



# SIR THOMAS RICH'S

## Assessment, Recording and Reporting Policy

**Date Reviewed:** September 2018

**Responsibility:** The School's senior management team (SMT) draws up and implements the Assessment, Recording and Reporting policy. The Governors' Curriculum and Evaluation Committee reviews the policy and monitors its implementation.

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### 1. Introduction

This policy aims to provide a framework for effective, accurate and informative assessment, recording and reporting in all Key Stages at Sir Thomas Rich's. The School recognises that a wide range of assessment strategies will be appropriate at different times of the school year and in different subjects. In essence, assessment, recording and reporting at Sir Thomas Rich's should:

- a) help pupils and teachers to understand pupils' abilities and achievements and how to improve their attainment;
- b) inform teachers' lesson planning and help them to adopt a personalised approach to pupils' learning;
- c) assist in setting targets for pupils;
- d) provide records to monitor and track attainment and progress, and
- e) provide relevant and accurate information for reporting to parents, teachers, governors and other stakeholders.

### 2. The Nature of Assessment

Each department should have written guidance on assessment, consistent with this whole-school policy, e.g. in the Department Handbook.

The nature of assessment may be regarded in two ways: summative (assessment **of** learning which summarises what learners know or can do at a particular time) and formative (assessment **for** learning involving the use of feedback on homework, classroom activities and formal and informal assessments to help learners to make progress).

## 2.1 Summative Assessment

Opportunities for summative assessment are included in the school calendar. There are scheduled examinations for all pupils:

Year 12 examinations	Year 12	-	November
Trial GCSE examinations	Year 11	-	end of November
Mid-GCSE examinations	Year 10	-	February
Trial A2 examinations	Year 13	-	March/April
Year 8 examination	Year 8	-	March/April
End of Year examination	Years 7,9 and 12	-	June

Other opportunities for summative assessment will be identified in subject schemes of work. The data that the assessment provides should be valid, precise and reliable.

Assessment should be consistent across the cohort. In order to ensure this, departmental guidelines on assessment should define:

- which pieces of work are to be formally assessed;
- when assessment is to take place;
- what skills or knowledge are to be assessed;
- arrangements for the moderation of marking and
- arrangements for standardising work including access to a portfolio of work to ensure standards and rigour are maintained.

### Key Stage 3

Summative assessments should be marked according to the subject specific criteria which inform the overall levels of attainment.

### Key Stage 4

Summative assessments will relate directly to the requirements and methodologies of the relevant awarding bodies and should be marked according to GCSE marking criteria. Grades will be awarded according to the descriptors in the relevant specifications.

### Key Stage 5

Summative assessments will relate directly to the requirements and methodologies of the relevant awarding bodies and should be marked according to A Level marking criteria. Grades will be awarded according to the descriptors in the relevant specifications.

Whenever possible, summative assessment is also used in a formative way to facilitate learning and progress.

## 2.2 Formative Assessment

Teachers can use formative assessment in lessons and facilitate opportunities for pupils to take ownership of their learning and progress in the following ways (this is not an exhaustive list):

- Routinely sharing learning objectives and expected learning outcomes.
- Helping pupils to understand what they have done well and what they can do to improve. This can be done orally and in written form.
- Sharing specific assessment criteria with pupils and, as appropriate, parents, and making sure these can easily be understood by all.
- Using examples of work to highlight how assessment criteria may be met.
- Showing pupils how to use assessment criteria to improve their own and other's understanding.
- Providing regular opportunities for self and peer assessment.
- Using questioning techniques which encourage discussion, higher order thinking and provide feedback on current level of understanding.

- Using mini-whiteboards to gain an understanding of pupils' progress and understanding.

It is important that emphasis is placed on the quality of written feedback pupils receive, rather than simply grading or awarding a numerical mark, written feedback should be specific in indicating:

- what is good, in relation to the assessment criteria: what went well (www);
- what needs correction or what aspects require improvement: even better if (ebi);
- briefly, how improvements can be made;
- if appropriate, one or two targets for next time.

Marking may be completed by teachers, pupils or peers; teachers will decide on the appropriate balance. All self and peer assessment should be completed in green ink so that pupils may easily track where they have gaps in their knowledge or understanding.

Written comments must be legible and understandable to pupils. Pupils should be given opportunities to seek clarification, as necessary.

### 3. Homework

Homework is set by teachers for the following purposes:

- to assess learning and progress;
- to inform lesson planning and teaching;
- to consolidate learning;
- to extend learning beyond the curriculum;
- to increase opportunities for challenge and differentiation;
- to improve independent learning skills;
- to develop aptitudes for successful learning e.g. perseverance, resilience, self-discipline, time management, a sense of accomplishment, etc.

Ultimately, the purpose of homework is to inform teachers of pupils' next steps in their learning, raise attainment and to instil in pupils a sense of ownership of their learning and progress and pride in their achievements. **Homework should never be used as a punishment.**

At the start of each academic year, all pupils in Key Stage 3 and Key Stage 4 are issued with a homework timetable that is shared with subject teachers and parents. When setting homework, teachers should adhere to the homework timetable. In Key Stage 5, there is no homework timetable as homework is routinely set.

For Key Stages 3 and 4 teachers should use Show My Homework to inform pupils and parents about all homework set, including a description which has sufficient detail for the task to be fully understood. This may be reinforced and explained in lesson time. Teachers of Key Stage 5 classes should take sufficient time to explain fully the homework by informing pupils what needs to be done, how much, when it is due, etc. In both cases, the discussion of homework does not have to be left to the end of the lesson. If homework is set at the start or elsewhere in a lesson, it will ensure sufficient time is available to answer questions and the homework is more likely to be seen as an important and integral part of the lesson.

#### Key Stage 3

Pupils should complete approximately 1-1½ hours of homework per night (English and Mathematics 1 x 60 minutes per week, all other subjects 1 x 30 minutes per week).

#### Key Stage 4

Pupils should complete approximately 1½-2 hours of homework per night (1 substantial piece per subject per week).

#### Key Stage 5

Pupils are expected to complete not less than 3 hours per night or 15 hours per week (at least 45 minutes of homework, per subject, per night).

### **3.1 Coursework**

Coursework is a component of some GCSE and A Level specifications. When monitoring pupils' progress and providing feedback, teachers will adhere to the regulations set out by the Joint Council for Qualifications (JCQ) and the relevant examination board.

It is important that pupils' progress towards the completion of coursework is checked at regular intervals. This may require interim deadlines to be set. If a teacher has concerns about a pupil's coursework, they should refer to the Form Tutor and Head of Year at the earliest opportunity (please see paragraphs 3.2 and 3.3).

Teachers should aim to complete all coursework by the end of the Spring Term (with the exception of Art, Technology and PE) so that pupils have adequate time to prepare for the synoptic examinations. If a subject is unable to complete coursework by the end of the Spring Term, this should be agreed in advance with the Head of Key Stage and the Headmaster.

### **3.2 Non-completion of homework**

Failure to hand in homework, homework that is persistently handed in after the deadline, is unfinished or falls below the minimum standard expected by the teacher should always be dealt with. Teachers must support pupils by:

- Adhering to the homework timetable and using ShowMyHomework to set all homework (Year 7 –11 only) setting clear and consistent expectations from the start, i.e. from September;
- informing the Form Tutor and Head of Department if homework is persistently late, incomplete or falls below the minimum standard expected by the teacher;
- facilitating individual support to consolidate understanding e.g. allocation of a peer coach, help from the teacher, attendance at subject-specific consolidation sessions, e.g. Chemistry club;
- placing the pupil in Supervised Homework;
- ensuring the Order grade, especially the Approach to Learning grade, reflects a persistent problem.

Possibly the most effective pressure upon pupils can come from parents. If a pupil is causing problems with completion or handing in of homework, subject teachers can communicate their concerns to the pupils' parents. This can be done by emailing or writing a letter to parents or telephoning home (this should be discussed with the Form Tutor and Head of Year beforehand).

It is helpful if a copy of the email, letter, or a note of the telephone conversation, can be circulated to the pupil's Form Tutor, Head of Year and the relevant member of SMT. The copy will then be placed in the pupil's file for future reference.

### **3.3 Supervised Homework**

Each day from 3.30 to 4.30 p.m. Supervised Homework is held in the Learning Resource Centre. A teacher is present throughout. Pupils may attend voluntarily or may be directed to attend.

If a student fails to complete and hand in a piece of homework by the deadline or the homework that is produced is persistently late, incomplete or falls below the minimum standard expected by the teacher, their teacher may place the student in Supervised Homework.

The teacher should enter the pupil using the 'Thunder' system. This will automatically send an email/text informing parents. If the work is completed in the interim, the pupil will still be required to attend. This is to emphasise to the pupil the importance of adhering to deadlines and promote effective organisation and time management. Non-attendance at Supervised Homework is followed up by the Form Tutor and Head of Year.

#### **4. Frequency of Assessment**

There is a rapidly diminishing educational benefit as the gap lengthens between a pupil completing homework or assessments and it being marked and returned. Therefore, when work has been handed in, it should be marked and returned, ideally next lesson, but not later than the following week.

*Pupils should not normally go for more than two weeks without their book/file being seen and receiving a written comment, grade or mark of indication that the work has been acknowledged. In the Sixth Form, all set work and assessments are promptly marked and reviewed; files are checked by teachers at regular intervals to ensure that they support successful A Level preparation.*

#### **5. Pupil Response to Marking and Feedback**

Teachers should encourage pupils to respond to marking and feedback whenever possible to consolidate learning. Opportunities for self-correction, extending and improving assessed work should be provided in lessons and/or set as homework. Discrete opportunities are also provided during tutor time in all Key Stages.

*All pupil responses, e.g. self-correction, should be completed in green ink in order to signpost learning that has required further consolidation or clarification to pupils and teachers.*

After formative and summative assessment, pupils should also be given time to reflect on their progress and set themselves SMART targets. Use of pupil reflection sheets after assessments gives pupils opportunities to consider what they are doing well, what they need to do to improve and, most importantly, how they are going to improve.

#### **6. Correction of Spelling, Grammar and Punctuation**

Sir Thomas Rich's is committed to promoting and maintaining high levels of literacy across the curriculum so that pupils can express themselves verbally and in writing with accuracy and ease.

When marking pupils' work, teachers should use common marking symbols to identify errors (see Appendix 1) which will enable pupils to self-correct. To facilitate this, each pupil will have access to the marking symbols and a SPaG learning checklist in their planner (see Appendix 2). Pupils will also be able to refer to the SPaG checklist displayed in every classroom and other resources such as an Oxford English dictionary.

When eliciting verbal responses in class, teachers should encourage the use of clear, concise and accurate language from pupils.

#### **7. Rewards**

The School recognises the importance that formative and summative assessment has on motivation, perseverance, resilience and independent learning. Teachers can encourage and reward outstanding attainment, progress and effort in the following ways (this is not an exhaustive list):

- Written praise
- Verbal praise
- Merits (using the School's merit system)
- Stickers
- Stamps
- Postcards sent home
- Certificates
- Commendations

#### **8. Record keeping**

Records of assessments are kept in mark books (electronic or paper). An important purpose of these records is to support the planning of future learning by individual teachers and across the subject.

Trial examination papers (GCSE, A Level) are retained by Heads of Department: they may be required later as evidence to support the award of a particular grade if a pupil is absent from a public examination.

Pupils' public examination results are stored automatically in SIMS.

Teachers should ensure that notes of meetings or discussions with pupils/parents are recorded and kept in pupils' school record files.

## **9. Target Setting**

### **Key Stage 3**

Targets are issued with the publication of second Order grades in Year 7. Pupils are given their end-of-Year Target Levels and these are also reported to parents.

Pupils' Target Levels are based upon Key Stage 2 entry data, grammar school test data and baseline assessments sat in each subject.

Heads of Department, in consultation with colleagues within their Department, use their professional judgment to modify Target Levels based on assessment in the first term.

Parents of Year 7 pupils will receive an explanation of the School's target setting system with the first Order, including the codes for Attainment and Approach to Learning grades and highlighting on reports. Target grades appear on Progress Reports from the Second Order period onwards.

End of year target levels are set at start of Year 8 and Year 9. For most subjects these will be one grade higher than the end of year target for the previous year but there will have been an opportunity for departments to make any necessary adjustments at the end of each year. Flight paths are used for 'traffic light' highlighting. Targets appear on every progress report.

### **Key Stage 4**

GCSE Target Grades are issued with the publication of Second Order grades in Year 10. Pupils are given their Target Grade in each subject and these are also reported to parents. Pupils' targets are based upon challenging Fischer Family Trust estimates. Fischer Family Trust estimates also form the basis of class and department targets but these expectations will not simply be the sum of the pupil estimated grades because the overall expectation of the number of grades at a particular grade will be different from the number of pupils for whom that grade is their personal target. Heads of Department may amend individual targets, based upon knowledge of pupils through Years 7 to 9, provided there is no overall lowering of the cohort's targets.

### **Key Stage 5**

Year 12 Target Grades are set based on prior attainment at GCSE and judgement of teachers who have taught them during the early part of the A Level course. Teachers have the opportunity to adjust targets based on assessments sat early in Year 12. A Level Target Grades are set in time for the publication of the November examination results in November.

A Level Target Grades for Year 13 students are set by teachers. These are informed by Year 12 examination results and Fischer Family Trust data and should correspond closely with the UCAS prediction made in that subject.

## **10. Order Grades**

Approximately every seven weeks each pupil is awarded an 'Order' grade for Approach to Learning and attainment in each subject that they study. (Where there are 'roundabouts', grades are awarded for each module completed in that Order period.) This is a system internal to the School, designed to be of benefit to staff, pupils and parents. Its purpose is to indicate progress during the Order period hence, for example, highlighting pupils whose standard of work is slipping or whose work has improved.

The grades have the following meanings:-

**Approach to Learning:** This covers effort, engagement attitude and behaviour, in homework and in lessons.

The grades are based on what the school believes to be the ten most important elements of behaviour for learning. The grade awarded will be based upon how often a teacher perceives that a pupil has exhibited these behaviours during the Order period.

The qualifiers: Always, Mostly, Sometimes and Rarely are used to complete the following ten statements to describe how the pupil routinely approaches his/her learning:

- ... reflects on and takes responsibility for their progress; actively involved in their learning.
- ... responds to verbal and written feedback from teachers and peers.
- ... experiments with knowledge and skills, understands the value of learning from mistakes.
- ... perseveres with tasks regardless of difficulty.
- ... takes opportunities to deepen learning, e.g. through independent research or questioning.
- ... uses homework as an opportunity to consolidate understanding and apply new and existing knowledge and skills
- ... works productively on their own and with peers.
- ... organised and ready to learn, arriving to lessons on time and with the correct equipment.
- ... has a conscientious approach to meeting deadlines and catches up any work missed due to absence from lessons.
- ... aware of the impact of behaviour on their own learning and that of others, respecting the Classroom Code of Conduct.

Pupils will be awarded codes Al (Always); Mo (Mostly); So (Sometimes) and Ra (Rarely) on their Progress Reports for the AtL grade.

*Teachers must be clear and consistent about the criteria which inform their judgements. Massaging Approach to Learning grades in order to encourage or 'kid' pupils is unacceptable. It sends mixed messages e.g. telling parents that their child is working well when that is not the case, and proves embarrassing for the teacher later.*

## **ATTAINMENT**

### **Key Stage 3**

At Sir Thomas Rich's we use our own system of Attainment Grades in order to measure the progress and performance of pupils in Key Stage 3. These have been carefully devised by the School and are based on academic research, with input from staff, pupils and parents.

For each year group, there is an ascending scale of grades which are associated with descriptors of a pupil's knowledge and skills of the curriculum in that year. Each descriptor represents a level of knowledge and understanding which is broader and deeper than the descriptor below it. The grades available in Year 7, for example, range from 1 to 5 and the associated generic descriptors for Year 7 can be seen in this table:

*Example - Year 7 Attainment Grades:*

**Grade 5 - Mastered**

Pupils demonstrate a deep understanding of the work taught and are able to select from a range of different approaches. They are able to generalise their knowledge and apply it to new areas. They demonstrate a mastery of all skills taught.

#### **Grade 4 - Confident**

Pupils demonstrate a deepening understanding of the work taught and are able to combine different strands of the curriculum. They can select and apply skills and apply most skills correctly.

#### **Grade 3 - Secure**

Pupils demonstrate a secure knowledge and understanding of the work taught and can identify connections between different areas. They can apply most of the skills covered.

#### **Grade 2 - Developing**

Pupils have a basic knowledge and understanding of the work taught and are starting to make simple links. They can apply some skills independently.

#### **Grade 1 - Emerging**

Pupils can recall basic facts from the work taught. They are aware of the skills needed and are beginning to use these in some areas with support.

Grades awarded before the end of the year are only judged against content covered up to that point so a grade 5 could still be awarded in Order 1. However, for most pupils, the expectation would be that there would be some improvement over the year as ideas and metacognitive techniques are reinforced (even in topic based subjects).

The changes to the numbers used in Year 8 and Year 9 reflect the increasing demand of the curricula content. So in Year 8, the range of grades awarded will be 2 to 6 and, in Year 9, the range of grades awarded will be 3 to 7.

Targets in Years 8 and 9 will usually be one grade above that of the previous year but these can be adjusted by subject teachers following the final Order grade during the previous year (i.e. by the previous year's subject teacher). Some departments may choose to use GCSE grades from either the start or part way through Year 9 to measure attainment.

### **Key Stage 4**

In Years 10 and 11, the Attainment grades indicate the standard of work over that Order period related to GCSE grades. Common sense is necessary, e.g. extrapolation where a topic currently being studied is fairly rudimentary. This is not a prediction; it is a professional judgement of the standard of the previous six weeks' work. The aim is to give pupils and parents an objective view of progress which will help them to appreciate and understand the current standard of their work.

The grade, therefore, will be informed by evidence accrued from a mixture of formative assessment, e.g. homework, and summative assessment e.g. class tests. Therefore, from the start of Year 10, grades 9, 8, 7, 6 etc. can be awarded for attainment in GCSE subjects.

### **Key Stage 5**

In Years 12 and 13, the attainment grades equate to the A Level grade to which each pupil's work corresponds over that Order period. As with Years 10 and 11, professional judgement is necessary as the grade is not a prediction, it merely reflects the quality of work over that Order period and the grade will be informed by evidence accrued from a mixture of formative assessment, e.g. homework, and summative assessment, e.g. class tests. Therefore, from the start of Year 12, grades A\*, A, B, C, D, E can be awarded for attainment.

## **11. Commendations**

Certificates for *Good Order Grades* and for *Improved Order Grades* are awarded, with Reports, at the end of each Order period (usually at the end of each half and full term). These are also recorded on full written reports to parents.

## 12. Extended Pupil Absence

If a pupil has been absent for a significant length of time (normally 50% or more of an Order period), the Form Tutor will discuss with the relevant senior member of staff (Key Stage 3: Mr R. Davies, Key Stage 4: Mr C. Carter, Key Stage 5: Mr P. Daniell) whether it is appropriate for Order grades to be given.

Subject teachers are expected to give Order grades to all pupils unless extended absence has led to a contrary decision being made by the Form Tutor with senior staff.

## 13. Monitoring and Tracking

Order grades are completed by subject teachers by the deadline published on the school calendar. During the following week each Department will hold a meeting to:

- review actions taken in the previous Order periods to raise pupils' engagement and attainment;
- discuss pupils causing concern and devise intervention strategies to raise engagement and attainment e.g. attendance at focus group, extra tuition, use of supervised homework, assignment of a peer coach;
- record these in a database (Cyclone).

After each Order, registration periods are made available for Form Tutors and Heads of Year to analyse grades, talk to individual pupils, commend those who have done well, take appropriate action where a pupil's grades cause concern for example:

After a sufficient amount of time for this review process by both Departments and pastoral staff (usually a minimum of a week after Department meetings), pastoral meetings are held. The dates for these will appear in the calendar. At these meetings, Form Tutors and Heads of Year:

- review actions taken in the previous Order period to raise pupils' engagement and attainment;
- review the current concerns of subject teachers;
- discuss and review pupils causing concern on a pastoral level and agree action points, e.g. discussion with the pupil and the relevant teacher(s), placing pupil on daily report meet with or write to parents, involvement of other agencies.

## 14. Reporting to Parents

Order grade reports are made available to all parents through Parent Gateway on the School's website at the end of each Order period.

In addition, full reports that include comments from each subject teacher are made available to parents through Parent Gateway for Years 7-10. For Years 11-13, there is an extra Parents' Consultation Evening instead of a Full Report although Year 11 also receive an Examination Report following the Trial Examinations which include a summary comment from their Form Teacher. The schedule for the publication of reports is as follows:

<b>AUTUMN 1</b>	<ul style="list-style-type: none"><li>• All Years receive a First Order progress report which are published on Parent Gateway.</li></ul>
<b>AUTUMN 2</b>	<ul style="list-style-type: none"><li>• Year 7-10 and 12-13 receive Second Order progress reports which are published on Parent Gateway.</li><li>• Year 11 receive Examination Reports which are published on Parent Gateway.</li><li>• Year 12 also receive an Examination summary after November Examinations.</li></ul>
<b>SPRING 1</b>	<ul style="list-style-type: none"><li>• Year 8 receive Full Reports which are published on Parent Gateway.</li></ul>
<b>SPRING 2</b>	<ul style="list-style-type: none"><li>• Years 7, 9, 11-13 receive Third Order progress reports which are published on Parent Gateway. For Year 12 this will include the results of any AS Level Trial Examinations.</li></ul>

	<ul style="list-style-type: none"> <li>• Year 10 receive Full Reports which are published on Parent Gateway.</li> <li>• Year 8 receive Fourth Order progress reports which will include the results of the Year 8 examinations.</li> </ul>
<b>SUMMER 1</b>	<ul style="list-style-type: none"> <li>• Years 7, 9, 10, 12 receive Fourth Order progress reports which are published on Parent Gateway.</li> <li>• Year 13 receive an examination summary published on Parent Gateway after the A Level Trial Examinations.</li> </ul>
<b>SUMMER 2</b>	<ul style="list-style-type: none"> <li>• Years 8, 10 and 12 receive Fifth Order progress reports which are published on Parent Gateway. For Year 12 this will include the results of End of Year Examinations.</li> <li>• Years 7 and 9 receive Full Reports which are published on Parent Gateway.</li> </ul>

Reports are an important means of communicating pupils' progress to parents. Two way communication is sustained by acknowledgement sheets on reports, through the pupil planners and through parents' consultation evenings. These are held in:

October	-	informal Year 7 and Year 13 first consultation
November	-	Year 12 first consultation evening
January	-	Year 9 and Year 11 first consultation
February	-	Year 7, Year 11 and Year 13 second consultation
April	-	Year 13 second consultation
May	-	Year 10
June	-	Year 8
July	-	Year 12 second consultation

An online appointments system is used for parents' evenings. Pupils in all Years are invited to attend the evenings with their parents.

## 15. Self-Evaluation and Quality Assurance

It is the responsibility of Heads of Departments to ensure that their departmental assessment procedures are kept up-to-date and are fit for purpose. This includes maintaining an overview of assessment and feedback within their department to ensure consistency of approach, in line with this policy.

Heads of Department, Heads of Year and the SMT monitor Order grades and internal and external examination results and follow up any problems, both in terms of pupils' progress and inconsistent results.

Heads of Department carry out pupil work scrutiny approximately every 6 weeks using 'book pulls' which focus on the quality of marking and feedback, the suitability of work set, pupil progress and presentation of pupils' work across a year group. Areas for development are identified which inform action points. Each Head of Department will complete a pupil work scrutiny alongside a member of the SMT. This will be done on a rotation basis.

Heads of Year also carry out pupil work scrutiny at least once a term, using the same criteria as Heads of Department. Areas for development are identified which inform action points. Heads of Year will also work alongside Form Tutors and the Key Stage Manager/member of the SMT responsible for the Key Stage to carry out paired pupil work scrutiny.

The Deputy Headteacher responsible for Learning and Teaching will summarise the pupil work scrutiny to identify whole-school areas for development, action points and INSET requirements and will report this to the SMT.

A system of lesson observations, whereby all teachers are observed twice during the school year (once for part-time teachers), includes judgements on the quality and frequency of formative and summative assessment.



## Appendix 1 – SpaG Marking Symbols

### Marking Symbols

When marking your work, your teacher will underline an error and put one of the below symbols in the margin.

Use the grid to refer to when receiving marked work so you are able to correct any mistakes. Sometimes you may also be asked to use the symbols for self and peer-assessment.

<b><u>Symbol</u></b>	<b><u>Meaning</u></b>
<b>P</b>	Punctuation error
<b>//</b>	New paragraph needed
<b>Sp</b>	General spelling mistake
<b>Ⓢp</b>	Topic-specific spelling mistake
<b>H</b>	Incorrect homophone used
<b>G</b>	Grammar mistake
<b>T</b>	Incorrect tense used
<b>?</b>	Unclear meaning
<b>^</b>	Word/letter missing
<b>✓</b>	Good
<b>✓✓</b>	Very good
<b>X</b>	Incorrect

## Appendix 2 – SPaG checklist

### SPaG Checklist

- Have I checked my spellings using this sheet and a dictionary?
- Is my work in paragraphs?
- Do my sentences start with capital letters and end with full stops?
- Have I used an appropriate style with no slang or informal language?
- Have I used capital letters for names and places?
- Have I used specialist vocabulary correctly?
- Have I checked that my sentences make sense and my meaning is clear?

### Connectives

Because – But – Although – Then –  
However – Next – Since – Therefore –  
Also – Despite – Furthermore – Whereas  
– On the other hand – So – As long as –  
For example – Such as – Moreover –  
Apart from – Meanwhile – In addition –  
In contrast – Alternatively –  
Nevertheless – Afterwards –  
Consequently – As well as – As a result  
of – Firstly – Secondly – Thirdly

### Have I checked my work?

#### Commonly Misspelled Words

Accommodation – Beginning – Benefitted  
– Business – Definitely – Disappear  
– Embarrass – Environment  
Friend – Government – Independent –  
Necessary – Necessarily – Occurred  
Occasion – Receive – Responsible  
Separate – Successful – Surprise  
Tomorrow – Unfortunately – Until

### Punctuation

- **Full stop** – Marks the end of a sentence.
- **Comma** – Separates items in a list or clauses in a complex sentence.
- **Apostrophe** – Shows belonging or missing letters in words. Is NOT used to pluralise a word.
- **Inverted commas** – To show quotation.
- **Speech marks** – To show dialogue.
- **Question mark** – Ends a question sentence.
- **Colon** – Joins two related clauses where one clause cannot stand alone.
- **Semicolon** – Joins two equal clauses that are closely related but could also stand alone.

### Homophones

- **There:** *I would love to go **there**.*  
**Their:** *Is that **their** cat?*  
**They're** (they are): ***They're** here.*
- **To:** *I am going **to** work.*  
**Too:** *Are you coming **too**?*  
**Two:** *I have **two** hands.*
- **Your:** *What is **your** name?*  
**You're** (you are): ***You're** welcome.*
- **New:** *She has a **new** phone.*  
**Knew:** *I already **knew** that.*
- **Rain:** *It is pouring with **rain**.*  
**Rein:** *I led the horse by the **reins**.*  
**Reign:** *The King's **reign** ended.*
- **Where:** ***Where** are you going?*  
**Wear:** *What should I **wear**?*
- **By:** *I live **by** the school.*  
**Buy:** *I am going to **buy** a coat.*  
**Bye:** *I said **bye** to him earlier.*
- **Weather:** *The **weather** is nice.*  
**Whether:** *I do not know **whether**  
to go to the shop.*
- **Practice (noun):** *You need more **practice**.*  
**Practise (verb):** *You should **practise** more.*