



SUSI EARNSHAW

School of Academics & Performing Arts

Assessment for Learning Policy and Procedure

Last updated: August 2021	Next review: August 2022
Ratified by: Julia Hammond (headteacher)	Date: September 2021

Marking, Target Setting, Tracking and Progress

Pupils play a key part in marking, target setting, tracking and progress procedure. They are all given the following documents that are stuck into each of their books to provide clarity in trying to achieve the above:

BAR CHART

Whenever a pupil completes a topic test, they will be asked to plot their results on the bar chart. Add the topic number on the x-axis and the level achieved on the y-axis. This information is also logged by teachers and used for tracking purposes, target-setting and setting intervention as necessary.

PUPIL GUIDE TO MARKING

Showing abbreviations used in marking.

TARGET SHEET

The teacher will write a target question here that is specific to the pupil's individual learning need. There will also be a T in the margin of the pupil's book to show why they were given this target. Pupils must answer this question as fully as they can at the back of their book. The teacher will mark it.

MARKING POLICIES

- Homework is marked on a weekly basis, classwork is marked every four lessons to enable the teachers to have sufficient content, to identify any particular learning need or target-setting and/or intervention.
- Only tests will be graded with the level achieved.
- Homework will be checked each week by the teacher; therefore, pupils are advised to do their homework on the day that it is set, and attend relevant after school clubs if they are unable to complete or for further consolidation. The teacher will add comments to the pupils planner for any incomplete/ insufficient effort/ missing homework. Three of these will result in a misconduct.
- The mode of marking of homework is set by the teacher, it will be either teacher assessed (TA), peer-assessed (PA) or self-assessed (SA).
- Pupils will be awarded a Commendation sticker for either excellent progress, outstanding homework, or performance during all activities. The teacher will stick these to the front of the pupil's book, and each will represent a house point that can be claimed in the pupil planner. The teacher may also use a stamp 'good work', 'much improved' or 'excellent effort' in the pupils' books.
- The summative topic tests on every topic will be inserted into the relevant section of the pupil's exercise book using the treasury tags.

TRACKING PERSONAL PROGRESS

At the Susi Earnshaw Theatre School, we believe that personal progress is equally important as academic process. There are several ways in which the pupils progress personally ranging from individual targets e.g., Punctuality, and or achievements in vocational studies e.g., booking a professional performance job. As well as working in the community, mainly the Barnet Christmas Street Fayre, where the pupils perform for the community.

Tracking personal progress is evidenced in a pupil scrapbook, a keep's sake that stays with the pupil through their journey at the school. It is used to record personal targets, set in tutorial, achievements, and promoting British Values.

INCENTIVES TO PROMOTE PERSONAL PROGRESS

Each term, the school rewards pupils for their personal progress through various incentives. For example, in the first term back to school, pupils are encouraged to be prepared for class, and presented well in terms of uniform. The top five achievers are rewarded with a special class.

INTERVENTION

If at any time a pupil is not progressing, either academically, personally or achieving their targets they will be asked to attend extra classes before the start of school. This is known as intervention, and this will continue until they are back on track. For further details on interventions, please see our intervention policy.