Year 9 – 2 reduced GCSE papers based on taught topics Year 10 – Mock 1 December is 2 reduced GCSE papers Mock 2 June 2 full GCSE papers Year 11 – Mock 1 November 3 full GCSE papers Mock 2 Feb/March 2 full GCSE papers	Teachers mark this assessment and students identify key areas of improvement.	Marks to be recorded on go4schools, and will be weighted. For year 10 and 11 data is added to Pinpoint Learning

### Science:

Type of Assessment	KS3	KS4	Data Entry
<b>Self-marking quiz and completed homework</b>	20-mark multiple choice quiz	25-mark multiple choice quiz	Marks do not need to be entered into G4S as its recorded – on forms already
<b>Formative Assessment:</b> Teachers mark key piece of work and students will keep this in their books	1 teacher assessment every half term focusing on skills	15 mark exampro questions	Marks to be recorded on G4S but not weighted
<b>Summative Assessment:</b> Teacher to mark tests. Students will fill out test proforma and keep this in their books.	20 mark EOCT NB: tests for two units will be combined, so students will sit a 40-mark test in total	40 mark EOCT	Marks to be recorded on G4S and will be weighted.

\*EOCT: End of Chapter Test

### ICT:

Type of Assessment	What it Looks Like at KS3	What it Looks Like at KS4	How Students Respond to Feedback	Data Entry
<b>Formative Assessment I:</b>	<ul style="list-style-type: none"> <li>Bronze assessment- self-marking multiple-choice questions- set</li> </ul>	Mid- unit assessment- Self-marking multiple-choice questions- set up on MS Forms-	<ul style="list-style-type: none"> <li>Teachers will provide whole class feedback after reviewing responses</li> <li>Students will complete DIRT</li> </ul>	Assessment results will be uploaded to Go4Schools



	<ul style="list-style-type: none"> <li>up on MS Forms</li> <li>In some units open questions may be set- teachers will assess these questions individually</li> </ul>		<ul style="list-style-type: none"> <li>time document and highlight any mistakes and make corrections</li> <li>KS4 students will use home-learning time to focus on these key areas of the unit.</li> </ul>	
<b>Formative Assessment 2:</b>	<ul style="list-style-type: none"> <li>Silver assessment- self-marking multiple-choice questions- set up on MS Forms</li> <li>In some units open questions may be set- teachers will assess these questions individually</li> <li>Teacher will look through a sample of online Class Notebooks- Common errors/further improvements will be noted.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will look through a sample of class exercise books to check notes/ activities- Common errors/ further improvements will be noted.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will provide whole class feedback after reviewing responses</li> <li>Students will complete DIRT time document and highlight any mistakes and make corrections</li> <li>Whole class feedback will be given to classes once online Class Notebooks/ exercise books have been sampled- students will use purple pen/ font to make changes/ further improvements.</li> </ul>	Assessment results will be uploaded to Go4Schools
<b>Summative Assessment:</b>	<ul style="list-style-type: none"> <li>Gold assessment- Mini-project style tasks- Completed in class and for homework (1-2 lessons)- Submitted as a Team's assignment</li> <li>Success criteria and marking scheme will</li> </ul>	<ul style="list-style-type: none"> <li>Progress checks will take place every half term, at the end of a unit</li> <li>Assessment will consist of exam style questions</li> <li>Economics/Business: multiple-choice, short response, calculations and long response questions</li> </ul>	<ul style="list-style-type: none"> <li>Students will record final mark on their DIRT time document</li> <li>KS3- Paper marksheet will remain with teacher</li> <li>KS4- DIRT sheet will be stapled to assessment paper and</li> </ul>	<ul style="list-style-type: none"> <li>Individual student marksheet will be completed by teacher</li> <li>Final assessment result will be uploaded to Go4Schools</li> </ul>

	support students in completing tasks <ul style="list-style-type: none"> <li>Teachers assess using marking grids</li> </ul>	<ul style="list-style-type: none"> <li>Computer Science: Definitions, short response, long response, calculations, programming + algorithms questions</li> </ul>	remain in student folders.	
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### **ADT:**

#### **In the ADT faculty:**

- Formative and summative assessments are outlined in each topic's Learning Journey
- Each topic has an opportunity for formative assessments. In D and T this forms part of the iterative design process. In Art, Textiles and Food it is in the skills learnt which inform making. Formative assessment takes place through self and peer assessment
- There are at least two summative assessments per year for each subject area as in some subjects topic last more than a term. These are uploaded to G4S.
- Formative assessments have a clear link to the skills & knowledge needed in the summative assessment
- Formative Assessments will be given feedback in one of the following ways:
  - Self Assessment
  - Peer Assessment
  - Written teacher questions
  - Verbal feedback plus purple pen improvement
- Summative Assessments will be given feedback in the following way:

KS3: Skills and Knowledge Maps, Booklets (Current) Student Progress Tracker (From Next Year)

KS4: Assessment Feedback Sheets

### **MFL:**

#### **In the MFL Faculty:**

- Formative and summative assessments are outlined in the Schemes of Learning and Learning Journey
- Each topic has 1 formative assessment and 1 summative assessment.
- For single linguists, 2 skills are assessed as part of the summative assessment each half term (Listening, Speaking, Reading or Writing)
- For dual linguists, 1 skill is assessed in each of the languages (French/Spanish) as part of the summative assessment each half term .
- There is clear mapping of the skills that are assessed in the summative assessment which can be seen in the MFL Curriculum Overview. This is to ensure that there is equal coverage of all 4 skills throughout the year.
- Formative assessments have a clear link to the skills and knowledge needed in the summative assessment
- Only Summative Assessments will be uploaded to G4S and they will be weighted.
- Feedback for both formative and summative assessments will be given in the form of Whole Class Feedback. Students will be given a 'Next Step' in which they will respond to in purple pen.
- Formative Assessments will be given feedback in one of the following ways:
  - Self Assessment
  - Peer Assessment
  - Whole Class Feedback

- Verbal feedback plus purple pen improvement
- Summative Assessments will be given feedback in the following way:  
KS3: Whole Class Feedback, individual feedback (WWW, EBI with next steps – linked to progression maps)  
KS4: Whole Class Feedback, individual feedback (WWW, EBI with next steps – linked to GCSE mark scheme)

## **Humanities:**

### **KS3 Formative assessment**

Formative assessment is at the heart of our day to day pedagogy and used to inform our approach in the class.

Alongside this, each subject area has identified a **core formative assessment** within each individual learning journey, specifically designed to prepare students for the demands of the summative assessment students will be graded on.

These preparatory formative assessments should be set by all staff for each of their respective groups, prior to the completion of the summative assessments.

Preparatory formative assessments are not graded, but meaningful feedback should be provided to ensure that students know what is required of them to maximise their performance in the summative assessment. The nature of the feedback may take a variety of forms including teacher written feedback, student peer or self assessment, whole class feedback, use of modelled examples or a dedicated feedback form. Individual learning journeys for each unit will offer guidance as to how feedback will be given.

### **KS3 Summative assessment**

For each unit of work there is a **core summative assessment** that all staff will set their respective groups. In addition, year 7s will sit an initial baseline test. Details of individual summative assessments can be seen in learning journeys and schemes of learning.

Summative assessments should be marked according to centralised assessment criteria which may be shared with students in advance where appropriate.

A grade will be awarded for this work as per the whole school assessment policy from acquiring to extending.

In addition to a grade, feedback will be provided as to what went well and what could be improved. This could be written feedback, whole class verbal feedback, peer or self-assessment or a dedicated feedback sheet.

### **KS4 Formative assessment**

Formative assessment is at the heart of our day to day pedagogy and used to inform our approach in the class. Topics include a variety of tasks which will help students prepare for different aspects of their summative assessment, e.g. practicing short answer 'explain' style questions, developing numeracy skills or using diamond 9s to develop the skill of 'assessing significance.'

The relative strengths and weaknesses of different groups of students will necessitate teachers having to prioritise different areas of exam technique to ensure we are best catering for the needs of our individual students, including but not limited to a core formative assessment for each learning journey that all staff are expected to complete. Across the wider programme of study, we will seek to vary

the focus of each core formative assessment to ensure that a range of different exam skills are being developed.

Where appropriate, meaningful feedback should be provided to ensure that students know what is required of them to maximise their performance in their end of unit tests for different types of questions.

Feedback may take a variety of forms including teacher written feedback, student feedback, whole class feedback, modelled examples or a dedicated feedback form.

#### **KS4 Summative assessment**

For each unit of work there is a core summative assessment that all staff will set their respective groups. This will be the relevant section from a past exam paper. All students will sit the same paper as per the direction of the head of subject.

Details of individual summative assessments can be seen in learning journeys and schemes of learning.

Summative assessments should be marked according to centralised assessment criteria (provided by the relevant exam board) which may be shared with students in advance where appropriate. A GCSE grade will be awarded for this work from 9 – 1 based on nationally recognised grade boundaries for the particular academic year the paper was taken from.

Where appropriate, students will be afforded a reflection lesson where they go through their answers with their teacher, reviewing what they wrote for each question and making improvements as required.

## Performing Arts

	Key Stage 3	Key Stage 4
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Termly summative assessment with a focus on either creating, performing or responding, as detailed in Learning Journeys. Students given written feedback and a target in their logbooks.</li> <li>• Formative assessment is ongoing; oral feedback, both peer and teacher, is given regularly in lessons.</li> <li>• In addition, there is one formative assessment which can be evidenced without observing a lesson. This may be a quiz (Creating, Responding) or feedback on work in progress that is written in logbooks (Performing)</li> </ul>	<p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>• Summative assessment comprises performance of a short play, a coursework portfolio and an evaluation written in controlled conditions. All are internally marked and standardised and externally moderated.</li> <li>• Formative assessment: regular sharing of work in progress, with feedback recorded in students books. Drafting of coursework, which is marked and redrafted.</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>• Summative assessment is an externally examined performance of text.</li> <li>• Formative assessment: regular peer and teacher feedback of work in progress. Students write this feedback in their Drama books. Preview performance to parents and/or another class.</li> </ul> <p><b>Component 3</b></p> <ul style="list-style-type: none"> <li>• Summative assessment is end of course written exam.</li> <li>• Formative assessment: timed questions in class and as homework with regular teacher marking and feedback; mock exams in Year 10 and 11.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Half-termly summative assessments at the end of each topic, as outline in Learning Journeys. Written teacher feedback given in Music booklets and students set their own targets in response to teacher ebis.</li> <li>• Formative assessment: students perform work-in-progress and are given teacher and peer oral feedback in order to make improvements in preparation for their</li> </ul>	<p><b>Component 1: Understanding Music Paper – End of course listening exam.</b></p> <ul style="list-style-type: none"> <li>• Summative Assessments: Students complete end of unit tests at the end of each topic. These are marked by the teacher and students are given written feedback.</li> <li>• Formative Assessments: Exam style questions are completed in every theory lesson and self or peer assessed.</li> </ul> <p><b>Component 2: Performing Music – Internally marked, externally moderated.</b></p> <ul style="list-style-type: none"> <li>• Summative Assessments: Students prepare ensemble and solo performances throughout the GCSE course and perform these each term. These are marked and students are given written feedback from their class teacher.</li> <li>• Formative Assessment: Students are given regular verbal, formative feedback in performance lessons. Many students also receive one-to-one lessons with their teacher where they work to improve their pieces.</li> </ul> <p><b>Component 3: Composing Music – Internally marked, externally moderated.</b></p>

	<p>summative assessment.</p>	<p><b>Year 10 -</b></p> <ul style="list-style-type: none"> <li>• Summative Assessment – Students complete a composition unit using Sibelius which is assessed by their class teacher during the Autumn term. Students complete a Cubase composition project in Spring term which is marked by their class teacher and then start GCSE coursework in summer term.</li> <li>• Formative Assessment – Students are given regular verbal feedback during composition lessons. They are also given coaching question-style feedback during the summer term as this is all that is permitted for coursework.</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Students use composition lessons to work on the two pieces required for their GCSE coursework. Specific feedback is not allowed for this topic. Instead, students receive verbal formative feedback from teachers during lessons and they are given developmental coaching questions to help them to improve their work such as ‘How could you develop verse 2?’.</li> </ul>
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Seven sports are taught during each year of KS3.</li> <li>• Formative assessment: ongoing teacher oral feedback during the topic as students learn and practice the various elements involved in each sport.</li> <li>• Summative assessment: students will be assessed in a lesson at the end of the topic, as outlined in Learning Journeys. This might be a full court game, for example. Students are given their assessment levels orally and marks recorded on Go4Schools.</li> </ul>	<p><b>Papers 1 and 2: end-of-course written exams</b></p> <ul style="list-style-type: none"> <li>• Formative assessment: 10 GCSE Papers at the start of every lesson. Mock exams in Years 10 and 11.</li> </ul> <p><b>Practical exam: internally marked, externally moderated</b></p> <ul style="list-style-type: none"> <li>• Formative assessment: ongoing oral feedback in practical lessons. Mock practical exams in Years 10 and 11.</li> </ul> <p><b>Coursework</b></p> <ul style="list-style-type: none"> <li>• Students draft coursework, which is marked. Detailed feedback is provided to enable students to redraft successfully.</li> </ul>

## Appendix 2: Progress Enquiry Exemplar

The Progress Enquiry Exemplar below illustrates the types of questions which may inform a faculty or whole school Progress Enquiry. Questions may change to reflect specific whole school or faculty priorities.

### Assessment Expectations Progress Enquiry

**MAKE SURE THAT YOU SAVE INDIVIDUAL COPIES OF THIS DOCUMENT FOR EACH MEMBER OF STAFF**

Faculty: \_\_\_\_\_

Member of staff initials: \_\_\_\_\_

	Yes / Not yet	Comments / details / examples
There is a learning journey in students' book for every unit		
There is evidence of formative assessment: this is where all students receive either teacher feedback or peer feedback which they respond to so they are clear about what they need to do to improve		
There is summative feedback about both how students have improved and an assessment of how well they have done		
Books or folders show that students actively and meaningfully reflect on teacher feedback, e.g. through a detailed purple pen response.		
Students have access to and have used the mark scheme or success criteria for assessments		
Students know how to make progress because of their feedback from teachers and peers and have opportunities to apply this, e.g. Mymaths/ feedback sheets / purple pen response/ redrafting/ continued adapted response / purple voice		