



Things done well make the best memories

SIR NORTON KNATCHBULL – 1637

Teaching, Learning & Assessment Policy

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Reviewed by:	Sarah Neale
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Updates to Policy: Addition of ‘no mobile phones’ – as per Behaviour Policy (page 2), introduction of literacy marks in assessment (page 8), addition of 1 to 4 grades for ATL and homework reporting (page 10), reflecting new KS3 assessment (page 11) and update on written report framework (pages 13 – 14).

July 2025 – update on page 11 to reflect KS3 quartiles in assessment and use of AI

Teaching, Learning and Assessment Policy – Overview

An Effective Curriculum

The NKS Curriculum is based on the Knatchbull Baccalaureate. This provides a holistic framework for our curriculum provision across all areas of school life – both in the timetabled curriculum, underpinning all aspects of teaching and learning and beyond.

The 'Knatch Bacc' is based on 4 pillars:

Academic

The timetable, the subjects, the lessons, the assessments, the exam outcomes. Students at NKS experience a rigorous academic curriculum in which it is acknowledged that secure understanding of knowledge underpins higher order thinking, synthesis and analysis.

Extra-Curricular

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

Community

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

Excel and Extend

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

Behaviour for Learning:

This is our guidance for students and staff, to facilitate an effective learning environment.

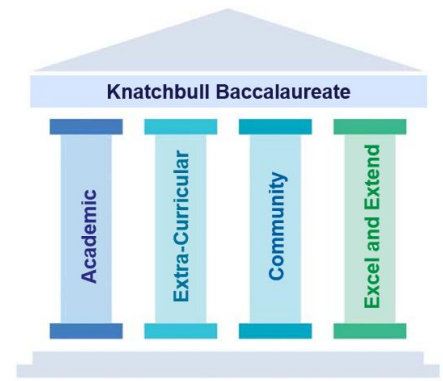
As per the Behaviour Policy, mobile devices should be "off and away".

Student Guidance

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

Staff Guidance

- Consistent application of the behavioural policy for all students.
- Students being greeted at the door in a positive manner (and check uniform).
- The register being taken in the first 5 mins. An emergency alert should be called for any missing students.
- A "Do Now" task should be provided on entry that all students are required to complete.



- A seating plan in place with particular attention given to SEN and PP students. Staff should endeavour to learn and use student names.
- The application of the presentation and literacy / numeracy policy
- The dismissal of students in an orderly way.

Presentation of Work:

Priorities when you present your class and homework:

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

Marking and feedback:

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

Teaching, Learning and Assessment Policy – The Detail

Effective teaching and learning:

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

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

Effective assessment:

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

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

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

Summative assessment

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

Examples include:

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

Formative assessment

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

Examples include:

- **Do now** activities at the start of lessons.
- **Interactive Q&A** sessions e.g., recall starter questioning or end of lesson 'What have we learnt today...?' questions.
- Impromptu **quizzes/polls**
- **Self and peer assessments**
- Visualisation or doodle map of what they have learnt.

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

Effective Marking and Feedback:

Marking and feedback should be meaningful, manageable, and motivating to support students' progress and confidence. Marking and feedback are two-way processes at NKS. Teachers should use marking and feedback opportunities to inform their teaching and curriculum planning. For students, effective marking and feedback will provide information about their performance and how they can improve it and we look to provide ways for students to respond to feedback.

Feedback can take different formats but should always focus on supporting students' progress. Written feedback will be in the form of departmental comments and codes as well as SPaG and numeracy codes.

At NKS, the minimum expectation for written marking is that there should be one formal (graded) assessed piece of work completed per term **or** at the end of a unit of work (i.e., six per year). Each

department will clearly identify their assessment intentions via their Curriculum Handbooks and their year-by-year assessment overviews.

Whole-school strategies for feedback

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

Spelling, Punctuation and Grammar (SPaG):

SPaG Codes:

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

Science for Learning Language:

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

- Retrieval
- Connections
- Prior Learning
- Working memory
- Long term memory

Homework:

Students at NKS will make effective use of time outside of the classroom to consolidate and widen their own understanding. Independent learning is key for our students to take ownership of their learning. The rationale behind the use of homework is:

- To consolidate and practice class work.
- To prepare work for future lessons.
- To develop research skills.

- To allow for assessment of understanding.
- To develop good study habits.
- To enable students to work to a deadline.
- To encourage personal responsibility and organisation.

Setting Homework:

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

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

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

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

Satchel:one

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

Literacy and Numeracy

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

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

Reporting to Parents:

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

Years 7 and 12 will receive three data drops a year, one reporting ATL grades only in Term 1, and one which will have grades and comments.

- Key Stage 3 students are assessed using Emerging, Developing, Security and Mastery. Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4

- Key Stage 4 students are assessed using GCSE grades (9-1).
Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4
- Key Stage 5 students are assessed using A Level grade (A*-E).
Their Attitude to Learning (ATL) and Homework grades are rated 1 to 4

The assessment grade coding for this is set out by key stage within Appendix C.
Guidance for comment report writing is set out within Appendix E.

Parent Evenings

Parent evenings are held online via the School Cloud app.
Each year group will have one Parent Evening per academic year, lasting 3 ½ hours.
Appointment slots are 4 minutes for Key Stage 3 and 4, and 5 minutes each for Key Stage 5.
Guidance on how to structure an appointment can be found in Appendix E.

Quality Assurance of teaching, learning and assessment and CPD

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

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

Each learning walk and learning talk can be combined into one visit and will be no more than 15 mins.

A total of 3 learning walks and talks across year groups would be appropriate for a full-time member of staff. Where staff teach across different departments the 3 visits will be distributed proportionately in line with their teaching load.

CPD

CPD for teaching staff is divided broadly into three areas. The first is 'Whole School' which will be sessions designed for all teaching staff on whole school priorities. These six sessions are for all teaching staff and are held on a Thursday at the start of each new term. They are designed respond to new and emerging educational research and Government initiatives or areas emerging from the School Improvement Plan.

The second area is subject specific CPD, with sessions staggered across the year. This allows Subject Leaders to be responsive to areas of departmental development including moderation, that are highlighted via the QA process. Departmental foci will feed into the whole school CPD programme.

The third area allows for individual flexibility. 'My CPD' are 6 sessions allocated across the academic year where staff can focus on developing skills for the role they are in, or the role they would like to get to. These can relate to school targets, your classroom practice or personal progression.

An explanation of how these hours are utilised should be included in your PDR form. How they are used must be agreed with your line manager and should support development.

In addition to these sessions, we will run two additional Inset Days (Jan and March/April) for training – with guidance provided to subject leaders in advance to allow for set up of these 2 days.

Part-time members of staff are expected to attend a proportion of sessions in line with their teaching load.

Whole school CPD model

Percentage of FTE for part time staff

Whole School Focus	6
Subject Led	11
Individual Focus	6

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

Appendix A: Literacy Policy

Literacy Vision
At NKS, throughout all subjects and specialties, we acknowledge the value of Literacy. It is the responsibility of all subjects, not just the English department, to support and challenge Literacy skills. All subjects and teachers will positively frame their use of literacy, and view this as a tool to support subject knowledge and understanding.
Literacy Across the Curriculum

All Subjects

All teachers are teachers of literacy so literacy should be at the heart of all lessons and subjects. As Literacy is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition.

These include, but are not limited to:

- Explicitly teaching new vocabulary for each topic/unit
- Explicitly teaching the structures and conventions of writing within their subjects
- Planning for opportunities to support and develop oracy work

Most subjects will explicitly teach literacy skills to support their curriculum, so all departments work closely with the English department and Literacy lead to coordinate teaching across the curriculum.

All departments will plan for literacy development in their curriculum planning and will actively support students to transfer skills from one context to another.

Literacy Priorities

1. Explore/collate different types of writing that Year 7 students are expected to produce – and how these are taught
2. CPD for improving understanding of literacy skills
3. Whole school approach to teaching new vocabulary i.e. Frayer model

Acknowledging literacy in departmental assessment.

4 marks are given for literacy based on the following:

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

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

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

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

Appendix B: Numeracy Policy

Numeracy Vision |

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

Numeracy Across the Curriculum

All Subjects

While not all subjects naturally teach mathematics skills in their lessons, all subjects *do* teach problem-solving and 'soft skills' which relate to high-quality thinking skills. These include, but are not limited to:

- Pattern spotting
- Generalising
- Analysing the effects of change
- Presenting logical arguments

Because one, or more, of these skills is relevant to each subject, these skills must be explicitly taught throughout the curriculum. Subjects are responsible for 'sign-posting' when they are using these skills to improve student metacognition.

Quantitative Skills

Some subjects must explicitly teach mathematical skills to support their curriculum.

These departments work closely with the mathematics department to coordinate teaching across the curriculum.

Where a skill is needed in one subject, if it has not already been taught in the mathematics curriculum, the specific subject is responsible for explicitly teaching the key skill in addition to how using this skill enhances the subject itself. For example: if Design and Technology uses the Pythagorean Theorem, but this hasn't yet been covered in the mathematics curriculum, the DT lesson must include how to follow this process before applying it.

Conversely, mathematics lessons will link skills and process to other departments where applicable. In both instances, explicit links will be made to the other subject so students can transfer their understanding from one context to another.

Numeracy Priorities

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

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

ATL		Homework
<p>Always follows the school's behaviour for learning rules and is fully prepared for lessons.</p> <p>Good behaviour contributes to successful learning.</p> <p>Responds positively to feedback and guidance, developing their work and skills as a result.</p> <p>Actively engages with independent learning.</p>	1	<p>Homework is always completed on time.</p> <p>The quality of the work goes above and beyond the expectations set.</p> <p>The work is presented with care and accuracy.</p>
<p>Follows the school's behaviour for learning rules and is fully prepared for lessons.</p> <p>Good behaviour contributes to successful learning.</p> <p>Routinely responds positively to the expectations of, and guidance from staff.</p> <p>Students participate in self-directed independent learning activities</p>	2	<p>Homework is completed on time.</p> <p>The quality of work is of a good standard.</p> <p>The work is presented neatly and has minimal mistakes.</p>
<p>Follows the school's behaviour for learning rules and is usually prepared for lessons.</p> <p>Behaviour is good most of the time, but can receive a first warning.</p> <p>Often responds to the expectations of, and guidance from staff.</p> <p>Students can participate in self-directed independent learning activities.</p>	3	<p>Homework is not handed in every time.</p> <p>The quality of work is acceptable but requires more detail.</p> <p>The presentation of work can be untidy.</p>

Working below the expected standard of the school's behaviour for learning rules and an L1 behaviour has been set for this.	4	Homework is not submitted on time or is not of a suitable quality.
Often unprepared for lessons.		The quality of work is incomplete or missing significant detail.
This impacts negatively on own learning.		The presentation of the work is untidy.
There is little or no participation in self- directed independent learning activities.		An L1 behaviour has been set for this.

Key Stage 3 Assessment Criteria

For our KS3 cohorts we report the quartile that a student's attainment places them in. For each subject students are reported to be in quartile 1,2,3 or 4. Quartiles were introduced this year (2024-5), in order to allow parents and carers to see where their son 'sits' within the year group. If a student is within the 1st Quartile, then their attainment is within the top 25% of student attainment. If they are within the 2nd Quartile then their attainment is in the second 25% of student attainment and so on. Although each NKS year group is unique, the relative prior attainment across the year group is statistically similar and hence comparisons of this nature are valid from year to year. Given that NKS is Grammar school it is important to remember that these are quartiles applied to our very able cohort which is based on the top 27% of the national cohort. Reported monitoring grades are the result of reviewing the student's work since the last assessment point – including assessed pieces, classwork, and homework.

Assessment Code	1	2	3	4
Definition	Students within the first quartile (highest) of attainment in their year group	Students within the second quartile of attainment in their year group	Students within the third quartile of attainment in their year group	Students within the fourth quartile (lowest) of attainment in their year group

Key Stage 4 Assessment Criteria:

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

Reported monitoring grades should be arrived at as a result of reviewing a wide range of the student's work since the last assessment drop – including assessed pieces, classwork and homework to determine a projected grade based on a range of data. The PPE grade is also reported. These grades will be fine graded from 9+ to 1- when reported for assessment drops. The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

From that analysis, discussions at department level and Raising Standards meetings can inform intervention

measures to scaffold support or to stretch and challenge students by teachers, Subject Leaders and Heads of Year.

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

Key Stage 5 Assessment Criteria :

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

Reported monitoring grades should be a result of reviewing the student's work since the last assessment drop – including assessed pieces, classwork and homework to determine a projected grade based on a range of data. The PPE grade is also reported. These grades will be fine graded from A*+ to E- when reported for assessment drops. The fine grading allows for more detailed analysis of the data (Arbor and ALP's).

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

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

Appendix D: Guidance for Staff on Parent Evenings

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

Parent Evening meetings should contain:

1. Acknowledgement of what the student is doing well within the subject
 2. Targeted advice from teaching staff about what the student needs to do to improve
 3. Signposting of resources available and specific advice on how parents can support their child
 4. Any questions from Parent/Carer
- There should be no dramatic surprises; ensure that there has been communication of any serious issues prior to the meeting via Arbor/phone call/email home
 - Cameras should be ON.

Information for Parents

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

Appendix E: Assessment and Reporting – Review and Expectations

The following suggestions have come from the Teaching, Learning and Assessment group and our meetings to discuss and reframe this, and feedback from the Parent Voice events.

Written Report Framework

Key Stage 3 report comments should include:

- Positive statement (what is going well)
- Improvement statement (grades would improve if)
- Suggestion of where to go for independent study resources - subject specific – linking where possible to the area for student improvement.

Key Stages 4 and 5 report comments should include:

- Positive statement (what is going well)
- Specific improvement statement (student grades would improve if) linked to topic or PPE grade

Quality Assurance

This is to minimize the likelihood of spelling and punctuation mistakes, student names not matching those in report comments, discrepancy between grades and comments made or inaccurate data.

There needs to be a timely QA process to allow for this process.

- Steps 1, 2, and 3 would take place from the start of term, up to the monitoring date for that year group.
- Steps 4 and 5 would take place in the week after the monitoring deadline.
- Reports issued to parents on the Tuesday following our staff monitoring deadline.

Quality Assurance Steps

Step 1: Data Manager	<ul style="list-style-type: none">• Open report mark book at the start of each term, to allow for data input• Email staff reminders of upcoming deadlines
Step 2: Subject Leader & Line Manager	<ul style="list-style-type: none">• Comment banks are viable if the comment content is checked for spelling, punctuation, and grammar, and will link to new material for independent study
Step 3: Class Teacher	<ul style="list-style-type: none">• To generate the report for individual students• To check that name, grade and comment are accurate.• To check spelling, punctuation of their written report• To complete this process by the Tuesday reporting deadline
Step 4: Subject Leader	<ul style="list-style-type: none">• Proofread a sample of department reports (2 per class)• Name and grades correlate• Comments relate to content taught
Step 5: Head of Year & Inclusion Manager	<ul style="list-style-type: none">• Proofread student who are on HOY report• Proofread students with EHCP (PU/JG)• Check grades and comments correlate

1. Guidance for comments

- Departments modify / expand existing comments to ensure there are a range of positive and improvement statements for each year group.
- Ensure the comments are suitable for the time of academic year – reflecting the unit, module or component that is being worked on at that point of the curriculum map.

Outcome:

- Allows staff to use a range of prewritten comments as a framework to build and customise the written reports for their classes.
2. **Central resource area for each department** (on Arbor or in SharePoint)
- Departments share the comments on Arbor **or** in SharePoint for staff access
 - Arbor does not have a filter for snippets to identify by subject or year group – it lists snippets alphabetically
 - If you choose to insert snippets into Arbor to use as your comment bank, **label them as the year group, your subject and content.** For example:
9 Maths ATL good 1
9 Maths Homework Poor 1

Outcome

- Departments share the comments on Arbor or in SharePoint for staff access.
- Upload comment banks into the staff Teaching and Learning Subject Area – where the Curriculum Handbook is located [Curriculum SharePoint](#)

3. **Quality Assurance – the quality of the subject based comments and SPAG**

Comments uploaded to Arbor **or** SharePoint – depending on preference.

- QA process by SLT begins – content of written comments and SPAG.
- All reports should use he or she pronouns.

Outcomes:

- Bank of centralised resources for department your staff to use.
- Conveys specific useful subject information to parent and student.
- Minimises grammar and content errors in written report received by parent.
- After the initial set up of comment banks it then streamlines workload for the remainder of the year, and can be updated annually.

Time Frame – for monitoring with comments and quality assurance

For internal deadlines see the planning document [Monitoring and Assessment Planning September 24.xlsx](#)

Guided comment statement examples

Positive:

- *Student A's* attitude towards learning in mathematics lessons is consistently good. He works incredibly well independently to complete the work set.
- *Student B's* confidence in his mathematical ability has improved steadily throughout the year, and this is shown in his unit test scores.

Improvement:

- In lessons, *Student C* needs to focus more of his attention on the work set, as he is sometimes distracted.
- Unit 24 (Linear inequalities) would be a useful starting point for *Student D* to revisit.

*Arbor running in Edge and Chrome will run a spell check.

Appendix F: Use of AI

1. Aims and scope

The Norton Knatchbull School understands the valuable potential that generative AI, holds for schools. For example, it can be used to enhance pedagogical methods, customise learning experiences and progress educational innovation.

We are also aware of the risks posed by AI, including data protection breaches, copyright issues, ethical complications, safeguarding and compliance with wider legal obligations such as environmental concerns. Therefore, the aim of this policy is to establish general guidelines for the ethical, secure and responsible use of AI technologies across our whole school community.

This policy covers the use of AI tools by school staff, governors and pupils.

This policy aims to:

- Support the use of AI to enhance teaching and learning
- Support staff to explore AI solutions to improve efficiency and reduce workload
- Prepare staff, governors and pupils for a future in which AI technology will be an integral part
- Promote equity in education by using AI to address learning gaps and provide personalised support
- Ensure that AI technologies are used ethically and responsibly by all staff, governors and pupils
- Protect the privacy and personal data of staff, governors and pupils in compliance with the UK Data Protection Act (GDPR) 2018 and subsequent amendments.

4. Roles and responsibilities

4.1 Pupils

We recognise that AI has many uses to help pupils learn. Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas;
 - **If a pupil is unsure what they can or cannot use AI tools to generate for a particular task, the pupil must verify this with their teacher**
- When specifically studying and discussing AI in schoolwork, set by a teacher

AI may also lend itself to cheating and plagiarism. To mitigate this, pupils must not use AI tools:

- during assessments, including internal and external assessments

- to write coursework, homework or in-class assignments, where AI-generated text is presented as their own work
- to complete their homework, where AI is used to answer questions set and is presented as their own work (for example, maths calculations)
- include any content from AI that they have not read and checked

This list of AI misuse is not exhaustive. Misuse of AI in exam assessments is considered malpractice by all Examination Boards, where separate guidance is issued to students in examinations years, with particular reference to NEA's

Where AI tools have been used as a source of information, pupils must reference their use of AI. The reference must show the name of the AI source and the date the content was generated.

We consider any unattributed use of AI-generated text or imagery to be misuse and will follow our Teaching/Learning and Behaviour policies aligned with where students are found to be plagiarising work.

In the context of exam coursework (NEAs), the Exam Board will be informed.

Pupils must consider what is ethical and appropriate in their use of AI and must not:

- Generate content to impersonate, bully or harass another person
- Generate explicit or offensive content
- Input offensive, discriminatory or inappropriate content as a prompt

Any breach of this policy by a pupil will be dealt with in line with our behaviour policy.

4.2 All staff

Staff must:

- Check against and use only approved AI tools (see section 5)
- Seek advice from the data protection officer / IT team / Head of Computer Science, as appropriate
- Ensure there is no identifiable personal data included in what they put into Open generative AI tools
- Acknowledge or reference the use of generative AI in their work
- Fact-check results to make sure the information is accurate

All staff play a role in ensuring that pupils understand the potential benefits and risks of using AI in their learning. All of our staff have a responsibility to guide pupils in critically evaluating AI-generated information and understanding its limitations.

4.6 Parents

- Parents/guardians will be kept informed of AI tools via regular communication, and asked to support the school by
 - reinforcing the basic principles of suitable use of IT and AI when pupils are completing schoolwork at home
 - let the school know if they have concerns or new information about tools that the school is not aware of
 - consider advice provided to the school in terms of parental controls available through broadband and mobile networks to exclude certain inappropriate tools or content

5.2 Process for approval

A live-list of approved AI tools is available in the Staff SharePoint, linked in Arbor. An example original copy of this list is shown in the appendix at the end of this policy.

Staff are welcome to suggest new ways of using AI to improve pupil outcomes and reduce workload. In the same way as seeking approval for use of IT tools for use with students, Staff should contact IT team / Head of Computer Science who can review the details and identify whether a formal approval via the Data Protection Officer needs to be made via Judicium through its Data Protection Impact Assessment process, as is already the case for web-services that may process student/staff data.

5.3 Data protection and privacy

To ensure that personal and sensitive data remains secure, no one will be permitted to enter such data into unauthorised generative AI tools or chatbots.

If personal and/or sensitive data is entered into an unauthorised generative AI tool, The Norton Knatchbull School will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

5.4 Intellectual property

Most generative AI tools use inputs submitted by users to train and refine their models.

Staff must be careful not to upload copyright material to AI models. Exemptions to copyright are limited – we will seek legal advice if we are unsure as to whether we are acting within the law.

5.6 Raising concerns

We encourage staff and governors to speak to the headteacher in the first instance if they have any concerns about a proposed use of AI, or the use of AI that may have resulted in errors that lead to adverse consequences or unfair treatment.

6. Educating pupils about AI

The Norton Knatchbull School acknowledges that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

In Computer Science lessons, reinforced by teaching by all subject teachers across the curriculum, students are taught how to:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

All students in their KS3 Computer Science lessons will be informed of the policy and actions they should take to make appropriate use of these tools as they evolve. Beyond KS4, use of core Personal Development lessons will be used to ensure all students receive the latest advice and guidance.

7. Use in Formal assessments

We will continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI in assessments.

Staff should

- Ensure pupils are formally warned with regards to the use of AI in the taught elements of all assessments at all levels
- Ensure staff-access to formal coursework, for example holding the live copy of coursework on SharePoint so that the version history can attribute time, size and content of all changes to files
- Use any AI identification tools that the school has licensed use of.

- If a pupil is suspected of malpractice with AI (as with any suspected plagiarism) then staff should interview the pupil to verify their knowledge of the content. Students who have used AI to generate work that is not their own work will have limited detailed awareness of the content and this can be judged by subject-teachers.

Alongside this we will follow the latest guidance published by the Joint Council for Qualifications (JCQ) on AI use in assessment for external examinations.

We will ensure we keep members of the school community up to date on the use of AI technologies for educational purposes. As part of our regular surveys, feedback from pupils, parents/carers and staff will be considered in the ongoing evaluation and development of AI use in school.

For the full AI Policy, please refer to our website on the Policy page.

Equality Impact Assessment (EIA): NKS Equality Impact Assessment

Date of EIA Completion: July 2025

Name and Role of Person Completing Assessment: Lena Seed, Governance & Compliance Professional

1. Purpose of the Policy

To define the school's approach to the curriculum, teaching, learning, assessment, and feedback, ensuring consistent expectations across subjects and alignment with strategic priorities including the use of AI. The policy promotes high standards of pedagogy, presentation, and quality assurance, and supports personalised feedback and reporting.

2. Who is the policy intended to benefit?

- All students (including those with SEND, PP, EAL)
- Teaching and support staff
- Parents and carers
- School leaders and governors

3. What data or evidence has been used to support this assessment?

- Latest DfE guidance on assessment and curriculum
- JCQ guidance on use of AI in assessments
- Internal QA outcomes
- Parent voice and student feedback
- SEND, PP and EAL student attainment tracking
- Staff CPD and workload feedback

4. Identify any potential for differential impact on individuals or groups with protected characteristics

Protected Characteristic	Is there potential for differential impact?	Describe potential impact or justification
Age	No	Applies equally to all students within statutory age range and to staff.
Disability (including SEND)	Yes	The policy includes expectations for adaptive teaching and identifies QA of SEN student experience (e.g. seating plans, line management agenda). However, care must be taken to ensure marking and homework expectations are reasonable for students with SEND.
Gender reassignment	No	No differential impact identified. Respectful use of pronouns is already standard in school reporting practices.
Marriage and civil partnership	No	Not applicable to students. No differential impact for staff.
Pregnancy and maternity	No	Not directly applicable. CPD flexibility and workload management (e.g. 'My CPD' sessions) support staff wellbeing.
Race	No	Literacy and vocabulary development are prioritised for all students. No evidence of differential impact.
Religion or belief	No	Homework scheduling avoids inappropriate deadlines. CPD and QA policies are inclusive and secular.
Sex	No	No differential impact identified. Curriculum and teaching expectations apply equally to all students and staff.

Protected Characteristic	Is there potential for differential impact?	Describe potential impact or justification
Sexual orientation	No	No differential impact identified.

5. Actions to mitigate any potential adverse impact

- Ensure that **QA processes continue to include targeted review of teaching and marking for students with SEND and EAL**, and that staff are supported to make reasonable adaptations to teaching or homework as needed.
- Continue to monitor the effectiveness of **CPD flexibility and AI tools** for equitable workload and inclusive practices across departments.
- Maintain staff training in **assessment fairness and malpractice identification**, including awareness of unconscious bias when reviewing AI-generated work.

6. Summary and Conclusion

This policy supports inclusion, high standards, and innovation. The introduction of AI guidance is proportionate and enhances teaching while safeguarding fairness. No negative differential impacts have been identified for groups with protected characteristics. Appropriate mitigations and ongoing QA will ensure the policy supports the school's commitment to equity in teaching and learning.