

The Wilnecote School

Title of Policy: Feedback and Assessment Policy

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Rationale

The Wilnecote school recognises the importance of providing effective feedback. Done well, it has the power to motivate, support student progress, build learning, identify misconceptions, and therefore is a potent tool in closing learning gaps.

The following evidence based research has been considered throughout the writing of this policy.

- EEF, *Teacher feedback to improve pupil learning: Guidance Report* (2021)
- Wiliam (2018), *Embedded Formative Assessment*
- *Independent Teacher Workload Review Group* (2016)

Aim

The aim of this policy is to provide guidelines for departments, but allow each subject autonomy to make specific and relevant curriculum decisions about the feedback and assessments they make. We wish to create an environment where students are further encouraged to improve their learning, deepen their thinking, develop their self-confidence, while providing opportunities for metacognition and thereby achieving better outcomes.

Principles

Teachers are required to:

1. lay the foundations for effective feedback, with high quality initial teaching that includes effective formative assessment;
2. deliver appropriately timed feedback, that focuses on **moving learning forward**;
3. plan for how pupils will receive and use feedback to ensure that students act on the feedback given;
4. plan for effective focused assessments which engage with the principles of feedback and also feed into the whole school monitoring process.

Quality Instruction First

To offer effective feedback teachers must first lay the foundations by providing in the first instant **high quality instruction (Hattie 2007)**.

Good initial instruction will reduce the work feedback needs to do while leaving formative assessment to:

- Set learning instruction (which feedback will aim towards)
- Assess learning gaps (which feedback will address)

In delivering effective teaching, teachers:

1. build on students' prior knowledge and experience;
2. avoid overloading students' working memory by breaking down complex material into smaller steps;
3. encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
4. deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
5. use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
6. are aware of common misconceptions and prepare strategies to counter them;
7. plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
8. adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all;
9. provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

For further guidance please refer to the Early Career Framework which expands on the teaching standards with a consideration of *learning that.....learning how.....by.....* (Fig 1)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

Types of Formative Feedback

For the clarity of this policy we will make a distinction between types of feedback and assessment:

- **Informal and ongoing formative assessment and feedback.**
- **Formal feedback called focused assessments.**

Teachers at Wilnecote High School are expected to plan for and participate in both informal feedback and focused assessments to move learning on. In recognition of the crucial role departments play in curriculum design departments should dictate what the feedback and assessment should look like and when in a scheme of work it is to take place.

Each department should have an agreed policy which adheres to the guidelines set out in this policy, is relevant and appropriate to the curriculum area and clearly sign post in SOW.

Teachers and departments should consider the following: the task, the pupil, and the class, when considering whether to give live/immediate feedback or delayed feedback.

Guidance on formative assessment

For effective formative feedback and assessment to take place The Wilnecote School is committed to using the five key strategies of formative assessment as set out by Dylan Wiliam.

Where the learner is going		Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria (rigour). (Modelling /path to progress)	2. Eliciting evidence of learning. (Questioning/all student response/ carefully designed tasks/focused assessments)	3. Providing feedback that moves learning forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

(Wiliam 2018)

Before providing feedback and to ensure that it is explicit and is effective in moving learning forward teachers are required to implement two strategies:

1. **Clarifying, sharing and understanding learning intentions and success criteria such as:**
 - identifying and sharing knowledge intent “learn that...” statement and/or learning objective;
 - modelling in its various forms;
 - path to progress/incredibles/learning ladders. (Fig 2)

Establishing and sharing learning intentions will provide the teacher and student with a shared understanding of the concept of quality that they are aiming for.

2. **Elicit evidence of learning (assess where the learning gaps are) such as:**
 - effective questioning;
 - No hands up
 - Wait time
 - ABC
 - TPS/TWS

- all student response;
 - Whiteboards
 - Hinge point questions
- low threat quiz - self marked;
- design tasks which will reveal the intended knowledge;
 - Extended writing
 - Practical
 - Knowledge test
 - Forms

Strategies should be appropriate to intentions and will be different depending on whether a teacher is completing a formal focused assessment or informal ongoing formative assessment.

Expectations for informal and ongoing formative assessment and feedback

1. The primary function of informal formative feedback is to provide **timely formative** information which moves learning on by identifying and addressing learning gaps as well as challenge opportunities. Its content should be based on the principles of:
 - a. WWW: What a good one looks like (must relate to learning intentions)
 - b. ACT: what the student needs to do next to move the learning forward.
2. Ongoing feedback should take place during the lesson and should be part of the majority of lessons. Individual teachers should consider the task, the pupil, and the class, when deciding whether to give live/immediate or delayed feedback.
3. Informal assessment should inform present and future learning. It should support the needs of the individual by providing the necessary evidence to inform adaptive teaching. For such timely interventions to take place there is an expectation that teachers '**work the room**' and therefore be constantly aware of the quality of work the students are producing. This will allow for individual support, group support or whole class intervention.
4. There are many effective strategies which can be used to give informal feedback to individuals/groups or the whole class:
 - targeting verbal feedback at the learning intentions (success criteria)
 - Learning discussions
 - Modelling
 - PLCs
 - Checklists
 - Peer feedback
 - action points - students could write down a summary of the verbal feedback given;
 - verbal feedback using the visualiser - whole class marking;
 - self-assessment related to learning intentions (fig 3);
 - book check/flick at the end of the lesson followed by a whole class feedback session at the beginning of the next lesson;
 - responding to answers given from effective questioning;
 - live marking - verbal/codes/SPaG/presentation;
 - 'Think Like the Teacher' - pre-empting.

Expectations for formal feedback called focused assessments and expanded focus assessments

There is a need to complete assessments which allow teachers to judge carefully designed pieces of work based on the year expectations and to elicit further evidence of learning. Such assessments will be labelled **Focused Assessments and Expanded Focus Assessments**

1. The primary function of focused assessments is to provide **summative** as well as formative information which moves learning on. They must support and provide rigorous data for whole school monitoring (TBC monitoring policy - Go 4 Schools). As a consequence, departments must ensure their planned Focused Assessments:
 - are consistently timed and implemented across the department;
 - relate to learning intentions;
 - provide opportunity for retrieval of prior knowledge. Each FA must include approximately 20% testing of prior knowledge from earlier learning to complete the current scheme knowledge.
 - graded in a way which allows for conversion to whole school monitoring;
 - standardised and;
 - make students aware that the focused assessment will inform later monitoring.
2. Expanded Focus assessments serve a similar primary purpose, however, they must contain retrieval of knowledge from the KS to date to encourage remembering key substantive and disciplinary knowledge from extended periods of time.
 - At KS3 these KS assessments will be known as EFAs.
 - At KS4 the KS will be known as mock exams.
3. A focused assessments and expanded focused assessments should be a clearly identifiable assessment which provides students with summative progress and formal written feedback which adheres to the broad principles of feedback outlined in this policy. (Fig 3)
 - The assessments must be labelled as a **Focused Assessment/ EFA**
 - The contents of written comments or summary sheets must be based on the principles of:
 - i. WWW: What a good one looks like (must relate to learning intentions)
 - ii. ACT: what the student needs to do next to move the learning forward.
4. Departments must plan to complete a focused assessment approximately once a half term and at least twice in core subjects at KS3 and at least twice a term for GCSE option subjects.
5. The focused assessment must contain **marking for literacy** (SPaG) which:
 - focuses on a limit section of the work e.g. the first paragraph or a response to a specific question;
 - uses the codes agreed in the literacy policy.

Symbol	Meaning
//	I should have started a new paragraph here
Sp	I have made a spelling mistake
P	I have made a mistake with punctuation
CL	I needed to use capital letters
?	What I have written does not make sense
^	I have left something out
WW	I have used the wrong word
NV	I have not used appropriate ninja vocabulary
NV	I have used ninja vocabulary well

6. Departments must plan for improvement opportunities:

- going green lessons if feedback is delayed or;
- immediate planned improvement if feedback is live (often appropriate in practical subjects).

Acknowledgment Marking

The Wilnecote School does not have an expectation for tick and flick acknowledgment marking and discourages the use of VF stamps.

Praise and effort should be recognised verbally in the lesson and VPs awarded accordingly.

To ensure that good standards and pride in work is maintained there is an expectation that teachers will consistently give live feedback on H/W, SPaG and presentation and this must be acknowledged with VP points. Where students are not performing appropriately this must be dealt with through verbal prompting and in the extreme (consistent lack of effort/none production of h/w despite a period of times grace) the consequences procedure. The marking for literacy codes can also be used when 'Live' marking.

Departmental feedback, Tracking and Assessment policy

In recognition of the crucial role departments play in curriculum design, departments should enable effective feedback and assessment by dictating relevant and appropriate strategies, timing and task design.

Departments should write their own feedback policy following principles of this guideline policy and with consideration of:

- when FA and EFA assessment takes place;
- what types of feedback and assessment and where in a scheme;
- how assessment will take place;
- how will feedback be given;
- how/when will students respond;
- student incentives;
- department interventions;
- how consistency is monitored (completion and standardisation) using the "Robust Data" Sheet guidance strategies.

Heads of Departments will need to consider how and what will be recorded in Go4Schools in line with their marking policy and these principles. Go4Schools Mark book trackers should include:

- 1) Focused assessments and Extended Focused Assessments (Mocks at KS4) are included in mark books.
- 2) Mark books should be for a key stage (3 or 4) - so prior learning can be referred to.
- 3) Weighting to contribute to a CWA for key assessments should be calculated based on a) when assessed in the course b) percentage of content assessed of the course c) type of conditions of the assessment (high control, low control etc).
- 4) Within each key FA or EFA tabs should be diagnostic clearly identifying the component parts of the assessment (either knowledge or skill) - this could be in the form of a QLA.
- 5) Evidence of retrieval practice.

Example 1 - Drama KS3:

- Focused Assessments included with grading scheme
- Each FA has a clear name linked to the course specifications (Content or skills)

KS3 MEG	CWA	KS3: Progress 5 Bands: Residual	KS3: Progress 5 Bands	Yr 7 EFA	Yr 8 EFA	Yr 9 EFA	Yr 7 Journeys	Yr 7 Devising Evacuation	Yr 7 Performing a Play: Bright Lights 2	Yr 7 Exploring a Play	Yr 7 Performing a Play: Bright Lights	Yr 8 Urban Astronaut	Yr 8 Climate Change
40	70	6	Exceeding	-	-	-	Advanced-	-	Advanced-	-	Secure+	-	-
40	45	1	Exceeding	-	-	-	Developing+	-	Developing+	Secure-	Secure-	-	-
30	45	3	Exceeding	-	-	-	Secure+	-	Developing-	-	Developing+	-	-

- Within the FA for “Journeys” a diagnostic of the key learning components and or skills are referenced. This enables gaps in learning to be clearly identified.

Show: ☒ Assessments ☐ Homework		Marksheet: Yr 7 Journeys						
CWA	KS3: Progress 5 Bands: Residual	KS3: Progress 5 Bands	I can use my vocal skills to create a...	I can use my movement and body language to...	I can use my facial expressions to show how...	I can stay focused and in character when I am...	Grade / level for mark sheet	Risks and opportunities
70	6	Exceeding	Secu...	Exce...	Adva...	Adva...	Adva...	▲
45	1	Exceeding	Deve...	Deve...	Deve...	Deve...	Deve...	▼

Example 2: English KS3

- Key Skills are included with a clear grading scheme.
- Tracker is a full Key Stage 3 course, with weightings changed depending on year and placement of assessments within the course.

KS3 MEG	CWA	KS3: Progress 5 Bands: Residual	KS3: Progress 5 Bands	Year 7: Reading	Year 7: Writing	Year 7: Speaking and Listening	Year 8: Reading	Year 8: Writing	Year 8: Speaking and Listening	Year 9: Reading
75	75	0	Meeting	75	70	60	-	-	-	-

- Within the Key Skill for “Reading” each FA is clear (coloured) and diagnostic, with each component part clearly referenced. This enables gaps in learning to be clearly identified.

KS3 MEG	CWA	KS3: Progress 5 Bands: Residual	KS3: Progress 5 Bands	7.1 - A: Personal Response	7.1 - B: Comprehension and Inference	7.1 - C: Identifying and explaining methods	7.1 - G: Spelling & Standard English	7.1 ACT Comments	7.2 - B: Comprehension and Inference	7.2 - E: Making comparisons	7.2 - F: Punctuation	7.2 - G: Spelling & Standard English	7.2 - ACT Comments
75	75	0	Meeting	4	4	4	4	G4 -...					
70	65	-1	On Track	3	3	2	2	C3 -...	3	3	3	3	E4 -...
40	50	2	Exceeding	2	2	1	2	B1 -...	3	2	2	2	A2 -...

7. Whole School Monitoring Guidance

Rationale for using Go4Schools

Whole School/SLT

- One platform for the whole school (KS3 & 4)
- Cloud- based with links to Sims
- Electronic reporting - can identify where parents have read a report or not
- Transparent access to classroom data
- Ability to ensure it fits our assessment requirements - can create a school-based grading system and allow flexibility within departments to support their own assessment requirements.

Heads of Department

- Heads of Department can quality assure ongoing assessments quickly across the department
- Quality assurance of monitoring reports can be done electronically
- Tailor made mark books to specific schemes of work which reflect the subject assessment framework, including Focused Assessments (FA's), Extended Focused Assessments (EFA's) and key NEA trackers.
- Trackers should be diagnostic, to enable staff to identify gaps in learning and facilitate the writing of reports that inform parents of their child's strengths and weaknesses in learning components or skills.

- HODs are empowered through the ability to Quality assure their teams data and reports by selecting “Second Review” within Go4Schools. This to inform line managers that they have completed and checked their reports/data, and it is accurate.

Teachers

- Access formative assessment to inform planning quickly
- Assessments feed into progress monitoring reports automatically
- Teachers will be expected to use their formative/diagnostic assessment trackers to inform their report writing.
- Teachers are to select “First Review” within Go4Schools to inform line managers that they have completed and checked their reports/data, and it is accurate.

8. Monitoring

Students will receive the following reports during the academic year:

- Dates will vary depending on the length of each Half Term.
- Key
 - CWG = Current Working Grade (9-1 GCSE, 0-100 KS3)
 - BFL = Behaviour for learning score
 - Prof Pred = Teachers Professional Prediction for the end of the course.
 - NGRT = Reading Age Test (GL Suite)
 - NGST = Spelling Age Test (GL Suite)
 - PTM = Progress Test Maths (GL suite)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	GL - NGRT/ST & PT Maths	Monitoring Progress - CWG, BFL				Full Written, CWG, BFL GL - NGRT/ST & PT Maths
8	GL - NGRT/ST & PT Maths	Monitoring Progress - CWG, BFL	Full Written, CWG, BFL			Monitoring Progress - CWG, BFL GL - NGRT/ST & PT Maths
9	GL - NGRT/ST & PT Maths	Monitoring Progress - CWG, BFL				Full Written, CWG, BFL GL - NGRT/ST & PT Maths
10			Full Written, CWG, BFL		Mock Results & CWG, Prof Pred and BFL	Monitoring Progress - CWG, BFL
11		Mock Results & CWG, Prof Pred and BFL		Full Written, CWG, updated Prof Pred, BFL		

Each student should receive three points of contact with the school to discuss or report on progress each year:

- 1 Parents consultation meeting.
- 1 Progress data Report
- 1 Full Progress and Written Report

In addition to this Years 7 through to 9 will have their GL reports which will be published to parents twice a year.

Key Stage 3:

When assessing progress for a student in years 7-9, a standardised internal tracking system is in place considering life after levels. Based on the students KS2 outcomes, or where missing a professional judgement made by internal baseline assessments in English, Maths (GL assessments) will enable students to be banded. FFT 20 will form the fundamental basis of this judgement using the following table:

External Scaled KS2 Score	Internal KS3 Scaled Score	GCSE Rough FFT 20 Avg MEG
Less than	10	0
80	20	1
85	30	2
90	40	3
98	50	4
105	60	5
108	70	6
111	75	7
114	80	8
117	85	9

- These have been agreed via a working group.
- There are allowances for HOD to consider a higher or lower target grade for students in consultation with the Quality of Education team. The QoE team will hold the final decision for all MEG allocations.

- An example of this might be for students with no KS2 data (although CAT for testing may be used as a baseline), or where MEGs might have a negative effect on a student's wellbeing - as none attendance, or those on alternative provision.

RADY Principles (Raising Attainment in Disadvantaged Youngsters)

In recognition of the inherited gap in attainment progress from KS2 SAT scores upon starting in KS3 - we have adopted a RADY principle to artificially close this gap.

1. Disadvantaged Students (Typically PP) will have their MEGs adjusted to be in line with their non-PP counter parts.
2. To do this the difference in their KS2 scores and corresponding FFT 20 MEGs will be calculated each year. This difference will be added to the PP students - effectively removing the inherited gap. Meaning all students start on an equitable attainment footing.
3. Teachers will be held to account to ensure that the gap does not reappear - by quality first teaching and meeting the raised expectations of the Disadvantaged students.
4. The first year for this come into effect is the Year 7 2025 cohort.

Key Stage 4:

Progress at KS4 will be based on student FFT 20 MEG as a baseline. These empower the school have high expectations of all students aiming for a positive progress 8 score. MEGs will match the grading criteria for the course matched using the correct QAN code and correct grading points.

Each grade is allocated a grade point which contributes to their Attainment 8 score.

Method Name	Grades														
BTEC L2 Vocational Qual	D* 8.5	D 7	M 5.5	P 4	WT 2	U 0									
Combined Science - Displaying 15 of 18 grades	99 18	98 17	88 16	87 15	77 14	76 13	66 12	65 11	55 10	54 9	44 8	43 7	33 6	32 5	22 4
GCSE 9-1	9 9	8 8	7 7	6 6	5 5	4 4	3 3	2 2	1 1	U 0					
GCSE A* - G	A* 8.5	A 7	B 5.5	C 4	D 3	E 2	F 1.5	G 1	U 0						
NCFE VCert Awards	L2 Dist* 8.5	L2 Dist 7	L2 Merit 5.5	L2 Pass 4	L1 Dist 3	L1 Merit 2	L1 Pass 1.25	U 0							
OCR Cambridge Nationals	L2 Dist* 8.5	L2 Dist 7	L2 Merit 5.5	L2 Pass 4	L1 Dist 3	L1 Merit 2	L1 Pass 1.25	U 0							
WJEC Tech Awards	L2 Dist* 8.5	L2 Dist 7	L2 Merit 5.5	L2 Pass 4	L1 Dist* 3	L1 Dist 2	L1 Merit 1.5	L1 Pass 1	U 0						

At GCSE Mark books and monitoring will use “Fine Grades” for example 4-, 4=, 4+ to differentiate how secure a student is within a grade. This empowers Heads of Departments and Teachers to identify student who are in need of support or intervention to secure their MEG.

Example: German

- Fine levels used to inform more detailed data analysis

Sex	MEG	CWG	Year 11 Progress 5 Bands: Residual	Year 11 Progress 5 Bands	Prof Pred	Mock Grade	10.1 Genius Steps	Current Working Grade	10.2 Genius Steps	10.3 Genius Steps	PPE Markbook for Class Teacher	Y10 PPE Result	year 10 Term 3 Current Working Grade	PPE November FOUNDATION	PPE November HIGHER	11.2 Final Foundation Papers
M	5-	5-	0	Meeting	4	3	Amber	3	Amber	Green	3-	3	3	3-	-	5+
M	5-	5-	0	Meeting	5	3	Green	4	Green	Green	5-	5	4	-	3	5+
M	5-	4-	-1	Working Towards	4	3	Amber	3	Amber	Green	2+	3	3	2+	-	4

Progress Banding and reporting:

Go4Schools will then calculate their progress against their MEG and categorise them into five progress bands as outlined below. These will be determined by the data in their mark book that contributes to the CWG minus their MEG.

Key stage 3 and Year 10 Key Stage 4

Label	Lower bound	Upper bound	Colour
Exceeding	1		
Meeting	0	1	
On Track	-1	0	
Working Towards	-2	-1	
Below		-2	

Year 10 Key Stage 4 Combined Science (Double Award) Only:

Label	Lower bound	Upper bound	Colour
Exceeding	1		
Meeting	0	1	
On Track	-2	0	
Working Towards	-4	-2	
Below		-4	

Year 11 Key Stage 4:

Label	Lower bound	Upper bound	Colour
Exceeding	1		
Meeting	0	1	
On Track	-0.5	0	
Working Towards	-1	-0.5	
Below		-1	

Year 11 Key Stage 4 Combined Science (Double Award) Only:

Label	Lower bound	Upper bound	Colour
Exceeding	1		
Meeting	0	1	
On Track	-1	0	
Working Towards	-2	-1	
Below		-2	

Progress bands will be reported to parents alongside any numerical assessment data (MEG, CWG or Mocks).

A key explaining these bandings is as follows:

Exceeding	Making excellent progress Currently meeting their end of year expectations/minimum expected grade and is working towards achieving above this standard.
Meeting	Making good progress They are consistently meeting their end of year expectation/minimum expected grade.
On Track	Making some progress They are not yet consistently meeting their end of year expectation/minimum expected grade but are on track to do so.
Working Towards	Making limited progress Working well but their end of year expectation/minimum expected grade will only be achieved through greater effort and/or enhanced support.
Below	Is not making enough progress Is working significantly below their minimum expected grade/end of year expectations currently and is not on course to meet the required standard.

Behaviour For Learning:

Within the monitoring cycle staff will be required to reflect and consider each student's behaviour for learning. These judgements will be reported to parent as part of dialogue to support student and parents in strategies to improve engagement in learning and attainment.

Heads of Departments will use these judgements with their teams, to support the creation of Horsforth Quadrants as part of any data analysis and consider suitable intervention and support strategies.

Academic Heads of Year will use these judgements to look for patterns in behaviour across subjects and support an early intervention strategy to improve students' engagement and attainment.

A key explaining these BFL judgements is as follows:

BFL Score	Descriptor
1	Excellent • Always pays attention in class and contributes to the lesson in a positive and focused manner • Completes both classwork and homework to an excellent standard. • Actively listens and makes valuable contributions to extend their own learning and that of others • Demonstrates kindness, consideration and respect for staff and other students • Sets an example to others • Should make rapid progress because of their positive learning behaviours and effort.
2	Good • Consistently pays attention in class and contributes to the lesson in a positive manner • Completes both classwork and homework to a good standard. • Is motivated and contributes to class and values the contributions of others • Demonstrates kindness, consideration and respect for staff and other students • Should make effective progress because of their positive learning behaviours and effort.
3	Some concerns • Lacks focus, can respond to instructions but often needs reminders to meet the teacher's expectations • Completes classwork but the standard can sometimes fall below expectations. • Passive attitude in the classroom and sometimes needs to be prompted to focus and avoid distractions. • Homework is often not completed satisfactorily • Will receive sanctions if this behaviour continues Is limiting their own progress.
4	Unacceptable • Exhibits poor behaviour • Lacks motivation and does not engage sufficiently in the learning • Rarely completes classwork or homework. • Disrupts the learning in lessons which can distract others and interrupt the flow of a lesson • Has received sanctions because of poor behaviour Is severely curtailing their own progress.

5	Not attended • Due to not attending school it is not possible to make a judgement on their effort and contribution to the learning in lessons.
6	Withdrawn • They are no longer sitting this course.

Guidance on Tiered entry

Entry tier identification plan: GCSE MFL/Science/Maths

This plan outlines the process for identifying appropriate entry tiers for students in GCSE MFL, Science, and Mathematics. The identification process will reflect decisions made according to student MEGs, CWG, FAs/EFAs results, teacher voice, and mock exam performance. The timeline spans two academic years; Year 10 and Year 11. The final decision on tier entry will be made by the school, based on professional expertise, in the best interest of the student.

Year 10

Initial data collection (Autumn 1):

- **Communication with parents and students:** The DH communicates with parents and students to provide information explaining the tier placement process, outlining expectations, and clarifying how tier placement will evolve over time with reference to MEGs, CWGs and the importance of all forms of assessment including mocks.
- HOD to lead initial tier of entry discussion with their department. Discussions should be informed by the generated MEGs for each student and students' initial performance.
- Teachers review early progress, identifying potential concerns and begin informal tier discussions.
- **Mock exams (Spring 2):**
- All students sit mock exams in MFL, Science, and Maths. The results of these exams are critical for informing potential tier decisions.
- HOD communicates with parents, reminding them of the importance of mocks in informing tier decisions.
- HoD leads the review of mock exam results alongside CWGs with colleagues to evaluate whether students are on track to meet their MEGs or if there are signs that a tier change may be necessary.
- Continue teacher observations and assessments in the classroom to gauge student readiness for higher-tier exams.
- **Communication with parents and students:** After mock results, HOD provide feedback to both parents and students regarding performance and early thoughts on tier suitability. This is an opportunity to explain the reasoning behind potential adjustments and gather any feedback.

Year 11

Re-assessment of tier placement (Autumn 2):

- After the Autumn Mock Exams, HoD to lead the review the results and compare them with students' MEGs and CWGs. These mock results are critical for confirming or adjusting tier placements.
- Teachers provide input regarding student progress, performance in mock exams, and classroom engagement to inform tier decisions.
- Communication with parents and students: Following the Autumn mocks, HoD provide feedback to parents and students, highlighting any changes or adjustments to tier expectations. Ensure that students are aware of their progress and potential tier entry.

Spring Term

Final tier decision (Spring 2):

- The final decision regarding tier entry will be made by the school, based on the students' progress across Year 10 and Year 11, including mock exam results, CWGs, and teacher input. The final decision will be made by the school using teachers' professional expertise, considering the best interest of the student and their likelihood of success in the exam.
- This decision will be communicated to students and parents in March (Spring 2), with clear explanations for the choice of tier.
- QA with subject link SLT: Before finalising tier decisions, ensure a quality assurance process is carried out by subject SLT. This process ensures consistency and alignment with school policies and best practices.
- Final parental and student communication: Once the final decision is made, provide detailed communication to parents and students. Include the rationale for the tier decision and next steps for exam preparation.

Dear Parent/Carer,

Re: GCSE entry tier process for MFL, Science, and Mathematics

I hope this letter finds you well. As part of our commitment to providing the best educational experience for our students, we are writing to outline the process for determining the appropriate entry tier for your child's upcoming GCSEs in MFL, Science, and Mathematics. This process will span the two years of study; Year 10 and Year 11, and we aim to keep you fully informed at each stage.

Overview of the process

At the beginning of Year 10, we will generate a MEG for your child, based on prior attainment (such as Key Stage 2 results). This MEG will be our starting point for determining your child's tier of entry.

Throughout the two years, we will assess your child's progress and the results of these varied assessments will give teachers an indication of how well your child is performing relative to their MEG and thus inform their tier placement. Teacher observation of engagement within lessons and with independent study (homework and revision) will also inform tier of entry decisions.

The following assessment of progress will be used in addition to monitoring your child's engagement.:

1. A mock exam will take place in the Spring of Year 10, allowing us to assess how well students are progressing.
2. A second round of mock exams will take place in the Autumn of Year 11, providing a clearer picture of students' readiness for their final exams.
3. In class assessments throughout the two-year course; formative assessments and expanded formative assessments.

The final decision will be made in the **Spring Term of Year 11**, ensuring that it reflects their academic strengths and provides them with the best opportunity for success. We believe that clear communication is key to supporting your child's success. After the Year 10 mocks, we will provide you with feedback on your child's progress and any early indications of potential tier placement. Following the Year 11 Autumn mocks, we will update you again and inform you of any adjustments made to your child's tier. Finally, in February of Year 11, we will confirm the final tier entry decision and share the reasoning behind it.

To ensure consistency and fairness, there will be a quality assurance process led by our Senior Leadership Team to review tier decisions across departments. This helps ensure that all decisions are made in the best interests of each student.

School's Role in Tier Placement

While we understand that the process of determining GCSE tier placement is an important one for both students and parents, your child's performance in assessments and teacher feedback will be critical factors, as such, the final decision regarding tier placement will rest with the school. We will use our professional expertise to make the best decision for your child's success, taking into account their potential, progress, and the challenges they may face in their final exams.

We are committed to providing support and guidance throughout the two-year journey. If you have any questions about the tier process or would like to discuss your child's progress, please don't hesitate to get in touch with your child's teacher.

Thank you for your continued support. We look forward to working together to ensure the best possible outcomes for your child.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Feedback on [Student's Name]'s mock exam results and early thoughts on GCSE tier suitability

I hope you are well. I am writing to provide you with feedback following the recent mock exams in [subject(s)], as well as to share our early thoughts regarding the most appropriate GCSE tier for [Student's Name].

[Student's Name]'s performance in the mock exams is an important part of our process for determining tier suitability. Based on the results, we have noted [insert specific observations about the student's strengths, areas for improvement, or any other relevant details].

While we are still in the process of considering all aspects of [Student's Name]'s progress, including classroom performance, MEGs and CWGs the mock exam results have raised some important considerations regarding the appropriate tier placement. At this stage, we are considering [briefly outline potential tier options, e.g., whether a move to higher or foundation tier may be necessary].

We want to assure you that any decisions about tier entry will be made carefully, taking into account not just mock exam results, but also ongoing teacher assessments and the best

interests of [Student's Name]. This is an opportunity for us to ensure that [Student's Name] is set up for the best chance of success in the final exams.

We would like to discuss any potential adjustments to tier placement with you and look forward to parents evening. Your feedback is crucial, and we welcome any thoughts or questions you may have regarding the direction we are considering.

In the coming weeks, we will continue to monitor [Student's Name]'s progress, and you will receive further updates as we finalise our decisions. The final tier decisions will be made after reviewing all relevant data, including the results of the Year 11 Autumn mocks and any additional assessments.

Thank you for your continued support. We look forward to working together to ensure the best possible outcome for [Student's Name] in the upcoming GCSEs.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Change of GCSE tier entry for [Student's Name]

I hope you are well. I am writing to inform you of an important update regarding [Student's Name]'s GCSE entry for [subject(s)]. After careful consideration of [his/her/their] progress throughout Year 10 and the recent mock exam results, we have decided to move [Student's Name] to the **Foundation Tier** for the upcoming GCSE exams in [subject(s)].

Our decision has been based on a number of factors, including:

- [Student's Name]'s performance in the most recent mock exams, where it became clear that a Foundation Tier entry would better match their current level of understanding and skill.
- Ongoing teacher assessments and observations in class, which have provided valuable insight into [his/her/their] strengths and areas of difficulty.
- The need to ensure that [Student's Name] has the best possible chance of achieving a grade that reflects [his/her/their] abilities and potential.

The Foundation Tier will allow [Student's Name] to focus on the core content that is most appropriate for [him/her/them], with the aim of achieving a strong pass (Grade 4-5). We believe this is the most supportive pathway for [his/her/their] continued success in the subject.

We understand that this change may raise some questions, and we are here to offer support during this transition. We will continue to monitor [Student's Name]'s progress closely and provide tailored support to help [him/her/them] succeed. If you would like to discuss this further or have any concerns, please do not hesitate to contact us.

Thank you for your ongoing support. We look forward to continuing to work together to ensure [Student's Name] achieves the best possible outcomes in [his/her/their] GCSEs.

Yours sincerely,

Dear [Parent/Carer's Name],

Re: Change of GCSE tier entry for [Student's Name]

I hope you are well. I am writing to inform you of an exciting update regarding [Student's Name]'s GCSE entry for [subject(s)]. After careful review of [his/her/their] progress throughout Year 10 and following [his/her/their] strong performance in the most recent mock exams, we have decided to move [Student's Name] to the **Higher Tier** for the upcoming GCSE exams in [subject(s)].

This decision has been made after considering several key factors:

- [Student's Name]'s excellent performance in the recent mock exams, where [he/she/they] demonstrated the potential to succeed at a higher tier level.

- Consistent progress observed by teachers in the classroom, along with a strong understanding of the more advanced concepts covered in the subject.
- Our belief that the Higher Tier will provide [Student's Name] with the best opportunity to achieve their full potential and secure a top grade (Grade 6-9).

We are confident that this decision is in the best interest of [Student's Name] and will allow [him/her/them] to perform to the highest standard. We will continue to support [Student's Name] with targeted revision and additional resources to help prepare for the challenge of the Higher Tier.

Should you have any questions or wish to discuss this decision further, please do not hesitate to contact us. Thank you for your continued support. We look forward to working together to help [Student's Name] achieve outstanding results in their GCSEs.

Yours sincerely,

Expectations

Teachers will ensure that:

They follow the department policy for ongoing feedback and focused assessment.

Heads of Subject will ensure that:

- the department's marking policy is written, shared and follows the principles the whole school feedback and assessment policy;
- colleagues are completing feedback and focused assessments in line with the department policy;
- there is consistency of high quality and effective feedback;
- the department SOW clearly identify feedback procedure, timing and assessment criteria for carefully designed focused assessments;
- the impact of the school's feedback and assessment policy is monitored by conducting regular work trawls and this is recorded appropriately;
- teachers in the department are given diagnostic feedback on the basis of the work trawls;
- focused assessment are moderated and standardised to ensure consistency;
- grade descriptors for GCSE are understood by all;
- the feedback within the department motivates students and has a positive impact on self-esteem.

SLT will ensure that:

- the marking and assessment in each faculty is conducted in line with school policy;
- there is consistency of high quality marking, in line with school policy, across the departments;
- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed;
- students, parents and governors are made aware of the school's expectations regarding marking.

Fig. 1 - Early Career Framework

Assessment (Standard 6 – Make accurate and productive use of assessment)	
Learn that...	Learn how to...
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important;	Avoid common assessment pitfalls, by: • <i>Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</i> • <i>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</i> • <i>Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</i> Check prior knowledge and understanding during lessons, by: • <i>Using assessments to check for prior knowledge and pre-existing misconceptions.</i> • <i>Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</i> • <i>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i> • <i>Monitoring pupil work during lessons, including checking for misconceptions.</i>
assessment can become onerous and have a disproportionate impact on workload.	Provide high-quality feedback, by: • <i>Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</i> • <i>Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</i> • <i>Scaffolding self-assessment by sharing model work with pupils, highlighting key details.</i> • <i>Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.</i> Make marking manageable and effective, by: • <i>Recording data only when it is useful for improving pupil outcomes.</i> • <i>Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).</i> • <i>Using verbal feedback during lessons in place of written feedback after lessons where possible.</i> • <i>Understanding that written marking is only one form of feedback.</i> • <i>Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).</i> • <i>Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</i>
Notes	

Fig 2 - Examples of success criteria

Component 1: Learning Aim C Creating the UI	Level 2 Distinction
	- Explain with detailed examples how the interface meets all user expectations - Explain 2-3 ways that your interface is appropriate for the hardware used - Give detailed explanations how each iteration of your design improved its effectiveness and appropriateness. - Provide 2 or more strengths and weaknesses of your project planning skills
	Level 2 Merit
	- Demonstrate how you have used an iterative approach to refining your interface - Explain in detail 2-3 strengths and weaknesses of your interface - Explain how your different design principles were used effectively - Discuss the impact of using your choice of methodology for this task
	Level 2 Pass
	- Explain how a change you made after feedback made the interface more effective - Explain how you use 2-3 design principles (from Learning Aim A) - Discuss how you overcame at least 2 of your project constraints - Give 2 strengths and weaknesses of the planning tools you used
	Level 1 Merit
	- Outline one piece of feedback received and what you changed as a result - Describe how your interface is easy to use and suitable for the audience/purpose - Describe 2-3 ways you could improve your user interface
	Level 1 Pass
	- Complete at least 4 screens in your interface - Identify a strength and weakness of your interface and planning tools

Learning Objective	Starting Point	Path	Destination	Challenge
To explore and select methods of perspective drawing.	Can identify one point perspective in a landscape. State the purpose of perspective in drawing.	Can draw simplified line guides to create perspective.	Can use principles of one point perspective to accurately record an observed landscape.	Investigate the changes in one point perspective required to suggest multiple foregrounds and turns.

Learning Objective	Starting Point	Path	Destination	Challenge
Create a collage of a bird in the style of Nancy Standlee. Assessment Y9 portfolio: 8.2	The collage method has been used to record basic colour and shape .	Outline shape is maintained. Papers have been carefully selected and collaged to also record tonal variations.	The collage is sensitively applied. Subtle details of pattern are recorded. Papers are cut/ripped appropriately into a variety of shapes to describe the form, contours, shape and texture of different parts of the bird. and	Experiment with other papers to embellish your collage. Try tissue paper and cellophanes.



Connectives

et - and
mais - but
car - because
parce que - because
aussi - also
ainsi - therefore
cependant - however
néanmoins - nevertheless
toutefois - however
à cause de - because of
surtout - above all / especially
si - if
en revanche - on the other hand
par contre - on the other hand

Frequency Words

tous les jours - every day
toujours - always
souvent - often
parfois - sometimes
quelquefois - sometimes
rarement - rarely
ne ____ jamais - never



Intensifiers

incroyablement - incredibly
particulièrement - particularly
tellement - so much/many
très - very
beaucoup - a lot
trop - too (much / many)
assez - quite
un peu - a bit

Opinions

j'adore - I love
j'aime - I like
je préfère - I prefer
je n'aime pas - I don't like
je déteste - I hate

Sequencing Words

plus tard - later ensuite - next
après - after d'abord - firstly
après ça - after that puis - then

Comparisons

plus ____ que - more ____ than
moins ____ que - less ____ than

Complex Opinion Phrases

d'après moi - as I see it
à mon avis - in my opinion
selon moi - according to me
à mes yeux - in my eyes
j'estime que - I think that
je pense que - I think that
je crois que - I believe that
je trouve (que) - I find (that)
il me semble que - It seems to me that
je dirais que - I would say that
j'ai horreur de - I hate

Connectives

parce que - because
 aussi - also
 ainsi - thus / so
 cependant - however
 néanmoins - nevertheless
 toutefois - however
 pourtant - however
 à cause de - because of
 surtout - above all / especially
 si - if
 en revanche - on the other hand
 par contre - on the other hand
 puisque - since (because)
 cela dit - that said

Intensifiers

incroyablement - incredibly
 particulièrement - particularly
 tellement - so much / many
 vraiment - truly
 absolument - absolutely
 beaucoup - a lot
 trop - too (much / many)
 assez - quite

Negatives

Ne...pas - not
 Ne...jamais - never
 Ne...rien - nothing / anything
 Ne...aucun(e) - not a single
 Ne...ni...ni... - neither / nor

Frequency Words

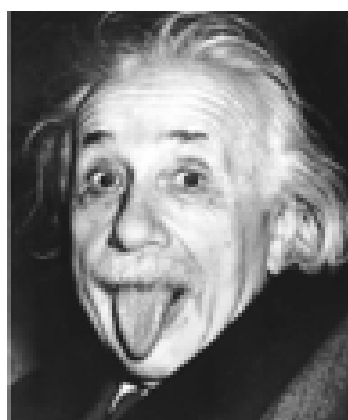
tous les jours - every day
 toujours - always
 souvent - often
 parfois - sometimes
 quelquefois - sometimes
 rarement - rarely
 quand - when
 si - if

Sequencing Words

plus tard - later ensuite - next
 après - after d'abord - firstly
 après ça - after that puis - then

Comparisons

plus _____ que - more _____ than
 moins _____ que - less _____ than



Complex Opinion Phrases

d'après moi / selon moi - according to me
 à mon avis - in my opinion
 à mes yeux - in my eyes
 j'estime que - I think that
 je crois que - I believe that
 je trouve (que) - I find (that)
 il me semble que - It seems to me that
 je dirais que - I would say that
 j'ai horreur de - I hate
 j'ai toujours pensé que - I have always thought that
 je soutiens que - I maintain that
 je suis persuadé(e) que - I am persuaded that
 en ce qui me concerne - as far as I am concerned

Fig 3 - Example of self-assessment sheet

TASK - Peer/Self-assessment

1. Read the answer.
2. RAG rate each of the success criteria on the feedback grid below (R= RED - not done, A= Amber - attempted, G= Green - done well)
3. Label on the answer where they have attempted/achieved each success criteria. (Just write the number of the success criteria on to the answer)
4. Give the answer a METAL using the making progress strip below.
5. Make at least one improvement to the answer. (Swap back first if Peer Assessment)

Skill - Source Evaluation		Metal		
Question - How useful is Source A to a Historian studying (8)		R	A	G
1 Start your 1 st paragraph with a point about why the source is useful based upon content - The source is useful as it shows.....				
2 Support your point by referring to the content of source				
3 Explain why the content of the source is useful by comparing what it shows to your knowledge				
4 Add a Link sentence summarising why the source is useful - Therefore the source is useful because ...				
5 Start your 2 nd paragraph with a point about why the source is useful based upon the Provenance - The source is useful as it was produced				
6 Support your point by stating the Provenance - Author, Date, Place				
7 Explain how the provenance makes the source useful - purpose / context / audience / access to information etc use knowledge to support your explanation				
8 Add a Link sentence summarising why the source is useful - Therefore the source is useful because				
9 Explain how the source is more useful when the content and the provenance are evaluated together				
10 Checked spelling punctuation and grammar				
TPIS - Improve areas where you are RED or AMBER				

Iron	Bronze	Silver	Gold	Platinum
State what the source says about the issue in the question. 1-2	State why the source IS useful. Supported with examples from the source or by reference to its provenance. 3	Explain why the source IS useful. Supported with examples from the source or by reference to its provenance 4	Explain why the source IS useful. Supported with examples from the source OR by reference to its provenance. Your explanation must be supported by specific knowledge 5-6	Explain why the source IS useful. Supported with examples from the source AND by reference to its provenance. Your explanations must be supported by specific knowledge. 7-8

Source A is useful for a historian studying the blitz because it shows that civilians were targeted and that they had to seek shelter for protections. This is shown by the fact that civilians including women and children are being forced to shelter in a underground tube stations. They are clearly there for a significant period of time as tea and biscuits are being provided for them which tells us that civilian populations were forced to seek protection from Luftwaffe air raids. This is useful because London was bombed for 57 consecutive nights during which time 43,000 civilians were killed half of whom were in London where the photo was taken. When people heard the air raid siren they were expected to go to their Anderson Shelter or to an underground shelter for protection. Therefore, this is useful for showing the measures civilians had to take to stay safe during the blitz

The source is useful because it was produced in a British Magazine in 1940. This is clearly a staged photo with people smiling and laughing. This makes it useful because it was produced during the height of the Blitz to improve the morale of the people and generate a 'Blitz spirit' by showing that

people were still positive and supporting the war effort despite the hardship of the Blitz. This is a useful example of how the government had a tight control over the papers pushing positive stories and censoring any critical or negative stories, for example Dunkirk was sold to the people as a triumph despite it being a humiliating retreat. Therefore this source is useful for showing the nature of government propaganda during WWII.

WAGOLL

Fig 4 - Examples of formal feedback for focused assessments (Use of feedback sheets)

Oceans - Assessment Point 1

Name: _____ Date: _____ Score _____/25

Learning Outcome WWW and EBI	Question	R	A	G	ACTs
RE7 I can explain how a change in the numbers of one organism may affect another, with reference to competition and predation.	3b, 4c, 5a	1 - 3	4	5 - 6	Collins book 2 Page 66-67 attempt questions 1,2, 3 and 6.
RE3 I can construct and interpret simple food chains.	3a, 5b(iii), 6	1 - 4	5	6 - 7	Exploring Science 7 Page 45. Copy out the food chain in figure A. Then attempt question 1. When completed construct three food chains of your own.
RE6 I can construct and interpret food webs.	4a, 4b, 5b(i), 5b(ii)	1 - 3	4	5 - 6	Exploring Science 7 Page 45. Copy out the food web in figure B(don't draw the animals just write their names), then attempt questions 2 and 3.
OW2/OW4 I can state that different types of wave can travel through matter and vacuums, and I can name some types of waves including water waves, sound waves, pressure waves and light waves.	1,2	1 - 3	4	5 - 6	Collins book 1. Page 228-229 Copy and answer questions 1,2, 3, 4 and 5.

PATH TO PROGRESS					RECORD
RECORD	STARTING POINT	PATH	DESTINATION		
HAND LINE DRAWING					SHAPE: Capture where the knuckle protrudes outwards - Draw the correct amount of fingers - The thumb joint should be higher/lower - The palm needs to be wider/narrower. SPACE: Fill the page more - Don't draw too large that important details are missed out - Do not squash parts in an attempt to record everything. PROPORTION: Make the thumb smaller - Make the fingers larger - Ensure that all the spaces between the fingers are the correct size - The fingers need to be longer/shorter in relation to size of the palm. TEXTURE: Include lines and marks to record folds and creases in the skin.
TASK: Hand observational line drawing				WWW	
SHAPE The outline of the object					
SPACE The areas inside and outside of the object					
PROPORTION Parts of the object are the correct size in relation to each					
TEXTURE Surface details such as creases and marks					
ANALYSE	STARTING POINT	PATH	DESTINATION		ANALYSE
'LOVER IN A BERET'					
TASK: Analysis of Picasso's work				WWW	
BACKGROUND Who the artist is and from when and where					
SUBJECT What objects or events you see in the artwork					
MEDIA What has been used to create the artwork					BACKGROUND: Include name title - date. SUBJECT: Include the objects and parts you see - Include more details - Write in more depth. MEDIA: Include the art materials the artist has used. DESCRIPTION: Include the media/composition the artist has used - Use more Visual Elements art keywords - Write about Line/ Tone/ Texture/ Colour/ Shape/ Space/ Pattern/ Form. PERSONAL OPINION: - Include if you like or dislike the artwork - Give a reason why you like/dislike the artwork. SPAG: Use full sentences (don't copy the question) - Proof-read your work and correct Spelling/Punctuation/Grammar - Use more connectives - Improve sentence structure - Use Capital letters for names/places/titles - Use more
DESCRIPTION Describing the artwork using art keywords					
PERSONAL OPINION What you like and dislike about the artwork and					
SPAG Spelling, Punctuation and Grammar					
EXPLORE	STARTING POINT	PATH	DESTINATION		EXPLORE
PENCIL AND COLOUR PENCIL					
TASK: Pencil Skill				WWW	
PENCIL SKILL Pencil used with control, planned, sketched					
MARK-MAKING Using line in different ways to represent texture					
TASK: Colour Pencil Skill				WWW	PENCILSKILL: Avoid heavy pressure and draw more lightly - Plan your drawing by sketching - Use the side of your pencil. MARK-MAKING: Try using darker/lighter/thicker/thinner/broken lines to add visual interest. RENDERING: Shade/Colour in areas evenly - Avoid gaps in your shading/ colouring - Consider the direction you shade/ colour. MIXING: Layer pencils to create more accurate colours - Layer pencils more softly - Try blending colours more. VALUES: Use a wider range of tones - Use darker/lighter tones - Use highlights. BLENDING: Graduate your tones - Blend your colours
RENDERING Spaces coloured or shaded in neatly.					
MIXING Colours have been layered to make new colours.					
OUTCOME	STARTING POINT	PATH	DESTINATION		OUTCOME
WORKING IN THE STYLE OF					
TASK: Working in the style of Picasso				WWW	
RECORDING The outcome has been influenced by the student's recording					
STYLE Similar visual qualities of the art analysed have been used					
EXECUTION The outcome has been produced to the student's best ability					RECORDING: Involve your recording in your outcome - STYLE: Include more Line/ Tone/ Texture/ Colour/ Shape/ Space/ Pattern/ Form similar to the artist. EXECUTION: Plan your work carefully - Take more time completing your work.