



JFS School

The Mall, Kenton, Harrow, Middlesex, HA3 9TE.

CURRICULUM POLICY

incorporating teaching, learning, homework and assessment

*Reviewed in Spring 2021 & Ratified by Quality of Education Committee on 8 February 2021
Next due for review in Summer 2022, subject to any intervening legislative changes*

1. INTRODUCTION AND AIMS

This policy aims to reflect our school's motto **ORAH VIYKAR** and its intention to offer the highest quality of teaching and learning, which will equip students for life in their community, modern Britain and the wider global society.

In this way **Orah** – light – can be seen as the illumination of knowledge and skills that have been embedded and acquired through the curriculum and **Viykar** – honour – can be seen as the instilling of key values: respect for self and for others, compassion, achievement for all, integrity, responsibility and pride in the Jewish identity.

This policy outlines good practice and the continued pursuit of excellence in all areas of school life. It clarifies the expectation that the School has for staff and students to ensure that all of our students learn and make progress in every lesson and over time.

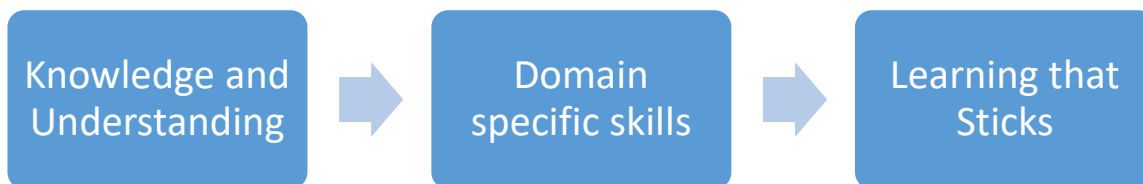
As a school, we aim to inspire our students:

- To be dedicated to the pursuit of knowledge and excellence
- To be independent learners, willing to question and engage in thoughtful debate
- To be respectful, reflective and resilient
- To be engaged spiritually with Judaism, be proficient and active in Jewish practice and skilled in the study of Torah and traditional Jewish texts
- To be proud and involved in Jewish culture, history, identity and community
- To be committed to the State of Israel and learn Hebrew as part of Jewish heritage
- To be responsible and care for all humankind as loyal citizens of the United Kingdom

In order to achieve this:

As outlined in this policy, the JFS Curriculum should provide an ambitious, broad and balanced education for all students, offering a range of pathways for curricular and extra-curricular activities regardless of starting point, SEND or background so that all students fulfill their potential. This ambitious, broad and balanced 'education' refers to both examined courses but also holistic learning through wider school life, personal growth and opportunities to give back to and learn from the school, Jewish and wider community.

The School aims to provide a curriculum that is ambitious, outstanding, balanced, rigorous, coherently sequenced within a progression model. Our curriculum will focus on:



Our aim is a curriculum that gives our students access to knowledge that takes them beyond their current experience. It is the accumulation of knowledge with a purpose that then enables and shapes key skills such as problem solving, communication, teamwork, critical thinking, creativity and independence. Following on from this, our curriculum intent is to embed the learning into long term memory: 'if nothing in the long-term memory has been altered, nothing has been learned' (Sweller et al 2011).

The following values were taken from a respected educator and fit with what we do at JFS.

Our curriculum content will be:

- **Aspirational** – Encourages students to aim to achieve to their full potential and to meet their own aspirations about careers, university or further education. As a school we seek to nurture all student's aspirations and help them to achieve them.
- **Appropriate** – Meets the needs of all students.
- **Balanced** – Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development.
- **Coherent** – Makes explicit connections and links between the different units of work encountered.
- **Vertically Integrated** – Focuses on progression by carefully sequencing knowledge; provides clarity about what "getting better" at the subject means.
- **Appropriate** – Matches and extends level of challenge to a student's current level of maturity/knowledge. The curriculum is inclusive and focuses on relevant content appropriate to a student's starting point.
- **Focused** – Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.
- **Relevant** – Seeks to connect the valued outcomes of a curriculum; provides opportunities for students to make informed choices.

Through achieving the above, we expect that every child will:

- Fulfill their educational potential academically and in their holistic learning at JFS.
- Gain the necessary attitudes, skills and qualifications needed to succeed into adult life.
- Feel challenged, confident, cared for, involved, listened to and valued as an individual enabling him/her to go on to live safe, healthy and fulfilling lives.
- Become responsible Jewish citizens who make a positive contribution to society.

This policy accords with the expectations placed on all teachers in the National Teachers' Standards: see the overview of these in Appendix A.

This policy should be read in conjunction with the Marking and Feedback and Relationship and Sex Education policies.

In order to achieve an ambitious, broad and balanced curriculum, our core expectations are:

- 1.1 Although we do not impose a preferred teaching style, all sequences of lessons should be designed to maximize effective learning and inspire amongst students a positive work ethic, taking full account of the range of different abilities and needs amongst the students.
- 1.2 Progress is actively planned for in order to maximize achievement and attainment.
- 1.3 Learning activities should meet the specific needs of individuals and all groups of students as identified by assessment and other data and taking account of their individual aspirations, interests, needs and abilities.
- 1.4 Teaching, learning and assessment should ensure that students are:
 - Active, creative and independent learners who strive to achieve their best at all times.
 - Highly literate and numerate with well-developed listening and speaking skills.
 - Able to apply their skills, knowledge and understanding to all areas.
 - Aware of what is required to live safe and healthy lives.
 - Understand a broad range of cultures and how they interact.
 - Possess an informed perspective about the role of the individual within the community and the wider world.
 - Ready for their future opportunities, experiences and responsibilities whether these are in the next stage of their education or in the workplace.
 - Ready to play an active and positive role in an increasingly technologically dependent world.
- 1.5 Students will receive regular detailed formative and summative assessment feedback, both written and oral.
- 1.6 Students will play a key role in assessment, by reflecting on their own work and progress and on the comments made by their teachers.
- 1.7 Teachers, working within and beyond their departmental areas, will identify and share good practice in teaching and learning across all curriculum areas.
- 1.8 Homework will be set to nurture curiosity, extend learning and support the development of knowledge and understanding.
- 1.9 Parents should play an important role in supporting their children's learning and that the three-way partnership between parents, students and the School is vital for the success of the individual student.

2. RESPONSIBILITIES

The responsibilities of different parties can be found in Appendix A.

3. CURRICULUM INTENT

(OFSTED: a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage)

The School curriculum aims to give students an ambitious, broad and balanced learning experience, building linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills.

The curriculum at all Key Stages aims to reflect the learning ideals of the school as outlined in its Mission Statement and detailed in section 1 of this policy.

The Assistant Headteacher (Teaching and Learning) will be responsible for overseeing these principles.

British Values and Preparation for Life in Britain

Wherever possible, the curriculum at JFS aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Further information on this can be found in the document British Values Statement. Beyond timetabled lessons, students are given many opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to society, both now and in the future. An additional purpose of the British Values Educational programme is to ensure that students understand that such values align with the Jewish ethos of JFS. It aims to support and encourage strong Jewish and wider communal engagement in their future lives.

4. CURRICULUM IMPLEMENTATION

(OFSTED: for translating that framework over time into a structure and narrative, within an institutional context)

Curriculum in KS3

This is designed to provide an ambitious, broad, balanced and comprehensive curriculum that provides a clear transition between primary and secondary school. The curriculum ensures that students experience a range of subject areas to inform and inspire their learning. Bandings for subjects are organised to plan for and deliver appropriate challenge and progression.

Students cover a broad and balanced curriculum. There is a core programme of English, Maths, Jewish Studies, Science, History, Geography, Ivrit, French or Spanish, Art, Music, Technology (Food, D&T and Textiles), Computing, PE and PSHCE. There is a programme of careers education that is threaded through all key stages.

In Year 7, students study the core programme and study French or Spanish. Ivrit can be studied at GCSE level for those fluent in the language.

In Year 8, students study the core programme and study French or Spanish. Ivrit can be studied at GCSE level for those fluent in the language.

In Year 9, students start the GCSE Maths course. They are also able to select two of Art, Music and Technology thereby allowing them to focus on additional curriculum time on their preferred subjects. Additional language opportunities are available for the most-able linguists.

There is an extensive informal Jewish education programme and extra-curricular provision for KS3 students.

All students study age-appropriate RSE in accordance with our policy in this area.

All students are expected to study the core programme. Only where there are individual needs will this be personalised in order to serve the best interests of the students.

Curriculum in KS4

It is important that all our students continue with an ambitious, broad and balanced curriculum at Key Stage 4 and in designing the Key Stage 4 curriculum we aim to meet the requirements of the National Curriculum and also provide an inclusive curriculum for our students.

JFS expects students to complete 9 or 10 GCSEs:

- English Language and English Literature
- Maths
- Science (Double or Triple)
- Religious Studies
- 3 x options

The options will, usually, reflect a broad and balanced curriculum comprising a language, a humanities and an arts subject. In so doing, students will complete all the buckets of Progress 8. Students may opt for two Humanities and, in rare circumstances, may do two arts subjects. We highly recommend that students take a language and our starting point is that students should be sitting the EBACC suite of subjects. However, we recognise that for some students this is not in their best interest.

Students continue to study PSHCE and PE in addition to subjects for which they will be entered for public examinations.

In addition to traditional GCSE options JFS offers some vocational programmes. The school commits to ensuring that any such programme has formal accreditation commensurate with other Key Stage 4 qualifications.

Where there are special educational needs and/or exceptional medical reasons, students may not do all 9/10 options. In such cases, students are likely to be allocated time with 1:1 support, catch up work, independent study or support within the inclusion room as appropriate to their needs.

In the most exceptional of circumstances, and by agreement of the school only, students may stop studying a subject mid-way through a course. Such decisions will be based on any special educational needs and/or medical reasons and a review of the student's data (progress, attainment, attendance, approach to learning and so on). Explanations such as a student needing to study for their other subjects or because they no longer enjoy a subject are not considered reasonable. Any decision to be withdrawn from a subject may only be confirmed by the Deputy Headteacher (Curriculum).

Students may study for an additional GCSE (e.g. Astronomy, Ivrit (a year early) and Sociology). These are not considered to be part of the core offer of 9/10 GCSEs.

Additionally, students have access to a rich and broad range of extra-curricular opportunities and academic/pastoral support.

All students study age-appropriate RSE in accordance with our policy in this area.

All students are expected to study the core programme. Only where there are individual needs will this be personalised in order to serve the best interests of the students.

Curriculum in the Sixth Form

In the Sixth Form, we offer an unrivalled range of subjects.

Students study one of four pathways:

- Pathway A – A Level programme
- Pathway B – BTEC programme (Business, Media, Applied Science and Food Science)
- Pathway C – CACHE Childcare Course
- Pathway D - BTEC Level 2 Technical Certificate: Business Enterprise

The Sixth Form at JFS offers a variety of pathways for students depending on their GCSE performance and/or their intended career choice. Pathways and subjects will only be available if there is sufficient uptake.

Students starting in Year 12 will be required to study three A Level subjects (or the equivalent). Students wishing to study further mathematics may choose this as a third or fourth subject. To provide the student with a greater breadth of progression choices, we recommend this is a fourth choice.

In addition to their chosen subjects, students are also required to take an active part in the Jewish dimension of the school as well as in the enrichment activities and courses on offer. Sixth Form students have a compulsory double lesson of recreation, during which time they opt to participate in one of the activities available. These options include: volunteering (Gift, NEXT (Jewish Community Ambassador Programme), art, computing, debating, photography, newspaper and sport, in which we recommend all students participate.

Sixth Form students play a significant role in the life of the school beyond their studies and are role models for the younger students.

All students study age-appropriate RSE in accordance with our policy in this area.

All students are expected to study the core programme. Only where there are individual needs will this be personalised in order to serve the best interests of the students.

Students receive guidance towards higher education, apprenticeships or entry into the work place according to their pathway and personal preferences.

There is a comprehensive and integrated Jewish Studies programme in the Sixth Form which provides a range of options for students to choose from. Students in the Sixth Form also take part in a wide range of non-qualification activities designed to support them in making a positive contribution to wider society including, but not exclusively, sport, volunteering and business.

5. CURRICULUM IMPACT

(OFSTED: for evaluating what knowledge and understanding pupils have gained against expectations)

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- GCSE results analysis
- A Level results analysis
- Vocational results analysis
- Termly analysis of in-year data for Years 7-13
- Progress reports by subject, student and groups of students

However, we recognise that impact is not just about results. The impact may also be seen through a range of indicators, some of which better lend themselves to measurement than others. These may include but are not limited to:

- Participation in school events
- Participation in extra-curricular activities
- Success in non-examination internal and external opportunities (e.g. DofE, Maths Challenge, Young Enterprise, Music for Youth etc)
- Wider contribution to the school
- Wider contribution to the community

6. SEND and EAL: see also separate SEND and EAL policies

Core principles applied to teaching, learning and the curriculum:

- Teachers will plan lessons so that pupils with SEN and/or disabilities and/or EAL can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Provide an inclusive curriculum that is accessible to all our students.
- Effectively deliver differentiated and inclusive learning objectives for all our students.
- Carefully consider the needs of our students.
- Have systems in place to identify where support is needed or intervention is needed to improve learning.
- Work in collaboration with external specialists and parents.
- Continue to update best practice and methods to support students with SEND or EAL.
- Provide high quality provision to meet the needs of our students with SEND or EAL.
- Focus on inclusive practice and removing barriers to learning.
- Enable staff to deliver highly effective and supportive teaching to all students and groups of students.
- All SEND students will be encouraged, where appropriate, to enter for public examinations. JFS ensures that such students receive every support they need in order to achieve this as required by the Joint Council for Qualifications (JCQ) Regulations and Guidance Relating to Candidates with Particular Requirements.

7. Marking, Feedback & Assessment: see Appendices D, E and F

Expectations for marking, feedback and assessment should take into account workload for teachers as well as providing students with appropriate, meaningful feedback.

Core principles:

In order to offer the highest quality guidance and feedback, which will equip students to understand how to make progress, the School will train all staff through on-going professional development to ensure this is achieved in line with the National Teaching Standards.

We will:

- Promote good progress and outcomes by students
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Marking is the responsibility of the class teacher.
- Work should be assessed on a regular basis and clear and appropriate records kept.

8. Homework: see Appendix C - Core principles:

- Check that students have understood class work so that homework is relevant and/or reinforced which should consolidate or extend work covered in school.
- Raise the standard of achievement.
- Provide opportunities for students to work independently and to take responsibility for organising their work.
- Help students recognise the link between good study habits and higher standards of achievement with the aim of developing good study habits for their lives.
- Prepare for future lessons.
- Give time for more extensive coverage of the curriculum, through integrated planning of class work and homework.

9. Policies

- This policy is linked to the Equality and Accessibility policies.

APPENDIX A

Responsibilities

Governors Responsibilities

- Establish the strategic vision and direction for a broad and balanced curriculum which will include Jewish Education both formal and informal.
- Ensure that the curriculum reflects statutory requirements.
- Require a rigorous analysis of student progress and attainment information with comparison against local and national benchmarks and over time.
- Ensure as far as possible that the School has effective curricular resources for learning.
- Oversee plans to ensure that key duties are undertaken effectively across the School such as inclusion, special education needs and disability (SEND), and monitoring and overseeing the impact of student premium and other targeted funding streams.
- Ensure that spiritual, moral, social and cultural (SMSC) development is effectively promoted and ensure that there is an effective programme for sex and relationship education.
- Ensure that the curriculum at JFS prepares students for their adult lives.
- Arrange this in consultation with the Headteacher in accordance with the School's religious ethos.

Senior Leadership Teams (SLT) Responsibilities

- Ensure that a culture of highly effective teaching and learning lies at the heart of the School.
- Ensure that the educational provision supports and strengthens the ethos of JFS
- Establish effective plans for teaching and learning priorities in accordance with the agreed guidance of the governing body.
- Develop effective continuous professional development (CPD).
- Quality assure Long Term/Medium Term Plans, Schemes of Work, and regular monitoring through work scrutiny and sampling.
- Quality assure of teaching and learning through learning walks and coaching.
- Oversee management of performance over time in line with the Teachers Standards.
- Ensure the delivery of a broad and balanced curriculum.
- Communicate effectively with all stakeholders.

Middle Leadership Responsibilities

- Develop a culture of highly effective teaching and learning in accordance with whole school priorities.
- Communicate the vision and strategies for improvement to teaching staff.
- Ensure that the educational provision supports and strengthens the ethos of JFS
- Develop and promote effective programmes of study, Long Term/Medium Term Plans and detailed schemes of work.
- Monitor and embed new initiatives.
- Provide support to teachers.
- Ensure consistency of practice.
- Embed effective approaches to the curriculum and assessment to support student progress and learning.
- Support and challenge teachers through lesson observations, work scrutiny, and the celebration of the work undertaken by students in their lessons.
- Oversee and improve the quality of curriculum being delivered.
- In consultation with the SLT, ensure that subject areas are provided with effective resources for learning.
- Assist in the analysis and interpretation of data on students' performance against school expectations and other comparative data, and arrange suitable interventions as appropriate.
- Take an active role in the annual departmental review.
- Ensure that members of the teaching staff follow the agreed marking, feedback and assessment policies.
- Assist in the management of external examinations, assessment exercises or tests, and ensure that these are moderated so that all students are assessed at the same standard.
- maintain centralised records of the levels attained throughout the year.

Teachers' Responsibilities

- Consistently deliver engaging, well-planned, differentiated lessons that allow all students to make at least good progress.
- Be responsible for the progress of all students in their class to ensure students make at least good progress.
- Engage with the Seven Principles of Expert Teaching (Appendix B)
- Ensure that work is marked in accordance with marking and feedback expectations.
- Provide the subject leader with records of scores and grades attained throughout the year.
- Ensure that student-friendly assessment is used regularly in lessons.
- Set regular and meaningful homework.
- Provide opportunities for students to apply and develop their literacy.
- Work collaboratively by identifying and sharing good practice across all areas of the curriculum.
- Be open to professional development, regardless of the stage of your teaching career.
- Listen to student views and be open to their opinions.
- Understand how the educational aims of JFS reflect the school's vision and values and support this endeavor
- Fulfil the staff responsibilities of the Home School Partnership Agreement

Students' Responsibilities

- Follow the Code of Conduct and respect the rights of other students and adults in the School.
- Students should ensure that their work is presented clearly, neatly, coherently and effectively.
- Show a positive attitude towards learning, act on feedback from teachers about how to progress further in their learning with high aspirations to becoming independent and collaborative learners.
- Be familiar with and uphold student responsibilities as outlined in the Home School Partnership Agreement

Responsibilities of Parents, Guardians and Carers

- Support the School in maintaining an orderly learning environment and fulfill their responsibilities as laid out in the Home School Agreement and support the School in ensuring that their child is learning appropriately both at school and at home.
- Regularly review SIMS Parent App and Show My Homework.
- Engage positively with the School to resolve any difficulties regarding their child.
- Attend events such as parents' evenings and parent information evenings.

Form Tutors Responsibilities

- Contribute to and monitor the progression and well-being of individuals in their tutor group and provide advice and support to students socially, pastorally and academically.
- Monitor behaviour, home learning, rewards and sanctions, uniform, punctuality and attendance.
- Encourage and develop the ability of students to evaluate and take responsibility for their own learning
- Monitor the academic progress and attitudes of individual students.
- Help to advise students at key transition points in their school career.

Heads of Year Responsibilities

- Monitor and evaluate the overall experience of groups and individuals in their year groups.
- Set clear expectations for the use of tutor time, monitoring the work of tutors and the quality of tutor time.
- Monitor the progress and potential of the year group through progress tracking meetings, using student data to identify areas of underachievement and plan interventions.
- Maintain an overview of the experience of students in their year group, including through monitoring rewards and sanctions.
- Monitor attitudes to learning, including through attendance and homework.



TEACHING AND LEARNING

Expert Teaching Requires...

A positive Behaviour for Learning environment

So that ...

Students feel safe, supported and motivated and enthused about their learning and about their relationships with the teacher

Challenge

So that...

Students have high expectations of what they can achieve

Explanation

So that...

Students acquire new knowledge and skills

Modelling

So that...

Students know how to apply the knowledge and the skills

STUDENTS ENGAGE IN RETRIEVAL/DELIBERATE PRACTICE

Questioning

So that...

Students are made to think hard with breadth, depth and accuracy

Feedback

So that...

Students think about and further develop their knowledge and skills

PLEASE NOTE THAT SECURE SUBJECT KNOWLEDGE UNDERPINS ALL OF THE ABOVE ELEMENTS.

SEVEN PRINCIPLES OF EXPERT TEACHING

The first principle is Behaviour for Learning. As much as possible, teachers need to set the right conditions for a positive learning environment enabling a respectful and courteous relationship between teachers and students.

Challenge is the driving force of teaching. Only by giving students work that makes them struggle and takes them in to the 'Stretch' zone, will we be able to move students beyond what they know and what they can do now. It is important to have the highest possible expectations of them.

Challenge then informs teacher explanation, which is the skill of conveying new concepts and ideas. The aim is to make abstract, complex ideas clear and concrete in students' minds. This can be deceptively hard to do well.

Modelling is a vital tool which helps to break down explanations. It involves 'walking' students through the task/procedure. This enables teachers to demonstrate the procedure and thought processes they will soon apply themselves. It often involves the use of exemplar work.

Once these steps have been covered, students need to practise. Without practice, student learning will be patchy and insecure. They need to practise and they need to practise many times – with the aim that they will make marginal gains – with each attempt.

Retrieval and Deliberate practice* is the hinge point upon which the vast majority of the other principles / strategies turn (excluding Behaviour for Learning perhaps). This is because it helps to develop skills, understanding, knowledge and, in doing so, something else that is fundamental to learning – memory.

Students also need to know where they are going and how they are going to get there. Without feedback, practice becomes little more than task completion. Feedback is vital in guiding students on the right path. Moreover, the feedback we receive as teachers helps us to modify our future practice. And so the cycle continues...

Like explanation, questioning is a skillful art. It has a range of purposes: it allows us to keep students on track by testing for misconceptions and it can promote deeper thought about the subject content – hence linked to challenge.

APPENDIX C

Homework Guide Overview

Homework is work that is set to be done outside the timetabled curriculum. It typically contains an element of independent study in that it is not usually directly supervised by a teacher.

It is important in raising student achievement. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Homework requires careful planning on the part of teachers and subject leaders together with careful integration into the scheme of work of each curriculum area.

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Homework may be or involve:

- Independent learning
- Consolidation of work done in class (as opposed to the continuation of unfinished classwork)
- Specific preparation for forthcoming lessons
- Practice
- Completion of coursework assignments
- Research
- Reading
- Interviews
- Artistic and creative work
- The effective use of ICT
- Recording

What should be considered when setting homework?

- Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes.
- It should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge is likely to be beneficial.
- The quality of homework is more important than the quantity.
- Students should receive feedback on homework which is specific and timely.
- There should be a clear purpose for the homework set and this should be communicated to the students.

How parents may monitor the homework set

Show My Homework is a simple homework calendar the School will be using to ensure homework is set and communicated with parents across the School. Teachers can use it to set homework quickly and ensure the learners and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

How can homework be accessed?

- Homework can be accessed by teachers, students and parents in the following ways:
- Please go to <https://jfs.showmyhomework.co.uk>
- No login required to see the School homework calendar. You can see homework that is set across the schools and then use the filters to find what you are looking for.
- A personalised homework calendar is available for all users including students and parents. Once you login, you can only see your own homework schedule.
- There are iPhone and Android apps available for free for students and parents.
- The Show My Homework service is available and works on all devices using a modern browser such as IE 8+, Safari, Chrome and Firefox.

APPENDIX D

Marking, Feedback and Assessment Expectations

Rationale

The School aims, through excellence, to educate its students to their full potential.

Every student is therefore entitled to an assessment process which enhances their learning.

Marking is the responsibility of the class teacher.

Work should be marked on a regular basis and clear and appropriate records kept.

This part of the policy is also mindful of the expectations placed on all teachers in the National Teacher Standards with regard to assessment, feedback and marking, especially:

- Promote good progress and outcomes by students.
- Adapt teaching to respond to the strengths and needs of all students.
- Make accurate and productive use of assessment.
- Have an extensive knowledge and well-informed understanding of the assessment requirements for the subjects and curriculum areas they teach, including those related to public examinations and qualifications.

The importance of oral feedback:

We aim to develop the use of verbal feedback and student responses to achieve the following objectives:

- Reduce the quantity of written feedback and instead, provide instant oral feedback in lessons, noted by the students.
- Develop an ethos in which teachers can focus on the learning of the students
- Foster targeted talk about knowledge and skills.
- Encourage students to think about where they're going, how well they are getting on and what's next.

Key Principles

Key principles for marking and feedback are:

The sequence and structure of assessment and feedback will be designed to support good progress for all students and an improved work-life balance for teachers.

Formal regular assessments will take place within guidelines agreed for each subject area.

Departmental moderation will be used to ensure the accuracy of assessment data.

Departments must designate specific work to be marked in detail: such marking should support students in completing formal assessments or help them to make progress in the next formal assessment that they will complete.

Classwork and homework should be acknowledged and feedback should be given on a regular basis (this includes checking student folders).

Work which shows the outcomes of learning must be acknowledged in some way through one of the following:

- Self-assessment
- Peer assessment
- Oral feedback
- Whole Class Feedback
- Tick/brief comment during lesson to indicate seen
- In depth marking and/or feedback (as below)

Teacher marking should be completed in red pen; peer or self-assessment should be completed in green pen.

Written feedback must be given in clear handwriting and neatly presented.

Independent working is to be encouraged at all points, giving students opportunities to use each other as resources for learning and sharing feedback (See appendix 7d for examples and strategies).

Students are expected to follow the presentation guidance.

Work to be marked in detail should follow whenever sensible and possible the format of:

- What Went Well (or words to that effect): *include positive comments where appropriate, and explain why the work was good*

- Even Better If (or words to that effect: *write a specific comment about what needs to be done to improve the work, based on specific assessment criteria, objectives or their target grade/level. This may also include a model to scaffold improvement.*

Dedicated Improvement & Reflection time

Students must have the opportunity to comment and act on the targets set. Opportunities to share written or verbal feedback should be planned into the curriculum and time should be allocated in lessons for this to take place. It is expected that the student engages with the teacher feedback and their response should be evidenced. Improved, developed or re-drafted work which is a response to feedback, written or oral, should be clearly identified. This is essential to maximise the impact of marking and in making marking a productive dialogue between teacher and student.

Subject specific Policies

Each department or subject area should have a separate marking and assessment policy to supplement the whole school policy. This policy should include details of:

- Work which will be marked in **detail**
- Details of the marking policy during teaching related to coursework
- Criteria by which students' work will be assessed
- The systems which ensure consistency of teachers' assessments within the department
- Record-keeping and how the department uses student records to inform progress, planning and reporting

Monitoring

It is the responsibility of SLT and middle managers to ensure that all class teachers mark work on a regular basis, and keep clear and appropriate records.

The quality of marking and feedback will be monitored by all staff via book look exercises and quality assurance exercises. This may involve looking at a selection of exercise books or work samples to assess the impact and effectiveness of marking and feedback.

The outcomes of book looks and work scrutinies will be shared with subject areas and individuals and may inform part of the performance management process.

Assessment data will be used to identify underachievers and intervention strategies should be led in departments.

Further information can be found in the Marking and Feedback Departmental Policy

Written Feedback Policy –

Detailed feedback:

- It is a requirement that each scheme of work has these opportunities for feedback and students engaging with feedback built within them. The common term of student engagement with feedback is “**Dedicated Improvement and Reflection Time**” (DIRT) and students should do this in **green pen**.
- Detailed formative feedback should be in accordance with John Hattie’s model of feedback. See diagram below.
- Detailed formative feedback should happen _____
- Feedback should be in the form of WWW/EBI
-

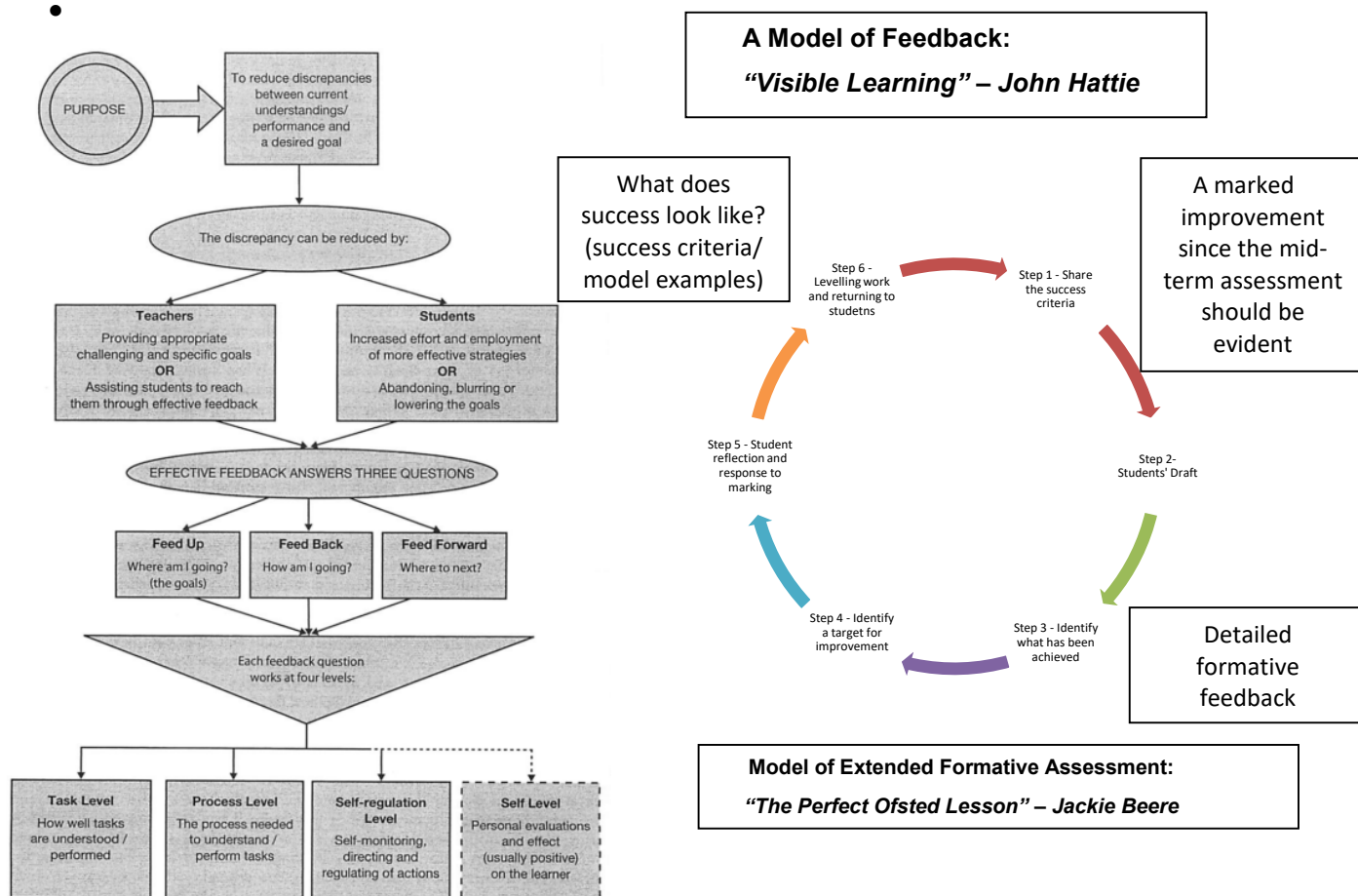


Figure 9.9 A model of feedback

Using marking as a diagnostic tool:

- Teachers should use the information gauged by looking closely at students’ books **to inform their teaching**. Marking books provides both feedback to the students *and* to the teacher so that the quality of teaching and learning can improve to match the needs of the class.

Literacy marking:

- Teachers should be rigorous in identifying subject specific spelling, punctuation and reoccurring common errors in students’ work and these should be acted upon by students, they should be encouraged to create a glossary of key terms
- When literacy marking, common symbols should be used. These symbols are standard across the school and are listed in the students’ planners.

Mark	Means
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Sp	Try this spelling again. If necessary use a dictionary and record the new word in your spelling log at the back of your book.
P	There is a problem with punctuation. Check this work and punctuate it correctly. See your teacher or teaching assistant if you need help or advice.
//	Mark in where the paragraphs should be.
^	Something is missing. Check for missing words or add more detail.
√	Well written. Clear and correct.
√√	Striking and imaginative work. Very good work.

Avoid:

- Praising the child as opposed to the task.
- Unless it is supplemented with an explanatory comment designed to aid progress, avoid meaningless and non-specific praise, ie: "Good" & "Well done!"
- Leveling/grading work too frequently. Comment-based feedback is the best way for students to make progress; levels can be distracting. This is particularly the case when marking formatively
- Feedback not relating to the learning objectives / success criteria.
- Providing written feedback for all students in a class when you find that a particular lesson or concept simply has not been understood by the majority. Re-model/re-teach and get students to make the corrections in green pen instead! Like John Hattie says, *"Feedback can only build on something; it is of little use when there is no initial learning or surface information."*
- Situations where you are repeating the same target again and again. Students should be making progress against their targets so an intervention would then need to take place.

The monitoring of written feedback

Feedback should be monitored by the Middle Leader, though a book sampling audit every half term and through the learning walks and the formal lesson observation process. SLT line manager's will include "Feedback" as a standing item on link meeting agendas as an item for discussion. There will be a teaching and learning review of each faculty.