



Teaching, Learning and Assessment: The Queen's Park Way



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1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Secondary accountability measures'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- [Updated] DfE and STA (2022) 'School reports on pupil performance: guide for headteachers'
- DfE (2021) 'School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions' (STPCD)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Behaviour Policy
- Accessibility Policy

Roles and responsibilities

The governing body is responsible for:

- Ensuring standards reports are provided termly by the headteacher and SLT.
- Taking action where areas for improvement have been identified.
- Ensuring the curriculum committee meets regularly to monitor the school's progress against the ADP.

The SLT is responsible for:

- Visiting classrooms and undertaking lesson observations.
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all pupils' needs are being met.
- Undertaking classroom and teaching work on a regular basis, where applicable.
- Reviewing teachers' lesson planning including prep books.
- Contributing to setting goals and targets across the school.
- Discussing annual reports with staff.
- Undertaking self-evaluation on the school's quality of teaching via Health Checks.
- Commenting on the quality of teaching and learning as part of the report to the governing board.
- Holding Curriculum Team Leaders to account for the effectiveness of teaching, learning and assessment in their subject.

Curriculum Team Leaders are responsible for:

- Contributing to developing and reviewing curriculum overview documents and curriculum resources, including booklets, in collaboration with colleagues.
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up to date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department

2. Teaching and Learning Policy

2.1 Aims

- To ensure a coherently planned academic curriculum is delivered and meets the needs and aspirations of all students at QPHS.
- To ensure that all teachers plan and deliver lessons using evidence-based strategies to support students to develop expertise across the curriculum.
- Ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified.
- Recognise high-achieving students and ensure they are given opportunities to stretch and challenge their learning.
- Ensure that literacy is prioritised across all subject areas so that vocabulary gaps are closed and students can communicate, read and write effectively.
- Link curriculum learning to careers to help students to gain entry to, and be more effective workers within, a wide range of careers.
- Ensure that high quality teaching leads to positive outcomes for all students.

2.2 Teaching and Learning at QPHS

At Queen’s Park High School, we believe all students, including those with SEND, are entitled to experience a high standard of teaching which in turn results in academic success, a lifelong passion for learning and a secure grounding to move onto their next stage of education, training or work. The school recognises not only the breadth of the curriculum but also the values of students experiencing a range of teaching styles and approaches as this variety will better prepare them for the people they’ll encounter in the wider world. However, what this policy intends to do is establish the set of expectations that underpin teaching practice in every teaching space at the school. It is underpinned by evidence-based practice and is, as a result, constantly under review and refinement in line with both internal and external pedagogical research.

Classroom teachers are expected to plan and deliver lessons within the following framework:

At-a-glance

The policy is principally underpinned by the EEF’s 5-a-day guidance with the addition of ‘literacy’ to signpost the school’s commitment to the delivery of disciplinary literacy. In addition, the policy takes in account complementary policies to make up the ‘Queen’s Park Way’ for teaching and learning. At a glance, the key strands are: Explicit Instruction; Cognitive and Metacognitive Strategies; Scaffolding; Flexible Grouping; Using Technology, Literacy, Booklets, P-E-R, PP Promise, SEND, Assessment and Feedback.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”. One popular approach to explicit instruction is Rosenshine’s ‘Principles of Instruction’.

Teachers should:

- Present new skills, materials and concepts in small steps with student practice after each step
- Provide models
- Provide worked examples or non-examples
- Use clear and unambiguous language
- Guide student practice for example asking students to elaborate or summarise new material so that it is stored in long term memory
- Anticipate and plan for common misconceptions
- Highlight essential content and remove distracting information

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Teachers should:

- Acquire the professional understanding and skills to develop their students' metacognitive knowledge
- Explicitly teach students metacognitive strategies, including how to plan, monitor, and evaluate their learning
- Model their own thinking to help pupils develop their metacognitive and cognitive skills
- Set an appropriate level of challenge to develop students' self-regulation and metacognition
- Promote and develop metacognitive talk in the classroom.
- Explicitly teach students how to organise and effectively manage their learning independently, including Independent Studies in the 6th Form.

Scaffolding

'Scaffolding' is a metaphor for **temporary support** that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Teachers should:

- Provide enough support closely linked to need and barrier so that students can successfully complete tasks that they could not do independently
- Use written, verbal or visual support so meet students' needs
- Scaffold for a whole class or for individuals depending on need
- Use questioning to assess where scaffolding is needed and when it needs to be removed or adapted
- Plan for short (intense), medium or long-term scaffolding to meet students' needs
- Have flexibility with strategies and adapt in a timely manner to meet students' needs
- Use prior performance data, including KS2 data and GCSE outcomes, to consider students' starting points

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Teachers should:

- Specify the 'First Five' students each lesson to ensure that there is a focus on students who are underperforming or who have been absent
- Allocate groups flexibly based on needs of all students
- Allocate groups to support scaffolding and intense learning and practice to address specific areas of underperformance
- Use flexible grouping to create opportunities for collaborative learning

Using Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Teachers should:

- Use a visualiser to provide students with models and worked examples using the teacher's 'live' booklet or pre prepared resources
- Use a visualiser to provide students with live feedback
- Use multimedia texts to support positive engagement from all students
- Use specialist software such as Immersive Reader to support students to read, where necessary

3. Literacy

Literacy is the key to students being able to access the vast majority of the curriculum. There is a direct correlation between students with good literacy skills and academic outcomes. Literacy isn't just about reading and writing. It is about the ability to listen, understand the discussion/argument presented and articulate verbally a response. All teachers in all subjects must plan and deliver teaching of literacy linked to their specialism as per the guidance below.

3:1 Reading and Literacy

Vocabulary (EEF Improving Literacy in Secondary Schools, 2021)

At Queen' Park High school we aim to become, as a school, knowledgeable and confident in the teaching of explicit vocabulary. We will achieve this via:

- Teaching academic vocabulary explicitly and clearly, in a coherently planned way, across the curriculum.
- Use Etymology and morphology to help students learn and remember new words.
- Supporting students with vocabulary deficits.
- Promoting and scaffolding high quality academic writing and talk in the classroom.
- Help our students to become more conscious of the language they use and help them to develop independent word learning strategies.
- Explicit teaching of vocabulary in context on a cumulative basis. Key terms should be clearly defined in context, and their usage modelled. Students' knowledge of vocabulary, and their ability to use it correctly, should be assessed regularly.

Teaching of literacy should include:

- Pre-reading strategies
- Writing strategies
- Teaching spelling, grammar and punctuation in context
- Structured talk

Teachers should:

Use pre-reading strategies

Before reading a text, teachers must activate associated prior knowledge, make students aware of relevant contextual factors that may influence their understanding, and discuss expectations of what the text may contain (e.g. making predictions).

Teachers must ensure that texts are chunked, with new vocabulary defined in context. It is often useful to model the reading of the text aloud. Ensure students' understanding of the content (through questioning, comprehension activities, summary or similar) before asking students to work further with the text.

Use writing strategies

Clear expectations should be established for any piece of writing in terms of quantity, formality, and level of detail. Writing frames and sentence starters are often appropriate to support extended writing. Teacher-led modelling of writing with explicit reference to success criteria is highly effective.

Writing instruction should be combined with reading in every subject. Teachers should provide high quality texts, for example those that effectively illustrate the conventions of particular types of writing, to give students an opportunity to observe the discipline-specific aspects of writing that relate to particular subjects.

Teach Spelling, Punctuation and Grammar in context

Spelling, punctuation and grammar should be actively taught in context as part of the learning, rather than as a stand-alone entity. Evidenced-based strategies, such as those identified in the EEF's Literacy in Secondary Schools guidance, should be used regularly across all subjects.

Plan for structured talk

Opportunities for structured talk should be provided across all subject areas. Teachers may choose to use the 'Accountable Talk' model to ensure: accountability to the learning community; accountability to accurate knowledge and accountability to rigorous thinking. Students should also be encouraged to use metacognitive and self-talk to support the process of learning.

4. Curriculum Booklets

4.1: Rationale

Booklets will be planned to deliver the QPHS Curriculum Intent. They will be used for teaching all students in years 7-11 from September 2024. The delivery of the curriculum via booklets aims to:

- Improve how well PP/SEND students can access the curriculum
- Reduce gaps in knowledge due to absence
- Increase the quality and frequency of formative feedback
- Ensure the learning journey/progress is clear to students
- Improve consistency of a shared curriculum
- Reduce day-to-day workload (photocopying, cutting, handing out worksheets) to support staff wellbeing
- Improve the pace of lessons
- Improve students' pride in their work
- Support with the EEF 5-a-day approach
- Support the delivery of the T&L elements of the QPHS PP Promise
- Allow for shared planning so that teachers can focus on effective pedagogy to meet the needs of all students

4.2: Framework

The booklet framework has been developed following consultation with both staff and students. The purpose of the framework is to ensure a coherently planned academic curriculum is delivered and meets the needs and aspirations of all students at QPHS.

Teachers and CTLS must ensure that curriculum booklets meet the following expectations:

Formatting

Teachers should:

- Use PowerPoint used to design booklets
- Ensure each curriculum booklet is an editable electronic document
- Include page numbers and a contents page
- Use the QPHS curriculum booklet from cover
- Use the following typeface: Calibri, black, max size 12
- Ensure headings are bold and underlined
- Ensure all new lessons have a title
- Include silent starters at the start of each lesson indicated by a solid border
- Include independent work indicated by a dashed border
- Include note pages after each set of tasks

Teaching and Learning

Teachers should:

- Implement all relevant elements of the QPHS Teaching and Learning policy
- Plan for range of activities designed to build on prior learning
- Plan for regular check points and cumulative retrieval using AFL e.g., low stakes quizzing
- Review prior learning at regular intervals
- Plan for learning recovery following student absence

Assessment

Teachers should:

- Use a tracking and assessment sheet appropriate to the year group to ensure students are aware of their progress
- Indicate where there is an assessment with an ALA sheet*
- Include regular formative assessment in line with the QPHS Feedback and Assessment Policy

Literacy

Teachers should:

- Teach Tier 2 and Tier 3 vocabulary in a deliberate way in context e.g., when a new word links to new learning
- Pre-teach new vocabulary with linked tasks
- Provide opportunities for supported extended writing
- Ensure reading is chunked into sections of appropriate length and delivered in a guided way e.g., with prompts, thinking questions, links to prior learning

*Departments may choose to complete assessments outside of the booklets

Planning

Teachers should:

-Have a working 'prep booklet' for CTL QA of planning and to allow for high quality formative assessment. This booklet must be available in classrooms for line manager/SLT during the school day. Prep booklets may include:

- Planning for adaptive teaching
- Planning for questioning
- Planning for/reflections on student misconceptions
- Planning for aspects of the 5-a-day e.g., flexible grouping

-Have a 'live' booklet for use with the visualiser

Evaluation

Curriculum teams should:

-Have a designated area for storage of used curriculum booklets

-Have a designated area for storage of assessments

-Build in evaluation and reflection of curriculum booklets into CDT – this should be recorded in FLMA

5. Routines and the Classroom Environment

5.1: Routines and Expectations (P-E-R)

Teachers and students must follow classroom routines and expectations as set out in the QPHS Behaviour and Culture policy.

PREPARED:

- Being on time allows the lesson to have a clear start with no interruptions and emphasises the need for time management.
- Having the right equipment allows for the smooth start to the lesson and no wasted time giving out pens etc.
- Students are requested to remain in lessons to ensure optimal learning. Students out of lessons can result in safeguarding issues as individuals are unsupervised.

ENGAGED:

- Seating plans are worked out carefully to ensure they have 'line of sight'. Effective seating plans are not designed to pick on students and isolate them, but to get the best out of everyone.
- Listening is an important life skill, which needs to be practised. Listening to others will only enhance learning.
- Teaching and learning is the core purpose of QPHS. Working hard and staying on task is the only way to achieve and be successful.

RESPECTFUL:

- Everyone in the school community has the right to feel respected. Following instructions, raising a hand for attention and talking at the appropriate time enhances a positive learning environment where students feel safe.
- Talking out of turn, answering back and being rude and saying 'no' is not part of being respectful and does not promote a positive learning environment.

5.2: Beginnings of Lessons

All lessons must begin using the following sequence:

- Silent starter prepared by teacher to review prior learning –this must be ready to access by students when they enter the classroom
- Students are greeted by teacher and lined up in silence
- Students are welcomed into the classroom in a silent and calm manner
- Students collect equipment as per an agreed routine and complete the silent starter
- Teacher takes the register
- Silent starter reflection and lesson begins

Silent starters should:

- Review prior knowledge e.g., using culminative retrieval
- Address misconceptions from the previous lesson

5.3: End of Lessons

All lessons must conclude using the following sequence:

- Students complete agreed routine of packing away equipment and books
- Students stand behind their own desk in silence
- Teacher checks uniform
- Teacher to check traffic on corridor and dismisses class, in small groups, when corridor is quiet

6. Pupil Premium Promise

The following groups are eligible for pupil premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

6: 1 The purpose of the QPHS Pupil Premium Promise is to improve outcomes for disadvantaged students so that they achieve in line with their non-disadvantaged peers. The ten strands of the promise set out how teachers and leaders at QPHS will action their commitment to this goal.

Teachers should:

Data: Be aware of who PP students are and current performance data/targets

Seating: Use strategic seating plans so that no two disadvantaged students are sitting together without reason

Accessible: Ensure all disadvantaged students are accessible and not in the peripheries of the classroom

Verbal Feedback: Give all disadvantaged students quality, verbal feedback in every lesson

Priority: Ensure all disadvantaged students come first when the class receives feedback

Time: Ensure tasks are time limited and this should be clearly visible to students.

Checkpoints: Plan for regular checkpoints with disadvantaged students' understanding must be checked as a priority

Vocabulary: Check that disadvantaged students understand new vocabulary and vocabulary linked to instructions e.g. evaluate/explain

Reading: Ensure all reading exercises are chunked and guided; agreed reading strategies must be deployed with disadvantaged students' understanding checked as a priority.

Support: Be aware of any student with literacy difficulties and ensure appropriate support is in place.

7. SEND

7.1: Quality First Teaching

The key principles of the QPHS Six-a-Day have been adopted following key recommendations from the EEF. The evidence reviews for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND.

Teachers should:

- Develop a repertoire of strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.
- Use One Page Profile and strategies stored on School Synergy to ensure they have access to as much information about each SEN student as they need to ensure QFT takes place
- Consider cognitive, verbal and sensory strategies to deploy a holistic child centred approach

7.2: Teaching Assistants

In many cases certain SEN students will have access to either a dedicated 1-1 TA or a shared one depending on funding and need. It is absolutely essential that the curriculum and strategies are shared and discussed between teachers and TAs prior to the students learning. This communication will ensure that the students have the correct resources and appropriately differentiated tools for learning that, when planned in advance, will ensure that each student can confidently and successfully access the curriculum. Effective partnership between teacher and TA will ensure that teachers can be confident that they are satisfying their legal obligations under Quality First Teaching for fair access to the curriculum for all as per section 1.24 of the SEND Code of Practice 2015 which states: *High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

Teachers should:

- Liaise with TAs as soon as is reasonably possible before or at the start of a lesson to ensure that the TA is aware of the learning outcomes
- Provide the TA with an adapted booklet or the tools to adapt a booklet where necessary to ensure the student can access the learning
- Provide answers and definitions to the TA to ensure that they have all the information they need in order to support the student

7.3: ADHD, ODD, Dyslexia, Autism

Key guidance for supporting students with ADHD, ODD, Dyslexia and Autism are set out in 'Quality First Teaching: A Guide to Supporting SEND Students in Lessons'. There is a myriad of general strategies for each of the above conditions/SEN but it is essential that teachers focus on the individuality of their students and don't assume a 'once size fits all' approach will be appropriate. Children with SEN be it ADHD, ASD or any other SEN will have their own individual traits, stress-point triggers and learning preferences just like their neurotypical counterparts and by using synergy and the One Page Profiles and strategies tabs to familiarise themselves with each of their SEN student's needs, teachers can again ensure they are confidently meeting the expectations and obligations of QFT. The schools dedicated SEN team will also be on hand to advise and guide teachers to help them meet these obligations.

8. Homework

8.1 Literacy Homework

Each week students in Y7-Y9 will be set two pieces of literacy-based homework from different curriculum areas (on a rotation). Students will also have MFL (Memrise) and Science (Educake) tasks to complete; along with continuing their reading for pleasure. The timetable for homework will be sent to parents at the start of each academic year.

Teachers should:

- Set homework via Synergy in an editable format
- Use, where possible, the agreed school format for literacy homework
- Collate homework via Synergy
- Record homework as completed/not completed via Synergy (with the exception of Memrise/Educake)
- Issue appropriate sanctions for non-completion of homework
- Provide whole class feedback on homework
- Celebrate good examples of homework

8.2: Extended Learning Projects

Students in Y7-Y9 will have one 'Extended Learning Projects' (ELP) to complete over each half term on rotation.

Teachers Should:

- Set ELPs via Synergy in an editable format
- Use, where possible, the agreed school format for ELPs
- Collate ELPs via Synergy or in another appropriate format
- Record ELPs as completed/not completed via Synergy
- Issue appropriate sanctions for non-completion of ELPs
- Provide whole class feedback on ELPs
- Celebrate good examples of ELPs

8.3: KS4 and KS5

Students in Y10-11 will have one homework per week per subjects. Students in Y12-13 will have one homework per teacher per week as well as independent study tasks.

Teachers should:

- Set homework via Synergy in an editable format
- Collate homework via Synergy
- Record homework as completed/not completed via Synergy (with the exception of Memrise/Educake)
- Issue appropriate sanctions for non-completion of homework
- Provide whole class feedback on homework
- Celebrate good examples of homework

Appendix

High quality teaching benefits pupils with SEND The 'Five-a-day' principle

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modeling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- 4 Flexible grouping**
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- 5 Using technology**
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Appendix 2 – EEF Literacy in Secondary Schools Recommendations

Education Endowment Foundation

IMPROVING LITERACY IN SECONDARY SCHOOLS
Summary of recommendations

- 1 Prioritize 'literacy-friendly' content in the curriculum**
 - Consider how to maximize access to literacy-friendly content and a strong profile of resources across the school.
 - Consider literacy-friendly content in response to the curriculum that emphasizes the importance of subject-specific literacy.
 - All teachers should be supported to understand how to teach literacy in their subject.
 - Content leaders can help teachers by ensuring literacy content is clearly prioritized and accessible to all.
- 2 Provide targeted, intensive practice in every subject**
 - Teachers in every subject should provide regular, intensive practice in their subject to help students become confident in their subject-specific language.
 - Literacy opportunities, including those related to reading and writing, should not only be a direct consequence of their subject but also be embedded in their subject's content.
 - Teachers should provide targeted practice in their subject, including The 2 and 3 strategies, which students can apply to any subject.
 - Content leaders can help teachers by ensuring literacy content is clearly prioritized and accessible to all.
- 3 Develop students' reading and writing skills in every subject**
 - Reading focused on reading to learn to help students build their subject-specific knowledge.
 - To complement content, students need to actively engage with what they are reading and writing to build their subject-specific knowledge.
 - Reading strategies such as reading for pleasure, reading for information and reading for enjoyment should be used to support students' engagement.
 - Strategies can be used to support students' reading and writing skills, before moving to more complex tasks.
- 4 Develop students' writing skills in every subject**
 - Writing to challenge and students to learn to write will benefit their subject-specific knowledge.
 - Teachers can help writing down the planning, drafting and editing, and revision, and then to produce a final draft.
 - Teachers should ensure that writing is a central part of their subject, and that they are using writing to support their subject.
 - Teachers can use a variety of approaches, including peer review and self-reflection, to support students' writing.
- 5 Develop writing practice in every subject**
 - Developing writing practice and writing to learn to help students build their subject-specific knowledge.
 - Reading helps students gain knowledge, which leads to better writing, which helps students understand their subject.
 - Students should be taught to develop habits, such as conventions of good writing, which help them to write better.
 - Teaching spelling, grammar and punctuation should be a central part of writing practice in every subject.
- 6 Provide opportunities for individualized practice**
 - Teachers should ensure that all students have access to high-quality, intensive practice in their subject.
 - High-quality practice should be provided to all students, including those who struggle with writing.
 - Teachers can support students by providing high-quality practice, including reading for pleasure and writing to learn, and providing individualized support.
- 7 Provide high-quality literacy practice for struggling students**
 - Schools should ensure that all students have access to high-quality, intensive practice in their subject.
 - Teachers should ensure that all students have access to high-quality, intensive practice in their subject.
 - Teachers should ensure that all students have access to high-quality, intensive practice in their subject.



At QPHS we believe all students have the right to learn and feel safe, therefore you need to be **PREPARED, ENGAGED and RESPECTFUL**

Classroom expectations:

PREPARED

- Be on time for lessons
- Arrive to lessons with the correct equipment
- Stay in your lesson. The toilet and water facilities must only be used during break and lunch times

ENGAGED

- Follow the seating plan set by the teacher
- Listen carefully when the teacher and others are talking
- Work hard and stay on task

RESPECTFUL

- Follow instructions of all staff first time, every time
- Raise your hand and wait for permission before speaking
- Don't talk when the teacher is talking

Appendix 4 – QPHS PP Promise

THE QUEEN'S PARK WAY PUPIL PREMIUM

Data Teachers aware of who PP students are and current performance data/targets	Seating Strategic seating plans in place with no two disadvantaged students sitting together without reason	Accessible Disadvantaged students must be accessible and not in the 'peripheries'	
Verbal Feedback All disadvantaged students must be given quality, verbal feedback in every lesson	Priority All disadvantaged students must come first when using the QPHS feedback menu	Time Tasks must be time limited and this should be clearly visible to students	Checkpoints Regular checkpoints must be planned for and disadvantaged students' understanding must be checked as a priority
Vocabulary All teachers must check that disadvantaged students understand new vocabulary and vocabulary linked to instructions e.g. evaluate/explain	Reading All reading exercises must be checked and guided; agreed reading strategies must be deployed with disadvantaged students' understanding checked as a priority	Support Teachers aware of any student with literacy difficulties and appropriate support in place	

Assessment and Feedback Policy

1. Aims

- To determine whether the goals of education at QPHS are being met.
- To raise standards for all students with a particular focus on disadvantaged and SEND students.
- To quality assure that the principles of instruction are delivered as accurately as possible.
- To provide meaningful opportunities for a feedback loop between teacher and student.
- To acknowledge students' development in knowledge and skills.
- To identify misconceptions which can be barriers to learning.
- To ensure that the student is always clear on the purpose of an assessment and it is fit for its intended purpose.
- To involve students at all stages and levels of assessment to develop their own metacognitive skills.
- To provide formative assessment opportunities and feedback at the heart of every lesson at QPHS.
- To respond to outcomes in the classroom by setting clear goals, identifying what has been understood and allowing students to respond.
- To provide feedback which is meaningful for the student, manageable for the teachers and motivating to help progress.
- To share data with parents and governors so that all key stakeholders can support to help our students succeed.

2. Assessment at QPHS

Assessment is fundamental to understanding the effectiveness of a curriculum. Our school views assessment as part of teaching and learning; curriculum and assessment are not mutually exclusive. For this reason, our assessment policy sits within our teaching and learning policy.

The language used at our school to describe assessment involves sub-categories and outcomes are used to ascertain attainment and to support students to progress further via meaningful feedback. These are formative, Assessment of Learning Assignments (ALAs), cumulative mock, national external summative and national standardised.

2.1 Formative Assessment

These are assessment activities carried out by teachers and students to provide feedback on a lesson-by-lesson basis. The outcomes of these assessments are then used to adapt teaching methods to meet students' needs and move learning forwards.

2.2 Assessment of Learning Assignments (ALAs)

These are assessments which are mapped out across the curriculum where students will receive a final grade or progress measure. They should be designed with a cumulative focus of skills and knowledge. These are likely to be in the form of an end-of-unit test, extended written piece or controlled assessment. These pieces are likely to be twice per half term for core subjects and once per half term for other subjects. Outcomes from these tasks are measured against mark schemes or assessment objectives which can be used to generate a grade and these will inform data added at Interim Assessment (IAs) points.

2.3 Cumulative Mock Assessments

Mock assessments at QPHS occur at key milestones across all key stages. They assess cumulative knowledge across the curriculum, generating an accurate grade which can be used to inform predictions. These are the most formal internal assessments we carry out in school and therefore it enables students to trial revision strategies and gain an external examination experience.

2.4 External Summative Assessments

At the end of KS4 students sit GCSE examinations and at KS5, students sit A-Level and BTEC examinations. Outcomes from these assessments compare outcomes from QPHS to other schools nationally, generating grades which can be used to measure the overall quality of education we provide.

2.5 External Standardised Assessments

At a number of points during the school year, students will be assessed on their verbal, non-verbal, quantitative and spatial reasoning ability through CAT4 assessments. Outcomes from these assessments are used to provide indicators for GCSE and A-Level targets as well as determining the pathway students will be assessed at in KS3. Students will also be assessed on their reading ability through NGRT assessments. These assessments are used as baselines for reading ages and are used to identify which students would benefit from literacy intervention. Both of these assessments are standardised nationally and are marked externally.

2.6 Sample Assessment Calendar

Throughout the year, students will sit regular assessments in class through the form of ALAs. These are set by CTLs in their curriculum maps. The sample calendar below outlines where in the academic year mock and external assessments will be carried out.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	CAT4/NGRT					Core Cumulative Mocks
Year 8						Core Cumulative Mocks
Year 9						Core Cumulative Mocks
Year 10						Mock Assessments
Year 11		Mock Assessments		Mock Assessments	GCSEs	GCSEs
Year 12						Mock Assessments
Year 13	Mock Assessments	Mock Assessments		Mock Assessments	A-Levels	A-Levels

3. Marking and feedback rationale

The Education Endowment Foundation (EEF) published a report in 2021 entitled *Teacher Feedback to Improve Pupil Learning* which provided research and evidence of best practice for feedback opportunities. The publication outlined 6 recommendations which schools could employ to improve the implementation and impact of teacher feedback:

3.1 Lay the foundations for effective feedback

- High quality instruction and success criteria will reduce the work feedback needs to do.
- Planned formative assessment opportunities can be adapted to students' needs

3.2 Deliver appropriately timed feedback

- Specified frequency of written feedback is unwarranted.
- Decision made of frequency, purpose and method of feedback should be left to departments and teachers.
- Feedback should be task, pupil and class specific.
- High quality feedback relates to the task, subject and self-regulation.

3.3 Plan how pupils will receive feedback

- Discuss the purpose of feedback with students.
- Feedback should always be modelled on how the teacher wants the students to use the feedback.
- Feedback should be used to plan ahead and not to look backwards.

3.4 Feedback should be purposeful and time-efficient

- Feedback will only be secure if points 3.1, 3.2, and 3.3 are embedded in pedagogy.
- 'Feedback' is more purposeful for progress than using the term 'marking'.

3.5 Verbal feedback should be carefully considered

- Use verbal feedback regularly to link to learning intentions and success criteria.
- The use of technology such as visualisers are crucial for verbal feedback to be most impactful.
- One-to-one tutorials should be planned at KS5.

3.6 Feedback policies should exemplify the key principles of effective feedback

- CPD should meet the needs of teachers for effective feedback.
- Feedback should be manageable in terms of workload.

3.7 The Feedback Loop

In addition to the guidance outlined above, it is also important that we expect students to act upon any feedback given. This is often referred to as the 'feedback loop' where after teacher provides improvement points to close the learning gap, students act on this in order to inform future planning and to support progress.

When students act on feedback, this is most effective when students add to, develop or redraft work, not simply repeat the same work.

4. Feedback at Queen's Park High School

Feedback should be focused on moving learning forwards and should be planned, delivered and evaluated by our subject leaders and teachers across the school. Formative assessment plays a central role in every lesson and therefore live feedback should be given in every lesson through a variety of different strategies.

CTLs should work closely with their departments to plan ahead for feedback opportunities through the use of booklets. CDT is used for subject specialists to design methods of feedback linked to booklets by bring their knowledge of common misconceptions to lesson planning and collaborate ways to reduce barriers to learning. As a school we encourage all methods of feedback as a way to increase the frequency and impact of feedback, increase the use of technology in the classroom, provide different opportunities other than written approaches and reduce teacher workload.

Written feedback opportunities are planned into the curriculum by CTLs and subject specialists and should be primarily used for Assessment of Learning Assignment (ALAs). ALA feedback will be planned in curriculum maps and schemes of work so that students use this feedback to actively evaluate their learning and progress with guidance from the teacher.

At Queen's Park High School:

- Live feedback, of different methods, will be the cornerstone of all lessons across all key stages.
- Green pen will be used by students to reflect, annotate and improve their responses to tasks based upon the feedback given.
- Whole class feedback opportunities are used to give teachers a holistic view of progress, supporting the planning of subsequent lessons, addressing misconceptions and areas for development.

- Every student receives detailed written feedback on specific pieces of work agreed by the CTL for the department. This written feedback is likely to be used at key points in the curriculum such as ALAs and mid-point assessments.

4.1 Methods of Feedback at Queen’s Park High School

Example of the different methods in action can be found in Appendix 1.

4.1.1 Live Feedback

Since the majority of the curriculum at QPHS is delivered through the use of booklets, live feedback should be used in every lesson since this can be modelled using the learning resources and supported with the use of visualisers. This type of feedback must be planned ahead for using a prep booklet and must be directed towards a task which allows students to have enough time to apply what you have taught to them. Feedback is given throughout or immediately after a task has been completed and can be directed at an individual, group or to the whole class. Specific students or groups of students e.g. SEND students can be targeted and summative/IA data can be used to support these decisions.

Live feedback focusses on the process of learning and not necessarily the outcome. Live feedback works best when there is high quality instruction and dialogue from the teacher and can be used to address misconceptions while learning is still taking place. This can be modelled using a booklet and visualiser combination.

Teachers may find that students actioning the feedback with green pen will support with any actions of feedback, highlighting the intervention to students as a record of learning taking place.

4.1.2 Whole Class Feedback

Whole class feedback (or post-lesson feedback) is a tool used to gain an overall snapshot of learning carried out in a lesson. Unlike live feedback, whole class feedback should be used to give a picture of the outcome of learning as opposed to during learning. It can be delivered informally after a formative task has been carried out or could be used to address wider misconceptions in a mid-point assessment.

Generally, a sample of booklets or tasks are taken at the end of the lesson which is selected from a range of abilities and key groups. For example, in a class of 30 students in Year 10, you may wish to sample 10 booklets – 3 high ability, 4 mid ability and 3 low ability. Of these students, 30% may be disadvantaged and 20% may be SEND. This kind of model helps you gain a sample in which feedback will be valid for all students.

This feedback must refer back to the learning intentions or success criteria that the task relates to, even if this was from the previous lesson(s). Students should compare their own personal progress to the criteria whilst the teacher gives feedback to the whole class.

The final point to consider is how to ensure that the feedback is relevant to all students. You must be mindful that when teaching mixed ability groups, there is support for basic misconceptions as well as stretching your more able students reach their potential.

4.1.3 Peer/Self Feedback

Students have oversight of their own learning in assessment opportunities through peer and self-feedback. For this to be the most successful, a clear understanding of success criteria for an assessment is vital in order for any feedback to be of value. If students understand assessment criteria, their level of progress and how to improve, the time spent developing peer and self-assessment strategies adds significant development of self-regulation skills for students.

For peer and self-feedback to be most successful, the teacher should:

- Check students understand the purpose of the assessment and how this links to their curriculum/learning.
- Provide clear and succinct success criteria.
- Give guidance on how to use mark scheme or assessment criteria.

4.1.4 Written Feedback

Written feedback, marks and scores are viewed as traditional methods of giving feedback under the umbrella term of ‘marking’. However, marking and feedback are often seen as the same thing. With the time intensive nature of written comments, this form of feedback has developed negative connotations. The strategies for feedback above outline that there is no expectation that every piece of work a student completes will receive written feedback from the teacher.

However, when written feedback is planned for and delivered effectively, it can have a large impact on student progress as well as identifying literacy concerns. As per the EEF recommendations outlined above, only when the foundations for effective feedback (explicit instruction, timely feedback, planned ahead for) are embedded do the written comments become effective.

Written feedback should not have strict time parameters and should be guided by subject specialists. Three key areas need to be explored when CTLs are planning ahead for written feedback are:

- The task – feedback focused on improving a specific piece of work or type of task, giving a grade and comment on how to progress.
- Subject skills – feedback which targets the underlying processes in a task which are likely to be used across the subject.
- Self-regulation – feedback is focussed on the learner’s own development, providing prompts and cues, aiming to improve the learner’s own ability to plan, monitor and evaluate their learning.

5. Data and Target Setting

5.1 Key Stage 3

Using KS2 and CAT4 data, students are placed on a specific pathway based on their outcomes and ability. These pathways are Higher, Intermediate and Foundation and each pathway has its own assessment outcomes across KS3. Below is the criteria used for setting students on pathways:

Pathway	Foundation	Intermediate	Higher
KS2 / CAT SAS Score	Less than 88	Between 88 and 112	Greater than 112

The ultimate goal is to ensure the pathway students are on at the start of Year 7 will provide the necessary progress for them to reach their GCSE target.

5.2 Key Stage 4

Using KS2 scaled scores data and Fischer Family Foundation (FFT) Aspire targets, we can accurately identify a GCSE target for each student. Our standard goal is for students to reach their FFT20 target and is considered both an aspirational and achievable goal. FFT20 is considered a ‘high target’ and would put the school and students in the 20th percentile of progress. Targets linked to Progress 8 on data systems such as Sisra refer to this FFT20 target. Where KS2 data is not available, CAT4 scores are used to produce a GCSE target.

5.3 Key Stage 5

Using GCSE data, targets are set again using FFT provision which can then be used to generate a target grade. Similarly to GCSE, the FFT20 target is used as an aspirational target for data systems and can be used to support additional measures at KS5 such as value added.

5.4 Inclusion

This policy applies to all students at QPHS including students with SEND. Assessment will not only be used to help accurately identify academic progress and areas for development but also support with highlighting requirements or support for SEND students. We have the same high expectations for all students.

6. Collecting data

6.1 Key Stage 3

Students are assessed against the KS3 assessment grids linked to their pathways. A collation of departmental assessment data is taken in term 3 and term 6 for IA1 and IA2 respectively. Subjects report the following information:

- Track (Above Track, On Track, Below Track)
- Attitude to Learning (Prepared, Engaged, Respectful)

6.2 Year 10 and Year 12

Students are assessed against GCSE and A-Level criteria. A collation of departmental assessment data is taken in term 2, term 4 and term 6 for IA1, IA2 and IA3 respectively. Subjects report the following information:

- IA Grade (a currently working at grade)
- Mock Grade (IA3 only)
- Prediction Grade
- Attitude to Learning (Prepared, Engaged, Respectful)

6.3 Year 11 and Year 13

Students are assessed against GCSE and A-Level criteria. A collation of departmental assessment is taken in Term 1, Term 2, Term 4 and Term 6 for IA1, IA2, IA3 and IA4 respectively. IA4 is a fine-tuning data collection which is published after the GCSE exams have been completed but before the external examination data is known. Subjects report the following information:

- IA Grade (a currently working at grade)
- Mock Grade (IA2 and IA3 only)
- Prediction Grade
- Attitude to Learning (Prepared, Engaged, Respectful)

6.4 Sample Data Calendar

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7			IA1			IA2
Year 8			IA1			IA2
Year 9			IA1			IA2
Year 10		IA1		IA2		IA3
Year 11	IA1	IA2		IA3		IA4
Year 12		IA1		IA2		IA3
Year 13	IA1	IA2		IA3		IA4

6.4 Departmental Data Tracking

Departments will have a central database which can be accessed via Synergy. This will be visible to subject areas, CTLs and SLT. Outcomes from ALAs, mocks and any other graded assessments should be input on these databases. This is to ensure:

- A centrally located system can be used for making judgements on attainment, progress and underachievement.
- Data can be used to support with intervention throughout the year, rather than waiting for the next IA point to measure impact.
- IA data points do not rely solely on higher stakes assessments such as mocks in KS4 and KS5.

6.5 Student Data Tracking

Students should be encouraged to collect, monitor and reflect on their own progress after assessments which provide data on attainment. Departments have their own tracking sheets which students should use during feedback lessons after ALAs or other assessments where written feedback has been given.

6.6 Quality Assurance

At QPHS, we have the benefit of regular Curriculum Development Time (CDT) meetings, calendared through the year and these align with key assessment points. CTLs will plan to use some of this time to moderate the assessment outcomes. This will be supported by internal and external CPD based upon the understanding of assessment practice and assessment objectives which are used to measure our students' progress externally.

6.7 Reporting to Parents

There are two main methods of reporting we provide parents at multiple points across the year.

6.7.1 Interim Assessment (IA) Reporting

After each IA point, an interim report is sent home to parents which outlines academic progress, target grade (KS4/5), attitude/barriers to learning using PER and an overview of Synergy behaviour data.

KS3 parents receive a supplementary booklet which outlines what expected progress should look like for their child on their specific pathway in each subject. There is also support and guidance for how parents can support their child at home through external intervention and further ways to build cultural capital.

KS4 and KS5 parents receive guidance on the assessments used to help teachers generate an IA grade for their subject.

6.7.2 Parents' Evening

Each family will receive at least one opportunity each academic year to meet with their subject teacher to discuss progress, celebrate successes and explore ways to overcome barriers to learning. Students in Year 11 will have two opportunities to meet their subject teachers to prepare strategies for success in their mocks and later in the year for their external GCSE examinations. Students in Year 9 will also meet with their class teacher for a second time in the academic year during Guided Choices evening, using academic data to support with decisions in the GCSE options process.

7. Intervention

7.1 Waves of Intervention

Intervention based on academic progress is designed around 'waves' in which different stakeholders have responsibilities to work with students who are not progressing at expected pace for their ability.

7.1.1 Wave 1 Intervention – Class Teacher

Students identified for Wave 1 intervention will likely be one grade/sub-grade beneath their target in one or several subjects and will receive the following support:

- In-class intervention using strategies which are subject specific and have an evidence base for closing any knowledge or skills gap.
- Timescale for review on impact of intervention agreed between CTL and class teacher.
- CTL monitors internal data (ALAs, mocks) before next IA point.
- CTL raises intervention to Wave 2 if progress does not improve.

Students who demonstrate excellent progress across most of their subjects may be placed on Wave 1 intervention in subjects where they are making less progress.

7.1.2 Wave 2 Intervention – Curriculum Team Leader (CTL)

Students identified for Wave 2 intervention will likely be underachieving in most of their subjects by one grade or in a specific subjects by more than one grade. The support they will receive is:

- Regular and routine booklet and work samples across a period of time after Wave 2 identification.
- Discussions and action plans are placed on the agenda for CDT in departments.
- SLT link supporting CTL where necessary for additional support.
- CTL monitors internal data (ALAs, mocks) before next IA point.
- CTL either request raise of intervention to Wave 3 or reduces to Wave 1.

7.1.3 Wave 3 Intervention – SLT/SENCO

Students identified for Wave 3 intervention will be underachieving by more than one grade across all or most of their subjects and will receive the following support:

- Review of SEND/PP/EAL provision in first instance (cross-subject book and assessment review, discussions with key stakeholders).
- Discussion and action plans placed on the agenda for SLT meetings, MAD plans and meetings and SLT/CTL meetings.
- Student and parent voice to facilitate support from academic and pastoral provisions.
- Wider data analysis to help identify cause of poor progress and cross-subject strategies identified.
- SLT data monitoring of internal data between IA points.

Appendix 1 – Example of Feedback

Appendix 1.1 Live Feedback Strategies

Live Feedback Example	How this is delivered	How students use feedback to progress
First Five Individual	Live feedback at its truest form, teachers provide verbal or written feedback in red pen to five key individuals which have been planned ahead for during the task. These are likely to be disadvantaged students and plays its part in our Pupil Premium Promise.	Students act upon guidance or additional scaffolding provided in order for them to complete the task. This stops misconceptions at the first opportunity.
15:30 Method Individual	A task is set for students to demonstrate their learning. For 15 seconds, the teacher scans the room from the centre of the class so students can see that they are watching. Then, they go to their first student for 30 seconds to give feedback on their work. Success criteria should be referred to on the board. Little to no teacher writing is necessary; a single keyword/s in red pen can support as a memory aid. The teachers returns back to a 15 second scan and so on. (Works really well with small and mid-size classes)	Students act on verbal feedback immediately which may be overcoming a barrier which stopped them progressing to the next stage of their learning or move to demonstrate a deeper level of knowledge/skills. With smaller classes, teacher can return to same student to check for further progress.
Visualiser modelling Whole class	A teacher booklet is placed under the visualiser and the teacher provides a model response written live, providing dialogue behind the teacher’s rationale for their response.	Students use green pen to correct or improve their response by: <ol style="list-style-type: none"> a) Ideas and suggestions provided by the teacher model. b) Comparing their response to the model on the visualiser. c) Using teacher verbal feedback to cross-reference to their response.
Student example visualiser modelling Whole class	A student’s work is placed under the visualiser. This students is likely to be a targeted student who will be from a key group or is underachieving. Feedback is modelled in the same manner as above. Evidence shows that this model also increases the likelihood of other students receiving and acting on feedback when presented in this non-threatening manner.	Students can immediately compare their response to the model on the visualiser, using green pen to improve their work. This can also be viewed as a whole class peer assessment opportunity to model how students can provide feedback to work.
Action points Whole class	For students/classes who may struggle with actioning immediate verbal feedback, students can be encouraged to write down/summarise actions for next steps to improve work.	This overcomes transitory nature of verbal feedback, enabling students to have a reference point to complete task / use green pen to improve response.

Appendix 1.2 Whole Class Feedback Strategies

Whole Class Feedback Example	How this is delivered	How students use feedback to progress
Proforma Method	<p>A department agrees on a consistent proforma in which notable positive responses, common misconceptions and gaps in knowledge/skills can be captured. These may be simple titles in boxes in which teachers can fill in whilst they are sampling classwork.</p> <p>A sample of work is assessed by the teacher.</p> <p>This key feedback is shared with students the following lesson via the proforma.</p>	<p>Students use the feedback proforma to cross-reference to their own work. The teacher will help direct students on how to improve their response and this can be actioned with green pen.</p> <p>To develop self-regulation, students can be guided to annotate the proforma sheet on how this feedback directly compares to their own work.</p>
Photo Method	<p>The teacher takes a sample of work and looks for areas of success and development. Where examples are found which demonstrate a key learning point, a photograph is taken of this work and added to a PowerPoint or handout for the following lesson. Teacher annotations can be added during the lesson or pre-populated.</p> <p>Unlike the live feedback using the visualiser, the photo method shows students a final, completed piece of learning.</p>	<p>The photo helps the teacher to model feedback and the student to develop their improved response. Students can refer to the success criteria shared by the teacher to annotate their improvements in green pen.</p> <p>Students should also be encouraged to give verbal feedback themselves on the work being shared with the class as an opportunity to develop oracy and metacognition skills.</p>

Appendix 1.3 Peer and Self Feedback Strategies

Peer/Self-Feedback Example	How this is delivered	How students use feedback to progress
<p>Checklists</p> <p>Peer and self</p>	<p>The simplest form of facilitating peer and self-feedback, checklists which are directly linked to the success criteria are used to provide an accessible strategy for students to give feedback on the task. They are likely to be closed statements for most classes such as 'Have they...?' with scaffolding given on how to provide meaningful feedback.</p>	<p>Students 'mark' work and provide feedback linked to progress made against the success criteria in green pen.</p> <p>If peer assessment is being used, the student receiving the feedback can then act on this and improve their response.</p>
<p>Rubrics</p> <p>Peer and self</p>	<p>Teachers design a rubric for measuring progress in a particular task. Alternatively, if in KS3, the assessment grid could be used for some tasks.</p> <p>Teachers model how to use the rubric to give feedback to pieces of work.</p>	<p>Students may copy one example modelled from the teacher and then make their way through the rubric to give feedback to themselves/peers in green pen.</p> <p>Since the rubric links directly to the success criteria, it should be straightforward for students to define progress too.</p>
<p>Chunking Feedback</p> <p>Peer and Self</p>	<p>For tasks which are longer in length or have multiple stages, chunking feedback is more manageable for students. This may be going through part of a mark scheme with a class on the board, asking questions about the scheme to facilitate understanding. From this discussion, students can then accurately use the assessment criteria.</p> <p>As the task progresses, more of the mark scheme/assessment criteria is discussed with students.</p>	<p>Students annotate their work in the form of direct marking, improving their responses with green pen. To develop a deep level of understanding of the assessment criteria, students can explain why they didn't gain credit for a certain part of their work.</p>
<p>Peer Assessment Proforma</p> <p>Peer</p>	<p>Similar to the whole class feedback proforma, specific criteria to give feedback on are created in a template. This is the most structured form of self/peer-feedback as it can be modelled via a visualiser.</p>	<p>Students:</p> <ol style="list-style-type: none"> a) Assess the work of their peer and write feedback on the proforma based upon the criteria being assessed. b) The other student uses the feedback from the proforma to improve their responses using green pen.

Appendix 2 – KS4 and KS5 Assessment and Data Rationale

Appendix 2.1 Year 10 IA Data Assessments and Rationale

Subject	IA1	IA2	IA3
3D Design			
Art			
Computer Science			
Drama			
English Language			
English Literature			
Food Technology			
French			
Geography			
Health and Social Care			
History			
iMedia			
Maths			
Music			
Photography			
RE			
Science – Biology			
Science – Chemistry			
Science – Physics			
Science – Combined			
Spanish			
Sports Studies			

Appendix 2.2 Year 11 IA Data Assessments and Rationale

Subject	IA1	IA2	IA3	IA4
3D Design				
Art				
Computer Science				
Drama				
English Language				
English Literature				
Food Technology				
French				
Geography				
Health and Social Care				
History				
iMedia				
Maths				
Music				
Photography				
RE				
Science – Biology				
Science – Chemistry				
Science – Physics				
Science – Combined				
Spanish				
Sports Studies				

Appendix 2.3 Year 12 IA Data Assessments and Rationale

Subject	IA1	IA2	IA3
3D Design			
Art			
Business Studies			
Computer Science			
Criminology			
Drama			
English Language			
English Literature			
French			
Geography			
History			
Maths			
Maths – Core			
Maths – Further			
Media Studies			
Music			
Photography			
Psychology			
RE & Ethics			
Science – Biology			
Science – Chemistry			
Science – Physics			
Spanish			
Sports Studies			

Appendix 2.4 Year 13 IA Data Assessments and Rationale

Subject	IA1	IA2	IA3	IA4
3D Design				
Art				
Business Studies				
Computer Science				
Criminology				
Drama				
English Language				
English Literature				
French				
Geography				
History				
Maths				
Maths – Core				
Maths – Further				
Media Studies				
Music				
Photography				
Psychology				
RE & Ethics				
Science – Biology				
Science – Chemistry				
Science – Physics				
Spanish				
Sports Studies				

Appendix 3 – Sample KS3 Assessment Grid – English

	A	B	C	D	E	F	G	H	I
<i>Reading</i>	<p>I can understand some key ideas and information in a text.</p> <p>I can highlight a quotation about a topic.</p> <p>I can give some ideas about a text.</p> <p>I know the meanings of some new vocabulary.</p>	<p>I can understand key ideas and information in a text.</p> <p>I can select a range of quotations about a topic.</p> <p>I can explain some ideas about a text.</p> <p>I know the meanings of most new vocabulary.</p>	<p>I can interpret key ideas and information in a text.</p> <p>I can select a range of relevant quotations about a topic.</p> <p>I can clearly explain some ideas about a text.</p> <p>I can use most new vocabulary.</p>	<p>I can interpret key ideas and information in a text and make some links to context.</p> <p>I can select a range of relevant quotations about a topic.</p> <p>I can clearly explain some ideas about a text.</p> <p>I can use most new vocabulary accurately.</p>	<p>I can make clear comments about a text and link clearly to context.</p> <p>I can select a range of quotes and sometimes zoom in effectively.</p> <p>I can make clear comments about the effects of a writer's methods using zooms.</p> <p>I can use some new ambitious vocabulary.</p>	<p>I can make consistently clear comments about a text and link clearly to context.</p> <p>I can select a range of quotes and consistently zoom in.</p> <p>I can make clear comments about the effects of a writer's methods using zooms.</p> <p>I can use some ambitious vocabulary.</p>	<p>I can make clear and considered comments about a text and make relevant links to context.</p> <p>I can select a range of quotes and consistently and effectively zoom in.</p> <p>I can make clear and considered comments about the effects of a writer's methods using zooms.</p> <p>I can use some ambitious vocabulary.</p>	<p>I can make thoughtful comments about a text and make thoughtful links to context.</p> <p>I can select a range of micro-quotes from a text.</p> <p>I can make thoughtful comments about the effects of a writer's methods.</p> <p>I can use a range of ambitious vocabulary.</p>	<p>I can make precise and sophisticated comments about a text and make varied and thoughtful links to context.</p> <p>I can select a range of precise micro-quotes from a text.</p> <p>I can make perceptive comments about the effects of a writer's methods.</p> <p>I can use a wide range of ambitious vocabulary.</p>

<i>Writing</i>	<p>I can write in sentences sometimes using capital letters and full stops.</p> <p>I can use full stops, commas and question marks.</p> <p>I can spell some key words accurately.</p> <p>I am beginning to make choices about vocabulary.</p> <p>My writing responds to the assessment task.</p> <p>I am beginning to</p>	<p>I can write in sentences mostly using capital letters and full stops accurately</p> <p>I can use full stops, commas and question marks with some accuracy</p> <p>I can spell key words accurately</p> <p>I am developing my choices of vocabulary.</p> <p>My writing shows I understand the assessment task</p>	<p>I can use different sentence types with some accuracy</p> <p>I can use a range of punctuation mostly accurately</p> <p>I can spell most words accurately.</p> <p>I thoughtfully choose vocabulary.</p> <p>My writing is suited to the purpose</p> <p>I can use some methods.</p> <p>I can use paragraphs</p>	<p>I can use different sentence types with some accuracy</p> <p>I can use a range of punctuation mostly accurately</p> <p>I can spell most words accurately.</p> <p>I am beginning to use some ambitious vocabulary.</p> <p>My writing is well suited to the purpose</p> <p>I can use some methods.</p>	<p>I can use different sentence types with accuracy</p> <p>I can use a range of punctuation mostly accurately.</p> <p>I can spell most words accurately.</p> <p>I am using ambitious vocabulary.</p> <p>My writing is well suited to the purpose and audience.</p> <p>I can use some methods.</p> <p>I can use paragraphs effectively to</p>	<p>I can use a range of sentence structures.</p> <p>I can use a range of punctuation.</p> <p>I can accurately spell some ambitious vocabulary.</p> <p>I use some ambitious vocabulary.</p> <p>My writing is mostly suited to audience and purpose and is interesting</p> <p>I can use a range of methods.</p> <p>I can structure my</p>	<p>I can use a range of sentence structures.</p> <p>I can use a range of punctuation.</p> <p>I can accurately spell some ambitious vocabulary.</p> <p>I use a range of ambitious vocabulary.</p> <p>My writing is mostly suited to audience and purpose and is interesting</p> <p>I can use a range of methods.</p> <p>I can structure my</p>	<p>I can accurately use a range of sentence structures.</p> <p>I can accurately use a range of punctuation.</p> <p>I can accurately spell ambitious vocabulary.</p> <p>I use a range of ambitious vocabulary accurately.</p> <p>My writing is mostly suited to purpose and is engaging.</p> <p>I can effectively use a range of methods.</p>	<p>I can accurately use a wide range of sentence structures.</p> <p>I can accurately use a wide range of punctuation.</p> <p>I can accurately spell ambitious vocabulary.</p> <p>I consistently use a range of ambitious vocabulary accurately.</p> <p>My writing is consistently suited to purpose and is compelling.</p> <p>I can inventively</p>
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	<p>use methods.</p> <p>I am beginning to use paragraphs.</p>	<p>I am developing my use of methods.</p> <p>I am developing my use of paragraphs</p>		<p>I can use paragraphs to organise my ideas.</p>	<p>organise my ideas.</p>	<p>writing for effect.</p>	<p>writing for effect.</p>	<p>I can thoughtfully structure my writing for effect.</p>	<p>use a wide range of methods.</p>
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Glossary of Abbreviations and Acronyms

In order of appearance:

Abbreviation/Acronym	Meaning
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
EEF	Education Endowment Foundation
PP	Pupil Premium
T&L	Teaching and Learning
CTLS	Curriculum Team Leaders
ELP	Extended Learning Project
ALA	Assessment of Learning Assignment
QA	Quality Assurance
CDT	Curriculum Development Time
AFL	Assessment for Learning
FLMA	Fixed Line Management Agenda
QFT	Quality First Teaching
PER	Prepared-Engaged-Respectful
ADHD	Attention Deficit Hyperactivity Disorder
ODD	Oppositional Defiant Disorder
ASD	Autism Spectrum Disorder
CAT	Cognitive Ability Test
FFT	Fisher Family Trust