



The English curriculum and feedback system are designed to prepare students for GCSE and beyond. GCSE skills are taught at appropriate levels for each year group and are revisited regularly so that students build familiarity, confidence, and effective communication skills.

Students receive regular and frequent feedback through a range of approaches that support progress across all key stages. These include:

- live marking during lessons
- verbal feedback to individuals, groups, and whole classes
- structured peer and self-assessment
- FLASH marking, which provides immediate reflective and metacognitive actions
- modelling of WAGOLs (What A Good One Looks Like) to support DIRT (Dedicated Improvement and Reflection Time) and reteach activities
- feedback through Seneca at KS4 and Accelerated Reader at KS3

Teachers also use lesson-based formative assessment strategies such as questioning, discussion, and knowledge-check activities to identify next steps in learning.

At KS3 level:

Across each term, students complete several written interim tasks which allow for verbal feedback and live marking so that errors and misconceptions can be addressed immediately in a formative context. Class feedback may also be given through book checks so that core skills can be revisited and strengthened for the whole class.

At the end of each topic, normally lasting six to eight weeks, students receive a typed feedback sheet. They are graded as Developing, Secure, Confident, or Excelling in each of the four assessed skills for that topic. Students then complete two or three improvement tasks linked to these skills so they can strengthen their work and apply learning in future assessments.

There are two teacher-marked assessment points per half term. The first is an interim assessment, which may take the form of whole-class feedback based on a sample of students' books. The second is a summative assessment at the end of the unit, where every student receives personalised written feedback and targets for continued improvement.

Students also receive feedback on their reading homework through the Accelerated Reader programme, with quizzes that provide information about reading ability and vocabulary development.

At KS4 level:

When students enter Key Stage 4 they are already familiar with GCSE skills and feedback approaches used at Key Stage 3. Feedback is then given using GCSE mark schemes and expressed as numerical scores so that students understand expectations for their final examinations. Students continue to receive feedback sheets identifying two or three targeted areas for improvement.

During the study of GCSE Literature texts, students complete comprehension quizzes and knowledge checks through Do Now Activities (DNA), mini whiteboard activities, and exit tickets. One-to-one verbal feedback is given at regular points during live teaching.

Students complete exam-style questions at appropriate moments, for example at the end of a topic where full-text knowledge is required. They receive personalised written feedback sheets for these questions. For GCSE Language, where questions vary in length, students complete one shorter question and one longer or essay-style question, both of which receive written feedback.

Students also receive immediate qualitative feedback on their Seneca homework.

At KS5 level:

Students at post-16 experience a range of formative assessment approaches, beginning with baseline diagnostic assessments at the start of Year 12. Ongoing strategies include class discussion, homework tasks, written analysis of source texts, and quizzes.

Across each half term, students complete an interim assessment midway through the half term and a summative assessment at the end of the half term. Students receive written feedback for both interim and final assessments. Feedback sheets are designed to reflect exam-style marking criteria, and students receive written comments identifying strengths and areas for further development. These may include FLASH marking codes to highlight specific skills to work on.

This assessment and feedback approach supports progression, encourages reflection, and prepares students for post-16 examination expectations.