



**Bishop
Hogarth**

Catholic Education Trust

Teaching, Learning and Assessment Policy



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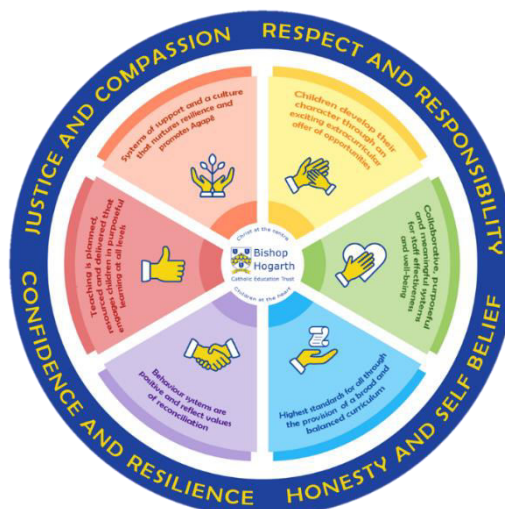
Approving Body: Local Governing Committee

Our aims and values

As part of the Bishop Hogarth Catholic Education Trust, we aim to develop young people to become successful learners, confident individuals and responsible citizens who will achieve their God-given potential and be good stewards of the life that they have been given and the world in which they live. In order to inspire excellence and ensure our students achieve their potential:

- Our curriculum is ambitious for all. We have high expectations of our students and what they can achieve.
- Ensuring high standards of quality first teaching in every classroom is essential. We recognise the importance of the skilful teacher as subject expert in the classroom and the significant role that they play in facilitating student progress.
- Adaptive teaching is at the core of our curriculum planning and pedagogy so we can meet the needs of all learners, including those with identified SEND needs.
- Assessment is used precisely – in formal assessments and in assessment for learning – to develop a learning and improvement dialogue between students, parents and staff. Teachers and leaders use the information ascertained as a result of assessment to adapt teaching, learning, planning and approaches.
- We offer students a literacy rich environment that encourages students – inside and outside of the classroom – to develop their literacy, reading and oracy skills as foundations for their future lives. We actively promote reading for pleasure as an essential aspect of our curriculum.

Underpinning and informing our approach to the above are the core values of our trust and school: justice and compassion, respect and responsibility, honesty and self-belief, confidence and resilience.



Rationale:

Ambitious curriculum:

We aim to provide teaching that ensures that our ambitious curriculum reaches pupils in the classroom. Curriculum matters. It defines the knowledge and skills that learners will experience in the classroom - what is taught and how.

We recognise that the curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation); and for evaluating what knowledge and understanding students have gained against expectations (impact). (Ofsted 2021).

Teacher as an expert:

Through professional development, teachers need to continuously develop their subject substantive and disciplinary knowledge, informing this with current and emerging research and exam content. This will ensure all students have the opportunity to gain an essential core of the best knowledge we can provide. As teachers we have the responsibility of providing an outstanding education for all the students in our care. This is a tremendous privilege as the quality of the teaching and learning in our classrooms, directly affects students' life chances. 'Classroom practice, and in particular teaching effectiveness, is the single most important factor in school effectiveness. Teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects.' (Mujis et al 2014). Furthermore, 'clarity of presentation is consistently related to pupils' attainment. Effective teachers are able to communicate clearly and directly with their pupils, without going beyond pupils' levels of comprehension.' (Rosenshine 2008).

Adaptive and inclusive teaching:

It is our responsibility to ensure that all students can access the curriculum and learning in order to achieve their potential. In class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils' attainment. In Scheerens and Bosker's meta-analysis of school effectiveness research, for example, this factor showed no or a very weak relationship with pupils' outcomes (Scheerens and R Bosker 1997). Hattie likewise found the effect of differentiation to be among the weakest in his influential work on 'Visible Learning' (Hattie 2009). 'Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.' (Deunk, 2018) Where pupils have support from SEND provision, teachers should be fully aware and using adaptive teaching practice to ensure pupil can achieve in lessons. Our teaching is not about

differentiation, it is about adaptation to suit the specific needs of all of the students we teach.

Assessment:

Teachers use assessment to help them plan lessons, adapt lessons to measure gaps in knowledge and skills, and if necessary re-teach where problems persist. To do this effectively requires students to be assessed at the start of a unit of learning, so that instruction can be adapted to the level that pupils are starting from. Assessment needs to be regularly repeated, and instruction adapted to the results of each assessment (MacCallum 2014).

There is an expectation that the information captured from assessment is used for identifying gaps in students' knowledge, skills and depth of understanding, and to inform and improve future curriculum design and teaching practice to address any concerns.

Literacy rich environment:

Ensuring students have literacy skills that allow them to access our ambitious curriculum for all is key to our ethos. This includes being able to learn, apply and use vocabulary: Tier 1—Basic Vocabulary, Tier 2—High Frequency/Multiple Meaning, and Tier 3—Subject Related.

The EEF states that: 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'. Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively, in terms of both their oracy and accuracy skills, are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. (Ricketts, 2014). We want our students to develop a love of learning and one way that we attempt to inspire this is through actively encouraging reading for pleasure through whole school and department approaches.

Curriculum sequencing and progression:

Curriculum leaders are accountable for overseeing curriculum design, structure and delivery within their subject. They lead decisions on what and how to teach, designing schemes of learning and identifying the substantive and disciplinary knowledge and the fundamental concepts that they want students to master. Schemes of learning are designed so that there is legitimate progression for our learners from one day, week, month, year to the next. Curriculum leaders and teachers need to reflect on 'why this, why now' as an essential element of their planning. It is important that through lesson planning the implementation of the curriculum is achieved. Schemes of learning and planning will consider and build opportunities for the development of cultural capital for students. Learning at EMS is about knowledge and skills for a life beyond the classroom.

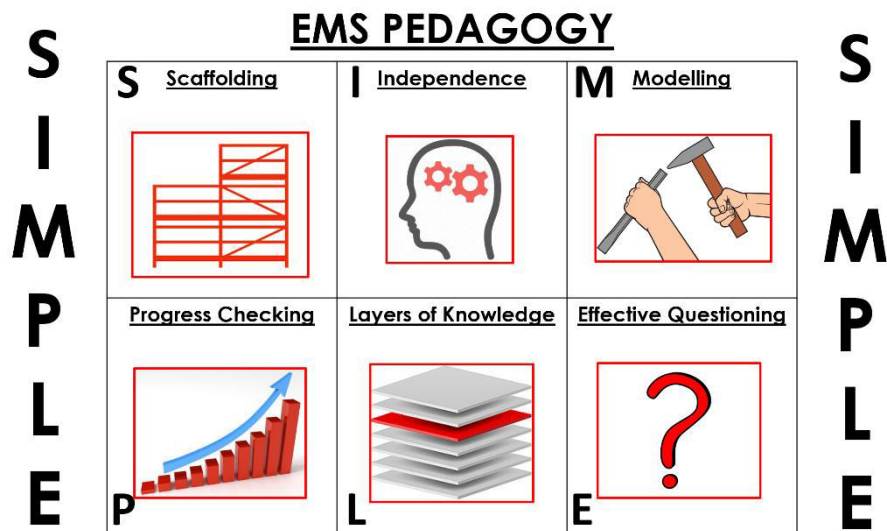
Lesson planning must align with the topic rationale, ensuring key concepts, vocabulary and knowledge prepares learners for formative and summative assessment. Resources and teaching materials must be selected to support the intent of the planned curriculum. Schemes of learning ensure the curriculum provision is a consistent structure and experience for students however they are not intended to stifle colleagues' individuality and creativity. Collaborative planning of content and pedagogy is encouraged and resources must be shared within the department either on the Shared Area or Teams, as appropriate.







Module overviews:

The curriculum for Year 7-13 is organised into three key modules of learning. Curriculum Leaders, in collaboration with specialist teachers in departments, plan a sequence of learning that builds key substantive and disciplinary knowledge and skills throughout the year and from one year to the next. We want students to know more and remember more with every year, with every module and after every lesson. Within these modules, there are subsections and lesson by lesson overviews which outline the core and non-negotiable knowledge, skills, vocabulary, assessment and homework tasks. This ensures that all students develop essential knowledge and skills and aims to provide a consistent experience for learners. However, it also allows for adaptive and inclusive teaching and teachers in the classroom are expected to plan and adapt their resources and delivery to meet the needs of individual students. It recognises the role of the expert teacher as a leader of learning.

SIMPLE – Our signature pedagogy:

Our pedagogical approach encompasses components that we agree are the core foundations and cornerstones of effective learning and should feature regularly in lessons over time. All teachers and students will be able to use this common language of learning to design, articulate and enter into dialogue about their learning experiences.



 S caffolding	Steps to Success	Writing Frames	Key Words
 I ndependence	Stage to Engage	Find it Yourself (FIY)	Homework & Research
 M odelling	I do, we do, you do	Scripting	WAGOLLS
 P rogress Checking	Stop and Check	Work Check	Self/Peer Assessment
 L ayers of Knowledge	Retrieval	Interleaving	Visual Prompts
 E ffective Questioning	Pose, Pause, Pounce, Bounce	Think-pair-share	Improve Your Answer

Our pedagogy is 'SIMPLE' because it is embedded in research (including Rosenshine and Sherrington) practice and experience to distil tried and tested key techniques which support learning and progress effectively.

Scaffolding – self-confidence is key to growth and we believe having appropriate developmental support in place for some students at specific moments is crucial in facilitating this. However, we recognise the importance of removing these structures as fluency and automaticity evolves and staff are encouraged to take a nuanced, assessment driven approach to this.

Independence – we aspire for all pupils to become fluent, independent learners and encourage staff to keep this in mind in the planning of activities. There should be regular time for students to work independently, applying new concepts, skills and knowledge. Homework plays a pivotal role in the growth of independence. It must be routinely planned for and linked to curriculum and assessment design (see homework).

Modelling – to continue to grow and develop, students need regular, practical examples of success. They should also be able to understand and evaluate what success looks like and have a working knowledge of how to improve. Visualisers are a central tool that we have invested in to enable modelling to be a live, active and engaging process in lessons.

Progress Checking – continual assessment of students' progress and understanding is central to lessons (methods are discussed in Marking, Feedback and Assessment part of the policy) and the pivotal role Assessment for Learning plays in students' success has a long history of research.

Layers of Knowledge – a lesson should never be viewed in isolation. Students are constantly revisiting and developing existing schema. Reviewing learning by revising, testing and developing concepts and knowledge over time is crucial to embedding it in long term memory.

Effective Questioning – engaging with students in real time is crucial to assessing their understanding and encouraging engagement in lessons. We expect to see a range of high-quality questioning approaches in lessons for different purposes including gauging understanding and as a differentiation tool. We also aspire to see the students themselves becoming skilled in this field.

Expectations and responsibilities

Our expectations of staff are centred around the belief that the pupil-teacher relationship model is key to success inside and outside of the classroom.



Expectations of the Classroom Teacher:

Mutual respect between teacher and students underpins effective teaching. Classroom teachers are therefore expected to:

- Behave in a professional manner in terms of their words, behaviour, how they communicate with others and how they conduct themselves at all times.
- Be consistent, fair and to create an atmosphere of trust with the students who they teach
- Build strong and respectful student teacher relationships and look for opportunities to "catch them being good"
- Be role models of the virtues and model the behaviour that is expected from students
- Have high and ambitious expectations of their students and be dedicated to inspire and encourage those that they teach, developing self-efficacy
- Be organised and prepared for their lessons
- Be on time to lessons and be on corridors at the starts and ends of lessons
- Provide the knowledge and skills outlined in the modularised schemes of learning

- Routinely teach and test disciplinary and tier two vocabulary as prescribed by Schemes of Learning
- Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well
- Adapt learning goals and activities for each class/student as appropriate to their current knowledge, skills and understanding and ensuring that there is appropriate challenge, engagement and inclusive teaching
- Adapt teaching and learning strategies, including appropriate Wave 1 intervention strategies, for students in each class and deliberately and explicitly practise them. Classports will be used and updated to support this
- Share plans and resources with LSAs, 24 hours prior to the lessons when students have additional support in lessons
- Use Class Charts to produce seating plans that promote positive behaviour for learning
- Set clear expectations for pupil behaviour and exercise good classroom control. Be consistent in applying school policies
- Adopt appropriate pedagogy using the SIMPLE model
- Promote a love of learning, encourage disciplinary and wider reading, including current world affairs, linked to the subject
- Use homework opportunities to teach skills of revision and recall for assessment; encouraging the growth of independent enquiry and exploration, in-line with the homework section of this policy
- Assess students' work and provide regular, quality feedback in-line with assessment section of this policy
- Demonstrate their commitment to life- long learning by participating in CPD and sharing subject knowledge and ideas for disciplinary pedagogy with colleagues
- Help to plan, support and lead enrichment opportunities for students
- Keep up to date with subject knowledge – attempt to know “what is the best of what is known and thought” in their subject.

Expectations of students:

- Take responsibility for their own learning and strive to become confident, independent, life-long learners
- Approach their learning with enthusiasm and a positive attitude be polite and respectful of others
- Attend school, punctually and properly equipped for lessons
- Bring equipment, including their Planner, books and material/equipment needed for learning
- Sit according to the seating plan set by the classroom teacher
- Contribute to activities and learning in lessons. Be willing to have a go at all activities
- Focus on learning activities in lessons and be prepared to apply effort, completing work to the best of their ability
- Work proactively with the teacher to achieve the key learning aims of the lesson, meet targets and contribute to a climate that enables others to learn well
- Develop resilience and learn from their mistakes when things do not go as planned
- Respond to teacher feedback to improve their progress and learning outcomes
- Behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are working in groups
- Meet deadlines and hand work in on time. This includes homework, which should always be recorded in the Planner. When this is not possible, they should communicate this to their teacher well before the hand in date so a solution can be found
- Ask for help / guidance when needed
- Co-operate with every member of staff in the school community
- Follow 'Expectations for Presentation of Work'
- Read widely and often
- Participate enthusiastically in enrichment.

Expectations of the Curriculum Leader:

- Inspire teachers, staff and students to have a love of the subject
- Be accountable for the standards of planning, learning and teaching and assessment within the department
- Ensure all Schemes of Learning follow the expected whole school template including appropriate reading recommendations, disciplinary and tier-two vocabulary and homework
- Ensure that the curriculum is ambitious for all and beyond the minimum requirements of the National curriculum
- Liaise effectively and develop working partnerships with primary providers and tertiary providers so that this knowledge can inform curriculum development and inspire students beyond the curriculum
- Engage with wider professional bodies to develop key priorities within the department
- Lead the department by example and set high standards that can be sustained, nurturing an atmosphere of collaboration and professional learning
- Manage the department by walkabout (MBWA) operating a bi-weekly rotation of book checks with pupil voice and lesson drop ins
- Communicate, on a regular basis, the learning and teaching aims of the department and where necessary build CPD into the department CPD time to address these aims
- Ensure accuracy and precision of assessment for the whole team, building in regular standardisation and moderation activities for all members of staff including engaging regularly with exam board CPD
- Measure and monitor the performance of staff and students to ensure consistency through work scrutiny and pupil voice and staff voice activities
- Proactively and regularly meet with the Link Leader to engage in professional challenge and support in order to: design strategies that ensure the progress of students; appropriacy of examination courses; intervention for students not making expected progress; the encouragement of progression of the subject into 6th Form and beyond and other key school priorities
- Represent the department and encourage others to attend activities within the wider life of the school such as Open Evenings, Awards Evenings and Information Evenings
- Lead, plan and organise enrichment opportunities with the department for students.

Expectations of the Senior Leadership Team:

- Create and maintain a culture that supports and promotes 'outstanding' teaching, effective learning and high standards of achievement that enable teachers to consistently meet the standards set out in the professional standards framework
- Monitor and evaluate the quality of teaching and the standards of learning and achievement of all students
- Create and maintain an effective partnership with parents to support and improve students' achievement, personal development and well-being
- Offer professional challenge and support to Curriculum Leaders to help improve standards
- Lead and drive the framework and monitoring around school improvement
- Provide effective and appropriate CPD for all staff
- Provide effective and appropriate support to all students.

Assessment, feedback and marking

Rationale:

Students are assessed regularly throughout their time at English Martyrs, not only through examinations. Staff employ a variety of methods to establish students' understanding during the course of every lesson.

Assessment is a crucial and multifaceted element of the learning process - it enables teachers to identify gaps in learning or areas of weaker understanding and to target support appropriately. Teachers can use assessment to help them plan lessons, adapt lessons to measure gaps in knowledge and skills, and if necessary re-teach where problems persist. To do this effectively requires pupils to be assessed regularly, repeated, and instruction adapted to the results of each assessment (MacCallum 2014). There is an expectation that the information captured from assessment is used to identifying gaps in pupils' knowledge, skills and depth of understanding, and to inform and improve future curriculum design and teaching practice to address errors and misconceptions.

Underpinned by our core virtues of resilience, self-belief, confidence, responsibility, respect, compassion, justice and honesty, we aim to have consistent structures for assessment, feedback and marking whilst allowing sufficient flexibility for subject variance.

Core principles:

EEF research tells us that ***“providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons”*** (EEF).

Assessment and feedback are a crucial aspect of the planning, teaching and learning cycle. It serves to provide students, parents and staff with information about what a student can do at a specific point in time but also supports teachers in adapting their planning and practice in a way that supports student progress moving forward.

Types of assessment and feedback at EMS

There are a range of evidenced-based assessment and feedback approaches that we will use in English Martyrs to support student progress.

Formal assessment points – Key Tasks, Progress Reviews and Summative Assessment

The curriculum for Years 7-13 at English Martyrs is organised into a three-module system. For most subjects, there is a minimum expectation that within each module there are three, key, consistent, formal assessment points (Key Tasks) which culminate in a Progress Review provided via a Data Drop on SIMS which is communicated with parents at three points in the year. Exceptions occur when a subject has less curriculum time allocated and the assessments are designed to be proportional. At Key Stage 3 in Information Technology, Art, Technology, Music, PE and Virtues / PSHE, the minimum expectation is two of these formal assessment points.

The assessments within each subsection (A,B,C) of a module comprise of two formal, formative tasks and a summative task which informs the grade / levels entered for the Progress Review. These tasks should be designed to allow students to develop cumulative knowledge and skills throughout the module. Each successive module should allow students to keep building upon knowledge and skills developed in previous modules and lay foundations for developing new knowledge and skills in future modules – within that year and in following years. These assessments must be planned with purpose by Curriculum Leaders.

These planned assessment points allow teachers and Curriculum Leaders to formally assess the understanding, knowledge and skills of each and every student at a crucial point in the learning journey. Assessments need to include and test subject knowledge and content from schemes of learning and exam syllabuses. It is the responsibility of the Curriculum Leader to ensure the appropriate content has been selected to match the taught curriculum and where necessary current national curriculum and exam board expectations. Teachers and Curriculum Leaders are required to feedback to individual students on their progress – including areas of strength and areas for development. The information ascertained through these assessments must be used to modify and adapt the curriculum, resources and classroom practice to respond to, and address, any gaps, misconceptions or misunderstandings that have been identified as part of the assessment cycle. It is the responsibility of the Curriculum Leader, alongside the other TLR holders in the department, to check consistency through work scrutiny and use data to check for inconsistencies across groups.

Formal Assessment / Key Tasks Expectations

According to the NCCA (National Council for Curriculum Assessment), effective feedback is:

- Focused on the quality of the student work
- Related to agreed success criteria (shared explicitly with students before an assessment)
- Identifies success and achievement
- Indicates suggestions for improvement
- Prompts student thinking
- Allows time for improvement to take place

Done effectively, feedback can be a powerful tool for learning and progress. The EEF (2021) recommends the following principles:



Using this as a foundation of research, at EMS we have the following expectations around the formal assessment of student work:

- Assessments at KS3 need to enable learners to know and identify accurately where they are in their learning and the curriculum gaps, including the knowledge/tasks/questions that move them through acquiring, developing, securing to extending.
- At Key Stage 4/5, Key Tasks must prepare learners for the rigours of GCSE and A Level. Where possible, externally validated materials, used in controlled conditions, should be favoured.
- The Key Tasks should be common to the whole year group. However, these assessments need to be planned carefully to provide sufficient challenge for the whole spectrum of ability. For example, the 'Extending' aspect of our KS3 criteria or Grade 9 / A* / Distinction* at GCSE and A Level.
- Key Tasks should test skills and knowledge cumulatively, reflective of a curriculum that builds skills and knowledge across and throughout the modules.
- Key Task 1 and 2 present an opportunity for students and staff to identify gaps in learning skills and understanding, areas of strength and areas for development. These key assessment points are important check points so that planning can be adapted and individual student needs addressed. Teachers will use the SIMPLE model to help support student preparation and revision for these formative formal assessments. Students should not have prior knowledge of the content of the test and Key Task 1 and 2 should be completed under exam conditions.
- Key Task 3 is where a summative assessment of the cumulative skills and knowledge developed across the module / modules as the year progresses. It presents an opportunity to measure the progress of the student and it should be completed independently by students in exam conditions. This will help us to collate more robust data in the Data Drop and help teachers and Curriculum Leaders to have confidence that they can identify areas of student strength, weakness and adapt planning moving forward to maximise progress.
- Pupils must be provided with clear success / assessment criteria/ guidance for each task, so that they understand exactly what is required to achieve each band or grade.
- Students will be given at least a week's notice before a Key Task and the revision process prior to a Key Task will be explicitly linked to the key and consistent homework set for students (see homework section of this policy for more information). This must be recorded in the planner for the ease of the student and for communication with parents. We want to encourage scholastic practice and attitudes.
- Explicit opportunities to show improvement / for student response must be built into the feedback session and time. Improvement tasks should be acknowledged by the teacher in some way. This could be a tick or

- a stamp.
- If a student is absent for any of the three Key Tasks, it is the responsibility of their teacher and the Curriculum Leader to liaise with home to arrange for the student to complete the assessment at a later date, before the data drop. They must be called back to complete assessment. If there are any issues with this, they should be communicated to the Link Leader at the earliest opportunity.
 - A moderation process and procedures must be in place within departments to ensure that marking and assessment are fair, accurate and robust.
 - All assessment results must be recorded electronically centrally in departments, alongside individual teacher recording of any assessment information for their individual classes in their teacher planner (electronic or otherwise).
 - Remembering the Trust Virtues, teachers should encourage their learners to develop the confidence and resilience to welcome focused feedback. 'What we need to do is to give students feedback that helps them move forward. Give them feedback that makes it clear that ability is incremental rather than fixed.' (Dylan Williams).
 - Exam Board/OFQUAL regulations must be adhered to when marking coursework, NEA and controlled assessments. Although these may be delivered and collated by individual members of teaching staff, Curriculum Leaders are responsible for compliance to deadlines and expectations.

The two formative assessments – Key Task 1 and 2:

- ✓ The teacher will provide the student with a minimum of 2 WWW / EBI comments and 1 Challenge Task specific to the student work. This will indicate to the student something they have done well and a specific area they should focus on for improvement. The Challenge Task can be a question or a task set to support the student in making improvements in their work, which 'challenges' them to make the next steps beyond what they have produced in this key task.
- ✓ WWW / EBI / Challenge Task comments should be personalised and bespoke for each student. They should be specifically linked to the individual performance of the student and this should be reflected in the feedback.
- ✓ WWW / EBI / Challenge Task comments will use language linked to the assessment criteria, for example developing and acquiring at KS3 and subject specific criteria at KS4/5. Some departments may choose to provide the students with a percentage if it is appropriate. Use praise and positive encouragement in your feedback – a 'well done' before more specific criterion linked comments can help enthuse a student.
- ✓ The teacher / student dialogue will be done in green pen for the

teacher and red pen for the student. Peer and self-assessment can be used to enhance the process and support the teacher assessment. Peer and self-assessment will be completed in red. Improvements and challenge tasks following a Key Task will be completed in red and a box drawn around the response, where it is extended.

For the summative assessment – Key Task 3:

- ✓ The knowledge and skills which are being assessed in this final Key Task should be reflective of the knowledge and skills of this module and previous modules. This should be 'cumulative' assessment which allows a student to demonstrate the breadth and depth of the knowledge and skills they have developed so far. This assessment should allow students to demonstrate the knowledge and skills that have been developed throughout the module. It should allow the teacher and Curriculum Leader to ascertain how successful the learning process has been for each individual student and inform planning for individuals, classes, whole cohorts and modules to be adapted moving forward.
- ✓ The two 'Review Weeks' between each module are used to review key knowledge and skills from the current module and previous modules, complete summative assessments and take time and care to act upon feedback and close any gaps.
- ✓ In order to prepare for Key Tasks, students will be encouraged to develop excellent revision routines. All pupils are required to complete specific revision tasks to consolidate their knowledge prior to the end of topic/summative assessment. This should include practice papers/questions, mind maps and knowledge organisers and the use of Cornell Notetaking at KS5. Students should be explicitly taught how to use these methods of revision planning.
- ✓ The assessment tasks for KS3 must be marked using the assessment framework: Acquiring, developing, securing, extending. The teacher marking of the Key Task must be accompanied by an assessment grid and a Progress Comment.
- ✓ The assessment tasks for KS4 and KS5 must be marked in grades from 1-9, A*-E or D* - P. The tasks should be accompanied by exam criteria sheets specific to departments but including a grid that indicates which areas of the criteria they have met and gives a Progress Comment.
- ✓ **The Progress Comment must:**
 - Reflect upon the progress of the student to date by considering the development from Key Task 1 to this final Key Task 3.
 - Provide a positive comment that identifies fundamental knowledge and skills that have been developed to date, linked to the core foundations of the module.

- Be specific about gaps in knowledge and be clear about how to address these gaps and misconceptions moving forward.
- Time and care must be taken to feedback in detail on key tasks and students will act upon the feedback they have been given in red pen.

An example of a Progress Comment:

Well done XXX, throughout this year you have managed to improve your ability to identify key quotations. You are now able to zoom in on specific vocabulary within a quote and infer meaning from it, improving your A02.

Now you need to look carefully at A03. You need more specific details that link the context of the play and the message of the writer. For example, you mention the importance of socialism but do not add details about perceptions in society at the time. To improve: what did Priestley's believe? Why was class important in society at the time? Why did Priestley want to present different social classes like he does?

Key Stage 3 examples from History and Science

Year 9 Module 2 - Key Task

Cell Transport

ACQUIRING	DEVELOPING	SECURING	EXTENDING
<p>State the structure that substances move across when cells exchange substances with their environments.</p> <p>Describe why cells need to exchange substances with their environments.</p>	<p>Describe what is meant by diffusion.</p> <p>Describe what is meant by active transport.</p> <p>Describe what is meant by osmosis.</p>	<p>Describe a specific example of diffusion in an animal.</p> <p>Describe a specific example of diffusion in a plant.</p> <p>Describe a specific example of active transport in an animal.</p> <p>Describe a specific example of active transport in a plant.</p>	<p>Explain what is meant by the terms hypertonic, hypotonic, and isotonic solutions.</p> <p>Explain what happens to an animal cell if placed in a hypertonic solution, a hypotonic solution, and an isotonic solution.</p> <p>Explain what happens to a plant if placed in a hypertonic solution, a hypotonic solution, and an isotonic solution.</p>

Keywords: cell membrane, resources, wastes, glucose, oxygen, carbon dioxide, water, urea, particles, high concentration, low concentration, energy (ATP), partially permeable membrane, gas exchange, lungs, stomata, leaf, nutrient, ileum, small intestine, minerals, soil, root hair cells, burst, shrink, turgid, flaccid, plasmolyzed.

Progress Comment:

Year 7 History Key Task Feedback

Key Concept – Communicating History



Acquiring	Developing	Securing	Extending
<ul style="list-style-type: none"> Able to write briefly in sentences. Can identify 1-2 historical terms: change, continuity, cause, consequence, chronology or evidence but may lack confidence in their use. Demonstrates some simple relevant historical knowledge and understanding using some historical vocabulary relevant to the topic. 	<ul style="list-style-type: none"> Able to write in sentences. Can identify 1-2 historical terms: change, continuity, cause, consequence, chronology or evidence but may lack confidence in their use. Demonstrates some relevant historical knowledge and understanding using some historical vocabulary relevant to the topic. 	<ul style="list-style-type: none"> Some evidence of structure in paragraphs. Demonstrates use of signpost sentences, facts, and explanation. Uses historical terms relevant to the topic Demonstrates knowledge and understanding of the topic. 	<ul style="list-style-type: none"> Usually uses signpost sentences, full facts and explanation, throughout an answer but this may not be consistent. May include an introduction and an overall conclusion. Uses historical terms (relevant to the topic) confidently. Demonstrates knowledge and understanding and can apply these accurately to the focus of the specific question.

Literacy Focus

Spelling (sp)
Punctuation (p)
Paragraphs (//)
Grammar (gr)
Capital (O)

Progress Comment

An example from English Literature at Key Stage 4

Mark/ Level	A0	Typical Features
Level 6 <i>Convincing critical analysis and exploration</i> 26 – 30 marks	A01	<ul style="list-style-type: none"> Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)
	A02	<ul style="list-style-type: none"> Analysis of writer's methods with subject terminology used judiciously Exploration of the effects of writer's methods to create meanings
	A03	<ul style="list-style-type: none"> Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21 – 25 marks	A01	<ul style="list-style-type: none"> Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
	A02	<ul style="list-style-type: none"> Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of the effects of writer's methods to create meanings
	A03	<ul style="list-style-type: none"> Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Level 4 <i>Clear</i>	A01	<ul style="list-style-type: none"> Clear, explained response to task and whole text Effective use of references to support explanation
	A02	<ul style="list-style-type: none"> Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods to create meanings

<i>understanding</i> 16 - 20 marks	A03	<ul style="list-style-type: none"> Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
<i>Level 3</i> <i>Explained, structured comments</i> 11 - 15 marks	A01	<ul style="list-style-type: none"> Some explained response to task and whole text References used to support a range of relevant comments
	A02	<ul style="list-style-type: none"> Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods to create meanings
	A03	<ul style="list-style-type: none"> Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task
<i>Level 2</i> <i>Supported, relevant comments</i> 6 - 10 marks	A01	<ul style="list-style-type: none"> Supported response to task and text Comments on references
	A02	<ul style="list-style-type: none"> Identification of writers' methods Some reference to subject terminology
	A03	<ul style="list-style-type: none"> Some awareness of implicit ideas/contextual factors
<i>Level 1</i> <i>Simple, explicit comments</i> 1 - 5 marks	A01	<ul style="list-style-type: none"> Simple comments relevant to task and text Reference to relevant details
	A02	<ul style="list-style-type: none"> Awareness of writer making deliberate choices Possible reference to subject terminology
	A03	<ul style="list-style-type: none"> Simple comments on explicit ideas/ contextual factors

A04 Performance Descriptor	Marks
High performance: Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.	4 marks
Intermediate performance: Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control.	2 - 3 marks
Threshold performance: Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.	1 mark

Overall Score:	Progress Comment:
Grade:	

Key Tasks: Marking for Literacy


All teachers are teachers of literacy as is emphasised to our students by the importance of reading and vocabulary through all modules of work. Therefore, all teachers must mark for literacy when marking all three Key Tasks throughout a module.

It is important to balance students' self-esteem and literacy skill so teachers should limit the recording of spelling errors. The strategically planned disciplinary and tier-two vocabulary should be prioritised followed by frequently used words. No more than five per page should be highlighted. Teachers should write the correct spelling at the side of the page near the spelling error and students should copy the spelling three times.

In each module, there are at least 10 Tier 3 key words identified in the Module Overview. Every department will provide students with a list of this vocabulary with the meaning of these words at the start of the module. These lists should be glued into books so students can be directed to refer to them throughout the year. Students must be able to use these words fluently – in their written work and in their oral contributions in class.

Similarly, in every lesson there should be at least 3 of these key words which are visible and used purposefully in the lesson as part of the learning experience. Key words could be displayed on whiteboards or resources, for example, and should be integrated into the lesson as part of the learning activity, used orally as part of the lesson and opportunities built into the lesson for application of these words and concepts.

For literacy errors, the codes below should be used.



**The English Martyrs Catholic School
and Sixth Form College**

SP = Spelling error

P = Punctuation is missing or incorrect

// = New paragraph needed

GR = Grammatical error/ unclear sentence

○ = Capital letter needed or misused

Teachers in every subject will be using these symbols when marking your key tasks. These symbols highlight errors in your writing and communication. It is your responsibility to correct your errors. If you're unsure, don't be afraid to ask!

Assessment for Learning – the importance of regular feedback:

'Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Principles 1–3) are followed' (EEF, 2021).

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback are adhered to' (EEF, 2021).

It is important that we build in opportunities in addition to the formal Key Task assessments to garner the current progress of students so teachers can identify misconceptions and plan to address gaps in knowledge and skills.

Progress Checking: The 'Work Check'

Teachers will sample the written work of a small number of students (3-5 books) per lesson. This should be done within / as part of the teacher movement and support within the lesson, but it can be done outside of the lesson if preferred. Teachers should work methodically through the class so that all students are seen within a book check cycle. This regular book check will help teachers to quickly identify any misconceptions and adapt their teaching effectively between the formal Key Tasks – sometimes even within the same lesson. Teachers have the professional agency to decide which students they need to see first within this process / from lesson to lesson – whether that be to offer additional challenge, provide additional support or encourage confidence and resilience. There will be a self / peer / teacher acknowledgement of the book check in student books.

For subjects where there is a practical or active element, the progress checking / work check may include verbal feedback and teacher-student dialogue delivered and actioned within the lesson.

Presentation of student work:

Students should present their work in the following way and be challenged regularly if they do not:

- The date should be at the top left-hand corner and underlined with a ruler
- The correct title should be underlined with a ruler
- Key vocabulary for the lesson should be written in the margin
- Accuracy and neatness should be striven for in letter and number formation and the drawing of subject specific diagrams and graphs
- Writing should be in pen (blue or black only) and kept on the lines
- Writing should go up to margins
- Numbers or bullet points should go inside the margin
- Draw in pencil only
- Errors should be crossed out with a single line through the mistake or rubbed out if in pencil
- Space should not be wasted
- Pride should be taken in books and folders. There must be no doodles or graffiti on them.
- Any sheets that are glued into books should be cut to size or folded in a way that means they fit neatly into the structure of the book. Some students may need support with doing this.

Exercise book and file presentation and expectations:

We have high expectations of our students, and this should be reflected in the pride they take in their exercise books and files. Helping students to develop good habits of organisation is a key part of the learning process and a skill that will be useful beyond the school walls.

We expect that exercise books / folders, including those of KS5 students should include:

Learning journey for the department

Curriculum overview sheet for the year / each module, including recommended reading and key words

End of Year Targets for students displayed on the front of the book / file

Homework:

"Homework is not an optional extra, but an essential part of a good education".

(1999 White Paper, Excellence in Schools)

Rationale

We set homework tasks for all of our students. When used in a purposeful way, homework enhances student learning, improves achievement and develops students' study skills and knowledge - it is an integral part of the curriculum.

There is clear evidence that successful students make progress when they embrace homework, and see the clear purpose of the task being set.

Through homework, students become flexible independent learners, able to cope with the demands of a future working life. 'The impact of homework on learning is consistently positive leading to on average five months' additional progress.' (EEF, August 2017). It is recognised that non-written assignments are just as essential and valuable to good learning and progress as written tasks.

Homework is an important cornerstone in raising student achievement. We believe that it can help students to achieve their potential more fully than if we simply relied on study conducted during the timetabled curriculum.

Aims

- Homework enables students to:
- Consolidate and extend work covered in class or prepare for new learning activities.
- Access a range of electronic resources that augment learning in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Enhance their study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning.

As a minimum, it is expected that:

- Every student in every year group is set three common, substantial homework tasks per module which are explicitly linked to the Key Tasks. This will be two tasks for at Key Stage 3 in Information Technology, Art, Technology, Music, PE and Virtues / PSHE.
- The tasks should be challenging and encourage independence in applying skills and knowledge. These homework tasks should be designed to lead into key assessments and support student progress and progression. Teachers will monitor the completion of this work and acknowledge its completion.
- It is expected that in addition to this, there is one reading / literacy focused homework.

All homework should be motivating, meaningful and manageable. Homework should be planned to meet the learning needs of the students and to further develop subject skill and knowledge.

Minimum Standard KS3

- Homework is set once every 3 lessons.
- All homework acknowledged.
- Teacher checks that homework is recorded in the planner.

Minimum Standard KS4

- Homework is set once every 3 lessons.
- Set tasks to be relevant to GCSE requirements.
- All homework acknowledged.
- Teacher checks that homework is recorded in the planner.

Minimum Standard KS5. At this level students are expected to undertake a significant amount of independent study.

- Students will be set homework on a at least a weekly basis, as determined by the subject area.
- Tasks will be relevant to exam board requirements.
- Students should be spending 3-5 hours per week per subject on independent study, separate to regular coursework and homework.
- All homework acknowledged.
- Teacher checks that homework is recorded in an appropriate and helpful way – whether than be electronic or otherwise.

Missed homework:

- If students do not complete these homework tasks, a 'Missed homework detention' is recorded via Class Charts. This will be a 15 minute lunchtime, department detention. The teacher will contact home.
- If students fail to attend the detention and / or not complete the homework, a 'Missed homework detention 2' is awarded via Class Charts. This will be a 30 minute lunchtime, department detention. The Curriculum Leader will contact home.
- If the student still does not attend the detention / complete the homework, the Curriculum Leader should press the 'Failed homework' button on Class Charts. This will create an intelligence event for the Pastoral Team to follow up and further appropriate action will be taken, depending on the nature of the issues.
- Support to complete the homework should be provided in the detention. However, the homework task itself (or a similar task) needs to be reissued with a new date set for completion.

We want students to develop a love of learning and a genuine passion for the subjects that they study. In order to encourage this, students should also be directed to develop knowledge and skills beyond the classroom. For example, engaging with world affairs that are then the focus of a starter activity, carrying out research, learning key words for retrieval quizzes or participating in cross class competitions and projects.

Rewards:

It is important that rewards are recognised as being an essential part of

teaching and learning. Teachers are expected to use the school reward system to regularly celebrate the achievement of students in the classroom. Every week, Curriculum Leader will nominate Wonderful Wednesday Work. Every term, Curriculum Awards will be given and awarded by teachers and departments for achievement, progress and effort. Please see separate Rewards Policy which provides more detail around the whole school rewards system.

The Role of Teams:

Teams has developed exponentially as a platform for learning and at EMS we intend to continue to harness the benefits of such a platform. At EMS, we use Teams to communicate with groups of students, share key information and opportunities and to support learning inside and outside of school.

We expect all students and staff to log into Teams at least once each day to check for updates.

Curriculum Leaders will oversee the uploading of lesson resources and materials to the relevant Year Team page / subject channel on a fortnightly basis so that students can review lesson materials and use them to support their homework and revision.

Teams will also be used for collaborative planning in departments and across departments and for the communication of key information. It may be used by departments to set homework.

Data and Reporting

Purpose and rationale:

There are three key assessment points where data will be collected for each year group throughout the academic year. These 'Progress Reviews' are important because they:

- provide Curriculum Leaders and teachers with robust quantitative information which will help inform adaptive planning and teaching
- provide parents/ carers / students with an indication of progress made against targets/aspirations

- help Curriculum Leaders / class teachers / SLT identify students in need of genuine intervention and support and allow us to celebrate success
- provide points of pause to analyse the progress of cohorts of students and plan for improvement
- allow a meaningful target setting conversation to occur, based upon robust quantitative data
- support conversations around destinations, future plans and careers

Key Stage Three:

At Key Stage Three, students will be awarded a colour based upon progress against their own target. This is linked explicitly to the language that is used with students in assessing them in class: acquiring, developing, securing, extending. Students should be able to use this language when articulating their learning, assessment and feedback.

Old Grade	Year 7	Year 8	Year 9	Year 10	Year 11
9A 9B					9
8A 8B				8	8
7A 7B			Y9 Blue	7	7
6A 6B		Y8 Blue		6	6
5A 5B	Y7 Blue		Y9 Green	5	5
4A 4B		Y8 Green		4	4
3A 3B	Y7 Green		Y9 Light Green	3	3
3C 2A		Y8 Light Green		3/2	2
2B 2C	Y7 Light Green		Y9 Light Yellow	2	2
1A 1B		Y8 Light Yellow			1
1C 1D	Y7 Light Yellow				
1E Entry 3				1 /Entry	
Entry 2 Entry 1				Entry Level	Entry Level
P Scales	Y7 Yellow	Y8 Yellow	Y9 Yellow		

Key Stage Four and Five:

At Key Stage Four and Five, students will be awarded a grade in-line with those which be awarded at the end of their course: Grade 1-9, A*-E, D* - P.

Other reported areas for Key Stage 3 and 4:

As well as the sharing of a progress measure, information on the report will include grading to give an indication of student effort, organisation and homework:

Effort / Learning Behaviour Key:

1. Fully engaged and motivated, always tries their best and is a role model for effective learning.

2. Almost always engaged and motivated, mostly tries their best.
3. Usually engaged and motivated, with occasional lapses in focus and effort.
4. Occasionally motivated and easily distracted, needs prompting to focus.
5. Rarely engaged, this is having a negative impact on the progress of self and others.

Homework grade key:

- A. Homework has been completed on time and to the best of the student's ability.
- B. Homework sometimes lacks effort and the quality is inconsistent.
- C. Homework is often not completed and is of a poor standard.

Organisation grade key:

- A. Excellent organisation of work, books, files, diary and equipment.
- B. Occasional lapses in organisation of work, books, files, diary and equipment.
- C. Frequently disorganised and as a result the student is not prepared for lessons and learning.

At KS5, students will receive an '**Attitude to Learning**' grade:

- 1: Excellent attitude to learning. Homework is completed to a high standard and exceptional focus and motivation is shown in the classroom and outside of the classroom. The student is an example to others.
- 2: Very good attitude to learning. Homework is completed to a pleasing standard and focus and motivation are demonstrated in this subject.
- 3: Good attitude to learning. Homework is completed and focus and motivation are usually demonstrated in this subject.
4. Concerns with attitude to learning. Homework is often incomplete and focus and motivation are lacking in this subject.
5. Serious concerns with attitude to learning. Homework, motivation and focus must improve if progress is to be made with learning.

Our aim is that all Progress Review information will be sent to parents in a timely manner that allows parents to contact teachers / staff before the school break. Staff should respond to parents within 48 hours if they have any questions or concerns.

It is the responsibility of Curriculum Leaders to ensure that progress information is complete and accurate through monitoring within their own departments. This will be quality assured by Leader Links.

Monitoring

In order to offer support and professional challenge to drive improvement, there is a monitoring system and cycle in place so that we can evaluate the impact of our curriculum on students.

We have a multi-layered approach to monitoring.

Curriculum Leaders

Lead monitoring and quality assurance activities within departments including: Management by walkabout (MBWA), work scrutinies, curriculum planning, lesson visits, adherence to whole school policies of department staff.



Senior Leaders – Leader Links

Quality assure monitoring carried out by Curriculum Leaders, carry out joint monitoring activities, offer professional challenge to Curriculum Leaders and other TLR holders, lead whole school monitoring and quality assurance activities.

BHCET Trust

Quality assure monitoring carried out by Senior Leaders, Trust Peer Reviews, collaborative working with Secondary School Improvement Lead offering professional challenge and support to SLT, joint monitoring activities and quality assurance activities.

The 'Monitoring Calendar' outlines the planned monitoring activities for the academic year.