



Curriculum and Assessment Policy

English and Drama

Curriculum Statement of Intent:

Exploring, accessing and understanding the world through language and literature.

- *Provide a broad and balanced education for all pupils in the subjects of English Language, English Literature and Drama*
- *Enable pupils to develop knowledge, understand concepts and acquire skill within language, and be able to choose and apply these in relevant situations such as further education, work placements and functional skills*
- *Support pupils' spiritual, moral, social and cultural development by considering a range of texts from different time periods, perspectives, cultures and topics to shape our own understanding.*
- *Promote a positive attitude towards learning through promoting academic curiosity and a passion for literature which will inform and develop our own craft as writers.*
- *Ensure equal access to learning in English and Drama, with high expectations for every pupil and appropriate levels of challenge and support to enable pupils to each fulfil their potential and actively engage with the subject.*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

Curriculum Statement of Implementation:

The aim within our faculty is to teach an inspiring and broad curriculum that exposes students to a rich cultural bed of literature and language that will allow them to succeed in functional English and as English academics.

The study of English and Drama is diverse and explores many different perspectives, issues, and themes, societal and cultural factors. It is through this study that we are able to meet the needs of our students and ensure that it is a well-considered and thoughtful curriculum. The faculty has a clear vision of 'Rising Tides' and truly believe that work should always be academic and challenging, and the steps to reach these objectives should change, but not the initial aims themselves. It is through this concept that we ensure that all students are set with high expectations, facilitated by experienced and invested practitioners.

KS3 and KS4 are both taught with a clear division between Language and Literature, as National Results are now based on 'Best of Both' it is important that both sets of skills and content are taught to the same level, to allow all students to develop and achieve. Texts chosen to be studied are selected to build up a broad and balanced diet of literary tradition, rather than a cycle of 'GCSE texts'. It is through this deeper understanding that we hope that students will be able to develop a more evaluative and academic approach to English and Drama at GCSE. The Drama curriculum is equally divided between three key components: performance, devising and evaluation and this is taught in KS3-KS4 alongside theory. Within English, there is a strong focus on studying a range of texts, at both KS4 KS3 students will study units on; poetry, Shakespeare, novel (contemporary or pre-19th), exploring creative texts and non-fiction. Spoken language is covered throughout the year, with specific unit and skills delivered in Year 10 to support Work's Experience. At KS5 there is opportunity for students to study texts with their own critical perspective in mind. This means students will have to consider and research into various political and moral viewpoints and approach texts from alternative points of view.

The study of Drama and Literature allow there to be wealth of opportunities for students to consider wider social, emotional and cultural issues, alongside the units of work. In particular, there is a strong focus on developing perspectives and considering changes in societal issues and historical factors. English and Drama also allow students the opportunity to explore topical issues through their own writing and performances and to comment and share opinions with others.

The planning across the faculty is led by the associate Heads of English and Lead Practitioners. The LTP are constructed with a broad and balanced curriculum in mind. Within these plans there are knowledge essentials, key criteria, assessment opportunities, key literacy opportunities and objectives, outlined for staff. As part of ongoing development, individual staff members are given a year group to oversee. This means that MTP is completed by one member of staff and quality assured by Faculty Leads. This allows the staff member to have a clear overview of a whole year of study, and consider how the year is constructed as a whole to retrieve key skills, introduce new concepts and develop understanding. STP are completed by individual class teachers, based on the needs of their classes. These are then checked by the teacher in charge of the year group and the Faculty Leader.

Collaborative planning and resources are shared across the Faculty and staff are actively encouraged to adapt and edit resources that are created. These are reviewed as part of ongoing quality assurance such as learning walks and book looks.

Curriculum Coverage

Curriculum and Topics being covered in each year group

	Autumn	Spring	Summer
Year 7	Poetry (Lit) *Metaphysical Poets *Sonnet- Shakespeare *Ballads (Pope) *Romantic Poetry *Modern Poetry Contemporary Novel (Lang) *Curious Incident * Hobbit *Skellig	A Midsummer Night's Dream (Lit) Non Fiction Reading and Writing Adventure (Lang) *Travel Writing – Bill Bryson *Joe Simpson – Touching the Void *Lord of the Flies * Motorcycle Diaries *Description *Narration *Argue *Persuade *Explain *Inform	Revision 2 weeks (Lang and Lit) Heroes across time (Lang and Lit) *Beowulf *Hercules *Henry V *Macbeth *Frankenstein *Harry Potter
SMSC Careers guidance British Values Sex Education	British Literary Tradition Changing British values Love Relationships Gender Cultural heritage Perspectives on disability – Asperger's Syndrome Perspectives on homeschooling Perspectives on prejudice	British Literary Tradition Changing British values Love Sex and Relationships- unbalanced love/ control / parents Gender Cultural heritage Texts from different cultures Leadership	Gender – masculinity and stereotypes Cultural heritage British Values – honor, valor etc. Wider Literary traditions
Year 8	War Poetry (Lit) *Owen *Sassoon *Armitage *Duffy *Hughes Contemporary Novel (Lang) *Lord Of The Flies * Animal Farm *Private Peaceful	Romeo and Juliet (Lit) Non Fiction Reading Conflict (Lang) *Tim Collins *Martin Luther King *Emmeline Pankhurst *Nelson Mandela *Malala *Dickens *Swift	Non Fiction Writing Conflict (Lang) *Description *Narration *Argue *Persuade *Explain *Inform (Revision Lang and Lit) 2 Weeks Dystopian Fiction (Revision Lang and Lit) *Orwellian *Totalitarian * Marxism *Dogma *Resistance *Revolt

SMSC Careers British Values Sex Education	British Literary Tradition Changing British values Relationships- what makes a good leader Disability Death Family relationships Gender Politics – Communism Cultural heritage Perspectives on conflict – Perspectives on prejudice	British Literary Tradition Changing British values Race issues Sex and Relationships- unbalanced love/ control / parents Gender Cultural heritage Texts from different cultures Leadership Feminism Apartheid Extremism	British Literary Tradition Changing British Values Political issues Religion and changing perspectives Gender – Female subservience Sex and Relationships Developing opinions
Year 9	Macbeth (Lit) Novel (Lang) Jane Eyre	Death Of A Salesman (Lit) Victorian Non Fiction and Writing (Lang) *Description *Narration *Argue *Persuade *Explain *Inform *Extracts for writing Stimulus	Revision Lang and Macbeth 2 weeks Mini Unit unseen poetry (Lit) Differing poetic forms
SMSC Careers British Values Sex Education	British Literary Tradition Changing British values Sex and Relationships- marriage/ control/ family relations Gender Cultural heritage Leadership Feminism Death and grief Attitudes towards social classes.	British Literary Tradition Changing British Values Capitalism Different perspectives – USA Family Relationships Mental health and awareness Money and financial issues Religion Poverty and attitudes to class division	British Literary Tradition Changing British values Disability and mental health Death Family relationships Politics – patriotism Cultural heritage Perspectives on conflict – Perspectives on prejudice Attitudes towards the monarchy Colonialism
Year 10	Jekyll and Hyde (Lit) Macbeth Recap (Lit)	Power and Conflict poetry (Lit) An Inspector Calls (Lit)	Unseen poetry Lit Spoken Language (Lang)
SMSC Careers British Values Sex Education	British Literary Tradition Changing British Values Relationships- friendship/ leadership Mental health and awareness- linked to Freud Addiction Homosexuality Money and financial issues Religion vs Science Poverty and attitudes to class division Gender Marriage	British Literary Tradition Changing British Values Disability and mental health- PTSD Death Family relationships/ Friendship Politics – patriotism Cultural heritage Perspectives on conflict – Perspectives on prejudice Attitudes towards the monarchy Colonialism Christian Religious allusion	British Literary Tradition Changing British Values Capitalism/ Socialism Family Relationships Mental health and awareness – alcoholism Prostitution and exploitation Money and financial issues Religion Poverty and attitudes to class division Presenting a perspective
Year 11	An Inspector Calls (Lit) Paper 1 Responding to Creative Texts (Lang) Language analysis Structural analysis Describe Narrative Creative writing	Jekyll and Hyde (Lit) Paper 2 Perspectives and Viewpoints (Lang) *Description *Narration *Argue *Persuade *Explain	Power and Conflict poetry (Lit) Macbeth (Lit)

	Critical evaluation	*Inform *Writing from different perspectives *Comparison	
SMSC Careers British Values Sex Education	British Literary Tradition Changing British Values Capitalism/ Socialism Family Relationships Mental health and awareness – alcoholism Prostitution and exploitation Money and financial issues Religion Poverty and attitudes to class division Presenting a perspective	British Literary Tradition Changing British Values Relationships- friendship/ leadership Mental health and awareness- linked to Freud Addiction Homosexuality Money and financial issues Religion vs Science Poverty and attitudes to class division Feminism- suffrage Prejudice – Racial segregation Different perspectives – incarceration and mental health Apartheid	British Literary Tradition Changing British Values Disability and mental health- PTSD Death Family relationships/ Friendship Politics – patriotism Cultural heritage Perspectives on conflict – Perspectives on prejudice Attitudes towards the monarchy Colonialism Sex and Relationships- marriage/ control/ family relations Gender Cultural heritage Leadership
Year 12 literature	Othello The Great Gatsby	Pre 1900 Poetry Unseen Poetry	Feminine Gospels Unseen prose
SMSC Careers British Values Sex Education	British Literary Tradition Changing British Values Capitalism Family Relationships Mental health and awareness – alcoholism Prostitution and exploitation Money and financial issues Religion Poverty and attitudes to class division Presenting a perspective Death and grief	British Literary Tradition Changing British Values Family relationships/ Friendship Wars and the legacy of wars personal and social identity changing morality and social structures gender class race and ethnicity political upheaval and change resistance and rebellion imperialism post-imperialism and nationalism engagement with the social, political, personal and literary issues	Wars and the legacy of wars Personal and social identity Changing morality and social structures Gender Class Race and ethnicity Political upheaval and change Resistance and rebellion Engagement with the social, political, personal and literary issue British Literary Tradition Changing British Values Family relationships/ Friendship s Sexual revolution LGBT
Year 12 Rest	GCSE Resit Paper 1 / Paper 2: English Language	GCSE Resit Paper 1 / Paper 2: English Language	GCSE Resit Paper 1 / Paper 2: English Language
SMSC Careers British Values Sex Education	Changing British Values Relationships Mental health and awareness Different Cultures Presenting our own opinions	Changing British Values Relationships Mental health and awareness Different Cultures Presenting our own opinions	Changing British Values Relationships Mental health and awareness Different Cultures Presenting our own opinions

Year 13 Literature	Streetcar Named Desire Handmaids Tale	Unseen Poetry Unseen Prose	
SMSC Careers British Values Sex Education	Respect of minorities Individual liberty Feminism Sexual abuse and power Gender politics Sexual politics and attitudes Marriage institution Friendship dynamics	As above	

Curriculum – Assessment (Measuring Impact)

Data Drop Points

The following statements outline the contributing assessment information sources which, aggregated, provide 'Working At Grade' entries for each child throughout the year.

Year 7

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 7 markbook. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, the literature being on poetry and the language on the contemporary novel. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 7 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, the literature being on Midsummer Night's Dream and the language being on the contemporary novel. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom **e.g summative novel (lang) and summative Midsummer Night's Dream (Lit)**. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the 'Best of Both' Lang/ Lit EOY exam grade (70%) and the most recent WAG taken from summative and formative assessment. The exam is made up of a literature exam on the Shakespeare element (Midsummer Night's Dream) and the language element Q4 of the contemporary novel as well as a section B creative writing element. Both of these results will be entered onto the exam tracker, and then the final judgement will be entered into BromCom.

Moderation processes:

For each summative assessment there will be faculty initial moderation. This will be done in faculty meeting times and will go through 3 set students' examples as a Faculty. This can then be used to inform staff marking. From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by another member of the faculty and findings entered onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 8

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 8 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, the literature being on War poetry and the language being on the Contemporary novel. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 8 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, the literature being on Romeo and Juliet and the language being on contemporary novel. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom, **e.g summative novel (lang) and summative Romeo and Juliet (Lit)**. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the 'Best of Both' Lang/ Lit EOY exam grade (70%) and the most recent WAG taken from summative and formative assessment. The exam is made up of a literature exam on the Shakespeare element (Romeo and Juliet) and the language element of the contemporary novel as well as a section B, creative writing piece. Both of these results will be entered onto the exam tracker, and then the final judgement will be entered into BromCom.

Moderation processes:

For each summative assessment there will be faculty initial moderation. This will be done in faculty meeting times and will go through 3 set students' examples as a Faculty. This can then be used to inform staff marking. From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by another member of the faculty and findings entered onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 9

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 9 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, the literature being on Macbeth and the language being on Jane Eyre. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom, Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 9 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, Death of a Salesman for the literature mark and Gothic Victorian fiction for the language. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom, **e.g summative Jayne Eyre (lang) and summative Death of a Salesman (Lit)**.. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the 'Best of Both' Lang/ Lit EOY exam grade (70%) and the most recent WAG taken from summative and formative assessment. The exam is made up of a literature exam on the Macbeth and language exam on Jane Eyre as well as a section b, fiction creative writing element. Both of these results will be entered onto the exam tracker, and then the final judgement will be entered into BromCom.

Moderation processes:

For each summative assessment there will be faculty initial moderation. This will be done in faculty meeting times and will go through 3 set students' examples as a Faculty. This can then be used to inform staff marking. From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by another member of the faculty and findings entered onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 10

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 10 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (2X Literature) and summative assessments (2xLiterature) for this term, which will be on Jekyll and Hyde and Macbeth. This will be the final judgement entered on Bromcom. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 10 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x literature) and summative assessments (2x literature) for this term, which will be on poems from other cultures for literature and Macbeth summative from the end of Term one. This will then be combined to form the 'Best of Both' grade that will be the final judgement entered on Bromcom. Alongside this, the exam grade was made up of Paper 1 for Literature- Macbeth and Jekyll and Hyde. Whole class feedback will be done at 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Literature EOY exam grade (70%) and the most recent WAG taken from summative and formative assessment. Results for all sections of the Literature paper, conflict poetry, Macbeth, Jekyll and Hyde and An Inspector Calls, unseen poetry will be entered onto the exam tracker, and then the final judgement will be entered into BromCom.

Moderation processes:

For each summative assessment there will be faculty initial moderation. This will be done in faculty meeting times and will go through 3 set students' examples as a Faculty. This can then be used to inform staff marking. From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by another member of the faculty and findings entered onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 11

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 11markbook. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature), (An inspector calls for

literature and Paper 1 Responding to creative writing for language) for this term and December Mock Examination (Paper 1 Language- Responding to creative texts/ Literature – Macbeth and Jekyll and Hyde). The final grade entered into BromCom will be taken from exam grade (70%) and the most recent WAG taken from summative assessments (30%). Whole class feedback will be done at least 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 11 mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (1x Language/ 1x literature) and summative assessments (1 x language / 1x literature) for this term, Jekyll and Hyde and language perspectives and viewpoints, and March Mock Examination (Both sets of papers Language/ Literature). The final grade entered into BromCom will be taken from exam grade (100%). Whole class feedback will be done at least 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the 'Best of Both' Lang/ Lit final mock exam grade (100%).

Moderation processes:

For each mock examination there will be faculty initial moderation led by an exam marker for AQA. This will be done in faculty meeting times and will go through 3 set students' examples as a Faculty. This can then be used to inform staff marking. From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by another member of the faculty and findings entered onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 12- A level

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 12 a Level mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for 4 formative marks (2 Units 1x each unit, each half term) and summative assessments (2 units – 1 x each unit each half term) for this term on Othello and The Great Gatsby and Poetry anthology. The final grade entered into BromCom will be taken from exam grade (70%) and the most recent WAG taken from formative assessments (30%). Whole class feedback will be done at 8 points throughout the term and will be based on bi-weekly essays that alternate between the two units studied each term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 12 a Level mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for 4 formative marks (2 Units 1x each unit, each half term) and summative assessments (2 units – 1 x each unit each half term) for this term, Othello unseen poetry. The final grade entered into BromCom will be taken from exam grade (70%) and the most recent WAG taken from formative assessments (30%). Whole class feedback will be done at 8 points throughout the term and will be based on bi-weekly essays that alternate between the two units studied each term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Literature ALEVEL EOY Paper 1 exam grade (70%) and the most recent WAG taken from summative and formative assessment. Results for all sections of the Literature paper will be entered onto the exam tracker, and then the final judgement will be entered into BromCom.

Moderation processes:

From this initial moderation, each teacher will submit 3 students from each class to be moderated. These will be done by the other A Level teacher and put onto the moderation proforma. This is then passed onto HOF/ Second in Faculty who will check for final moderation. Class teachers be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Year 13 – Resit English Language

Data Drop point 1:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 13 Resit mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (2x Language) and summative assessments (2 x language) for this term and December Mock Examination (Paper1). The final grade entered into BromCom will be taken from exam grade (70%) and the most recent WAG taken from summative assessments (30%). Whole class feedback will be done at least 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Further information about moderation can be found in the Faculty Assessment Policy (above)

Data Drop point 2:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the Year 13 Resit mark book. As part of your ongoing assessment, this tracker will have been populated throughout the term with the grade for both formative (2x Language) and summative assessments (2 x language) for this term and December Mock Examination (Paper1and 2). The final grade entered into BromCom will be taken from exam grade (70%) and the most recent WAG taken from summative assessments (30%). Whole class feedback will be done at least 4 points throughout the term, and this information will be used for immediate feedback and tackling misconceptions in lessons. This data does not need to be entered into the English mark book or Bromcom.

Data Drop point 3:

The assessment information sources which will be used to inform this WAG when entered into Bromcom will be from the final mock exam grade (100%).

Moderation processes:

From the initial moderation (year 11), the class teacher will submit 3 students from the class to be moderated. These will be entered onto the moderation proforma by the HOF/Second in Faculty. The class teacher will be informed if changes need to be made and feedback given. It will be the class teacher's responsibility to update the mark books and Bromcom in line with final moderated mark. This moderation process must be completed before the data drop deadline.

Document to be completed by the end of enrichment and emailed to Mr W Ali by Friday 20th July 2018

Curriculum and Assessment Policy

The following template must be completed for each teacher for a representative sample (min. 10%) of the cohort for which they are entering WAGs onto Bromcom at each data drop point in the calendar.

Remedial Action Required (if any):

Deadline:

Data entry sign off (Faculty Leader): _____ Date: _____

Staff:		Faculty:	
Assessment Point:		Academic year:	
Faculty leader:			
Subject:			
Topics covered:			
Marker(s):			
Moderator:			
Total number of Books per group:			
Number of Books per group moderated:			
You must ensure that you have seen the following documentation, please indicate:			
	Yes	No	
Whole class Feedback Sheets in Books			
MMA's in Books			
Teacher Tracker			
Sample details			
Student names	Subject and Group	Grade by Staff	Grade by Moderator
Comments from internal or external moderator on moderated sample			
Name:		Date:	
Use of marking criteria/scheme			
Consistency of the marking decisions			
Quality and appropriateness of feedback			
Any general comments			

Further information about moderation can be found in the Faculty Assessment Policy (above)			
Staff:		Faculty:	
Assessment Point:		Academic year:	
Faculty leader:			
Subject:			
Topics covered:			
Marker(s):			
Moderator:			
Total number of Books per group:			
Number of Books per group moderated:			
You must ensure that you have seen the following documentation, please indicate:			
	Yes	No	
Whole class Feedback Sheets in Books			
MMA's in Books			
Teacher Tracker			
Sample details			
Student names	Subject and Group	Grade by Staff	Grade by Moderator
Comments from internal or external moderator on moderated sample			
Name:		Date:	
Use of marking criteria/scheme			
Consistency of the marking decisions			
Quality and appropriateness of feedback			
Any general comments			