



Windermere School: Measuring Student Performance - Marking, Prep and Assessment

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Reviewed by: SMT

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Staff Responsibility: Deputy Head (Academic)

Marking Principles

The **Teachers' Standards** state that teachers should '**give students regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**'.

Effective marking, either with remote learning or with classroom-based teaching, is an essential part of the education process. At its heart, it is an interaction between teacher and student: a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of raising attainment. This can be achieved in a number of ways, and does not simply mean the use of extensive written dialogue or comments.

Windermere School is committed to developing a marking practice throughout the School that raises attainment without creating an excessively time-consuming burden for teachers. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a student is able to tackle subsequent work.

The March 2016 Government Report of the Independent Teacher Workload Review Group entitled 'Eliminating unnecessary workload around marking' asks that all marking should be meaningful, manageable and motivating, and this provides the basis for Windermere School's procedures.

Meaningful marking varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance student progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with students in class, reading their work – all help teachers understand what students can do and understand.

Consistency across a department or a school is important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine how marking is best suited in their areas, responding to the different demands, and drawing on teacher professionalism to create meaningful and manageable approaches.

Manageable marking is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Feedback can take the form of spoken marking / verbal feedback, written (teacher) marking (either on paper or electronically), peer marking or self-assessment, with a high emphasis towards oral feedback in

the EYFS. Current research on marking does not show any one of these techniques to be any more or any less effective than any other, but does suggest:

- Careless mistakes should be marked differently from errors resulting from misunderstanding. The latter may be addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Grading work can reduce the impact of marking, particularly if students become preoccupied with grades at the expense of the teachers' comments.
- Time spent simply acknowledging that work has been seen is likely to be better spent providing specific information about how to improve, even if it means fewer pieces of work are marked overall; a simple mantra might be to mark less, but mark better.
- Students are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to feedback.
- Using targets to make marking as specific as possible is likely to increase student progress.

Motivating marking is marking which helps to encourage students to make progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a student has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive written marking. Too much feedback can take away responsibility from the student, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Accepting work that students have not checked sufficiently and then providing extensive feedback detracts from students' responsibility for their own learning, particularly in editing and drafting skills. Students should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Roles and responsibilities

<p>Classroom teacher</p>	<ul style="list-style-type: none"> • Setting and marking of work (including prep tasks and summative assessments) as per the Windermere School guidelines below. • The maintenance of an effective mark book (Browhead) or individual Students Pathways files (Elleray). • The completion of SIPS (Browhead) where required. Student Intervention Plans are forms which should be completed where a teacher is concerned that a student is failing to make sufficient progress, or gains a much lower than expected grade on an assessment.
<p>Head of Faculty / Subject Leader</p>	<ul style="list-style-type: none"> • The monitoring of good practice and consistency across the faculty/department in line with the Windermere School guidelines. • The sharing of best practice in marking and assessment within and out-with the faculty. • At Browhead, the regular monitoring of marking and mark books (at least 5 times each academic year) using the Windermere School Work Review Form (Appendix 1). • At Elleray, the regular monitoring and reviewing of students' workbooks and exercise books (at least twice each academic year) using Staff meetings to share best practice.
<p>Deputy Head Academic / Head of Elleray</p>	<ul style="list-style-type: none"> • To ensure consistency of practice across departments/faculties/subject areas and to assist HoF/HoDs/Subject Leaders develop consistency (e.g. consistently high standards) within phases. • The management of the timescales for Work Reviews at Browhead. • The collection of the completed documentation. • To manage issues raised through Work Reviews (Browhead) and Book Reviews (Elleray) • The sharing of best practice.

Windermere School Marking Guidelines

1. Students work should be marked regularly by the teacher. The definition of ‘regular’ marking will depend on each specific class, the volume of the work they are producing and the nature of that work. It is the role of the Head of Faculty/Department/Subject Leader to ensure that each Scheme of Work lays out the nature of marking required for an individual programme of work, and then do all he/she reasonably can to ensure that such frequencies/types of marking are achieved.
2. This marking can be via:
 - verbal feedback (or recorded audio feedback) and discussion;
 - written marking;
 - peer marking;
 - self-assessment.
3. We should encourage students to undertake self or peer evaluation before submitting work to be assessed by the teacher, e.g. using ‘task completion criteria’. The University of Oxford’s Department of Education completed research in 2019, which showed that peer assessment was significantly more effective than either teacher or self-assessment.
4. Written feedback should be made using a colour other than the one the students use. At Windermere School (Browhead Campus) purple pens are used by students for their own feedback, corrections or dialogue marking comments. At Elleray marking is in green (‘green for go’ – positive comments) and in pink (‘pink for think’ – what is next, what can you do to improve) as appropriate.
5. Work should be returned to the student by the next lesson or within a week, whichever is appropriate. However, there may be specific times, such as coursework feedback, where detailed feedback may take longer.
6. **Marking Stickers.** Windermere School asks that staff use the Windermere School marking stickers for detailed written feedback for **Years 7-11**. These stickers come in 3 sizes to allow for different writing sizes and different amounts of detail, depending on the task. They can also be imported into documents for use electronically, or amended by Faculties (with the agreement of the Deputy Head Academic) to suit a particular situation (e.g. the Science booklets use of the marking stickers).

These stickers aim to encourage deep marking, the process whereby teachers provide detailed written feedback to students. This feedback should offer specific guidance to allow the student to improve or enhance their future performance. Students are then expected to respond in writing to the guidance. It is important that teachers subsequently check students have responded appropriately, acted upon advice/targets given and completed any corrections that were requested.

	Feedback on your most recent work
	Title: Date of feedback:
What you have done well	
Your work would be even better if...	
Your comment	

Comments within the marking stickers or within evaluation forms should be sufficiently positive, detailed and specific to encourage students to make progress. Individual departments/faculties may make different decisions about the use of the marking stickers, but as a minimum within a subject/class a student should expect to receive a detailed marking stickers at least once each half term. Stickers may be used at Ellery for some subjects or projects at the teachers' discretion and in Year 6, particularly, to familiarise students prior to Year 7.

Departments are allowed to individualise the marking stickers as long as the Academic Deputy Head approves the amendments. The key aspects all stickers must have are:

What you have done well	<ul style="list-style-type: none"> • What was good about the work, e.g. specific answers, accurate observations, balanced comments, etc.
Your work would be even better if...	<ul style="list-style-type: none"> • Comment on where development is required, or • Set a target for the next piece of work, or • Ask for corrections - it should be made clear what needs to be corrected and by what date.
Your comment	<ul style="list-style-type: none"> • This is where students should comment back to the teacher. This is best done as DIRT time (Directed Improvement & Reflection Time) when the work is handed back, or as a prep task.

Over a series of tasks teachers should be able to see progress along personalised pathways as different students will have different targets. It is important that an individual student can see what is required of them to make progress. Progress can be seen in a number of ways, for example in a student's immediate verbal response, or in written work the next time they encounter a similar task, or through summative assessments.

7. Project based activities and examination coursework will need to have some form of regular marking, although not necessarily formal / written marking, even if a whole project may extend over a lengthy period of time. This is to ensure students are managing the time and content of their project work effectively. If the coursework is below the expected standard at any stage Tutors and Heads of Faculty must be informed, although such feedback must not be contrary to any applicable examination guidelines.
8. **Marking for Literacy (Browhead).** It is important that all staff reference errors in spelling, punctuation and grammar in the same way. Please use the following symbols:

- sp** – spelling
- p** – punctuation
- ap** – apostrophe
- Cap** – missing capital letter
- //** - new paragraph
- ^** - missing word or detail
- ?** - lack of sense or factual inaccuracy
- WW** – wrong word
- CS** – comma splice
- T** – wrong verb tense (important for EAL students)

9. **Staff Mark books (Browhead).** The monitoring of student progress can be either paper or electronic. Whatever system is used, it must be accessible to HoFs so they can ensure consistency of practice across their faculty. As a minimum in Keys Stages 3, 4 and 5 mark books should record:
 - The date of the work.
 - Its nature.
 - If the work was late/unsatisfactory.
 - Grade/mark as appropriate.
 - Assessment scores.

- Report grades.
- Expected grades where appropriate, and UCAS predictions.
- Short term target grades.
- Additional information on each student, including tutor, CAT data (baseline data), EAL/SEND/AGT status and whether the student holds a scholarship.

Mark books will always be read in conjunction with the students work so there is no need to keep a record of all comments made.

10. Windermere Guide. The terminology that makes up the Windermere Guide should be used from KS1 all the way through to the end of KS5. This terminology is based on the School aims (GUIDE) and the character traits we wish to encourage. Please use the language of the Windermere Guide to inform your marking, report writing and verbal feedback with students. These words should be the backbone of everything we do so that we can give a vocab framework to help each student develop a growth mindset and meet their potential. Ultimately, these should be words the students start to use naturally when they talk about and evaluate their own progress. Staff should use these terms as a prompt in lessons (e.g. in prompt sheets when task setting), in reports, when marking and setting targets, at parents' evenings, at prize day and on the website.

Responsible	Leader	Respectful of others
Inquisitive	Tenacious	Good listener
Problem solver	Inventive	Creative
Courageous	Independent	Able to fail
Self-aware	Able communicator	Persistent
Reflective	Open minded	Able to cope with criticism
Compassionate	Appreciative of difference	Be inspired by others
Team player	Environmentally aware	Embrace challenges
Hard worker	Polite / well mannered	Modest
Forward-thinking	Determined	Socially aware
Principled	Globally aware	Patient
Loyal	Curious	Kind / caring
Enthusiastic	Honest /Trustworthy	Fair
Thoughtful	Appreciative	Confident
Controlled	Humble	Analytical

Marking at Key Stage 1 and 2. Regular marking of both Key Stage 1 and Key Stage 2 work should contain comments which include targets for Mathematics, English and Science. Where appropriate, teachers should mention whether the student received support and whether their work is neat and legible.

- It is good practice to include both positive and constructive written comments, for example in Key Stage 2 English:
 "I like the way that you have included lots of description for your characters; you have also tried to sound out unfamiliar words and use plausible spellings. Next time let's look at joining all your letters."
- Where appropriate, motivational stickers, rewards or stamps should be used.
- WALT (We Are Learning To) is a student friendly way of engaging students into their Learning Objectives. These can be used at the start of the lesson, and in Key Stage 2 each piece of work in Mathematics, English and Science should start with an underlined WALT.

Marking at Elleray in Key Stages 1 and 2 all Mathematics and English grades should be kept in each student's individual pathway folder. Summative assessment grades should be logged on the School's information management system (SIMS)

Marking at Key Stage 3. Regular marking of Key Stage 3 work should be marked on a **comment driven basis**. No grades should be used FORMALLY except for summative assessments which are recorded for reporting purposes. As a minimum, a class should have 3 summative assessments a year, to inform the full reports – see reporting table in the assessment section of this document.

Marking at Key Stages 4 and 5. In addition to comments, GCSE/IGCSE/IB/BTEC level grading criteria should be used on a regular basis to give feedback to students on their progress with reference to the specific grade criteria published by examination boards.

Windermere School Prep / Homework Guidelines

Prep is seen as one of the principal ways in which student achievement can be raised. The benefits of doing prep needs to be instilled at an early age in all students in order that independent completion of prep becomes routine.

Prep tasks have value where they:

- enable students to understand that independent learning is vital to achieving success;
- give every student the opportunity to fulfil their potential;
- instil in all students the importance of life-long learning;
- provide training for students in planning & organising their time;
- promote a responsibility for learning within each student.

Prep must be set in line with the published prep timetable. This timetable is published at the start of each new academic year. It is expected that prep will be set on every occasion, although the nature of the prep may vary and tasks may be set across more than one prep. Prep tasks vary in length depending on the age of the student:

	Time per prep slot
Key Stage 1	Reading and spellings (10 minutes) each evening. Key skills prep once a week (Mathematics or English)
Key Stage 2	One subject per night, 30 minutes maximum
Year 7	25 minutes (but fewer subjects set prep)
Year 8	20 minutes per subject (but more subjects sets prep)
Year 9	25 minutes per subject
Year 10/11	40 minutes per subject
Year 12/13	As required

For prep to be effective it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in a classroom. Students must take full responsibility for their prep but may be supported by their parents/carers or learning support staff.

Prep should be issued in appropriate quantities, and completion dates should be both clear and reasonable. Prep tasks should be put into Prep Diaries / Reading Record Diaries (Elleray), Show my Homework (Years 6/7-11) or Managebac (Years 12-13) by the teacher setting them (Browhead).

Prep should be a carefully planned and an integral part of a scheme of work. It should not be seen as an “add-on” or as a dispensable extra.

Prep should match the needs and abilities of students, and promote opportunities for consolidation and extension. Tasks should be related to current class work and where possible be stimulating and challenging. Students should be adequately prepared for the completion of tasks set.

During periods of lockdown prep is suspended for younger students (non-GCSE/IB classes). After return from lockdown / periods of remote learning prep will need to be reintroduced sensitively, e.g. through a focus on the core subjects. Other subjects will set optional extension prep for those students who wish to complete prep tasks.

Please see table on the next side for suggestions about different types of prep task:

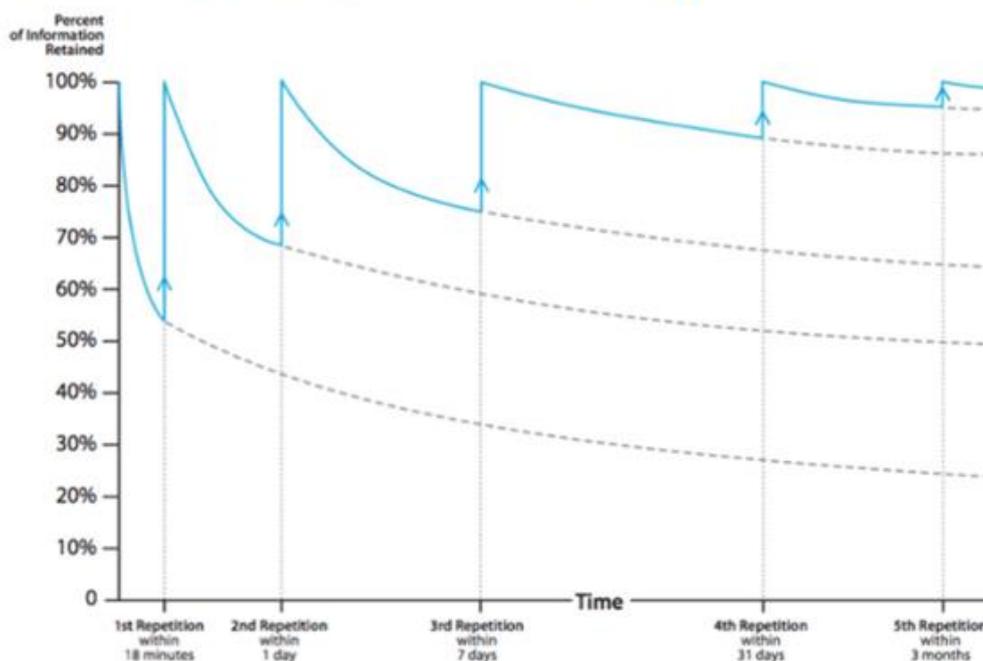
Types of Prep Task	Examples
Practice exercises, providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.	<ul style="list-style-type: none"> • consolidation exercise e.g. Mathematics, including memorisation of tables • practising for mastery e.g. spelling words • revising information about a current topic • practising words or phrases learned in a language other than English • reading for pleasure • essay writing • 'Grammar Hammer' or Mathematics Key Skills Task.
Preparatory tasks, providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.	<ul style="list-style-type: none"> • Background reading on a topic; • Reading e.g. English text for class discussion; • Researching topics for a class unit of work; • Collecting items e.g. geometric shapes.
Extension assignments which encourage students to pursue knowledge individually and imaginatively.	<ul style="list-style-type: none"> • writing e.g. a book review, or summarising a newspaper article; • making or designing something e.g. a piece of art work, or a model relating to, say, a castle project; • investigations or research e.g. into a scientific topic; • information and retrieval skills e.g. using the internet to look for evidence of continental drift.

Summative Assessment at Windermere School

High quality testing and feedback is vital if students are to maximise progress. Over 5 years of schooling, effective feedback has been shown to add up to 8 months' worth of education to a student, especially where the feedback focuses on skills and understanding rather than simply correcting knowledge errors.

Assessments timing will vary, but the best structure is to use the Ebbinghaus Forgetting and Learning Curve, where students are asked to remember knowledge and demonstrate skills and understanding over increasing periods of time (e.g. last lesson, last week, last month, last term). This can work as effectively with low stakes tests as with more important assessments such as end of unit tests.

Rate of Forgetting with Study/Repetition



<https://www.pinterest.co.uk/pin/819655200915923026/>

Summative assessment should allow for:

Feedback which should:	<ul style="list-style-type: none"> • Praise work that has been done well - achievement should be recognised and rewarded. • Demonstrate where things are going wrong for an individual student. • Provide realistic short-term goals specific to the individual in order to provide a student with strategies for improvement. Students should be encouraged to follow such advice. • Marking should help students to evaluate their achievements realistically.
Evidence of progress	<p>Record the achievement of students over a period of time so accurate reports can be compiled, and progress evidenced.</p> <p>Provide information about our effectiveness in teaching certain topics. It may highlight areas that require reinforcing, or a change of teaching approach.</p> <p>Create individual pathways and differentiate between students. Support and extension work can be given if a teacher is aware there is a need.</p> <p>Take into account any individual students' learning support needs.</p>
Reporting	<p>Marking and assessment should occur in the context of relevant baselines (e.g. CAT4 and ALIS). Where an individual's progress is better than raw ability suggests, even if attainment is relatively low, suitable praise and encouragement should be given. If an individual is under-performing relative to a baseline, then this merits further investigation.</p>

As well as assessing the progress of an individual student on a lesson by lesson and prep task by prep task basis, it is important that formal, summative assessment is undertaken on a regular basis in order to track the progress being made. The table below uses asterisks to show when formal assessments are required.

Amended Reporting Schedule for 2020-2021

Due to additional exams for Years 11 and 13, and more regular tutor emails home (once a fortnight and based on an amended praise/concern spreadsheet – see above) the reporting schedule has been amended for the year ahead.

Year Group	October Half-term	Christmas	February Half-term	Easter	May Half-term	Summer
7	I effort + prep grade (where relevant) only	I*	ID*	I		I*
8	I effort + prep grade only	I*	I	ID*		I*
9	I effort + prep grade only	I*	I	I*		ID*
10	I effort + prep grade only	ID*	I	I*		ID
11	ID (post exams)	I*	I(mock)*No effort grades – exam results only	Full		
12	I effort + prep grade only	ID*	I	I*	I (Mocks)	ID
13	ID (post exams)	I*	I(mock)* No effort grades – exam results only	Full		

Notes:

I = interim-style report.

ID = **detailed interim** report (e.g. post exams) to include:

Full = full subject reports and HoS and Head comments

* = Assessment required to add to the rolling attainment grade.

- Exam results or attainment grades plus effort grades
- **Student written action plans** (lifted from exam analysis sheets and/or in class target setting)
- Full Tutor comments with the 4 tutor sections.

The **Year 7 assessment point** in the Spring Term has moved earlier so it feeds into the ID report.

All reports have full written VMT, paid activity, paid EAL and LS reports at the end of the Autumn Term. This is then repeated for Y7/8/9/10 and 12 at the end of the Summer term and for Y11/13 at the end of the Spring term.

Formal assessments should be agreed within each department/faculty and will vary in nature, depending on the work being undertaken. However, except during periods of remote learning, they must take place within a controlled classroom environment and it is sensible for the same task to be set across a year group to allow for sensible comparison.

Formal assessments might include:

- Essays;
- Tests;
- Performance tasks;
- Write up of experiments/coursework.

The most important aspect of any assessment is that it helps students to make progress with their learning. Grades by themselves tell students how they compare to others, but they do not tell them how to improve their work or deepen their understanding. Tests, marking criteria and examples of work show students the standards expected of them. Feedback on their work guides them through the steps needed to improve and reach these standards.

It is recommended that after each assessment a form such as the one below is used to help students self-evaluate:

 WINDERMERE SCHOOL		<h1>Geography Test</h1>			
Topic / Date					
Success Criteria	1. I completed the multiple-choice questions with the correct technique.				
	2. I used DSP when explaining landform development.				
	3. I used PEE when answering explain questions.				
	4. I showed good subject knowledge (place names, facts and figures)				
	5. I answered every question.				
	6. I am happy with my OS map skills.				
	7. I achieved my mock target grade				
Concerns before the test...					
Test mark:	Mark/88	%	Grade	Grade you are aiming for this summer	Did I revise enough? ➔
Overall happiness with how I performed:	😊		😐		☹️
I am pleased with...					
I struggled with...					
My 3 key targets to improve are...	1.				
	2.				
	3.				
Teacher comment...					

Internal Examinations at Windermere School

PTE and PTM (Progress Tests in English/Mathematics) assessments are completed at the end of each academic year at Elleray to measure progress from Year 1 upwards. These are externally marked.

PTE, PTM and PTS (Progress Tests in English/Mathematics and Science) are completed at the end of Year 7, 8 and 9 to measure progress. They are also externally marked.

Internal examinations at Keys Stage 3, 4 and 5 take place at the following times:

Year 7	End of Spring Term
Year 8	
Year 9	
Year 11	Mock examinations – mid January
Year 12	Start of Summer Term
Year 13	Mock examinations – early January

Measuring and Recording Student Performance

Student progress is monitored on an on-going basis, and underpinned by Windermere School's regular reporting process. Reports are generated for students/parents 4-5 times a year. The reporting table seen earlier shows the entire reporting programme for each academic year.

Reports are used to generate short term targets on an individual basis for each student. **At Browhead** this is done each half term by the tutor working alongside each tutee, and these targets are shared with each student's family. **At Elleray**, these are discussed with students each half term in Pathways Meetings. Bookshare opportunities are arranged each term for parents in Years 1 to 6 to share in their child's successes and achievements.

Student progress is also monitored using:

- Colour coding of report data to show students who are below/on/above track.
- CAT4 data. Students complete CATs (Cognitive Assessment Tests) at the following times:
 - Year 3 (pre-test)
 - Year 4 (full test)
 - Year 5 (new students only)
 - Year 6 (new students only)
 - Year 7
 - Year 8 (new students only)
 - Year 9 (new students only plus EAL students – this is specifically used to inform Year 10 option choices)
 - Year 10
 - Year 11 (new students only)
 - Year 12 – these are ALIS tests rather than CAT4
- PASS Tests – annual 'Student Attitudes to Self and School' tests to inform tutoring.
- Assertive mentoring – Key Stages 1 and 2.
- SIPS – Student Intervention Plans. These forms should be completed where a teacher is concerned that a student is failing to make sufficient progress, or gains a lower than expected grade on an assessment.

At Key Stage 1 and 2 **attainment** is recorded using the **Windermere School Levels for Key Stages 1/2**:

Omega	Significantly above expectation	This grade is awarded to students whose work demonstrates performance and ability far above that expected. This grade will be rare and students should not necessarily be expected to maintain this grade.
4	Above expectation	This grade is awarded to students who demonstrate a level of performance that is above the level expected. This level of performance is demonstrated in assessments and is <i>maintained consistently</i> in class.
3	In line with expectation	This grade is awarded to students whose attainment in assessments and class is in line with expectation. Even if the student has struggled a little with some areas of the curriculum, attainment is generally good.
2	Slightly below expectation	This grade is awarded to students whose attainment in assessments, class and is slightly below that which may be expected. This may be because they are experiencing difficulties in accessing <i>some</i> areas of the subject or because they are underperforming due to <i>inconsistent effort or attendance</i> .
1	Below expectation	This grade is awarded to students who are currently performing in assessments, class and at a level below that expected.

It should be recognised that some students working at the lower levels are performing as well as could be expected of them, given their ability. Nonetheless, these students will often be making significant progress in their learning.

At Key Stage 3 attainment is recorded using the **Windermere School Levels for Key Stage 3:**

Grade	Attainment	Commentary
9 (A**)	Exceptional	The student demonstrates a comprehensive understanding of the relevant concepts and skills, and can consistently apply these to new situations. Their performance and ability are exceptional. This grade will be rare (one or two per year group) and pupils should not necessarily be expected to maintain this grade.
8 (A*)		The student demonstrates a very secure understanding of the relevant concepts and skills, and they can apply these to new situations. Their performance and ability are excellent. This grade will be reasonably rare at Key Stage 3.
7 (A)	Very Good	The student demonstrates a secure understanding of the relevant concepts and skills, and they can consistently apply this understanding to familiar concepts. This level of performance is demonstrated clearly in assessments and is maintained consistently in all their work.
6 (B)		The student demonstrates a mostly secure understanding of the relevant concepts and skills and they can apply this understanding to familiar concepts. This level of performance is demonstrated in assessments and is maintained consistently in all their work.
5 (C/B)	In line with expectation	This grade is awarded to students whose attainment in assessments, class and prep is in line with expectation. Attainment is satisfactory, and students operating at this level have grasped the majority of the main concepts and skills required at their age. They can apply this understanding to most familiar concepts. Students operating at this level have grasped the majority of the concepts and skills required at their age.
4 (C/D)		This grade is awarded to students who may have struggled a little with some areas of the syllabus, but whose attainment is generally fair, and they have grasped many of the main concepts and skills required at their age.
3 (D/E)	Moderate	This grade is awarded to pupils who may be experiencing difficulties in accessing some areas of the subject or who are underperforming. This may be due to inconsistent effort or attendance. Students working at this level will have grasped some of the main ideas, but now need to develop their application. Students working at this level can expect to struggle to receive a passing grade at GCSE.
2 (E/F)	Limited	This grade is awarded to students who are beginning to grasp a few of the main ideas and skills required, but who are either making limited progress, or are struggling to access the material being covered. It should be remembered that sometimes students working at this level are performing as well as could be expected of them. Students working at this level will struggle to receive a passing grade at GCSE.
1 (G)		This grade is awarded to students who are finding it hard to grasp the basic ideas and skills. It should be remembered that sometimes students working at this level are performing as well as could be expected of them. Students working at this level can expect to struggle very hard to receive a passing grade at GCSE.

At Key Stage 4 attainment is recorded using the appropriate GCSE/IGCSE/BTEC Level:

1-9 scale	A*-G scale	BTEC
9	Top 20% of old A*	Distinction*
8	A*	
7	A	Distinction
6	B	Merit
5	C/B	BTEC Level 2 pass = C
4	C/D	
3	D/E	Level 1 pass (D-G)
2	E/F	
1	G	

At Key Stage 5 attainment is recorded using the appropriate IB/BTEC Level.

Staff will also be expected to generate an expected grade for students taking external qualifications. This is the grade the teacher feels the student should achieve by the end of the examination course, if they continue at their current trajectory. This grade will be developed by staff using CAT/ALIS data, and other considerations such as test scores, and what we know about individual students.

Expected grades are to be generated at these times:

	1 st generated:	Amendments allowed:
GCSE 2 Year	By the start of Summer Term in Year 10	After mocks Jan Year 11
GCSE 1 Year	By the end of the Autumn Term (for reports)	After mocks Jan Year 11
6 th form courses	After the Year 12 exams	After mocks Jan Year 13

Effort

Students are also awarded regular effort grades. Teachers need to be realistic when deciding effort levels as very few students are likely to get 1 or 7. 4/5 should be representative of the average Windermere School student. There are slightly different effort grade tables for Elleray and for Browhead.

Key Stages 1 and 2 Effort Grades:

NB: this is in the process of being amended to a 1-4 structure in line with Browhead.

7	A consistently outstanding effort in all aspects during the reporting period. This student is always striving to work beyond the expectation of the teacher, submitting classwork that demonstrates diligence. Extra work is often undertaken and goes to a greater depth than expected. There is an overwhelming enthusiasm during lessons and generally the willingness to go the extra mile beyond his/her peers. All set prep is returned on time and is completed to a high standard. Additional content to that specified is also completed on occasions. The student's writing is neat and joined. Number formation and diagrams are neat and clear. All the necessary equipment is brought to each lesson.
6	An outstanding effort in most aspects of study. The criteria for level 7 (above) are demonstrated some of the time, but otherwise the student is working with a very pleasing attitude and approach and still beyond the teacher's expectation. All the prep is returned on time and completed to a high standard. The student's writing is regularly neat and joined. Number formation and diagrams are neat and clear. All the necessary equipment is brought to each lesson.
5	Applying either the expected level of effort or greater. This student is consistently applying good effort to classwork, sometimes going beyond the expectations of the teacher. There is a general enthusiasm for the subject. All prep is returned on time and completed to a good standard. The student's writing is usually neat and joined. Number formation and diagrams are usually neat and clear. All the necessary equipment is in school and usually brought to each lesson.
4	Applying the expected level of effort to most aspects of study. This student is making a sound effort and taking care with most classwork, achieving the expectations of the teacher. Prep is usually returned on time and completed to a good standard. The student's writing is usually neat and may be joined. All the necessary equipment is in school and usually brought to each lesson.
3	Applying the expected level of effort to some aspects of study. Some but not all work is completed with a good level of care. Most prep is returned on time and completed to an acceptable standard. Most work is legible and appropriately set out. Number formation and diagrams are legible. Most items of equipment is in school, although some items may be missing.
2	A disappointing effort in most areas of study, raising concern. Work is completed to a standard which demonstrates a lack of effort. The standard of classwork could be improved easily. Many of their preps are late or incomplete, with some not handed in. Presentation of work is poor. This student often has items of equipment missing.
1	A general lack of effort raising serious concern. This student is capable of much greater effort during classwork, often submitting work of a standard well below their ability. The majority of prep is late, incomplete or not handed in. This student frequently forgets items of equipment, which hinders his/her ability to take part.

Appendix 9: Browhead Effort Grades – Approaches to Learning

Note that this has been simplified from 7 levels to 4 levels.

	Work inside the classroom	Work outside the classroom
4 An outstanding approach to learning.	A student dedicated to their own success. They can identify, plan and extend their learning. Always well prepared for lessons. They make outstanding contributions to the effective progress of lessons, always cooperate with their teacher, and work well with others in group situations.	Prep is always completed to a high standard in terms of content and the presentation is legible by examination standards. The student consistently strives to improve.
3 A good approach to learning.	A student who is willing to seek the advice of their teachers on how to improve their own progress and learning. Correctly prepared for lessons, they contribute towards a positive classroom environment, cooperate with staff and work well with other students in any group.	Prep work shows consistent effort and application, and is always handed in on time.
2 A reasonable approach to learning.	A student with an awareness of how they could improve their own learning, but sometimes requires additional guidance or encouragement from others. Usually correctly prepared and equipped for lessons. A student who cooperates with teacher's requests and tries to work well with other students. One detention for poor behaviour in class may have been given in this reporting period.	Prep is usually completed to a reasonable standard and on time. One detention for late prep in this subject may have been given in this reporting period.
1 A student whose approach to learning raises concerns.	A student in this category may fulfil one of more of these criteria: <ul style="list-style-type: none"> • A student who lacks the will to improve their learning, is easily distracted, and needs constant supervision to make progress. • Disorganisation on their part causes regular problems for both the pupil and the teacher. • A student who frequently fails to cooperate with their teacher's requests, who may be unable to work with others, or who has had to attend detention two or more times for poor behaviour, lateness or lack of equipment in this reporting period. 	Prep is frequently handed in late, or an extension is regularly required, or prep is not handed in at all. Prep quality is often poor. Two or more detentions may have been given for late or poor prep work in this subject during this reporting period.

Update History:

Compiled	Version 4	August 2011	JMarsters
Approved		September 2011	I A Lavender
Reviewed		January 2012	J Marsters
Revised		January 2012	I A Lavender
Revised	Version 5	June 2012	J Parry
Approved		June 2012	B Freeman
Approved		June 2012	I A Lavender
Revised	Version 7	October 2013	S King
Approved		October 2013	I A Lavender
Checked	Version 8	September 2014	J Parry
Revised	Version 9	September 2015	J Parry
Revised	Version 10	September 2016	J Parry
Revised and renamed	Version 16.1	December 2016	E Vermeulen
Approved	Version 16.1	04 January 2017	I A Lavender

Revised with Elleray additions	Version 16.2	09 January 2017	E Vermeulen / R Thomas
Approved	Version 16.2	17 January 2017	I A Lavender
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Revised	Version 18.1	July 2018	E Vermeulen
Revised (Elleray)	Version 18.2	August 2018	R Thomas
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Revised	Version 19.1	July 2019	E Vermeulen
Revised	Version 20.1	July 2020	E Vermeulen
Approved	Version 20.1	August 2020	E Vermeulen

References:

<https://educationendowmentfoundation.org.uk/news/little-evidence-to-show-which-types-of-marking-improve-pupil-progress/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Appendix 1 – Work Review Form

Faculty/Department:	
Teacher:	
Class set (include any relevant information here, e.g. staff/student absences, fieldtrips, etc.)	
Person completing form:	
Date:	
Positives:	
Targets for development:	

Marking:

Good	Satisfactory	Inadequate/weak
There is sufficient work in the students exercise book to allow meaningful marking		There is insufficient work in students books to allow for meaningful marking
Work is marked regularly (as per the WS marking policy / taking into account any mitigating circumstances)	Marking is mostly regular, although there may be the occasional gap (with no mitigating circumstances)	Marking is irregular or non-existent
Comments/targets from teacher are focused and diagnostic	There are targets for the student	There are few, if any, targets
Students are clearly acting on targets	Students sometimes act on targets	There is no evidence of students acting on targets
Students generally respond thoughtfully to personalised comments from the teacher	Students generally respond to comments, but this may be superficial	Students are not being encouraged to respond to comments
Students can clearly see if they have done well or not, and marking recognises success / helps build confidence whilst showing them how to improve	Students can generally see if they have done well or not, and they can see how to improve	It is not clear how well students are doing and the marking is doing little to help the student improve

Student work review:

	Evidence (where applicable) of development in:	Tick if this is in evidence	Evidence
A2	Knowledge Skills and Understanding		
A3	Communication (speaking, listening, reading and writing)		
A4	Numeracy		
A5	ICT		
A6	Study Skills e.g. use of a range of sources, or the ability to synthesise information.		
A8	Attitude to learning – do students show initiative, independence and the ability to work within a group?		
P1	Self-Knowledge – are students showing they understand how to improve?		
P2	Decision Making – can the students see that their decisions impact on their learning?		
P3	Is the student showing signs of adaptability, self-discipline and perseverance?		

