Curriculum, Assessment, Recording & Reporting Policy

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Version

1.1

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The desired outcomes of this policy are:

- for all **students** to know and understand:
  - what they are aiming for;
  - their current level of attainment;
  - what they are doing well;
  - how they can progress;
- for all **students** to feel motivated to make progress;
- for all **students** to maximise their progress by having regular opportunities to improve work acting on teacher's feedback;
- for all **staff** to place an emphasis on 'assessment for learning' that informs planning rather than 'assessment of learning' that does not;
- for all **staff** to be able to track the progress of their students, so that targeted intervention can be put in place and the impact of this intervention monitored;
- for all **staff** to take responsibility for the teaching of literacy;
- for all **parents/ carers** to know and understand what their son/ daughter is aiming for, what they are doing well and how they can progress.

Core Standards that relate to this policy are:

Progress
1. be accountable for students' attainment, progress and outcomes;
2. plan teaching to build on students' capabilities and prior knowledge;
3. guide students to reflect on the progress they have made and their emerging needs;
4. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
5. make use of formative and summative assessment to secure students' progress;
6. give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Challenge
1. use relevant data to monitor progress, set targets, and plan subsequent lessons;
2. set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Assessment at CWS comes in three distinct styles: Regular, Periodic and Transitional. These terms reflect the frequency of which each of these styles occurs.

Regular
- Takes place in every lesson.
  - Teachers create frequent opportunities to assess the progress of their students against learning objectives using mini plenaries.
    - Guidance for setting learning objectives can be found in Appendix 1.
    - Strategies for assessing progress are included in Appendix 2.
  - Teachers use assessment to inform the direction of the lesson, intervention and extension.

Periodic

The baseline expectations for all departments when designing, delivering and assessing periodic assessments are that:
- they are set according to the frequency determined in consultation with their Senior Line Manager and recorded on the assessment map;

- they provide detailed and precise feedback from the teacher (in green pen) to students on how they can improve their work commenting both on the process (e.g. you need to use PEE) and on the thinking (is Achilles a tragic hero?);
- they provide opportunities for well structured self and peer assessment (in red pen). The recommendation is that students are encouraged to pose questions to one another which challenge or extend one another's thinking;
- students will respond in detail to the feedback given (in purple pen).
- teacher logs level (years 7-11 using GCSE 1-9 L,M,U grades)/ (KS5 grades):
  - these must be accurate and evidenced based using GCSE scheme of assessment Descriptors or Band Descriptors (KS5);
  - all subject areas must avoid giving aspirational grades/ levels that do not accurately reflect student attainment.
- A potential format for designing and assessing periodic assessment can be found below. *If* they wish to use this subject areas are encouraged to adapt this as they see fit in accordance with the baseline expectations set out above. Grey boxes should be filled in before the assessment and white after.

Principles of our curriculum

Coombe Wood School opens in temporary accommodation in September 2018 with an intake of 180 students. The School received in excess of 500 applications for 180 places.
Our curriculum will deliver stretch and challenge for all students. All students in Year 7 will experience;
- Chemistry, Physics and Biology rather than Science.
- History and Geography rather than Humanities.
- A competitive sports curriculum that encourages excellence in specific sports rather than a basic coverage in all. This will be supported by regular monitoring of improvement in health related fitness.
- A Performance Arts programme that will give all students experience and confidence in performance.
- A choice of Modern Foreign Language, probably French or Spanish, as well as the opportunity to study some Latin for the vast majority of students (small group literacy and numeracy will be offered as appropriate instead of Classics and Latin.)

Our curriculum plan is designed to offer students of all abilities a challenging but supportive opportunity to excel. We will use data from Primary Schools and MidYIS tests to arrange students into three even ability bands which will then be set on ability into two classes within each band. We will generate a fourth teaching band to focus greater support for those students who are behind in numeracy and literacy so that they can catch up as quickly as possible. Initially this will be achieved through extra time spent on literacy and numeracy within a small class setting which will allow the specialist primary transition teacher who is responsible for the vast majority of lessons for this group, to deliver individualised interventions. This transition group will still follow the same programmes of study as other classes and the primary transition teacher has allocated time of three periods per week built in to her timetable to allow her to liaise effectively over programmes of study with class teachers of different subjects within the 3 other bands. Transition class students are able to re-enter the lower ability class (or higher ability class if appropriate) within any of the three main bands at any time throughout the school year.

Curriculum programme

The table below shows the number of one hour lessons allocated for each subject across a two week timetable:

Years [+] [-]

Name	NCYr	Total
7	7	180

Band 7: a — 50 / 57

L1	Linear	36
30	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36
27	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36

P1	Practical	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12

G	Games	2
26	Ga_2	2
26	Ga_2	2
26	Ga_2	2
26	Ga_2	2
25	Ga_2	2
25	Ga_2	2
25	Ga_2	2

Band 7: b — 50 / 57

L2	Linear	36
30	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36
27	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36

P2	Practical	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
19	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12

Band 7: c — 50 / 51

L3	Linear	36
28	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36
23	$Bi_2Ch_2En_8Gg_3Hi_3La_4Lt_2Ma_8Ph_2Rs_2$	36

P3	Practical	12
22	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
22	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12
21	$Ar_2Dt_4Ht_1Mu_2Pa_1Pe_2$	12

Band 7: d — 50 / 14

L4	Linear	36
14	$Bi_2Ch_2En_8Gg_3Hi_3La_4Li_2Ma_8Ph_2Rs_2$	36

Lesson codes in the table above are as follows:
Bi Biology / Ch Chemistry / En English / Gg Geography / Hi History / La Languages / Lt Latin and Classics / Ma Maths / Ph Physics / Rs Religion, Philosophy and Ethics / Ar Art / Dt Design & Technology / Ht Headteacher's period / Mu Music / Pa Performing Arts / Pe Health Related Fitness / Ga Games.
Please refer to appendix 8 to demonstrate how this curriculum model looks in the staff timetable 2018 – 2019.

 A two week timetable will be used so that lessons are taught in whole hours. For most subjects the timetable will look like a one week cycle with only History, Geography, Performing Arts and the Headteacher period showing variation between one week and the next.

Literacy and numeracy provision

As noted in the 'principles of our curriculum' section above, there will be a transition class which will be populated by students who are not quite 'secondary ready.' One of the reasons for not being secondary ready could quite conceivably be poor levels of literacy and numeracy which prevent students from accessing the curriculum. Students in this small transition class will receive a high level of teacher attention and bespoke teacher planning to suit their literacy and numeracy needs. They will also have extra intervention in this area instead of studying Latin / Classics and interventions may also take place during tutor times – the transition class teacher is not a tutor to enable these interventions to happen.

We are aware though that literacy and numeracy provision is crucial for students of all abilities. As a result it will be a weekly differentiated focus in pm registration on a Tuesday along with metacognition and self-regulation training. In addition, we are aware that this must not become a 'bolt on' activity but that literacy and numeracy challenge and development must be embedded into our curriculum if we are to help students make maximum progress. As a result our English and Maths teachers have been allocated three teaching periods less than would be expected to allow them time to construct, implement and manage effective literacy and numeracy programmes across the school. This will begin on the second student induction day on 6th July 2018 when students will be given differentiated literacy and numeracy tasks to complete across the summer months to prepare them to access the Y7 curriculum effectively from September.

Enrichment programme

Within the curriculum, all schemes of work will be constructed to stretch and challenge students of all abilities. We will also be running a number of after school enrichment clubs to further develop and inspire our students love of learning. Our Y7 induction pack survey was intended to give us an early indication of areas where there is a need for enrichment and we will tailor our offer accordingly when we know more about our first cohort of students.

We will be doing outreach work in practical subjects – Sport and Art/Design at feeder Primary Schools and will look to engage certain students in assisting staff in sessions with these younger students to further enrich and inspire them as young leaders within these subject areas.

ICT to improve learning

We will have an ICT suite that D&T lessons will be timetabled into in year 1 due to the lack of other specialist facilities in this subject. When not in use for ICT this room will be a bookable resource for class teachers. Other subjects may have timetabled lessons in the ICT suite if they can demonstrate a need for this through their schemes of work.

We do not have Computer Science on our timetable for year 1, however staff will be building this area of work into schemes of work for their subjects and we will also run enrichment clubs in this area.

All of the classrooms will be equipped with a teacher computer and linked up display screen. Interactive whiteboards very often just get used for display purposes in schools and not for interactive purposes. We will be looking to equip one or two classrooms with interactive whiteboards. However If staff feel that they can help students make better progress with an IWB, they have been encouraged to let us know at our induction day so that we can arrange for this facility.

We will be using the following ICT packages in the temporary buildings:

- SIMS will be used for registers and all student data storage and assessment data management.
- Impero filtering software will be used to monitor appropriate student usage of our ICT networks as per the student acceptable usage agreement.
- Students do not have to bring smart phones to school and they will not be disadvantaged if they don't, however we do have a Bring Your Own Device (BYOD) plan for student smart phones. We will have very tight rules around student mobile phones. Students will very quickly get the message on this. What this then allows is for students to use their phones in class for learning purposes under the guidance of the teacher. CWS temps will have BYOD wifi which will enable students to hook up to poetry websites, access online foreign language learning apps, update Health Related Fitness and nutrition plans on a dedicated app or even for example, take a photo of the board if they have arrived for the last two minutes of the lesson after a medical appointment. We will be strict and non-negotiable as a staff towards inappropriate use of phones by students and as a result, issues will be few and far between whilst the potential benefits to learning remain vast.

Assessment Title: How does John Agard present a clash of cultures in 'Island Man'?

What do I need to improve on (based on my previous assessments and recent learning)?
I need to use the PEE model to structure my analysis of the poem.

Success Criteria	Traffic Light		
	Peer	Self	Teacher
Clear, focused argument always relevant to the question and facilitating cross-comparison	🟧	🟧	🟧
Well-selected quotations from the text to support your argument	🟩	🟩	🟩
Detailed analysis of aspects of language – unpacking meaning to support your argument	🟥	🟧	🟥
Detailed analysis of aspects of structure – unpacking meaning to support your argument	🟩	🟧	🟩

Self assessment comment	I need to focus more on cross-comparison.
Peer assessment comment	Why does Island Man miss the Caribbean – how do you know?
Feedback to teacher on areas you found most challenging etc	I'm not sure if I'm analyzing or just describing…

Tick	Literacy action step	Marked example
	Correct the missing or incorrect capital letters.	The sun shone brightly over croydon. It was very Hot.
✅	Correct the spelling errors by writing out corrections three times.	SP — The sun shone britely over Croydon. It was very hot.
	Add any missing full stops.	The sun shone brightly over Croydon. It was very hot
	Correct inconsistent tenses by rewriting the relevant sentences.	The sun shone brightly over Croydon. It is very hot.

To make further progress on this task you should:

To help you analyze rather than describe think about why the poet has chosen specific words e.g. 'heaves' and what effects he is trying to create, and why different words are used for the different cultures.

Target grade:	**8M**
Grade awarded:	**7U**

Improve a paragraph/section of your work below. Use the column on the right to note where you have acted upon feedback to improve your work.

In 'Island Man' the poet suggests that his life in London is miserable when compared to that of his life in the Caribbean. We see this when he describes the man 'heaving himself' out of bed. The word 'heaving' has connotations of something which is difficult and the poet may be trying to suggest that it is difficult for the man to get up because he does not look forward to the mundanity of his life in London. He also refers to London as 'grey', a negative description, especially when compared with his reference to the Caribbean as an 'emerald isle'. Here the word 'emerald' has connotations of beauty and value, indicating this is how the man feels about his native country.

(right column annotations:)
I analyse the word heaving and discuss the effect the word has on the reader.

Again I have focused on a specific word and this time discussed the different words used for different cultures.

Teacher to initial when improvements made:	DHL

Make your literacy corrections below:

Enjambment, enjambment, enjambment

Stanza, stanza, stanza

Nonsensical, nonsensical, nonsensical

Mathematical Literacy Action Steps

Literacy action step	Marked example
Correct the missing or incorrect capital letters. *SP*	Line A is paralel to line B.
Redo showing all stages of your working *W*	$5(3x + 4) = 8(4x\text{-}6)$ $x=4$
Rewrite your solution with only one step per line. You should use only one = per line, with the variable shown at each stage.	$3x + 4 = 31 - x = 27 \div 3 = 9$
Include the units and/or rounding with your final answer *U / R*	$A = 52.3672984$ $A = 52.4$

Transitional

Each student takes one or more formal assessment in each subject. These may either be:
- an internal exam sat in the summer term;
- internal mock exams for exam classes;
- alternative formal assessments sat in the summer term.
- alternative informal assessments at any point in the school year.

Literacy

Every periodic assessment should provide students with an action step relating to literacy. It is recommended that this be achieved by completing the suggested periodic assessment grid in full according to the subject area policy. Where none of the tick box literacy action points apply to a student the teacher should provide an additional appropriate target, as shown in maths literacy action step.

Monitoring and Evaluation

- Subject teachers and Leaders are responsible for ensuring a consistent approach to assessment within their subject area. This approach must conform to the baseline expectations set out above (see periodic assessment) but should be adapted to suit the needs of the subject area. These adaptations must be recorded on the assessment context sheets.
    - o It is recommended that subject leaders identify a sample of students that represents a cross section of the school and tracks their provision throughout the year during subject area meetings immediately after each Data Staging Post.
    - o It is recommended that work samples are discussed as part of the common agenda framework in all subject area meetings and line management meetings.
    - o LG will regularly review the quality of assessment in subject areas in monthly 'Teaching and Learning' meetings conducted using the common agenda framework for 'Quality of Teaching'.

- Target levels will be set according to the baseline data provided from MidYIS tests undertaken on induction days and also individual KS2 SATS results. Students will also undertake separate subject baseline assessments within the first three weeks of the autumn term. This information will be combined and collated and used to provide predicted end of year grades and also projected GCSE grades based on the following GCSE flightpath model –

E	1	2	3	4	5	6	7	8	9
L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U	L	M	U

- Data sets will be recorded on SIMS, the data manager will be responsible for calculating predicted GCSE grades for each subject & individual teachers will provide subject specific end of year predictions based on assessment data and professional judgements.
- A colour coding system in SIMS will be used in conjunction with this data to show if the students are below expected progress (red), at expected progress (amber), above expected progress (green) or greatly exceeding expected progress (purple). When teachers record 'current working grades' or 'end of year predicted grades' the colour coding system will automatically show the progress levels thus providing information tracking individual progress against targets.
- Expected levels of progress will vary according to individual subjects. We will calculate the expected sub-levels of progress when we have collected information in the first weeks of the autumn term.
- When initial data collection has been refined, our end of year success criteria should demonstrate that 90% of students are on or above end of year target grades.

- This benchmark of 90% of students on or above expected progress will be examined across all groups of students (eg Pupil Premium) to ensure there are no progress dips emerging.
- We will equally be tracking class performance data on this measure to ensure progress and this information will inform teacher's individual appraisal assessments.
- Intervention to support any poor progress areas that emerge will be on-going throughout the year, with an agreed set of strategies including one to one an small group intervention. But also with flexibility for teachers responsible for the student to think 'outside of the box,' for example in the area of parental education to help them support their child at home.
- LG will undertake fortnightly assessment samples per year in conjunction with Year Leaders.
- All assessment samples will result in feedback to staff where relevant that is delivered consistently with the CWS Learning Observation policy.

Recording

Much regular assessment (for instance the teacher noticing which students answer questions correctly during whole class questioning, have worked quickly through a set of questions, are making good contributions during group work) may be acted upon during that lesson to enhance students' learning and never formally recorded, although sometimes a teacher may choose to make a record in their personal mark book if they feel a reminder will aid their teaching in the future. There is no prescribed format for teachers' individual markbooks.

Information about regular work being carried out, whether self-, peer- or teacher-marked may be recorded in either teachers' personal markbooks or in shared subject area markbook. This information may be about the standard of the work (whether a level, a grade, or a mark or percentage), about its completeness and whether it was handed in on time, about the effort made or the presentation, or about what steps the student needs to make to progress. It will be used to increase the standard of teaching and learning by targeting support at students requiring it, and giving more challenging work to those able to move on to it. It may be used to inform pastoral staff about specific concerns to trigger support from outside the subject area, or to build up a picture of evidence which will later be shared via reporting.

Students may be given achievement points (reward point) or behaviour points and, if so, these are recorded centrally and shared with form tutors and year leaders so that standards of behaviour can be monitored, action taken where necessary, and praise given wherever it is due.

After periodic and transitional assessments teacher may retain information in their personal markbooks but these will normally be recorded in subject area trackers to allow moderation and identification of any students across the year group requiring extra support. This information may well be broken down into marks on specific questions or one specific skills or attainment targets to inform future teaching and revision.

Any time work is marked in books, whether by students or a teacher, by definition a record is left regarding their work, which should be used formatively.

At least three times a year all subjects will record an overall level or grade for students' attainment, as well as scores for Effort, Conduct and Organisation. Teachers may also record a prediction of a student's final outcome. If a discussion with a student warrants it, a change may be made to a student's Agreed Target (an aspirational target for the end of Key Stage, based upon a statistical estimate set according to national trends). Once a year teachers also record concise formative written comments, one on What Went Well and one on How to Progress. This information is shared with students and parents to inform them of attainment and progress and attitudinal data. The information about the entire year group is analysed centrally and the results are shared with subject teachers, subject leaders, year leaders and senior staff in order to identify any areas where further support may be necessary.

Reporting

Working Levels or Grades and Agreed Targets, and Effort, Conduct and Organisation are reported formally to students and to parents three times a year, along with a summary of other pastoral information such as attendance and punctuality, and achievement and behaviour points. Once a year these reports will also include the written formative comments in the form of WWW and HTP. Once a year a Parents' Evening is held for each year group, and the discussion at these will involve reporting on effort and attainment to students and parents.

Ad hoc communication may take place between teachers and parents, whenever either feels there is a need for it.

Governors gain information about the attainment of classes, year groups, subjects and particular student groups such as SEN or Pupil Premium students, in order to monitor standards and challenge and support the school. They do not receive details of specific students and names are not included.