



All Saints Catholic College



We are His body, living and learning as one.

CURRICULUM POLICY

BE INSPIRED. BE EXCELLENT. SUCCEED



Document Record

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Contents Page

Content	Sub sections	Page Number
Curriculum Intent	A. Rationale	4
	B. Catholic Curriculum	4
Curriculum	A. Curriculum Aims	4
	B. Planning and Organisation	6
	C. Roles and Responsibilities	8
	D. Teaching and Learning Strategies	11
Curriculum Implementation	A. Teaching Groups, Class Sizes and Ability Grouping	11
	B. Key Stage 3 Curriculum Model	12
	C. Key Stage 4 Curriculum Model	12
	D. Courses List	12/Appendix
Curriculum Impact	A. Target Setting	12
	B. Assessment	12
	C. Assessment Reports	13
	D. Pupil Progress	10
	E. Monitoring, evaluation and review	14
Inclusion		14
Teaching and Learning	A. Principles of teaching and learning	15
	B. Quality Assurance	16
Marking and Feedback	A. Principles	16
	B. Feedback in practice	17
	C. Approaches to marking	18
	D. What this looks like in the classroom	19
	E. Marking for literacy	19
	F. Quality Assurance	19
Homework	A. Introduction	20
	B. Why do we value homework?	20
	C. Principles	20
	D. Homework Activities	21
	E. Expectations	23
Appendix	A. Key Stage 3 and Key Stage 4 Course Lists	24
	B. Learning and Teaching Framework – Whole Class Feedback Sheet	25
	C. Learning and Teaching Framework – Routines and Relationships	26

Curriculum and Assessment Policy


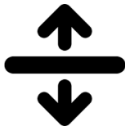




1. Curriculum Intent

A. Rationale

We strive to deliver a curriculum which enables all young people to succeed with their faith at the centre of their lives. Our pupils will become inspired, resilient thinkers who have acquired the essential knowledge, skills and qualifications to utilise their God-given talents to the fullest. We help our pupils to become successful individuals who fulfil and exceed their expectations and achieve academic excellence, allowing them to move onto their chosen post-16 destination. We support our pupils so that they become confident, respectful and self-regulating individuals who can live healthy, spiritual and fulfilling lives as part of our All Saints' family and beyond.

We expect our pupils to be responsible, healthy, community focused citizens who make meaningful contributions to society, driven by the values of the Catholic Church. We aim to inspire our children to be creative, practical and respectful young people who are inspired to continue learning throughout their lives.

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

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

B. Catholic Curriculum

Our Catholic ethos is central to everything we do as a school at the heart of our community. We follow at least 10% curriculum time within Religious Education, during which pupils' study Catholic Christianity alongside Judaism at Key Stage 4. At Key Stage 3, pupils follow RE Curriculum Directory and explore other world faith traditions. Within the teaching of Relationships and Sex Education the Diocesan approved resources are used, Ten: Ten.

2. Curriculum

A. Curriculum aims:

The Curriculum lead will ensure that there is a Curriculum Overview for each year group in each subject as they progress through the school (long term planning documents). This will



record the curriculum delivered in each curriculum year and provide a framework for future planning.

Subject leads will be responsible for developing the schemes of learning within midterm planning documents, by arranging for collaborative planning between teams of teachers. Schemes of learning will:

- Be responsively updated and re-written at least annually
- Be developed collaboratively
- Be structured using the latest knowledge of cognitive science and subject knowledge
- Utilise the most effective teaching and learning resources and strategies including those shared in staff CPD to facilitate our pupils in learning and remembering more
- Include strategies for checking for understanding: I-We-You/Checkpoint marking and Hinge Questions
- Identify key knowledge and key skills to be taught
- Identify vocabulary to be taught
- Outline the assessments to be undertaken and what method of testing to be used

From pupils' entry into All Saints, each year is planned to stretch and challenge pupils. Departments design a broad and balanced curriculum in order to offer the core knowledge, methods, terminology and approaches to thinking within their subject. They constantly work on adapting the curriculum offer through mapping exercises and cross-departmental collaboration. From Year 7 onwards, pupils regularly revisit core concepts, recall key knowledge, and repeatedly practise subject skills to develop a deeper knowledge and understanding in preparation for their next steps and future study. Academic and Technical study at Level 1 / Level 2 (including GCSE) offers a wide entitlement. There is opportunity to study triple or combined sciences and a wide selection of open subjects are offered including Expressive Arts subjects, Technology subjects, Physical Education, and Business Studies.

The KS3 curriculum serves a clear purpose in every subject. The curriculum in each subject covers the content of the National Curriculum and puts high challenge, enjoyment, and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and pupils' knowledge of curriculum content is deepened through schemes of work that have been developed to suit our pupils. Alongside Mathematics, English, Sciences, Religious Studies and Physical Education, all pupils study a broad range of subjects at KS3 which expose pupils to creative, technical, and vocational aspects of learning.

In Year 10 and 11, GCSE/Level 2 qualifications begin and knowledge is embedded. We strive to give pupils as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We are proud that we cater to pupils of all abilities and starting points, including pupils who aspire to Oxbridge, with several past pupils now gaining places in these prestigious universities. In Year 11, some pupils benefit from the addition of "Period 7" at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.



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

C. Planning and Organisation

Period 1

Students in Key Stage 3 and Key Stage 4 receive 10 x 20 minutes of Period 1 time (with form tutors) over a fortnight. Period 1 consists of assemblies and work in either tutor groups or year groups.

Period 1 seeks to support the personal development education of students by addressing issues such as:

- Spiritual life
- Attendance and Safeguarding
- Careers Information and Guidance
- British Values and Social, Moral, Spiritual and Cultural Education.
- PSHE and RSE curriculum
 - Literacy and Numeracy
 - Enrichment

Citizenship Education

Citizenship education is delivered to all Key Stage 3 and Key Stage 4 pupils within:

- Two 20-minute PHSE/ RSE within Period 1 sessions each week.

Computing

All students in KS3 receive ICT/Computing lessons and have the opportunity to progress to Key Stage 4 options within ICT with Cambridge Nationals in Interactive Media and GCSE Business Studies on offer.

Spiritual, moral, social and cultural development

The personal development of students (SMSC) is a major aim of education and is central to the education of the whole child. Our ethos is focused on the development of the whole person and SMSC values encompass all aspects of school life and all subjects, each subject has outlined how SMSC is explored within their subject area within their curriculum pages on the school website.

British values

We agree with and uphold Department for Education's five British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect



- Tolerance of those of different faiths and beliefs

Examples within curriculum planning documents identify where within our curriculum offer we embed British Values as well as where opportunities are provided for pupils to engage with and understand the values outside of curriculum subjects and at whole school level.

Cultural Capital

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

Careers guidance

We facilitate the delivery of impartial information, advice and guidance. This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year.

Literacy

We have an extensive Literacy provision which stretches our most able pupils and provides support to those pupils who need it. A number of pupils require additional literacy catch-up. This small-group teaching aims to fill the gaps in pupils understanding in order that their literacy is not a barrier to them accessing the rest of the curriculum. To address this, all of our year 7 pupils follow a programme of personalised Literacy intervention using Lexia. Work using this software takes place in school and at home. In addition to this, all pupils in years 7 and 8 have a library lesson which focuses on reading this, either independently or in small groups depending on the child's ability. We provide the most able pupils with complex and challenging texts so that they can access more challenging aspects of the curriculum and increase their hinterland knowledge. Pupils' identification and progress is monitored through testing windows, the testing structure below allows us to measure impact and provide support or challenge where it is necessary:

- June= Year 7-Year 10
- September= Year 7
- February- Year 7-11

Numeracy

We have a Numeracy provision which stretches our most able pupils and provides support to those pupils who need it. We test all pupils using the testing structure below, allowing us to identify pupils in need of additional support. Various strategies are used within our



support sessions, encompassing online software packages, small group teaching and one to one support. The sessions are either delivered by specialist teachers or members of our support staff. Pupils' identification and progress is monitored which enables us to measure impact proactively:

- June= Year 7-Year 10
- September= Year 7
- February- Year 7-11

C. Roles and responsibilities

As a Catholic community we are committed to providing a curriculum to ensure that all pupils make progress regardless of their starting point. Assessment is the vehicle by which this is done. This considers their individual gifts and talents as well as preparing them for life in the wider community. This policy is for Key Stages 3 and 4 at All Saints Catholic College. Assessment and the accuracy of data are at the core of all that we do so that all groups of learners make sustained progress during their school journey. Accurate assessment and the resulting data should constantly inform what goes on in the classroom so that the needs of all are met. Assessment is a tool for improvement rather than a judgement – it needs to be the starting point.

The Deputy Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The Headteacher and Governing Body will ensure that:

- It considers the advice of the Deputy Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Assistant Headteachers will ensure that:



- They have an oversight of curriculum structure and delivery within each link department.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with HOD on a regular basis and that actions are taken where necessary to improve these.

Data Manager

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

Head of year and form tutors will:

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

Heads of Department will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the Senior Leadership informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Sims team. This includes meeting deadlines related to exam entries etc.



- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

All teachers must:

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

Students will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.



- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed of any decisions to change the setting of their children.

D. Teaching and Learning Strategies will include:

Questioning

- Questions are planned and clearly identified in departmental schemes of work and lesson plans
- Questions are targeted so that they challenge all groups of learners. Teachers identify which pupils they want to ask specific questions (target questions)
- Teachers use Hinge Questions at key moments in a lesson to check pupils' understanding is secure before moving on to a new concept.

Formative assessment/Feedback

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

Summative assessment

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

3. Curriculum Implementation

Curriculum Delivery

The school day is arranged into five 60-minute lessons and is timetabled over two weeks. Subject specialists are deployed in all areas and are supported by Teaching Assistants and Higher-Level Teaching Assistants.

A. Teaching Groups, Class Sizes and Ability Grouping

Each year group at KS3 and KS4 is split into 6 or 7 sets. In KS3, the year groups are split into two parallel bands, in each band, there is one group of higher ability students and the other groups are set in mixed ability. Most classes contain approximately 25-30 students. All setting



arrangements are initially informed using transition information from Key Stage 2 with all students being baseline assessed on entry in CAT tests, English/Maths and Reading tests. Where Key stage 2 data is not available students will undertake baseline assessments within English, Maths, Cats Tests and Reading tests to determine a baseline bench mark. At KS4 students are placed into ability settings for the duration of their GCSE's studies with the year groups being split between a A and S bands.

B. Key stage 3 Curriculum Model

Subject	English	Maths	Science	RE	PE	MFL	History	Geography	Design Technology	PA	Art	Computing	PSHE/RSE
Year 7	7	7	7	5	3	4	3	3	3	3	2	3	x4 (period 1)
Year 8	7	7	7	5	3	4	3	3	3	3	2	3	x4 (period 1)
Year 9	7	7	7	5	3	4	3	3	3	3	2	3	x4 (period 1)

C. Key Stage 4 Curriculum Model

Subject	English	Maths	Science	RE	PE	PSHE/RSE	Option 1	Option 2	Option 3
Year 10	8	8	8	5	3	x4(period1)	6	6	6
Year 11	8	8	9	5	2	x4(period1)	6	6	6

D. Key stage 3 and Key Stage 4 Course Lists

Please see Appendix.

4. Curriculum impact

Assessment and Reporting

A. Target Setting

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

B. Assessment

All year groups have three whole school assessment windows scheduled in the school calendar.

This data is entered into SIMS and analysed according to priorities and groups of learners. This is referred to as the current working grade (CWG) and is looked at considering the target grade. It allows all stakeholders to look at progress over time and identify and implement appropriate intervention. The data will then be analysed using SISRA. This will be done by cohorts, individual learners or specific groups of learners (supported by FFT).

Prior to the three assessment windows:



- Exam papers must be downloaded into the Subject Leaders file in the shared area so that they are accessible to all leaders in the school
- KS4 assessments will take place in the hall (timetable created by exams officer)
- KS3 assessments will take place in the allocated week in lesson time. The HOD is responsible for ensuring that all staff adhere to this
- Success criteria are to be shared with all pupils

Following the three assessment windows:

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

C. Assessment reports

- For years 7, 8 and 9 we report assessment data using SIMS. Formative assessments are measured against learning themes for each subject, teaching staff record the progress pupils are making against the assessment themes every term. The table below shows the colour, statement, and points for each learning objective. Once each learning object for the term has been rated each pupil and parent receive a report:

NOT ACCESSING You are not yet working at a level which is expected for a child of your age

EMERGING You are not always working at the expected level

DEVELOPING You have shown that you are secure in the knowledge and skills within statement and are confident in it

SECURE You have excelled and shown that you are working at the highest level for your current age

- For years 9 and 10 teachers submit a current working grade only. However, in year 11 a current working grade and a predicted grade are submitted for each subject.

D. Pupil Progress

The position of the school is present the moment data is inputted into trackers at teacher and department level. There is no time delay between data entry points, there is the ability to see the whole picture immediately. Specific staff members are able to access grades and results for all students across all subjects, pulling data directly from the trackers for an instant overview of individual, departmental and whole school progress.

The software package provides:

- Whole school overview
- Live racking of data



- Individual student reports
- Snap shot and compare
- Forecasting

E. Monitoring, evaluation and review

The Governing Body will receive an annual report from the Deputy Headteacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made. The Governing Body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

5.Inclusion

Teachers set high expectations for all pupils. All are welcomed at All Saints and we show love for all our family. We will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and Information Report.

Teaching and Learning

There are 3 areas of this section including:

- 1) Teaching and Learning**
- 2) Marking and Feedback**
- 3) Homework**



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

1)Teaching and Learning

Our approach is encapsulated by our Catholic mission and sets out to improve student inclusion and achievement. It is focussed on one of our core pillars;

- Curriculum
- Quality First Teaching
- Assessment, Feedback loops
- Climate for Learning

The priority for learning and teaching 2024/25 is:

Continuous improvement to **Quality First Teaching** with a focus on **metacognition/pupil independence**.

A) Principals of teaching and learning

Effective teaching and learning help our pupils to learn and remember over time. We drive towards a consistent application of the Learning and Teaching Framework, techniques and purposeful tasks to achieve effective teaching and learning.

Literacy	Inclusive Teaching
When teachers understand and implement strategies to develop pupils reading knowledge and skill; provide explicit Tier 2 and 3 vocabulary instruction; promoting skilled oracy and insist on the highest standards of spelling, punctuation and written presentation.	When teachers respond to pupils personal and academic starting points by appropriately adapting teaching to break down any barriers to learning using precise instruction; clearly presented modelling, extended handovers of I do We do and You do, independent practice, appropriate teaching pace and high challenge.
The pupils knowledge and understanding is deepened; they have their cognitive load reduced and memory capacity increased. They begin to master the curriculum, communicate more effectively and have increased confidence.	The pupils have a clear direction for their learning; are systematically challenged to think hard; feel more confident in their learning, achieve a high success rate and are resilient in their pursuit of academic excellence.
Assessment loops	Metacognition
When teachers use responsive assessment techniques that include formative real-time, in-class assessment tasks such as retrieval, hinge questioning and increasingly challenging deliberate practice along with	When teachers provide explicit instructions about how we learn and remember; share techniques for improving retention of knowledge, specify what gaps individual pupils have and how to fill these gaps,

summative assessments to inform planning and diagnose specific gaps in knowledge and support pupils to fill these gaps.	prepare materials to enable pupils to be independent and to practice, practice, practice to master the curriculum.
Then pupils experience high challenge whilst learning is diagnosed; misconceptions are identified and their long-term memory of skills concepts and knowledge is strengthened through increased practise. Pupils fill in gaps in their learning and achieve a high success rate.	Then pupils become aware of their strengths and areas for development and understand how they learn. Their practice impacts significantly on their learning over time and increases their success rate resulting in independence and long-term memory of skills, concepts and knowledge.

B) Quality Assurance

The quality of Teaching and learning is evaluated at all leadership levels through learning walks, pupil voice, staff voice and book looks. HODs quality assure the teaching in their departments and SLT quality assure the areas they line manage. Together we collate the results and feed this into the development cycle for continuous improvements to be made. This process is overseen by the Deputy Headteacher who collates the results and coordinates the coaching process.

2) Marking and Feedback

Aims of marking and feedback

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

A) Principles

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

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

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

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



The purpose of marking pupils' work is to:

- Ensure the appropriate pitch and challenge of work
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects
- Facilitate self-esteem and motivate pupils
- Ensure high standards of presentation, accuracy, and quality of pupils' work.
- To feedback to the pupil on when and why they make mistakes to help correct these
- To feedback on misconceptions or problems with understanding
- To inform future planning
- To gather information for target setting
- To monitor pupils' progress in whole College initiatives e.g., literacy / numeracy / SMSC
- To help identify any special needs
- To help the pupils understand how 'marks' are allocated for exams / assessments and to help the pupils gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment

B) Feedback in practice

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

The written feedback should:

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



Marking will provide effective written feedback if:

- Feedback incorporates the 5Rs of feedback in some way, these are:
 - **R1:** Redraft (edit and improve certain areas of your work)
 - **R2:** Repeat (practise again and again to master specific skills)
 - **R3:** Revisit (practise by answering similar questions)
 - **R4:** Re-learn/Re-test (ensure you fully understand previous learning)
 - **R5:** Research & record (develop your work with deeper insight and wider references)
- Pupils are given time to read over the comments and respond to them

It is the responsibility of the Head of Department, to ensure that the marking policy is followed. A review of marking forms part of the Quality Assurance process.

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

C) Approaches to marking

Approaches to Marking All marking at All Saints Catholic College should fit into one of the following categories and the consistent use of the school's marking codes.

Acknowledgement Marking: the teacher regularly checks that work has been completed and that there are no obvious mistakes but does not mark in detail. This light touch marking might include verifying peer assessed work. This is a valuable tool to ensure that students are completing tasks set and for providing acknowledgement of this. The use of stamps, ticks, 'score out of ten', stickers and school codes are good examples of this type of marking.

'Closing the Gap' Marking: this is more thorough and detailed marking where students are given clear guidance on how their work could be improved (and hence 'close the gap'). Feedback is given on significant pieces of work as a specific question to be answered or set of instructions to be followed. It is essential that students get time to act on this feedback.

Peer/Self/Verbal feedback: verbal feedback often occurs at many points during the lesson both planned and spontaneous. Peer and Self-assessment can be effective tools to promote independent and reflective learning but the focus must be clearly on the learning objectives and success criteria and students should have the process modelled first.

Whole Class Marking and Feedback: teachers will on occasion mark a whole class set of books and offer feedback on 1 document for all students. This is a whole class feedback sheet and will detail common errors, examples of excellent work and specific activities that the students need to complete.

D) What this looks like in the classroom

Every lesson: Teachers share learning objectives and tell students how their progress will be assessed against these. Teachers make success criteria explicit before students start any pieces of work that will be marked in detail. Students are confident that assessment and feedback will be linked to these criteria.

On a regular basis: Selective self or peer marking will be planned for and encouraged. Students expect verbal feedback from their teacher so that areas of difficulty are addressed promptly. Opportunities are given wherever appropriate for students to act upon verbal and written feedback. Students are encouraged to check their work for common literacy errors, and self-correct as directed by their teacher

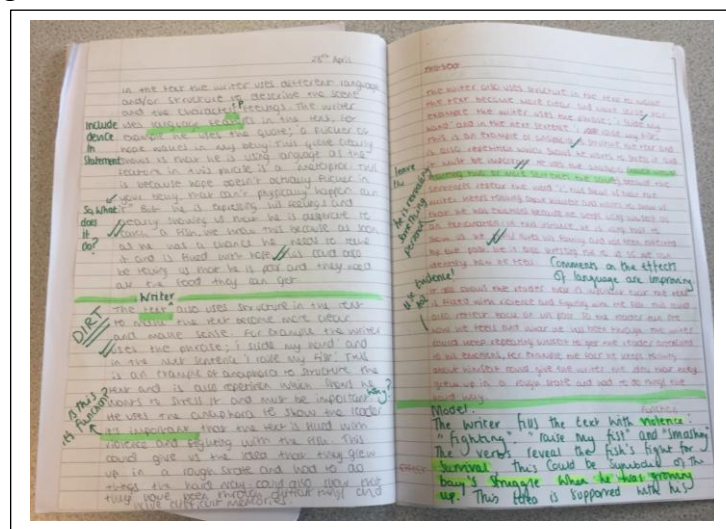
Every 3 times per half term: Teachers use one of the strategies or similar to mark a piece of work in detail. A section of the next lesson is devoted to students responding to and acting on the feedback.

E) Marking for Literacy

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

Commenting on aspects of literacy within marking:

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



F) Quality Assurance

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

3) Homework

A) Introduction



At All Saints Catholic College, we believe that homework can add much to a pupil's development, confidence and attainment and is therefore an important part of a child's education.

Aims of the policy:

Through implementation of this policy, we aim to:

- Give pupils the opportunity to extend their learning and knowledge.
- Ensure a consistent approach throughout the school
- To encourage pupils to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education
- To make set homework relevant and meaningful for pupils linked to knowledge and skills covered in lessons.
- Make expectations about homework clear to pupils, parents and other carers
- Provide opportunities for parents and pupils to work together, thereby, fostering an effective partnership between home and school

B) Why do we value homework?

Pupils benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are afforded the chance to retrieve key knowledge, practice skills, consolidate understanding of work covered in the classroom and to increase confidence and fluency. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

C) Principles

- The amount and difficulty of homework is tailored according to the pupil's age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the pupils progress through the school so the amount of homework, learning and practice increases.
- Teachers ensure that the tasks are accessible, purposeful and aimed at supporting the learning of knowledge, developing and consolidating basic skills and providing pupils with sufficient practice to support pupils to gain confidence and fluency.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both pupils and parents.
- High expectations for neat presentation are in place to ensure that pupils maintain a similar high standard of work at home as in school.



- Homework will be linked to previous learning and key skills and will be meaningful and relevant.
- Parents will be informed about our aims in setting homework and about the importance this type of work plays in pupil's education

D) Homework Activities

Homework is designed to build upon the concepts and skills that pupils have been learning across a range of subjects. The tasks are focussed on:

- Retrieving key knowledge
- Practising questions to build fluency and confidence

Pupils will receive homework via Class Charts, Sparxs Maths, Sparxs Reading and Lexia

Key Stage 3 (Year 7 -9)

- **Reading** at least 4 times a week
- **Sparxs Maths** (30 minutes per week)
- **Sparxs Reading**
- **Lexia** (Year 7 only) This is personalised reading practice for pupils.
- **Learning basic knowledge** (20 Questions and answers set on Class Charts)
- **Carousel Learning in Science** accessed on Class Charts.
- **Independent practice questions** based on questions completed in class. These questions build on the basic knowledge and will have been modelled in class. Practice question support pupils to gain confidence and fluency.

Key Stage 4 (Year 10 and 11)

- **Reading** at least 4 times a week
- **Sparxs Maths** (1 hour)
- **Learning basic knowledge** (20 Questions and answers accessed on Classcharts)
- **Carousel Learning in Science** accessed on Classcharts.
- **Practice questions** based on questions completed in class. These questions build on the basic knowledge and will have been modelled in class. Practice questions support pupils to gain confidence and fluency within the topic they are studying.
- **Filling gaps in knowledge.** Following assessments, pupils will be given specific guidance on gaps in their knowledge. Pupils will use videos, notes and where applicable, Sparx Maths to fill in these gaps and then they will practice specific questions which will support them to gain confidence.
- **Independent exam questions.** These are deliberately chosen to support pupils to consolidate learning and promote mastery and confidence by mixing a range of topics from the curriculum.

Learning basic knowledge (20 questions and answers)

At the start of each topic pupils have access to the basic knowledge they need to know for each subject. This knowledge is presented as 20 questions and answers on their ClassCharts. Homework will be set for pupils to spend time learning this knowledge at home. It is important for pupils to learn this basic knowledge by looking and reading, saying the answers, covering and writing out the answers from their head before checking they are correct.



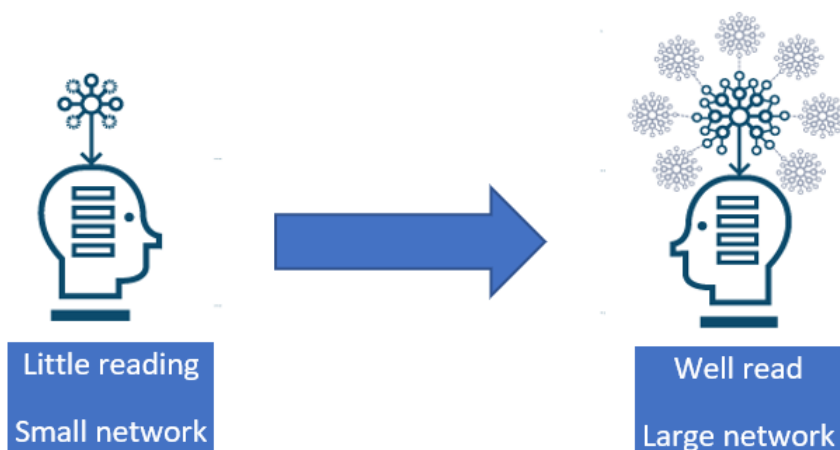
- Look
- Say
- Cover
- Write
- Check

Parents can help pupils by reading out the questions for them to say the answers out loud before they are ready to write them out from their head. Pupils will be asked these questions in the retrieval tasks at the start of every lesson and in their assessments to help make basic knowledge stick.

By knowing this basic knowledge off by heart, pupils will increase their understanding when their teacher shows them how to use this knowledge in more complex questions. Learning these facts also helps pupils to grow in confidence and reduces the stress of assessments.

The importance of reading

Reading regularly is fundamental to the development of pupils at All Saints Catholic College. When pupils read, their interconnected network of knowledge in their brain grows with more words, images and knowledge that new knowledge can connect to, making learning easier over time.



This is why it is important for pupils to regularly read a variety of texts from magazines to fiction and non-fiction books. Pupils in Year 7-9 have a timetabled lesson in the library. The school librarian will suggest new books which will stretch and challenge pupils. Parents can help by talking about what pupils are reading and encouraging them to read a little every day. Pupils in Year 7-9 have access to Sparx Reading which is designed to personalise reading for pupils.

E) Expectations

It is the expectation that all children will at least attempt to complete homework tasks to the best of their ability. If pupils need support to access these activities, then they are invited to attend the weekly lunch-time homework club, run by staff, where IT and stationery will be readily available.

Dates for handing homework in are always made explicit by the class teacher on Class Charts.

A written set of expectations will be written on Class Charts to inform parents and pupils of the standards we expect from each piece of homework.



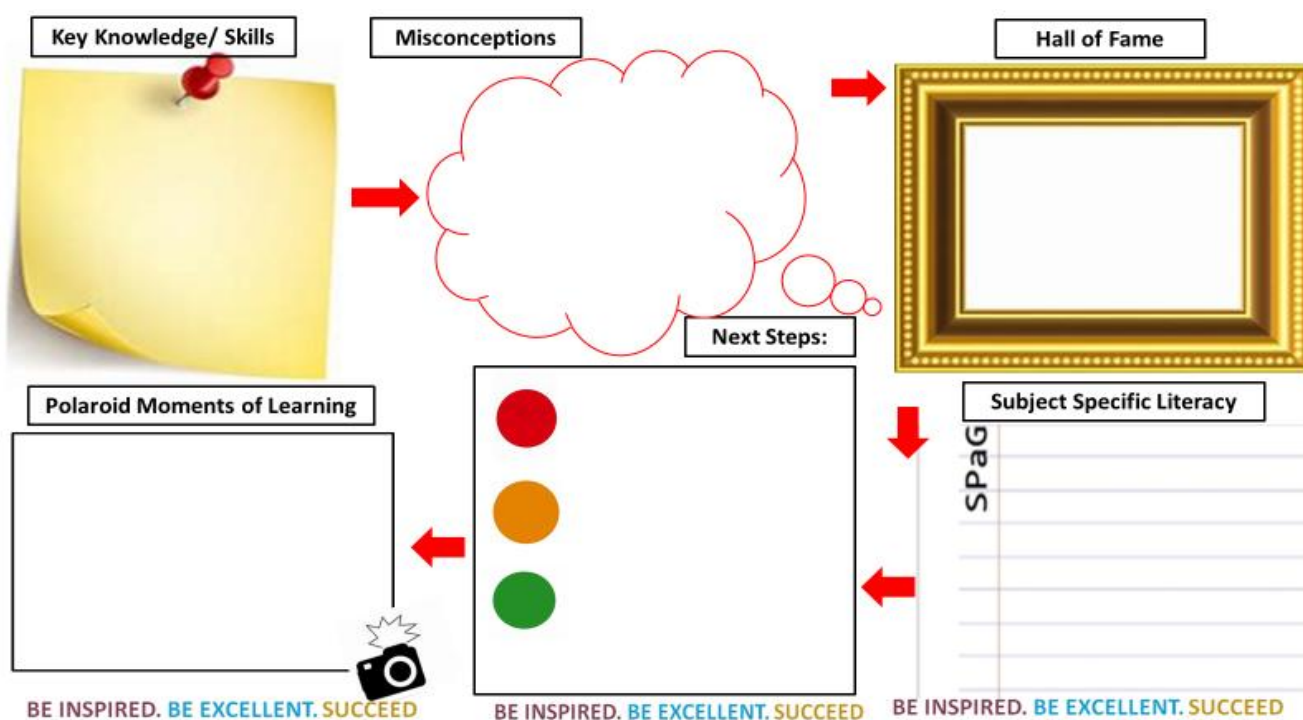
Appendix

A) Key stage 3 and Key Stage 4 Course Lists

Key Stage 3: Subjects	Key Stage 4: Subjects	EXAM BOARD
Art	Art	AQA
Citizenship	Business	Edexcel
PSHE/RSE	Citizenship	No exam
Computing	English Language	AQA
English	English Literature	AQA
Geography	Geography	AQA
History	History	AQA
Maths	iMedia	OCR
Modern Foreign Languages (French / Spanish)	Maths	OCR
Performing Arts	Further Maths	OCR
PE	Statistics	Edexcel
RE	Spanish	AQA
Science	French	AQA
Technology (Cooking / Graphic Design / Product Design)	Performing Arts	Edexcel
	Music BTech	Edexcel
	PE Core	No exam
	Sport Science	Cambridge National OCR
	RE	Edexcel

	PSHE/ RSE	No exam
	Combined Science	Edexcel
	Biology	AQA
	Chemistry	AQA
	Physics	AQA
	Hospitality and Catering	WJEC
	Graphics	NCFE
	Functional Skills	NCFE

B) Learning and Teaching Framework - Whole Class Feedback Sheet





C) Learning and Teaching Framework – Routines and Relationships

Culture and mission	<ul style="list-style-type: none">•Maintain constant vigilance around pupil safeguarding and well-being. Report all concerns on CPOMS. Every child in this school is every member of staff's responsibility not just those you teach.•All staff should understand the additional academic and regulation needs of the children they teach and implement adaptations outlined in pupil passports.
Entry	<ul style="list-style-type: none">•Be present on corridors at change over to ensure children are transitioning well between lessons and arrive punctually to lesson.•Teachers welcome pupils at the door with good morning/welcome and pupils sit in their allocated place on the seating plan on Class Charts.•Each lesson starts with a retrieval task based on the 20 questions and answers.•The register is taken during the retrieval task.
Modelling and Deliberate Practice	<ul style="list-style-type: none">•Key vocabulary is explicitly taught.•A mastery approach to extended handovers is taken to modelling using I do, We do, You do.•Understanding is checked through skilled questioning to ensure there is a high success rate.•Pupils are given sufficient time to practice new skills independently.•Challenging work is scaffolded and pupils are supported to achieve a high success rate.•There is a culture of teaching reading fluency and comprehension in all classes.
Metacognition	<ul style="list-style-type: none">•Feedback loops are used to support pupils to be independent learners and to fill gaps in their knowledge.•Metacognition is a corner stone of the learning journey and pupils are taught about how to learn and supported to actively monitor their own learning.•Homework is provided to support the retrieval of key knowledge and practise to build fluency and confidence.
Co-regulation and relationships	<ul style="list-style-type: none">•All staff should be familiar with triggers and de-escalation strategies understand the additional needs of the children they teach outlined in pupil passports.•Class routines are practised and modelled and pupils are rewarded for meeting expectations.•Co-regulation is used to de-escalate and resolve issues. Class Charts is used to report issues.
Exit	<ul style="list-style-type: none">•Each lesson ends with pupils stood behind their chair, dismissed row by row, while staff observe corridor behaviour and say farewell to pupils.•Teachers will add All Saints Achievemnt Points to Class Charts