

Maidstone Grammar School



TEACHING, LEARNING AND ASSESSMENT POLICY

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Executive Summary

This policy sets out how the school discharges its key functions of teaching pupils to learn and the assessment of their performance both to inform pupil and parental expectations and future planning. It also sets out how the school monitors the performance of pupils and how through the delivery of good teaching and effective monitoring it seeks to raise pupil achievement.

The policy is divided into 5 key areas:

1. Teaching and Learning
2. Assessment
3. Marking and Feedback
4. Examinations
5. Monitoring the policy

1. Teaching and Learning

1.1 Aims

Maidstone Grammar School is committed to raising standards by strengthening teaching and learning. We also wish to develop in our pupils a commitment to lifelong learning and to achieving the highest standards of which they are capable.

1.2 Rationale

MGS and its staff seek to bring about improvement to teaching and learning by:

- Using clear teaching and learning objectives.
- Setting challenging targets and expectations to raise pupils' attainment so that more than 50% of learners achieve the top grades in any system.
- Understanding the preferred learning styles of individual pupils and the level of attainment they have already achieved.
- Using good questioning, explanation and modelling techniques to make concepts clear.
- Using a clear lesson structure with a range of activities to support learning.
- Making learning engaging and motivating.
- Developing well-paced lessons with high levels of interaction.
- Providing support for pupils to help them learn independently including ensuring that additional educational needs are catered for through **reasonable adjustment**.
- Encouraging pupils to think about what and how they learn and to involve them in setting their personal targets.

1.3 The Learning Environment for Pupils

To help pupils learn and achieve highly we will provide a learning environment where:

- Confidence and self-esteem are valued and promoted.
- Relationships between pupils and staff are good, with mutual interaction, respect and high expectations.
- Toleration, consideration, responsibility, self-discipline and mutual respect are promoted and valued by both staff and pupils.
- The organisation of the school encourages pupils' independence.
- Learning is enhanced by being inclusive, stimulating and well organised.
- Good order is maintained in the classroom allowing pupils to learn through the effective implementation of the Behaviour for Learning Policy by all teachers in the classroom.

1.4 Structure and Content of lessons

Following consultation with staff, we have agreed a series of expectations of the structure and content of lessons which should usually be followed by staff. These lay down that lessons should:

1. Have clearly defined objectives which are explicitly communicated to pupils during the lesson.
2. Have a clear structure that develops learning.
3. Contain a range of activities for pupils to undertake which should engage them actively in the learning process and respond to a range of different learning styles.

4. Promote enjoyment of the subject by providing a varied, challenging and supportive learning environment for pupils of all abilities.
5. Combine accurate knowledge and information related to the appropriate section of the designated scheme of work with enthusiasm from the teacher for their subject.
6. Provide opportunities for feedback to students about their learning (see Appendix 2)
7. Provides opportunities for extended questioning to develop higher order thinking skills (See Appendix 1).
8. Provide for a review of prior learning so that teachers consistently check that consolidation of learning has been undertaken by students as an agreed part of homework expectations.

All teachers are expected to adhere to these expectations and all observations of teaching across the school will comment on the extent to which the lesson developed them.

1.5 Lesson Planning

- Lesson content must follow the established scheme of work for that year group in the school or be an extension of the work covered by that scheme of work.
- For lessons to be effective teachers need to plan their lessons and the resources they will use.
- Unless specifically required by the Headmaster, teachers will not be expected to write formal lesson plans at Maidstone Grammar School but they must be able to define
 - (a) the learning objectives for the lesson
 - (b) the main activities that pupils are to use during the lesson and
 - (c) the resources that are required for the lesson.

1.6 Age appropriate material

- The use of audio-visual material is encouraged within lessons where it is appropriate to the learning. However any film shown in total must have a BBFC certificate that is appropriate to the age of the children watching the film.
- It is possible for staff to use carefully selected and edited highlights from a film that has a higher age rating than the students (as allowed by the BBFC regulations) provided that it can be shown that it is important to the students' understanding of the topic. Parents must have been notified of the intention to show such a film and can withdraw their child.
- In showing such excerpts it is the responsibility of the teacher to ensure that nothing that is inappropriate is shown to a child.
- It is harder to assess the suitability of television programmes but if shown the teacher must ensure that nothing inappropriate is shown to children. In case of doubt refer the matter to the appropriate Assistant Headteacher for Lower or upper School.

1.7 Additional Educational Needs and Disabled students

- Staff must be aware of the Additional Educational Needs Policy and use it to inform their teaching.
- Staff must be aware of the pupils in their classes who are SEND and know the detailed needs stated for each SEND pupil in their SEND pen picture which are available from the school computer system.

- Teachers *have a statutory obligation to* must make reasonable adjustment to take into account the needs specified in the pen pictures for SEND pupils.
- Teachers must work in conjunction with any Teaching Assistant allocated to their classes.
- If teachers are concerned about the progress and performance of any SEN pupil, or how to manage them, they must refer their concerns to the Special Needs Manager or SENCO.

1.8 The Role of Homework and Homework Procedures

- Homework should be set regularly and staff must follow the Homework Procedures (see Appendix 3) which sets out the purpose, frequency and structure for homework across the school.

2. Assessment

2.1 Internal Assessment Grades

- All students will receive internal assessment grades four times a year, after Terms 1, 2, 4 and 6, except for Years 11 and 13 where the Term 6 grade will be a public examination result.
- Each student in each subject studied will receive two grades: an academic achievement grade and an attitude to learning grade
- **Academic Achievement Grades** are given as follows and are a professional judgement by the teacher based upon all the evidence that is available to them of a student's performance. :
 - **Years 7 to 11** will receive a grade 1-9 (where 9 is high) based upon the GCSE grading system. They are assessed at the grade they are working at the time that the assessment is made.
 - Years 10 and 11 for the academic year 2016-7 and Year 11 for 2017-18 will be graded on the old alphabetic grades for GCSE and these will be a projected grade of final achievement.
 - **Years 12 and 13** will be graded on the alphabetical A Level grades based upon a projection of final outcome until new arrangements can be developed to link to the Year 7 to 11 system more appropriately.
- **Attitude to Learning Grades** are given on a 1-4 point scale where 1 is outstanding; 2 good; 3 requires improvement and 4 is unsatisfactory. A grade of unsatisfactory cannot be awarded unless a subject teacher has contacted home about the unsatisfactory nature of a pupil's work. (See Appendix 5 for detailed grade descriptors).
- Internal assessment grades must be submitted to the relevant Head of Department for each assessment period by the date specified on the School Assessment Calendar.
- Heads of Department must moderate these grades to ensure the assessment is consistent between groups in a year and then placed on Assessment Manager on the school's computer system by the date specified on the school's assessment calendar.
- These assessments will be published to parents through Insight on the date specified on the assessment calendar.

2.2 Reports to Parents

- Parents will receive 4 written reports a year, one after each assessment period as outlined above. Three of these will contain key data as well as the academic achievement grade and attitude to learning grade awarded to their child for each subject that they study. These will also show their performance against the targets that have been set for them for each subject.
- On each report there will be the 'flight paths' to show expected progress for a student based on where they are now for the end of Year 8, 11 or 13.
- One of the four written reports will also contain a brief written comment by the subject teacher to inform parents as to what actions the student needs to take to improve performance. The timings of these written reports will be specified for each year group on the School Calendar in red.

2.3 Parents Evenings

- Each year group in the school will have a parents evening each year. These are held between 4.30 and 7.30 and the dates are published in the School Calendar.
- Parents will book appointments to see teachers through Insight
- The purpose of parents' evenings is to provide another opportunity for parents in the year to understand how students can improve their work to achieve a higher grade.

2.4 Target Setting

- All pupils at Maidstone Grammar School will be given targets for their performance. These will be realistic but challenging in order to seek to drive up standards. They are designed to show parents and students what they are capable of and will be based upon prior attainment.
- Grades are determined on the basis of entry scores and CAT tests for Year 7, CAT Tests for Year 11 and GCSE results for Year 13.
- The Assessment Manager of the school will publish target grades to staff early in the academic year.
- The target that will be generated will be a threshold minimum. This is what staff and student performance will be measured against.

2.5 UCAS Predicted Grades

- Each September departments must give a predicted subject grade for each sixth form student taking their subject to be used for the purposes of admission to universities.
- The detailed arrangements for this are listed in Appendix 7 of this policy.

3. Marking and Feedback

3.1 Purpose of Marking and Feedback

- Feedback to students has two principal purposes:
 - To identify the quality of a piece of work produced and therefore inform students of the level at which they are working
 - To provide guidance as to how they can progress their work to the next level.
- Feedback to students at MGS must ensure both elements are covered.

3.2 Feedback

- Feedback can be given in a number of ways: marking, verbal feedback, peer assessment or self-assessment. All are valuable and can achieve the purposes above.
- Feedback to students on their work is essential to the learning process. Whilst we do not expect that all work is marked we do require feedback is given to students on the work that they do.
- When verbal feedback is given on a piece of work it is advisable for the teacher to record that verbal feedback has been given on the work and then the student is required to write down the feedback provided to provide a record that feedback has been given

3.3 Marking

- The minimum marking requirement at MGS is that teachers mark the Core Assessment Tasks and at least one other piece of work for each class that they teach each term.
- They must give some formative written feedback on the work that has been completed when they mark as well as a summative grade.

3.4 Core Assessment Tasks

- Core Assessment Tasks are pieces of work that are completed by every student taking a subject in a particular year group. These must be assessed so that a grade can be awarded for the task. There must be a minimum of six pieces of work in each subject for each year group. One of these pieces can be the internal exam for that year group
- For each Core Assessed Task there must be (a) a task that can be set to the students; (b) a mark scheme which should be available to the students before they complete the task to ensure they understand how the task will be assessed; (c) an agreed method for feedback to be given across the teaching groups. In public exam years it is accepted that some departments will not be able to give feedback on the Core Assessed Tasks because of the restrictions imposed by examination board on giving feedback on Controlled Assessment. In these cases Heads of Department should discuss the limitations with their line manager
- Heads of Department are responsible for ensuring that Core Assessed Tasks are completed by the teachers in the department and at the times laid down. In planning the calendar of tasks Heads of Department must ensure a reasonable balance of work for teachers across the year. It is essential that tasks are not all completed at the end of terms or the workload on colleagues and students becomes intolerable. In planning these tasks one does not have to be completed in every one of the six terms so long as six are completed and they are reasonably spread across the year.
- Heads of Departments are responsible for ensuring that they have moderation arrangements in place to check that marking of each Core Assessed Task is consistent across the year group. This could be delegated to a particular member of the department for a particular task.
- Heads of Department are also responsible for ensuring that the moderated grades for Core Assessed Tasks are entered on to Assessment Manager
- Detailed guidance on marking and feedback is given in Appendix 2

4. Examinations

4.1 Internal Examinations

- Each year group in school will have internal examinations during the year according to the timetable laid down in the Assessment Calendar. These internal examinations will constitute one of the CAT tests for that year group.
- In Years 11, 12 and 13 formal mock examinations are held during the course of the year to allow students to practice the skills they will need for public exams at the end of the year. Heads of Department are responsible for ensuring that the exams are set, duplicated and marked by the deadlines set down on the school calendar.
- In Years 7, 8, 9 and 10 students take internal tests against time in a specified period of time. These tests are carried out in class by the class teacher. The Head of Department is responsible for ensuring test papers are set, duplicated and marked by the agreed deadlines.

4.2 External Examinations

- The Headmaster, as Head of Centre has final responsibility for the conduct of public examinations.
- He delegates all matters to do with entries to and the conduct of public examinations to the Examinations' Officer.
- The school has a separate set of Examination Policies for the arrangements for public examinations based on JCQ Regulations.
- Heads of Department are responsible for the selection of examination and syllabus for subjects under their control. Any request to change syllabuses however must be agreed by the Deputy Head (Curriculum) before it is brought into effect.
- Heads of Department are responsible for checking entries made by the Examinations' Officer to ensure they are correct.
- Heads of Department are responsible for ensuring that Controlled Assessment and Coursework arrangements are carried out properly according to the School Examination Policy and examination board regulations.
- The school's policy is to enter students for the examinations that they have followed. Only the Headmaster may withdraw a student from such an exam if he believes that entering them is a waste of public funds.
- The school has a policy for appeals against public examination results. This is listed as Appendix 6

4.3 Intellectual Honesty

- Teachers need to teach pupils about intellectual honesty from Year 7 upwards.
- Teachers should never accept work that has been cut and pasted from other sources or downloaded in full from the internet.
- Pupils should be taught about the need to reference other peoples' ideas and to acknowledge through footnotes, bibliographies and reference in the text where they have gained information from.
- Pupils should be taught that sophisticated programmes exist to track plagiarised work and that exam board and UCAS etc use this to check material submitted.
- In public examination courses students must be warned about plagiarism before they commence coursework or controlled assessment.
- If plagiarism is suspected in public examination controlled assessment or coursework teachers must report their suspicions to their Head of Department.

- The Head of Department must conduct an investigation and if satisfied that plagiarism has occurred must report this to the Deputy Head (Curriculum) and the Examinations' Officer immediately. They will in consultation with the Headmaster agree what action must be taken with the examination board and any sanction that is to be taken against the student

5 Monitoring of Teaching, Learning and Assessment

- Teaching and learning is monitored in the school for quality assurance purposes. The monitoring of teaching and learning is mainly the responsibility of Heads of Department and the Senior Management Team.
- Heads of Department monitor teaching and learning through (a) the moderation of internal assessment data, (b) checks on pupil books and work, (c) conducting Learning Walks in the department, (d) constructing a departmental self-evaluation and (e) the observation of teaching.
- The Senior Management Team monitor teaching and learning through the Sectional Review process and through conducting Learning Walks.
- Governors carry out academic visits but these do not judge the quality of teaching and learning.
- More details on these processes is provided in Appendix 6.
- This policy will be reviewed in the academic year 2018-19 or earlier if circumstances require.

MGS Teaching, Learning and Assessment Policy - Appendix 1

School Guidance on Questioning

Advice on using Question and Answers

Questioning techniques will vary from subject to subject based on the nature of the material being learnt but these were common features:

- Your knowledge of the class is critical to what type of questioning works
- Mix it up – don't allow questioning style to become predictable
- Make students listen to each other so that they all learn from the QA session
- Insist on correct use of terminology / grammar
- Always allow them thinking time to be able to respond to what you have asked them

In developing questioning techniques consider the following

- Engage all the students in the room – find strategies to include the volunteers and those without their hands up. Direct questioning to include all.
- Do not allow students to put their hands up straight away – make them think first. Sometimes do not permit hands up at all – direct questions
- Use of 'lollipop sticks' to determine who answers – draw a stick at random with a student's name on
- Have hints ready to assist students to work their way to the correct answer.
- Build up questioning to lead up the higher order thinking skills (analyse, evaluate).

Advice on Questions

- Students build up their own questions and have to justify why they are 'good' questions.
- Get students to ask their peers questions. Students then review the answers.
- Hot-seating: students take particular roles and use them to probe the answers by getting their colleagues to justify, develop, explain their answers
- Make sure that open questions should predominate as they develop depth of answers.
- Get students to work out what is being taught by questioning the questions asked.
- Sometimes give them the answer and get the students to work out the question
- Always ask students 'why' to make them think. This makes them build up their answers.
- Pose (the question); Pause (thinking time); Pounce (choose a student to answer); Bounce (get another student to develop the answer further).
- Engage the class in discussion and debate before asking questions
- Give students snippets of an exam answer. Ask them to analyse what is good and what is not
- Never accept a simple numerical answer – demand the method or explanation as well
- Quick fire questions to test knowledge can be very effective at developing mental capacity
- Review learning by asking questions about what they did last lesson in the next one.

- In a plenary ask students the following: What did you understand? What did you mostly understand? What didn't you understand? Use this feedback to plan what you teach next lesson
- Make sure that students read the command words carefully before considering and formulating an answer and that they fully understand those commands
- Extend the class by asking questions at a level above their current levels of performance

MGS Teaching, Learning and Assessment Policy - Appendix 2

School Guidance on Feedback

Oral

- Individual verbal feedback is powerful – develop opportunities for 1:1 discussion but oral feedback must be recorded – use verbal feedback stamps and students record
- Build time into lesson / teaching to record feedback
- Using video to film work and then discuss with the class the quality of the work
- Ensure a culture in the classroom where it is “OK to get it wrong”
- Use of visualiser to share peer assessment of an answer and then discuss strengths and weaknesses
- Focus oral feedback on homework on areas that the students found difficult

Written

- Develop the use of templates for them to write down how work could be improved including use of
 - WWW – what went well
 - EBI – even better if
- Build time into lessons for students to read written feedback and evaluate it (at least 10 minutes for A Level)
- Expect students to write a comment in response to your written or verbal comment
- Structure feedback using the following prompts:
 - I did well because
 - I did not do well because
 - In my next task I will
- Use departmental marking proformas (marking grid) to outline assessment criteria and feedback on these issues (saves marking time & ensures consistency of marking). Some of these can be tick lists.
- Provide a markscheme for students to highlight so they understand the marking criteria
- Photocopy good work and share with the class (depersonalise it or gain the writer’s consent)
- Ensure students are aware of the different criteria for assessment. Use these to structure feedback to students on essays or assignments.
- Corrections are useful. Students will take the exercise seriously if they know it will count
- Peer work is valuable, even if they don’t like doing it, because it makes them think and increases their understanding of the assessment criteria.
- Get students to comment on the quality of their work at end of lesson and teacher responds to them
- Use letter codes for marking to save time: these must be shared with students in advance and used consistently
- Print a standard answer for students with common errors highlighted. Get them to correct them
- Model answers for students to show them how to do the task.
- Make a list of repetitive errors and go through this with the whole class.

- Provide only written feedback and no grade at the end of a piece of work so they have to read your comments.
- Share examiners reports with students. These can be valuable tools to get them to critique their own answers

MGS Teaching, Learning and Assessment Policy - Appendix 3

MGS Homework Procedures

Rationale:

Homework is an important part of students' learning as it develops a capacity to work independently of their teachers. However it is only valid if the tasks set have a clear academic purpose. Homework should therefore arise naturally from the work being done in class. MGS also believes that students should have the capacity to develop their own interests and activities outside of school and therefore that the extent of homework should allow students to do this.

Homework has five key purposes. These are:

- To assist the completion of syllabus content
- To practice skills to improve performance
- To develop independent learning
- To complete tasks that will teach pupils the assessment requirements of courses
- To review and consolidate learning

All homework set needs to develop one or more of these criteria.

When setting homework teachers must ensure that it is either recorded in the Student Planner or via a student's own electronic device. Time in lessons must be allowed for this to be done.

Programme:

To allow for individual students activities the school does not have a set homework timetable. However the details set out below outline our expectations that should be adhered to. Teachers should set homework as indicated. In addition student must engage in learning consolidation every school night for approximately 50 minutes to an hour (see below).

Since we have no detailed timetable staff must give students three full working days to complete any homework task set. For this purpose the weekend counts as one day so there are 6 days in the homework week. Since we work a ten day timetable the homework guidance is expressed as over a 10 timetable cycle. The nature of homework will vary across subjects as will the frequency of homework. This is because subjects get differing amounts of curriculum time. Some departments will set larger tasks to do whilst others will set short specific tasks for completion.

Departmental Programme – Key Stages 3 and 4:

	Week1	Week 2
Key Stage 3	Art (90 minutes)	
	Design Technology (30 mins)	Design Technology (30 mins)
	English (20 mins Y7; 30 mins Y8)	English (20 mins Y7; 30 mins Y8)
	Geography (1 hour)	
	History (30 minutes)	History (30 minutes)
	Latin (30 mins)	Latin (30 mins)
	Mathematics (30 mins)	Mathematics (30 mins)
	Modern Languages (30 mins per language)	Modern Languages (30 mins per language)
	Performing Arts (30 mins)	Performing Arts (30 mins)
	Religious Studies (30 minutes)	Religious Studies (30 minutes)
	Science (45 mins)	Science (45 mins)
	Learning Consolidation (2 hours 30 minutes)	Learning Consolidation (2 hours 30 minutes)
		Week1
Key Stage 4	Art (75 minutes)	
	Business Studies (1 hour)	
	Classical Civilisation (1 hour)	
	Computing (1 hour)	Computing (1 hour)
	Drama (1 hour 30 minutes – but will vary across the course)	
	Design Technology (1 hour)	Design Technology (1 hour)
	English (1 hour 30 minutes – but will vary across the course)	
	Geography (1 hour 30 minutes)	
	History (1 hour 30 minutes)	
	ICT (1 hour 30 minutes)	
	Latin (1 hour)	Latin (1 hour)
	Mathematics (1 hour)	Mathematics (1 hour)
	Media Studies (2 hours)	
	Modern Languages (1 hour per language)	Modern Languages (1 hour per language)
	Music (1 hour 40 minutes)	Music (1hour 40 minutes)
	Physical Education (40 minutes)	Physical Education (40 minutes)
	Religious Studies (1 hour)	Religious Studies (1 hour)
	Science (2 hours but will vary across the course)	
	Learning Consolidation (2 hours 30 mins)	Learning Consolidation (2 hours 30 mins)

There may occasionally be some variation in this but parents can expect this homework to be set. Please note in Key Stage 3 that Music, PE and ICT do not usually set homework but students should consolidate their learning in these subjects. Thus Key Stage 3 students should have approximately 8 or 9 hours of work per week whilst Key Stage 4 students should be completing 11 or 12 hours per week. This will inevitably become greater in the run up to internal exams or assessments and in Year 11 whilst coursework and controlled assessment tasks are being prepared for or undertaken.

Key Stage 5:

Students in Key Stage 5 are expected to complete 4 hours of independent study per week for each of their A Level / AS Level subjects. This will also include daily consolidation of learning. Some of this work will be undertaken within school in their private study periods to reduce the amount of time spent at home studying. They cannot however discharge their obligation of 16 hours a week without significant amounts of work being done out of school.

Learning Consolidation:

This is the single most significant task that students can undertake to improve learning, retention and outcomes. Educational research shows that review and revision of notes is critical to memory retention. **Therefore each student is required to engage in 50 minutes to an hour's consolidation of their learning each day in addition to the homework that is set.**

They are to spend 10 – 15 minutes reviewing each lesson they have been taught to identify the 5 to 7 most important things they have learnt that day and then to record them as simply as possible. Staff may give specific instructions as to how this is to be done but usually it will be at the back of exercise books so staff can check on its completion. All lessons will contain an element of checking on prior learning and students will be expected to be able to answer questions on what they have previously learnt.

Nature of Homework Tasks:

Homework tasks will be varied and differ from subject to subject. Many will be written but they do not have to be. If they are written it may be to prepare for a task to be undertaken in class (like a discussion or debate) rather than a formal piece of work. All the following are legitimate homework tasks:

- Written work
- Reading
- Research on a computer or from books
- Watching a film or television programme or clips on You Tube
- Planning or drafting written work
- Corrections on work previously done
- Revision for tests or exams
- Preparation for the next lesson

Access to computers:

Access to a computer may be required to complete some homework. We understand that in some households access is to a shared computer, hence the requirement for work to be completed over a minimum of three days. If your child has no access to a computer or the internet at home such homework can be completed at lunchtime using the school's computer system or after school using the computers in the School Library.

Feedback:

Feedback to students is an essential element in completing homework. However it not necessary for a teacher to formally mark all homework. However some feedback should be given. This could be in the form of a class discussion, verbal feedback, a question and answer session, peer or self-assessment, group feedback or a test to ensure work has been completed or learnt. However some homework will be

formally marked and all Core Assessed Tasks will be formally marked. On all formally marked work there should be formative written comments to show them how to improve their work further.

Role of Parents:

Parents have a key role in supporting their children in developing their learning through homework by:

- (a) Providing a quiet space for them to be able to work at home
- (b) Providing, where possible, computer and internet access at home
- (c) Checking on a regular basis that homework has been completed
- (d) Ensuring that learning consolidation work is carried out as a daily task.
- (e) Informing the school if there are problems over homework completion or the setting of homework.

This statement comes into force from September 2014.

MGS Teaching, Learning and Assessment Policy - Appendix 4

Policy on Appeals for Qualifications with British Exam Boards

Internal Assessments

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Maidstone Grammar School is committed to ensuring that:

- Internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

Written Appeals Procedure

- Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and parents of these procedures.
- Appeals may be made to the school regarding the *procedures* used in internal assessment, but *not the actual marks or grades* submitted by the school for moderation by the Awarding Body.
- A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal must be received by the School *at least two weeks before the date of the last external exam in the subject*.
- On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Deputy Head (Curriculum). This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.
- The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Statement for Pupils:

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (eg controlled assessment/coursework/portfolio/projects) you should see the Examinations Officer as soon as possible.

Enquiries about Results

- After the release of examination results a candidate has a right to apply to the awarding body, through the centre, for a review of their result or for access to their scripts. This procedure has a short deadline (September 20th for re-marks for the summer exam series) and therefore requests must be carried out quickly.
- The school can advise any candidate who has concerns about a grade awarded. Following discussion the centre will undertake the necessary procedures with the candidate bearing the cost. If a candidate wishes to challenge a decision a similar procedure will apply.

MGS Teaching, Learning and Assessment Policy - Appendix 5

Attitude to Learning Grades – Key Descriptors

1. A student's engagement in learning is outstanding because:

- The student regularly contributes to the lesson, asks relevant questions and is always on task.
- The student is always prepared for lessons and ready to learn.
- Home learning and coursework deadlines are always met.
- The student is able to work independently when set appropriate tasks and works "above and beyond" to achieve in this subject
- The student's behaviour is exemplary and there are no events in the last term for lack of engagement in learning.
- The student may extend his/her learning experience by supporting others or by attending support sessions.

2. A student's engagement in learning is good because:

- The student often contributes to the lesson and is rarely off task.
- Home learning tasks and coursework deadlines are mostly met with no significant concerns raised by the teacher
- The student is able to work independently but could be more proactive in this regard. Attempts occasionally to work "above and beyond".
- The student's behaviour is generally well-focussed on his/her learning. A small number of events in the last term have not had an overall effect on the student's progress.
- The student is fully equipped for the majority of lessons and is prepared to learn.

3. A student's engagement in learning requires improvement because:

- The student is involved in the learning process but does not readily contribute to lessons and is off task on occasions.
- There have been occasions on which deadlines have been missed, but the student has endeavoured to make up missed work.
- The student's effort is reasonable, but there is little sign of going above and beyond at present.
- The student's focus is usually on the task in hand, but there are repeated events for either missed deadlines or poor engagement for learning.
- The student usually has basic equipment for lessons.

4. A student's engagement in learning is inadequate because:

- The student does not readily engage in learning, makes few contributions to lessons and spends a significant amount of time off task, negatively affecting the learning of others
- Deadlines are rarely met as the student struggles to manage the demands of the workload. Written exercises may be incomplete.
- The student puts in little effort and takes little responsibility for his/her progress and shows no sign of going "above and beyond"
- The student's behaviour has not been conducive to progress. There are repeated events for this. The student's behaviour for learning may have a negative impact on the learning and progress of other students' learning.
- The student is often unprepared for lessons, arriving without the required equipment.

(Parents have been informed of these concerns directly, prior to entering this grade.)

MGS Teaching, Learning and Assessment Policy - Appendix 6

Monitoring Teaching and Learning

Departmental Self Evaluation

- All Heads of Department are required to maintain a Departmental SEF.
- This should be completed on the agreed school proforma.
- The evaluation should be constructed in conjunction with their departmental line manager and should be updated at least annually.
- The SEF should be shared with the members of the department

Observation of Teaching

- The Headmaster has the right to observe any teacher in the school at any time without notice. He can delegate this task to a senior or middle manager. That right will only usually be exercised where concerns exist about the quality of teaching that is occurring.
- A teacher can only be observed twice during the year for the regular purposes of performance management. The teacher must be given notice of these observations.
- All teaching observations will be completed on the school's agreed lesson observation form which is based upon Ofsted teaching and learning criteria. They will then be recorded on CPD Genie
- Usually notice will be given of teaching observations unless a member of staff has been told to expect no notice. Usually a focus for the observation will be agreed in advance.
- All observations under the Performance Appraisal process are confidential to the observer, the teacher observed their Head of Department and the SLT.
- If a teacher believes they have been unfairly judged during an observation they have the right of appeal to the Headmaster.

Governor Academic Visits

- Governors visit lessons and hold discussions with Heads of Department as part of their strategic function to monitor the work of the school so that they understand the challenges that face teachers and pupils.
- When Governors visit lessons they are looking at pupil experience. They are not formally observing teaching and learning nor do they make any judgement on the quality of teaching that they see.

Sectional Review

- The Senior Leadership Team carries out a regular cycle of Sectional Reviews to observe the operation of different areas of the school each year. The determination of the area to review will be based on perceived need based on results or other issues that have become apparent.
- The Review is carried out by a lead reviewer who conducts the review and writes the report.
- The Review consists of a series of lesson observations covering key staff who teach in that part of the school. a work sample and meetings with students.
- A report will be written and discussed with the relevant middle leaders identifying strengths and good practice and providing guidance on what needs to improve. This will form the basis of future Self Evaluations.

- The Report will subsequently be tabled and discussed by Group A (the Curriculum Group) of the Governing Body and the Line Manager / Head of Department may be invited to Group A to discuss the report.

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Predicted Grades for UCAS and Employment

- Departments are required to determine in September each year a predicted grade for each student taking their course which will be used for the purposes of university admission references and employment references. Where there are two or more teachers for a subject one grade is to be determined and co-ordinated by the Head of Department.
- Grades once determined must be entered on to Assessment Manager.
- The determination of the predicted grade is a professional judgement but in arriving at it teachers must consider the following:
 - The target grade set by the school for the student in that subject.
 - The assessment grades and work completed by the student during Year 12 in the subject.
 - The grade achieved by the student at AS Level.

The grade determined as a UCAS prediction must not be lower than the grade achieved at AS Level. It can be higher than the AS Level grade but there must be sound evidence to support such a higher grade. For the UCAS predicted grade to be more than one grade above the AS Level outcome would be exceptional and need strong supporting evidence. We would not expect A* grades to be predicted for anyone who has not achieved in excess of 85% in their AS Level exams in a subject. If staff are uncertain between two grades in determining their prediction they should err on the side of generosity. UCAS will not accept a prediction of A/B.

- Grades will be collated through Assessment Manager and given to students in time for the Academic Interview Day in September of each year. That meeting between tutor, student and parents will focus on UCAS or other higher education or career applications. That conversation must involve a discussion about predicted grades and the range of universities that it will allow application to.
- The school values the professional judgement of subject teachers as they are best placed to decide how well a student is performing. Students should not be challenging subject teachers to raise projections based on the requirements for the course or university that they wish to apply for.
- Occasionally students may believe that they have been unfairly treated in the determination of their predicted grades. In this event they may appeal against a grade prediction to the Assistant Head for Key Stage 5. Only he may change a grade. If any other member of staff is approached about a grade change they must refer the student to the Assistant Head for Key Stage 5. Applications that are based on the need for a particular grade to apply to a particular course will fail. There must be clear academic evidence of likely higher achievement to allow such an appeal to succeed.