THE NORTON KNATCHBULL
SCHOOL

Teaching, Learning

&

# Assessment Policy

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Equalities Impacts Assessment	Completed by Sarah Neale
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Policy Contents

Teaching, Learning and Assessment Policy – Overview

An Effective Curriculum

The NKS Curriculum is based on the Knatchbull Baccalaureate.
This provides a holistic framework for our curriculum provision across all areas of school life – both in the timetabled curriculum, underpinning all aspects of teaching and learning and beyond. The 'Knatch Bacc' is based on 4 pillars:
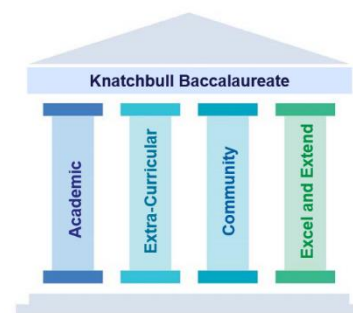
Academic
> The timetable, the subjects, the lessons, the assessments, the exam outcomes. Students at NKS experience a rigorous academic curriculum in which it is acknowledge that secure understanding of knowledge underpins higher order thinking, synthesis and analysis.

Extra-Curricular
> Enrichment, Sport and the Creative Arts; reinforcing that high quality outcomes in any field come because of commitment, targeted practice and teamwork, consequentially developing resilience, adaptability and learning through mistakes.

Community
> Leadership, contribution – making a difference. Developing a sense (from experience) of how we gain from and how we can contribute to the communities in which we live, study and work.

Excel and Extend
> Stretch and challenge – Looking to stretch and challenge ourselves in at least one area of the three curriculum strands above.

Behaviour for Learning:
This is our guidance for students and staff, to facilitate an effective learning environment.
As per the Behaviour Policy, mobile devices should be "off and away".

Student Guidance
- Arrive on time for lessons.
- Enter the class quietly and calmly, sit in designated seat and commence "Do Now" task.
- Always wear correct uniform.
- Have the correct equipment for lessons.
- Complete all work in lesson to the best of your ability, presenting your work neatly.
- On dismissal at the end of the lesson leave the class in an orderly fashion.

Staff Guidance
- Consistent application of the behavioural policy for all students.
- Students being greeted at the door in a positive manner (and check uniform).
- The register being taken in the first 5 mins. An emergency alert should be called for any missing students.
- A "Do Now "task should be provided on entry that all students are required to complete.
- A seating plan in place with particular attention given to SEN and PP students. Staff should endeavour to learn and use student names.
- The application of the presentation and literacy / numeracy policy
- The dismissal of students in an orderly way.

Presentation of Work:

Priorities when you present your class and homework:

- The title and date are written in full and underlined. (in target language for MFL)
- Any loose worksheets are glued into your books.
- Use green pen for self-reflection and peer-reflection.
- Draw a line (pencil / ruler) at the end of a piece of work.

Marking and feedback:

- Teachers mark in red pen, using codes and comment-based marking (department based).
- Students respond in GREEN pen.
- Mark one piece of work per group per term
- Use department markbooks for central record

Teaching, Learning and Assessment Policy – The Detail

Effective teaching and learning:
Builds on prior knowledge and understanding.
- New material is presented in small steps, with lots of opportunity for students to practise.
- All students being engaged in asking and answering questions and tasks that confirm and correct, extend and challenge.
- Guidance and frameworks providing success criteria, models and worked examples.
- Productive working environments based on clear and shared expectations which underpin good working relationships with colleagues and students.
- Students understand the purpose of the learning and see relevance to their own experience and future ambitions.
- Students understand that learning takes place in diverse ways – often because of being 'stuck.'
- Success criteria are explicit, and models provided.
- There are opportunities for creativity and problem-solving.
- Students can self-assess and know what they need to do to improve.
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

However, learning is sometimes intangible, untidy, and challenging, and may be evident in ways not described above.

Effective assessment:

Subject leaders design assessment, tracking and reporting to communicate achievement clearly with students and other relevant stakeholders.

Assessment at NKS will differ between departments. All assessment is designed to boost the achievement of our students.

The Monitoring and Assessment calendar is published before the start of the academic year.

Summative assessment
We use summative assessments to evaluate our students' learning and academic achievements at the end of a term/unit/topic/year by comparing them to a school benchmark.

Examples include:
- o End-of-term/unit/topic exams
- o Cumulative work over an extended period such as a final project or creative portfolio
- o Standardised tests, such as Pre-Public Exams, GCSEs, and A-Level assessment

Formative assessment
We use formative assessment to diagnose gaps in learning. This allows staff at NKS to adjust their teaching methods and curriculum plans to support the improvement of students' learning.

Examples include:
- o **Do now** activities at the start of lessons.
- o **Interactive Q&A** sessions e.g., recall starter questioning or end of lesson 'What have we learnt today…?' questions.
- o Impromptu **quizzes/polls**

- o **Self and peer assessments**
- o Visualisation or doodle map of what they have learnt.

Feedback from summative assessment is not sufficiently timely to impact teaching or learning within an individual lesson. Formative assessment within lessons is essential and encouraged and a current focus.

Effective Marking and Feedback:

Marking and feedback should be meaningful, manageable, and motivating to support students' progress and confidence. Marking and feedback are two-way processes at NKS. Teachers should use marking and feedback opportunities to inform their teaching and curriculum planning. For students, effective marking and feedback will provide information about their performance and how they can improve it and we look to provide ways for students to respond to feedback.
Feedback can take different formats but should always focus on supporting students' progress. Written feedback will be in the form of departmental comments and codes as well as SPaG and numeracy codes.

At NKS, the minimum expectation for written marking is that there should be one formal (graded) assessed piece of work completed per term **or** at the end of a unit of work (i.e., six per year). Each department will clearly identify their assessment intentions via their Curriculum Handbooks and their year-by-year assessment overviews.

Whole-school strategies for feedback

- Whole-class feedback – written or verbal. This will enable teachers to diagnose future teaching requirements for classes and individual students.
- Code marking: codes will be department-specific to ensure marking has maximum impact on students' progress.
- 'What went well' and 'Even better if' comments used to support student self-reflection.
- SPaG zonal marking: one paragraph only by the teacher, but students then check the full piece to correct common errors.
- Numeracy/Literacy codes where appropriate.
- Teachers mark in RED pen, using codes and comment-based marking. The impact of effective marking and feedback will be evident in the improvements in students' work and confidence.
- Students respond in GREEN pen. We encourage students to reflect and act upon the feedback provided by their teachers and peers.

Spelling, Punctuation and Grammar (SPaG):

SPaG Codes:

Sp	spelling mistake	C	capital letter error
P	punctuation error	^	missing word
//	paragraph error	~~~	(wiggly line under error) incorrect - revise this.
G	grammatical error	T	incorrect use of subject terminology

Science for Learning Language:

An area we are developing within our Science for Learning work, is the use of core vocabulary around Memory and Metacognition. This is particularly key in 'Do Now' activities where the Curriculum Maps and sequencing have been built into our curriculum. It is essential that we clearly explore these concepts with our students, so we are prioritising five key common elements to build into our implementation and lesson delivery:
- Retrieval
- Connections
- Prior Learning
- Working memory
- Long term memory

Homework:

Students at NKS will make effective use of time outside of the classroom to consolidate and widen their own understanding. Independent learning is key for our students to take ownership of their learning. The rationale behind the use of homework is:
- To consolidate and practice class work.
- To prepare work for future lessons.
- To develop research skills.
- To allow for assessment of understanding.
- To develop good study habits.
- To enable students to work to a deadline.
- To encourage personal responsibility and organisation.

Setting Homework:
KS3 - Students within Years 7, 8 and 9 are expected to spend an average of 1 hour per subject in each 2-week cycle.

GCSE - GCSE students are expected to spend 1 hour per subject per week. For Core subjects this can be up to 2 hours per week

A Level - Student within the sixth form are expected to spend 5 hours of study on each subject per week. This is to comprise of independent study, consolidation of notes and homework tasks. Students can complete some independent study tasks within school, in the time allocated within their timetables, for this purpose.

Homework will be set around a realistic timeframe which allows students to complete the work to the best of their ability. Therefore, short deadlines (of 48 hours or less) should be avoided when setting homework. Deadlines should always be within term time to allow any queries regarding work to be addressed.

Satchel:one

The details for every piece of homework set by staff is recorded on Satchel:one. These include a description of the task(s), any attachments or links to websites, estimated time to complete the task, how to submit the task (in class or electronically), and a deadline for the work to be submitted.

Literacy and Numeracy

NKS emphasises the importance of literacy and aims to ensure that all pupils have high levels of literacy appropriate to their age. Please see the literacy policy (Appendix B) for further detail.

NKS recognises the importance of numeracy and the transfer of maths skills, and all subjects are required to consider how they can help to ensure that students develop an enjoyment for maths and problem solving. Please see the numeracy policy (Appendix C) for further detail.

Assessment for Reporting to Parents:

Years 8, 9, 10, 11 and 13 students receive two data drops a year, one of which will have comments.

Years 7 and 12 will receive three data drops a year, one reporting ATL grades only in Term 1, and one which will have grades and comments.
- Key Stage 3 students are assessed using Emerging, Developing, Security and Mastery.
  Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4

- Key Stage 4 students are assessed using GCSE grades (9-1).
  Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4

- Key Stage 5 students are assessed using A Level grade (A*-E).
  Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4

The assessment grade coding for this is set out by key stage within Appendix C.

Parent Evenings

Parent evenings are held online via the School Cloud app.
Each year group will have one Parent Evening per academic year, lasting 3 ½ hours.
Appointment slots are 4 minutes for Key Stage 3 and 4, and 5 minutes each for Key Stage 5.

Quality Assurance of teaching, learning and assessment and CPD

School Leaders – Senior and Middle (Heads of Subject and Heads of Year) carry out QA in order to identify best practice and identify areas for development. The outcomes of this inform the CPD programme. Quality assurance takes the form of learning walks, learning talks and work scrutiny. These focus on the quality of the curriculum and TL & assessment.

Senior Leaders hold fortnightly timetabled line management meetings covering an agreed agenda that follows the Monitoring and Assessment calendar and is designed to incorporate QA.

Each learning walk and learning talk will be no more than 15 mins.

A total of 12 learning walks and talks across year groups would be appropriate for a full-time member of staff. Where staff teach across different departments the 12 visits will be distributed proportionately in line with their teaching load.

CPD and Meetings Calendar 24 25.xlsx

QA Pro Forma FINALISED

CPD

Departmental foci will feed into the whole school CPD programme.

CPD for teaching staff is divided broadly into three areas. The first area is science for learning. These are compulsory sessions for all teaching staff designed respond to new and emerging educational research. The second area is subject specific CPD which allows subject leads to be responsive to areas of departmental development that are highlighted via the QA process.

The third area allows for individual flexibility. Staff choose from a series of options for these sessions. Part-time members of staff are expected to attend a proportion of sessions in line with their teaching load.

1.0 FTE	18 hours
0.9	16 hours
0.8	15 hours
0.7	13 hours
0.6	11 hours
0.5	9 hours
0.4	7 hours

Appendix A: Literacy Policy

Literacy Vision |
At NKS, throughout all subjects and specialties, we acknowledge the value of Literacy. It is the responsibility of all subjects, not just the English department, to support and challenge Literacy skills. All subjects and teachers will positively frame their use of literacy, and view this as a tool to support subject knowledge and understanding.
Literacy Across the Curriculum
All Subjects All teachers are teachers of literacy so literacy should be at the heart of all lessons and subjects. As Literacy is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition. These include, but are not limited to: • Explicitly teaching new vocabulary for each topic/unit • Explicitly teaching the structures and conventions of writing within their subjects • Planning for opportunities to support and develop oracy work Most subjects will explicitly teach literacy skills to support their curriculum, so all departments work closely with the English department and Literacy lead to coordinate teaching across the curriculum. All departments will plan for literacy development in their curriculum planning and will actively support students to transfer skills from one context to another.
Literacy Priorities 2023-2024
1. Explore/collate different types of writing that Year 7 students are expected to produce – and how these are taught 2. CPD for improving understanding of literacy skills 3. Whole school approach to teaching new vocabulary i.e. Frayer model

Acknowledging literacy in departmental assessment.

4 marks are given for literacy based on the following:

4 marks - Writing is fluent with complex sentences and a variety of punctuation used for effect. Paragraphing for effect. Spelling and vocabulary choices are secure.

3 marks - Extended writing is organised into paragraphs and is largely fluent with few errors. Punctuation is secure. Key words spelt correctly and used appropriately.

2 marks - Simple sentences and capital letters used correctly. Attempt to paragraph if needed. Spelling mostly accurate.

1 mark - No sentences or capital letters used. No paragraphing when needed. Key words spelt incorrectly.

Appendix B: Numeracy Policy

Numeracy Vision
At NKS, throughout all subjects and specialties, we acknowledge the value of numeracy and problem-solving skills. It is the responsibility of all subjects, not just mathematics, to support and challenge these skills. All subjects and teachers will positively frame their use of mathematics, and view this as a tool to support subject knowledge and understanding.
Numeracy Across the Curriculum

All Subjects
While not all subjects naturally teach mathematics skills in their lessons, all subjects *do* teach problem-solving and 'soft skills' which relate to high-quality thinking skills. These include, but are not limited to:
 	
    • Pattern spotting
    • Generalising
    • Analysing the effects of change
    • Presenting logical arguments
 	
Because one, or more, of these skills is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition.
 	
Quantitative Skills
 	
Some subjects must explicitly teach mathematical skills to support their curriculum.
 	
These departments work closely with the mathematics department to coordinate teaching across the curriculum.
 	
Where a skill is needed in one subject, if it has not already been taught in the mathematics curriculum, the specific subject is responsible for explicitly teaching the key skill in addition to how using this skills enhances the subject itself. For example: if Design and Technology uses the Pythagorean Theorem, but this hasn't yet been covered in the mathematics curriculum, the DT lesson must include how to follow this process before applying it.
 	
Conversely, mathematics lessons will link skills and process to other departments where applicable. In both instances, explicit links will be made to the other subject so students can transfer their understanding from one context to another.

Numeracy Priorities 2023-2024 1. Curriculum outlines to be shared across departments to identify when mathematical skills are taught 2. CPD for improving understanding of mathematical skills 3. Mathematics lessons to include relevant examples from other disciplines, including exam questions

Appendix C: Marking Descriptors KS3, KS4 and KS5

ATL and homework grades are now graded 1 – 4 for all Key Stages from September 2024

ATL		Homework
Always follows the school's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Responds positively to feedback and guidance, developing their work and skills as a result. Actively engages with independent learning.	1	Homework is always completed on time. The quality of the work goes above and beyond the expectations set. The work is presented with care and accuracy.
Follows the school's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning. Routinely responds positively to the expectations of, and guidance from staff. Students participate in self-directed independent learning activities	2	Homework is completed on time. The quality of work is of a good standard. The work is presented neatly and has minimal mistakes.
Follows the school's behaviour for learning rules and is usually prepared for lessons. Behaviour is good most of the time, but can receive a first warning. Often responds to the expectations of, and guidance from staff. Students can participate in self-directed independent learning activities.	3	Homework is not handed in every time. The quality of work is acceptable but requires more detail. The presentation of work can be untidy.
Working below the expected standard of the school's behaviour for learning rules **and an L1 behaviour has been set for this.** Often unprepared for lessons. This impacts negatively on own learning. There is little or no participation in self- directed independent learning activities.	4	Homework is not submitted on time or is not of a suitable quality. The quality of work is incomplete or missing significant detail. The presentation of the work is untidy. **An L1 behaviour has been set for this.**

Key Stage 3 assessment codes at NKS:

Key Stage 3 students will be assessed using the following criteria:

'Mastery', 'Security', 'Developing' or are 'Emerging'.

Each subject has an appropriate assessment framework which underpins their monitoring process, this in their Curriculum Handbook.

Reported monitoring grades should be a result of reviewing the student's work since the last assessment drop – including assessed pieces, classwork, and homework.

KS3 Code	Emerging	Developing	Secure	Mastery
Definition	Students within the fourth quartile of attainment in their year group	Students within the third quartile of attainment in their year group	Students within the second quartile of attainment in their year group	Students within the first quartile of attainment in their year group.

Key Stage 4 assessment grades at NKS:

Key Stage 4 students will be assessed using GCSE grades (9-1).

Reported monitoring grades should be arrived at as a result of reviewing the student's work since the last assessment drop – including assessed pieces, PPE, classwork and homework to determine a current grade.

These grades will be fine graded from 9+ to 1- when reported for assessment drops.
The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

From that analysis, discussions at department level and Raising Standards meetings can informintervention measures to scaffold support or to stretch and challenge students by teachers, Subject Leaders and Heads of Year.

KS4 grade 9 to 1	-		+
Definition	There is a possibility of dropping to the grade below.	Secure at this grade	Has potential to achieve the next grade up

Key Stage 5 assessment grades at NKS:

Key Stage 5 students will be assessed using A-Level grades (A*-E).

Reported monitoring grades should be a result of reviewing the student's work since the last assessment drop – including assessed pieces, PPE, classwork and homework to determine a current grade.

These grades will be fine graded from A*+ to E- when reported for assessment drops.
The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

From that analysis, discussions at department level and Raising Standards meetings can inform intervention measures to be put in place to scaffold support or to stretch and challenge studentsby teachers, Subject Leaders and Sixth Form Team.

KS5 grade A to E	-		+
Definition	There is a possibility of dropping to the grade below..	Secure at this grade	Has potential to achieve the next grade up

Appendix D: Guidance for Staff on Parent Evenings

Parent Evening dates for each year group are in Arbor calendars for teaching staff, and the Whole Year Overview for Monitoring and Assessment document on Arbor home page.

Parent Evening meetings should contain:
1. Acknowledgement of what the student is doing well within the subject
2. Targeted advice from teaching staff about what the student needs to do to improve
3. Signposting of resources available and specific advice on how parents can support their child
4. Any questions from Parent/Carer

- There should be no dramatic surprises; ensure that there has been communication of any serious issues prior to the meeting via Arbor/phone call/email home
- Cameras should be ON.

Information for Parents

- Wherever possible, both parents and student are encouraged attend these meetings.
- Cameras should be ON.
- The Parent Evening app 'auto book' function has been deselected – this is to allow parents easier access to range of appointment times and minimise block booking.
- Parents are encouraged to book appointments for the subjects they particularly wish to discuss progress in, based on Monitoring reports, and/or communications from school.
- The booking system will go 'live' at 19:00 on the date specified for each year group.

NKS Equality impact assessment

The purpose of an Equality Impact Assessment (EIA) is to ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised

Policy details

POLICY STATUS	
Existing	
THIS POLICY WILL AFFECT	
• Pupils • Staff • Parents	

EIA completed by:	Sarah Neale Assistant Headteacher
Contributors to EIA:	None
Date completed:	17/09/24

Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Gender reassignment		✓		
Pregnancy or maternity		✓		
Age		✓		

Disability		✓ ▪		
Marriage or civil partnership		✓ ▪		

INTERSECTIONAL IMPACT

Will this policy impact any groups more because of multiple/combined characteristics?
This is an inclusive policy and its aim is to deliver quality first teaching for all students, using research informed CPD to stretch and challenge our students, and acknowledge and support different student demographics.

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

Keep the policy without change
 Policy updates have been in consultation with TLA group, staff body and SLT and reflects the updates in the Behaviour for Learning Policy and feedback for HOY when monitoring student progress and attainment last year.

FINAL DECISION ON POLICY

Monitoring arrangements

MONITORING ARRANGEMENTS