

All Saints Catholic College



Curriculum and Teaching and Learning Policy

“You are the light of the world. A town built on a hill cannot be hidden.”

Matthew 5 14:16

Approved by Governors: 23rd June 2022

Date to be reviewed: Summer 2023

Document Title	Curriculum and Teaching and Learning Policy	Version
Author	Natalie Gilligan	1

All Saints Catholic College

Curriculum Intent

We strive to deliver a curriculum which enables all young people to succeed with their faith at the centre of their lives.

Our pupils will become inspired, resilient thinkers who have acquired the essential knowledge, skills and qualifications to utilise their God-given talents to the fullest. We help our pupils to become successful individuals who fulfil and exceed their expectations and achieve academic excellence, allowing them to move onto their chosen post-16 destination.

We support our pupils so that they become confident, respectful and self-regulating individuals who can live healthy, spiritual and fulfilling lives as part of our All Saints' family and beyond. We expect our pupils to be responsible, healthy, community focused citizens who make meaningful contributions to society, driven by the values of the Catholic Church.

We aim to inspire our children to be creative, practical and respectful young people who are inspired to continue learning throughout their lives.

We display our values which underpin our school intent using shared imagery:

Followers of Christ	Resilient Thinkers	Responsible Community	Respectful Individuals	Excellent Achievers	Family
					
Faith	Resilience	Community	Respect	Excellence	Family

Catholic Curriculum

Our Catholic ethos is central to everything we do as a school at the heart of our community. We follow at least 10% curriculum time during which pupils' study Catholic Christianity alongside Judaism at Key Stage 4. At Key Stage 3, pupils follow The People of God and explore other world faith traditions. Our Catholic curriculum is truly inclusive and includes aspects of the RSE curriculum.

Literacy







We have an extensive literacy provision which stretches our most able pupils and provides support to those pupils who need it. We provide the most able pupils with complex and challenging texts so that they can access more challenging aspects of the curriculum and increase their hinterland knowledge. Around a third of our pupils have low literacy skills on entry each year. To address this recurrent issue, all of our year 7 and year 8 pupils follow a programme of personalised Literacy intervention using Lexia. Work using this software takes place in school and at home. In addition to this, all pupils in years 7 and 8 have a library lesson which focuses on reading this, either independently or in small groups depending on the child's ability. Pupils' progress in these areas is

monitored each half term so that we can measure impact and provide support or challenge where it is necessary. When our pupils display a significant decline in their reading age or plateau at a level which is below their chronological age, the SEND team support with targeted intervention and support.

Cultural Capital

As a school we aim to give all our pupils' access to the cultural experiences vital to them in life, this is an integral part of our rewards curriculum. We link these experiences with our curriculum to deepen pupils' knowledge and understanding of what they are learning. Some pupils require support to access experiences available to children in more advantaged areas. We work tirelessly to provide a broad, deep and balanced curriculum to all our pupils, including wider experiences. We review our provision regularly to ensure all pupils have access to the wide range of opportunities available to support and deepen their learning. Our school values are intrinsic to our rewards curriculum, pupils we have a termly focus so that pupils can work towards success in each key area.

Rewards Curriculum exemplar Year 7:

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
YEAR 7	<p>Respect</p> <p>Students will focus on manners, politeness and respecting others opinions and beliefs.</p> <p>Within form, students will be set challenges on the Monday and a reflection task will be set on Friday.</p> <p>The reward for this value this half term will be:</p> 	<p>Resilience</p> <p>Students will focus on working through difficult problems. Students will reflect on how they can overcome challenges in their own lives.</p> <p>Students will complete reflection tasks in form to consider how they will overcome challenges. Students will complete well being activities.</p> <p>The reward for this value this half term will be:</p> 	<p>Community</p> <p>Students will focus on the value of their community.</p> <p>Form groups will all be set tasks to complete around the school and will be looked at during forms. An example is a charity fundraise. Engagement in an extracurricular activity.</p> <p>The reward for this half term is:</p> 	<p>Excellence</p> <p>Students will focus on revision skills and improving their results in their tests.</p> <p>Students will complete revision activities in form time. This activity will cross over with curriculum and teachers will put a big focus on recall tasks in lessons and end of unit tests.</p> <p>The reward for this half terms will be:</p> 	<p>Community</p> <p>Students will focus on improving the school community.</p> <p>Form groups will be given a list of tasks that need to be completed that will improve the community. Each form will reflect on how this improves the experience of everyone during form time activities.</p> <p>The reward will be:</p> 	<p>Excellence</p> <p>Students will revisit revision skills and look to consolidate learning from the last year.</p> <p>Students will complete revision activities in form time. This activity will cross over with curriculum and teachers will put a big focus on recall tasks in lessons.</p> 

Equal Opportunity:

Our curriculum will be structured so that no pupil is prevented from pursuing a course or programme based on their gender, ability, ethnicity, religion, or sexual orientation. All are welcomed at All Saints and we show love for all our family. Pupils with disabilities or special educational needs and disabilities will, as far as is possible, be provided with reasonable adjustments to enable them to access an ambitious and relevant curriculum.

Years 7, 8 and 9

The KS3 curriculum serves a clear purpose in every subject. The curriculum in each subject covers the content of the National Curriculum and puts high challenge, enjoyment, and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and pupils' knowledge of curriculum content is deepened through schemes of work that have been developed to suit our pupils. Alongside Mathematics, English, Sciences, Religious Studies and Physical Education, all pupils study a broad range of subjects at KS3 which expose pupils to creative, technical, and vocational aspects of learning. We give more curriculum time to Humanities and Modern Foreign Languages than many schools to give pupils a strong foundation to pursue the English Baccalaureate at KS4 should this be a suitable pathway for them. A number of pupils require additional literacy catch-up. This small-group teaching aims to fill the gaps in pupils understanding in order that their literacy is not a barrier to them accessing the rest of the curriculum.

Year 10 and 11

In Year 10 and 11, GCSE/Level 2 qualifications begin and knowledge is embedded. We strive to give pupils as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We are proud that we cater to pupils of all abilities and starting points, including pupils who aspire to Oxbridge, with several past pupils now gaining places in these prestigious universities.

In addition to their assessed curriculum, pupils' physical, cultural, religious, moral, and spiritual education continues through our PHSE curriculum and through core PE lessons.

In Year 11, some pupils benefit from the addition of "Period 6" at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

From pupils' entry into All Saints, each year is planned to stretch and challenge pupils. Departments design a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. They constantly work on adapting the curriculum offer through mapping exercises and cross-departmental collaboration. From Year 7 onwards, pupils regularly revisit core concepts, recall key knowledge, and repeatedly practise subject skills to develop a deeper knowledge and understanding in preparation for their next steps and future study.

Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement. There is opportunity to study triple or combined sciences and a wide selection of open subjects are offered including Expressive Arts subjects, Technology subjects, Physical Education, and Business Studies. Our curriculum is designed to enable large numbers of pupils to choose creative subjects because we create the time and flexibility to study them up to 16 years old.

	Knowledge	Skills	Attitudes and habits
Subject based teaching	<ul style="list-style-type: none"> • English • Mathematics/Further Mathematics • Science • History • Geography • Religious Education • Food and Cookery • Graphics • Art • Performing Arts • Music • Technology • Computing • Business • PE • Sport Science • IMedia • Citizenship 	<ul style="list-style-type: none"> • Physical Education • Lexia • Build-up • Classics • Languages • Maths • Health and Fitness • Self-study skills 	<ul style="list-style-type: none"> • Science for Learning • Revision • Workload • Spacing • Recall • Resilience • Excellence

Cross-subject coordination	<ul style="list-style-type: none"> • Relationships and Sex Education • PSHE • Numeracy – Maths and Science • Literacy – Reading and Vocabulary • Sustainability – Plastic Pioneers • Political awareness • Historical understanding • Careers Education • Computing 	<ul style="list-style-type: none"> • Communication • Debate • Empathy • Collaboration • Study skills 	<ul style="list-style-type: none"> • Common language learning • Vocabulary • Numeracy • Literacy
Pastoral and Personal Development Curriculum	<ul style="list-style-type: none"> • Finance • Employment opportunities • Further and higher education • E-Safety • Mental Health • Equality • Social Media • Citizenship 	<ul style="list-style-type: none"> • Teamwork • Employability skills • Well-being • Financial management • Staying safe 	<ul style="list-style-type: none"> • Resilience • Emotional maturity • Family • Community • Respect
The school's culture and ethos	<ul style="list-style-type: none"> • The basis of the Catholic Faith • Morals and Ethics 	<ul style="list-style-type: none"> • Living a good life • Expression • Attitudes • Goodwill 	<ul style="list-style-type: none"> • Faith • Peace • Justice • Love

*As a Catholic school we ensure that at least 10% of our curriculum is devoted to Religious Education to age 16 in-line with the *Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales*.

Curriculum Roles and Framework

Roles

- The Deputy Headteacher will be responsible for overall policy, structure, and planning. They will support subject leaders in devising and implementing suitable processes and timetables for formative and summative assessment so that pupils' learning can be checked and supported, and the overall quality of provision can be evaluated. In addition, they will be responsible for identifying gaps in the skills and knowledge of teaching and support staff.
- The SLT lead for PSHCE and Citizenship will ensure that our children benefit from an appropriate PSHCE curriculum that includes aspects of RSE, SMSC and British Values.
- Subject leaders will be responsible for ensuring that the learning in their subject:
 - Allows all children to make progress regardless of socio-economic background.
 - Is systematically taught and coherently sequenced so that pupils build up and retain a solid core of knowledge and skills in the subject.
 - Has well-planned schemes of work, appropriately resourced and supported, especially for teachers teaching outside their main area of expertise.
 - Is regularly assessed so that the progress of pupils can be carefully monitored, and the teaching adapted if necessary.
 - Contributes where appropriate to the integration of subject content into larger concepts.
 - Utilises strategies from the Science for Learning within the curriculum offer.
 - Builds and develops literacy, vocabulary, and oracy skills.
- Leaders across the school will devise strategies to promote the development of cross-curricular skills.

Framework

The Curriculum lead will ensure that there is a Curriculum Overview for each cohort of pupils as they progress through the school. This will record the curriculum delivered in each curriculum year and provide a framework for future planning.

Subject leads will be responsible for developing the **schemes of learning** that fit into this map, by arranging for collaborative planning between teams of teachers.

Schemes of learning will:

- Be responsively updated and re-written at least annually
- Be developed collaboratively
- Be structured using the latest knowledge of cognitive science and subject knowledge
- Utilise the most effective teaching and learning resources and strategies including those shared in staff CPD to facilitate our pupils in learning and remembering more.
- Include strategies for checking for understanding: I-We-You/Checkpoint marking and Hinge Questions.

Impact

Rationale

As a Catholic community we are committed to providing a curriculum to ensure that all pupils make progress regardless of their starting point. Assessment is the vehicle by which this is done. This considers their individual gifts and talents as well as preparing them for life in the wider community.

This policy is for Key Stages 3 and 4 at All Saints Catholic College. Assessment and the accuracy of data are at the core of all that we do so that all groups of learners make sustained progress during their school journey. Accurate assessment and the resulting data should constantly inform what goes on in the classroom so that the needs of all are met. Assessment is a tool for improvement rather than a judgement – it needs to be the starting point.

Aims

1. To establish a coherent approach to assessment across all curriculum areas that provides meaningful feedback to pupils.
2. To ensure that assessment leads to all groups of learners knowing how to make, and to achieve progress, by offering advice on how to improve and raise attainment.

I. Accountability

Classroom teachers

All teachers must:

- Set appropriate work for each lesson and each scheme of learning
- Communicate assessment criteria with pupils
- Provide opportunities for pupils to engage in peer and self-assessment opportunities
- Mark and assess work regularly
- Assess work against KS3 ages related benchmarks and KS4 grade criteria and communicate these to pupils
- Give feedback that enables all pupils to make progress
- Record all appropriate data and information in a range of ways as directed
- Provide accurate data for Progress Tracker checks
- Provide data and information for new teachers of pupil transfer
- Engage with pedagogical research shared in staff CPD
- Implement science of learning strategies to check pupil understanding

Questioning

- Questions are planned and clearly identified in departmental schemes of work and lesson plans
- Questions are targeted so that they challenge all groups of learners. Teachers identify which pupils they want to ask specific questions (target questions)

- Teachers use Hinge Questions at key moments in a lesson to check pupils' understanding is secure before moving on to a new concept.

Formative assessment/Feedback

- Staff will use checkpoint quizzing to evaluate pupil understanding of key concepts
- Staff will use Hinge Questions to understand pupil misconceptions
- Staff may create individual/group feedback which is focused on improvement and progress
- Staff will assess literacy and correct key vocabulary

Summative assessment

- Teachers will grade/assess key pieces of work using suitable assessment materials. At KS4 teachers will grade pupil responses.

Recording data and target setting

- All teachers are responsible for entering assessment data using SIMS by calendared dates
- All teachers must ensure that current data informs planning and impacts on the progress of all groups of learners. Data context sheets with the most up to date data must be available for every class. Data rich seating plans are a method of collating this information.
- Formative assessment opportunities should drive progress forwards to identify mastery of contents (using the above descriptors and the learning layer of 4Matrix for Years 7 and 8)
- Pupils should know their current working grade and target

Head of year (HOY) and form tutors

- Ensure that pupils understand the data sheets they are provided
- HOY will ensure that each year groups has an assembly following data drops to ensure that pupils understand the data and what they need to do to progress

Head of Department (HOD)

- The HOD is responsible for ensuring that formative assessment is an integral part of any Scheme of Learning (SOL) as progress is measured against Learning Objectives which in turn leads to mastery
- The HOD is responsible for ensuring that the Planning and Teaching themes of assessment are an integral part of the curriculum.
- The HOD is responsible for the Department Assessment strategy in their subject area.
- The HOD is responsible for ensuring the moderation and standardisation of all assessments and where possible secure external verification
- At KS4 the HOD is responsible for ensuring the professional predictions are accurate and considers all the components of the course(s). Where possible samples are sent for external moderation to ensure both consistency and accuracy where this is not possible the HOD should use specimen materials from the appropriate exam board to complete internal moderation

In the context of assessment all HOD should provide leadership in ensuring that:

- All teachers plan for formative and summative assessment and identify assessment opportunities
- Assessment for Learning takes place, including appropriate feedback to pupils
- The feedback that teachers give to pupils is diagnostic, formative and understood by pupils through workbook sampling and lesson observations (progress over time)

- Whole school deadlines and statutory requirements are met
- Regular monitoring of the progress of individuals and groups takes place and action is taken to promote achievement and progress
- Termly analysis of assessment data takes place using 4Matrix and SIMS
- Liaison with external and internal school Examination Officers to ensure that entries for all examinations are up to date

Line Managers and senior leadership team (SLT)

All SLT Line managers are to quality assure all aspects of assessment by:

- Ensuring that assessments produced are appropriate and relevant for the year group
- Sample and moderate marking to ensure accuracy
- Support and challenge staff with the use of assessment and data as a tool to drive standards forwards

Data Manager

- To support all staff in the use of SIMS and 4Matrix
- To produce reports for all stakeholders summarising data following calendared drops
- To ensure that all staff are aware of national data compared to internal
- To process external examination outcomes
- To make internal data accessible for pupils so that progress can be sustained
- To work with SLT and HODs so that data can be reviewed and understood

How is assessment data used?

- Progress is measured against in-year targets, which are set using Fisher Family Trust (FFT) data.
- Intervention strategies for summative assessments are time specific and the intervention takes place outside of learning time so that the intervention is strategic. This is co-ordinated by the HOD and may involve bespoke support pupils with additional needs. Pupils will be assessed at the end of the intervention to measure progress and therefore impact.

II. Progress checks and reporting

All year groups have three whole school assessment windows scheduled in the school calendar. This data is entered into SIMS and analysed according to priorities and groups of learners. This is referred to as the current working grade (CWG) and is looked at considering the target grade. It allows all stakeholders to look at progress over time and identify and implement appropriate intervention.

The data will then be analysed using 4Matrix. This will be done by cohorts, individual learners or specific groups of learners (supported by FFT).

Prior to the three assessment windows:

- Exam papers must be downloaded into the Subject Leaders file in the shared area so that they are accessible to all leaders in the school
- Papers must be copied
- KS4 assessments will take place in the hall (timetable created by exams officer)

- KS3 assessments will take place in the allocated week in lesson time. The HOD is responsible for ensuring that all staff adhere to this
- Success criteria are to be shared with all pupils

Following the three assessment windows:

- All scripts to be marked using agreed mark scheme
- Data to be entered into SIMS as per the calendared deadlines
- Standardisation and moderation of scripts internally and where possible externally
- HOD to analyse data with department and identify gaps in understanding so as to inform future planning
- Exam review meeting with HOD and SLT as per the calendar
- Pupils respond with red pen comments

Whole School Target setting

The data manager sets all targets based on more than expected progress from Key Stage 2 to the end of year 11. This is evaluated by SLT. As a school we are aspirational for each of our pupils and set targets on an individual basis looking at FFT5%, 20% and Subject Progress Index (SPI) depending on which is best for each pupil.

Monitoring assessment data

Date	Assessment point
September	Target grade (9 - 1 GCSE)
October	In-year intermediate targets (3 x data drops/assessments - see school calendar)
February	
May	
July	End of year target
Progress is assessed summatively and measured against the above targets	

Assessment reports

For years 7, 8 and 9 we report assessment data using SIMS. Formative assessments are measured against learning themes for each subject, teaching staff record the progress pupils are making against the assessment themes every term. The table below shows the colour, statement, and points for each learning objective.

Term	Explanation
NOT ACCESSING	You are not yet working at a level which is expected for a child of your age
EMERGING	You are not always working at the expected level
DEVELOPING	You have shown that you are secure in the knowledge and skills within statement and are confident in it
SECURE	You have excelled and shown that you are working at the highest level for your current age

Once each learning object for the term has been rated each pupil and parent receive a report like the one shown below;

For years 9 and 10 teachers submit a current working grade only. However, in year 11 a current working grade and a predicted grade are submitted for each subject. Once this has been completed for the term each pupil and parent receive a report like the one shown below;

XXXXXXX - 11T

Attendance	100.0%
Unexplained Absences	0
Punctuality (no. of late arrivals)	0

Achievement Reward Points	24
Behaviour Sanction Points	0

Group 1- English and Mathematics						
Subject	Teacher	Minimum Target Grade	Estimated Grade	Current Working Grade	Specific Targets	Behaviour for Learning
English Language	Miss K. Gilmour	6	6a	6b	Improve Revision	Excellent
English Literature	Ms N. Gilligan	7	6a	6b	Maintain Standards	Good
Mathematics	Miss J. Dennen	6	7c	6b	Improve Revision	Excellent
Group 2 – Baccalaureate Subjects						
Subject	Teacher	Minimum Target Grade	Estimated Grade	Current Working Grade	Specific Targets	Behaviour for Learning
French	Mrs C. Agrain	6	5a	4a	Attend Revision Sessions	Good
Geography	Mr J. Rutter	7	7c	6a	Improve Revision	Excellent
Combined Science	Ms M. Crosby	6	4a	4b	Improve Revision	Good
Group 3 – Other Qualifications						
Subject	Teacher	Minimum Target Grade	Estimated Grade	Current Working Grade	Specific Targets	Behaviour for Learning
Art	Mrs C. Blantem	6	6c	5b	Attend Revision Sessions	Good
Creative iMedia	Mrs A. Balmer	M2	M2+	M2	Maintain Standards	Good
Religious Studies	Mr S. Garvey	7	8c	7a	Improve Revision	Excellent

Pedagogy and Practice

This section has been developed in order to ensure that all teachers are aware of what constitutes good practice. It will allow the college to sustain its high standards of achievement and ensures that teachers and leaders can target areas for improvement. There are 5 areas of this section including:

- Teaching and learning
- Whole school assessment
- Literacy and numeracy across the curriculum
- Exercise books
- Monitoring for achievement

The procedures and policies relating to behaviour and assessment for learning also support the development of teaching and learning quality, and therefore run alongside this section.

Aims:

- To inform staff of expected good practice when planning effective lessons.
- To continue to improve the quality of teaching and learning.
- To ensure all pupils make good or better progress within lessons.

Lessons should not be disrupted with visits or messages from other staff or pupils.

Teaching and Learning

All of our pupils are individuals, unique and valued. Teaching staff must provide opportunities for all to develop their full potential, both academically and spiritually. All members of staff should have high expectations of all pupils.

Effective Teaching and learning take place when:

- Pupils are welcomed into a place of learning where they are interested, stimulated, and demonstrate a love of learning and intellectual curiosity
- It is carried out in an atmosphere of good relationships between teacher and pupils and between pupils, in a context of firm and consistent discipline which allows learning to take place
- There is an environment which demonstrates high standards of literacy and the correct use of English as well as language appropriate for the reading age of the pupil
- Pupils can build on their capabilities and prior knowledge
- Pupils feel safe and secure in a stimulating environment, rooted in mutual respect which is conducive to learning
- Goals are set that enable pupils of all backgrounds, abilities, and dispositions to be stretched and challenged and content is appropriate to the age, ability, and stage development of the pupils
- Teachers have high expectations of all pupils
- The lesson is carried out at an appropriate pace and all time is used effectively
- Learning is differentiated appropriately to suit all learning needs
- Pupils are aware of final grading assessment procedures, specifications, and the standard they must work towards
- Planning demonstrates secure subject knowledge and is linked to assessment criteria or exam syllabi
- Prior assessment is used to inform planning
- Pupils are encouraged to take a responsible and conscientious attitude to their work
- Objectives and assessment criteria are clearly defined and shared with the pupils, informing them clearly about what they are doing, why they are doing it, and the way in which they can judge their work
- Science of learning strategies are utilised to help pupils learn and remember more
- Meaningful homework is set which consolidates and extends knowledge and understanding

The quality of teaching and learning is evaluated at all leadership levels through learning walks, pupil voice, staff voice and work scrutiny. HODs quality assure the teaching in their departments and SLT quality assure the areas they line manage. This process is overseen by the Assistant Headteacher who collates the results and co-ordinates the coaching process.

The Learning Experience

This section reflects the College's minimum expectations regarding planning, preparation, lesson structure and assessment for learning.

Before the lesson:

Planning and preparation

- Lessons are planned to challenge and support all pupils
- Objectives are clearly linked to departmental long- and medium-term plans which are annually reviewed. Objectives are derived from the relevant specification or programme of study

- Teachers make use of all available information, both statistical and personal, to inform their teaching and learning and ensure it maximises pupil progress
- Lessons are planned to build on prior learning
- Opportunities for developing literacy, numeracy, ICT skills, British Values, SMSC, as well as cross-curricular elements, are integrated into all subject plans wherever possible
- Planning makes provision for the effective use of Teaching Assistants and other adults as appropriate
- Teachers utilise their training through staff CPD so that they include facets of the Science of Learning to help pupils learn and remember more
- Assessment for learning and checking pupil understanding should be planned in every lesson

Lesson Structure:

This framework is expected to provide a basic structure for all lessons. It is, however, recognised that it may be adapted to suit the objectives of a lesson or sequence of lessons.

Start of the Lesson:

- All lessons will begin with the school mantra “Are you ready to be inspired, be excellent and succeed?” Teachers should expect all pupils to respond with “ready”
- The start of the lesson has a clear focus, using activities which immediately engage the learner
- The teacher uses learning objectives to plan their lessons, these can be shared with pupils
- The success criteria by which the learning will be evaluated are made explicit

Lesson Development:

The teacher should strive to:

Ensure that learning is focused on the progress of the pupils.

- Manage behaviour in accordance Behaviour Management policy
- Present lessons with clarity, enthusiasm, and pace
- Provide opportunities for independent learning and avoid times where pupils are completing tasks independently but not actively learning
- Model activities and processes using I-We- You
- Provide exemplar work, where appropriate, so that pupils are aware of the type of response expected
- Provide appropriate levels of scaffolding to support pupils’ learning and differentiate according to the range of ability in the class
- Use a variety of questioning techniques to probe and develop pupils’ understanding and incorporate “thinking time”
- Use Hinge Questions to check pupil understanding
- Give constructive, positive feedback on work in progress
- Demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate
- Enable a pupil to understand their strengths and weaknesses through ongoing formal and informal assessment
- Set home learning appropriately
- Provide opportunities for pupils to learn and practise communication, literacy, and numeracy skills
- Use checkpoint marking to identify pupil understanding and misconceptions

Pupils’ should:

- Work effectively and purposefully in a range of contexts
- Come fully equipped and prepared to maximise the learning opportunity
- Be respectful
- Have resilience to tackle problems independently before seeking help from the teacher
- Know where to go for help, when required, and recognise that further progress can always be made
- Work with increasing independence, developing the skills to become life-long learners

- Use revision strategies introduced by the college, including Cornell Notes revision and interleaving.
- Make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work

End of the Lesson:

- Pupils check the content and presentation of their work
- Opportunities are provided to celebrate success
- The end of the lesson and dismissal are prompt and orderly, allowing for efficient transition between lessons

Marking and Feedback

Aims of Marking and Feedback

All Saints Catholic College is focused on having a positive impact on young people's learning. Marking should provide regular and meaningful written feedback to pupils.

Principles

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the pupil's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.¹

Feedback studies tend to show very high effects on learning. Because of this, it is the teacher's responsibility to ensure that pupils' classwork is assessed at least twice each half term using assessment criteria, checking for understanding of key concepts in the subject and literacy acquisition.

Effective feedback is often essential to acquiring new knowledge and skills.² Good feedback is:

- Specific and clear
- Focused on the task rather than the pupil
- Explanatory and focused on improvement rather than merely verifying performance.³

The purpose of marking pupils' work is to:

- Ensure the appropriate pitch and challenge of work
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects
- Facilitate self-esteem and motivate pupils
- Ensure high standards of presentation, accuracy, and quality of pupils' work.
- To feedback to the pupil on when and why they make mistakes to help correct these
- To feedback on misconceptions or problems with understanding

¹ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

² Ericsson, Krampe, & Tesch-Römer, 1993

³ Ericsson, Krampe, & Tesch-Römer, 1993; Shute, 2008; TeachingWorks; Butler & Winne, 1995; Hattie & Timperley, 2007

- To inform future planning
- To gather information for target setting
- To monitor pupils' progress in whole College initiatives e.g., literacy / numeracy / SMSC
- To help identify any special needs
- To help the pupils understand how 'marks' are allocated for exams / assessments and to help the pupils gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment

Feedback in Practice

- Both class work and homework must show evidence of regular marking of key pieces of work, with specific next steps comments aimed at supporting pupils to succeed in their learning or stretch them academically
- All teacher comments should be recorded in green pen
- Following detailed marking, dedicated feedback time should be given as an activity within the following lesson or as homework to allow pupils to act on their feedback. It is useful for pupils to do these in red pen to highlight change.
- Teachers may use a version of Whole Class Feedback to facilitate assessment and support wellbeing.
- All pupils should have a standardised assessment at half-termly intervals to ensure they are making sufficient progress and these assessments should be recorded and feed forward marking completed
- Prior attainment data and marks for key pieces and assessments should be recorded in each teacher's marksheet i.e., KS2 levels / scores, KS3 Band, KS3 levels, KS4 Band, KS5 Information
- use grades (in KS4) whenever this is appropriate and use these with the pupils

The written feedback should:

- Stimulate exactly how the pupil can improve their pieces of work either through scaffolding or challenge
- Provide pupils with the opportunity to respond
- Be rooted in progress within the subject area in addition to feedback about the quality of literacy

Marking will provide effective written feedback if:

- The handwriting is clear, and pupils can read the comments
- The work is not over-marked, with corrections
- Feedback incorporates the 5Rs of feedback in some way, these are:
 - **R1**: Redraft (edit and improve certain areas of your work)
 - **R2**: Repeat (practise again and again to master specific skills)
 - **R3**: Revisit (practise by answering similar questions)
 - **R4**: Re-learn/Re-test (ensure you fully understand previous learning)
 - **R5**: Research & record (develop your work with deeper insight and wider references)
- Pupils are given time to read over the comments and respond to them

It is the responsibility of the Head of Department, to ensure that the marking policy is followed. A review of marking forms part of the Performance Management, Appraisal process as well as the MfA process.

Heads of Department should check that schemes of work are being followed and that work is differentiated, and the pitch of lessons is appropriately challenging. They should also ensure that the marking policy (this document) is being followed rigorously and to a high standard.

Feedback Strategies

Teacher marking should be done in **green pen**

Pupil corrections and feedback should be done in **red pen** where possible

What should teachers consider?

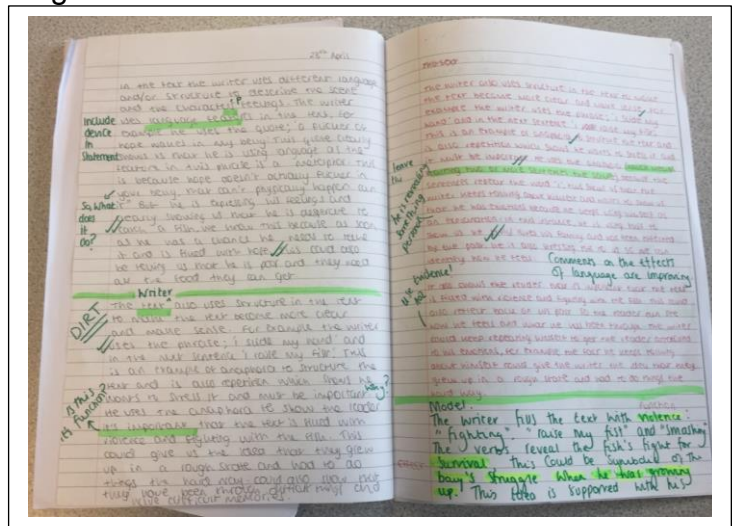
Providing effective feedback is challenging. These findings from the broader research may help you to implement it well. Effective feedback tends to be specific, accurate and clear.

Marking for Literacy

In order to develop the literacy and numeracy skills of our pupils all staff must encourage the development of literacy and numeracy skills within their subject areas. The purpose of this policy is to ensure that a common and consistent approach is used in the marking of literacy and numeracy.

Commenting on aspects of literacy within marking:

Marks on Work	Description
Sp	Spelling
Cl	Capital letter
P	Punctuation
^	Missing words
//	New paragraph
Circle around word e.g. should of	Wrong choice of word (ask pupils why it is incorrect)
N	Numeracy error



Further Reading:

Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact

Feedback

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

Focus on Formative Feedback

<http://www.ets.org/Media/Research/pdf/RR-07-11.pdf>

Homework (Secondary – updated September 2018)

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=155&t=Teaching%20and%20Learning%20Toolkit&e=155&s=>

Important New Study of Homework

<http://www.learningscientists.org/blog/2016/10/18-1>

Professor Sue Hallam, from the Institute of Education 'Homework: It's Uses and Abuses'

'Homework: Is It Any Good for Kids '

<http://time.com/4466390/homework-debate-research/>

Homework

- Homework is any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers.
-

Rationale

Our Mission Statement emphasises our aim to ensure that all pupils fulfil their ambitions and exceed their expectations. The provision of regular, rich, relevant homework tasks, appropriate to their needs and to the demands of the curriculum is an essential part of the entitlement of all our pupils. The prime purposes of homework must be to enhance the learning opportunities for each pupil, to support their academic progress, to enrich the teaching and learning process, and to foster the development of personal and individual study skills.

Aims of Homework

- To encourage pupils to develop the confidence and self-discipline to work on their own, an essential skill for adult life
 - To consolidate and reinforce skills and understanding
 - To extend school learning, for example through additional reading
 - To enable pupils to devote time to demands such as GCSE Controlled Assessment preparation or project work
 - To support the home/school relationship
-

Principles of Homework

The research evidence shows that the impact of homework, on average, is five months' additional progress.

There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with an element of learning) with some exceptional studies showing up to eight additional months' positive impact on attainment. Benefits are likely to be more modest, up to two to three months' progress on average, if homework is more routinely set (e.g., learning vocabulary or completing practice tasks in mathematics every day). **(EEF 2018)**

Homework should be appropriate to the needs and abilities of the pupil and relevant to the demands of the curriculum. Homework may take a variety of forms, including, revision, note-making, extended writing, skill-practice, preparation, research, analysis, creative or graphic work, design, or evaluation. Homework should be set regularly according to agreed timetables and time allocations.

Homework in Practice

What should teachers consider when setting homework?

- Planned and focused activities are more beneficial than homework which is more regular but may be routine or not linked with what is being learned in class
- The broader evidence suggests that homework should not be used as a punishment or penalty for poor performance
- A variety of tasks with different levels of challenge is likely to be beneficial
- The broader evidence suggests that the quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework
- Have you made the purpose of homework clear to children (e.g. to increase a specific area of knowledge, or fluency in an area)? **(EEF 2018)**

How is homework set?

- All homework will be set on **Show My Homework**: <https://www.showmyhomework.co.uk/> - this will enable parents, teachers and pupils to monitor and track homework assignments on an easy to use online system
- A School Journal is also issued to all pupils that may also be used to record homework when necessary. Pupils and their parents receive information and advice on its correct usage
- All teachers should set homework on a regular basis according to the time allocation for their subject
- Subject teachers should set homework according to the following agreed time allocations

Years 7, 8, 9	English	}	1 hour per week
	Mathematics	}	
	Science	}	
	All other subjects		1 hour per fortnight

Years 10 and 11

All subjects - at least 2 hours per week

- Homework and study facilities are available in the Library during lunchtimes and evenings to ensure that all pupils have equal opportunities to study and equal access to study facilities
- All homework is to be regularly marked and returned to pupils' in a timely manner

Types of Homework

Homework might include such things as:

- Written assignments
- Consolidation and enhancement activities
- Preparation for formal and informal oral presentation
- Reading in preparation for a lesson
- Selecting and retrieving information/ researching a project
- Reading a library book or a prescribed text
- Conducting background research.

Homework will be differentiated where necessary to consider individual needs.

Non -Completion of Homework

When homework has not been completed, appropriate action will be taken by the class teacher in the first instance. The HOD may also intervene when there is a persistent lack of homework completion.

Further Reading:

Homework (Secondary – updated September 2018)

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=155&t=Teaching%20and%20Learning%20Toolkit&e=155&s=>

Important New Study of Homework

<http://www.learningscientists.org/blog/2016/10/18-1>

Professor Sue Hallam, from the Institute of Education ‘Homework: It’s Uses and Abuses ‘

<https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf>

‘Homework: Is It Any Good for Kids ‘

<http://time.com/4466390/homework-debate-research/>

5 R’s of Feedback

Research links

[1] [Adapted from the definition used in the Higgins S, et al. EEF Evidence Database](#)

[2] [The impact of Feedback on student attainment: a systematic review \(EEF/UCL Institute of Education\)](#)

[3] [Hattie, J. and Timperley, H. \(2007\). The Power of Feedback](#)

[4] [Ericsson, Krampe, & Tesch-Römer, 1993](#)

[5] [Sherrington, T \(2017\) Learning Rainforest: Great Teaching in Real Classrooms](#)