



**THE NORTON
KNATCHBULL**
SCHOOL

Teaching, Learning & Assessment Policy

Reviewed by:	Sarah Neale
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Teaching, Learning and Assessment Policy Overview

1. Effective teaching utilises:
 - Sequencing concepts and modelling
 - Questioning
 - Reviewing material
 - Stages of practice
2. The minimum expectation for written marking is that there should be one formal (graded) assessed piece of work to be completed per term **or** at the end of a unit of work (i.e. 6 per year).
3. Marking should inform students of where they are currently and how to improve - see page 6
4. KS3 is marked using working towards, meeting and exceeding expectations for the current 'working at' grade. – see page 10
5. KS4 is marked using GCSE grade criteria 9 to 1 to determine professional prediction for the end of key stage grade – see page 11
6. KS5 is marked using A level grade criteria A* to E to determine professional prediction for the end of key stage grade – see page 12
7. Teachers mark in RED pen, using codes and comment-based marking. See page 6.
8. Students respond in GREEN pen.
We encourage students to reflect and act upon the feedback provided by their teachers and peers.
9. Homework set by staff using Satchel;One.
 - This allows students to track their tasks and submit their work.
 - The homework must include a description of the task(s), any attachments or links to websites, an estimated amount of time to complete the task, how to submit the task (in class or electronically), and a deadline for the work to be submitted.
 - Setting of homework should be in 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.
10. Quality Assurance takes place through learning walks and department standardisation of work. Monitoring and Assessment Calendar notes the data drop points for each year group.

Teaching and Learning at NKS

Effective teaching takes place at NKS when:

- Curriculum planning ensures there is progression of skills and concepts, identifying, drawing on, linking with and extending prior learning.
- It enriches and extends beyond the minimum knowledge and understanding of specification content and is linked to other subjects and the wider world.
- It is based on excellent subject knowledge and the selection of stimulating, engaging and challenging resources.
- Assessment of students' knowledge and understanding informs intervention and support.
- Specific learning needs are considered where appropriate.
- Professional and reflective dialogue takes place between colleagues to share and develop best practice.

Evidence of effective teaching at NKS comprises:

- Regular reviews of previous learning.
- New material is presented in small steps, with lots of opportunity for students to practise – both in class and independently.
- All students being engaged in asking and answering many 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 making progress within lessons and across assessment points over time.

Effective learning takes place at NKS when:

- The learning environment is secure, stable and stimulating.
- Relationships between teachers and students are positive and respectful.
- Students understand the purpose of the learning and see relevance to their own experience and future ambitions.
- Students understand that learning takes place in different ways – and often as a consequence of being ‘stuck’;
- Building on prior knowledge and understanding.
- Success criteria are explicit, and models are provided.
- Learning is active and collaborative.
- Student questioning, reflection, and discussion are encouraged to extend and guide discovery.
- Independent learning and thinking are facilitated and encouraged.
- 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.

Evidence of learning at NKS:

- Thoughtful contributions (both verbal and written) and insightful responses to questioning
- Students will be confident in asking questions of each other and their teacher, exploring concepts and developing language as a means of learning and a tool for thinking
- Actively engaged students - both collaboratively and independently – making sense of new experiences and problem-solving.
- Synopticity – making links between new and prior learning, cross-curricular links, links to the modern world and real-life events
- Productive working environments based on clear and shared expectations which underpin good working relationships with colleagues and students
- Independent learning both inside and outside the classroom
- Preparation/organisation in books, notes, and folders – whether that be hard a copy or electronic (Sixth form will be given guidance, but encouraged to develop autonomy over this)
- Learning is sometimes intangible, untidy, and challenging, and may not always be evident in one moment in time

Effective Homework and Independent Learning at NKS:

We use opportunities outside the classroom for a variety of purposes. These can include:

- Introduction of new content using flipped learning. Lesson time can then be used to explore, challenge, consolidate and extend students' understanding and skill development, identify and address misconceptions and assess progress.
- Consolidation and extension of classroom learning.
- Carrying out independent research.
- Wider reading opportunities.
- Revision and exam preparation.

Independent Learning:

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. At NKS, students:

- Regularly and actively engage with school emails, Satchel:One and other school platforms, such as Microsoft Teams and OneNote, to consolidate and reinforce class learning and support their self-directed independent learning opportunities.
- Complete specific homework tasks by the deadline set by teachers, asking where possible for support when stuck.
- Work independently to further their own learning, guided by suggested tasks/activities provided by subjects.
- Effectively use their supervised study to further their own learning (KS5 only).

Homework expectations

At NKS, we use homework to help our students to develop into independent and self-motivated learners. We aim to set a variety of tasks and activities to develop subject knowledge and understanding. Some tasks are structured and can have shorter deadlines. Others can be more flexible with longer deadlines.

The rationale behind the use of homework is:

- To allow class work to be consolidated and practiced.
- 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:

The school recommends that students in Years 7 and 8 spend an average of 1 hour per subject in a 2-week cycle.

For students on GCSE courses, we recommend up to 1 hour per subject per 2-week cycle. English, maths and science, as core subjects, would expect up to 2 hours per 2-week cycle.

For an A Level student in Sixth Form, we recommend allocating 5 hours per subject, per week. This is to comprise of independent study, consolidation of notes and homework tasks.

Setting of homework should be in 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.

Satchel:One

The details for each piece of homework set by staff on Satchel;One. This allows students to track their tasks and submit their work. The homework then includes a description of the task(s), any attachments or links to websites, an estimated amount of time to complete the task, how to submit the task (in class or electronically), and a deadline for the work to be submitted.

Students should regularly check their Satchel One 'To-Do' list, and mark off their homework as it is completed. This helps to ensure they are up to date with the homework being asked of them.

Parental engagement.

To sign in or create a new parental account visit the web-based parent sign in page, or download the mobile app. This requires you to enter a parental code, which was provided on student enrolment and is available from your child's SSM. Once the code has been entered, it will link to your child's account. Your parental account provides access to your child's 'to-do' list, completed tasks and notifications, eg work not submitted.

Please note we are unable to provide technical support for your own devices, internet access or use of third party apps. However, Satchel One provide comprehensive help for parents, including helpdesk- support via their Parental Support Page.

Parents | Satchel Help Center

Satchel Classes Free and affordable online classes covering a range of topics from career guidance to life skills, creative hobbies and curriculum support.
help.satchelone.com

Effective marking and feedback at NKS:

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

At NKS, we expect students to engage and interact with this process. Teachers will ensure timely return of marked work in line with their departmental assessment plans. Teachers at NKS understand that assessed work, effectively marked with clear feedback, and returned in a timely fashion, makes feedback more impactful for our students. It is extremely important that we balance workload for teachers and the need for effective feedback to our students. One size does not fit all when it comes to marking and feedback. Therefore, the school have agreed whole school expectations but value and recognise the differences across subjects and at distinct stages. As a result, marking and feedback will be different across the school, but consistent within the department.

Evidence of effective marking and feedback at NKS:

At NKS, the emphasis is on marking and feedback which informs the improvement of future work rather than *acknowledgement* marking. This does not mean we do not praise or acknowledge correct responses but recognise feedback can take several formats. We are

focused on supporting students' progress whilst fully supporting an acceptable workload for our teachers. Written feedback will be in the form of departmental comments and codes as well as SPaG and numeracy codes. This will encourage students take responsibility for their learning facilitated by their teachers. Students are expected to fully engage in making improvements to their work and skill development as a consequence.

At NKS, the minimum expectation for written marking is that there should be one formal (graded) assessed piece of work to be completed per term **or** at the end of a unit of work (i.e. 6 per year). Each department will clearly identify their assessment intentions via their Curriculum Plans.

Marking and feedback on formal assessments will deploy a range of strategies which will maintain a reasonable workload and inform teachers' planning, including:

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. This is part of the school's wider work on Diagnosis, Therapy, Testing.
- Code marking: codes will be department-specific to ensure marking has maximum impact on students' progress. See App.1.
- '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 are expected to check the full piece to correct common errors.
- Numeracy codes where appropriate.
- Not every piece of work will be marked by the teacher. This does not mean marking/feedback has not taken place. At NKS, professional working relationships are a key to our success. Consequently, the most effective feedback to support our students' progress is often immediate: verbal feedback on work so far for immediate action, live marking, low stakes testing, self- and peer-assessment.

Please note:

- 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. The challenge we set our students is to see greater quantities of green pen than red. We encourage students to reflect and act upon the feedback provided by their teachers and peers.

Spelling, Punctuation and Grammar (SPaG):

Students' SPaG mistakes will be identified in one paragraph by the teacher. The student will be expected to use the codes to identify the mistake, review their full piece of work, and correct.

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

Students' role in marking and feedback:

Students are to be encouraged to use allocated time in class to respond to teacher marking and feedback. Students will need to identify *actions* to improve.

These could be specific to:

- Subject-specific knowledge – use of PLCs
- Subject-specific skill
- Spelling Punctuation and Grammar
- Numeracy

Literacy and Numeracy

NKS emphasises the importance of literacy and aims to ensure the for the following:

- that all pupils have high levels of literacy appropriate to their age.
- Pupils read widely and often across all subjects.
- Pupils develop and apply a wide range of skills to great effect, in reading, writing and communication.
- The teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum.
- Excellent policies ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

How departments can benefit from effective Literacy:

- Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- Writing helps us to sustain and order thought.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently. It is empowering.
- Better literacy raises pupils' attainment in all subjects.'

NKS recognises the importance of numeracy and the transfer of maths skills;

- Students develop an enjoyment for maths and problem solving
- to equip all students with the necessary skills and knowledge to access the GCSE Higher course they will be studying at KS4. We aim to bring all students up to this level using mastery approaches to teaching and intervention
- to develop students' problem- solving skills and confidence so that they are confident with mathematic contexts and enjoy maths problems.
- adopt mastery approaches to teaching and will use intervention to tackle gaps in students' learning

How departments can benefit from effective Numeracy:

- Pupils build on their core maths skills that are transferable to other subjects
- Graphs can be drawn in maths using various methods ($y = mc + x$, tables of values) but need to be able to transfer the skill into geography and science
- Work with other subject areas to identify maths content is covered at GCSE and A Level specifications
- Align topics / curriculum maps to teach the transferable skills in maths, so it is revisited in other subjects within a specialist context.

Assessment and Reporting at NKS

Effective assessment at NKS:

At NKS, we recognise that a 'one size fits all' approach to assessment, monitoring and reporting does not reflect the complexity of the process across different subjects and stages. Our subject leaders design their assessment, tracking and reporting functions to communicate achievement clearly with students and all other stakeholders where appropriate. Assessment at NKS will differ between departments, just as the course content does. The constant is that all assessment is designed to boost the achievement of our students, who, in turn, will be able to use teachers' feedback to make further progress. Timely assessment will also inform monitoring for reporting purposes. The Monitoring and Assessment calendar is published before the start of the academic year to offer timely opportunities to plan, deliver, and quality assure assessments.

Evidence of assessment for reporting at NKS:

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. Summative assessments will be taken under controlled conditions.

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-Levels
- Formative assessment

Formative assessment

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

Examples include:

- 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.

At NKS, we recognise the importance of feedback to support the learning of our students. We believe in a balance between formative and summative assessment. Summative assessment will typically take place towards the end of a course of study, and its nature often requires an extended marking process to enable moderation. As such, the feedback from summative assessment often comes too late to be implemented in time for the next assessment. As a result, we are also committed to providing regular and timely opportunities to take part in 'low stakes' formative assessment at earlier stages in the learning to ensure students gain the direction they need to make progress.

Effective classroom assessment at NKS:

Teachers will carry out a graded assessment in line with departmental assessment windows. This may be at the end of each unit/term with a minimum of 6 per year.

Typically, fine grading is not required on the individually assessed pieces of work. Fine grading is used to identify the confidence in the grade being reported for the assessment drop data.

Most Able Students

Our Most Able students are those who excel consistently across the curriculum. We seek to inspire and engage them with challenge in every lesson. Students are encouraged to find links between the distinct subjects they study that can deepen their understanding and encourage their enthusiasm for discovery and exploration. Building on the foundations of the Knatch Bacc, we encourage super-curricular study through a range of clubs and societies.

Key Stage 3 assessment codes at NKS:

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

- Students who receive an 'Exceeding Expectations' grade will be on track for a GCSE grade of 7 and above.
- Students who receive a 'Meeting Expectations' grade will be on track for the school's minimum expected GCSE grade of 6.
- Students who receive a 'Working Towards' grade will be on track for a GCSE grade of 5 or below.

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

KS3 Code	Definition		
	Assessment	ATL	Homework
E	E+ Work is significantly exceeding the expected standard in many or all aspects	Always follows the School's behaviour for learning rules and is fully prepared for lessons.	1 Homework is always completed on time. The quality of the work goes above and beyond the expectations set. The work is presented with care and accuracy.
	E Work is exceeding the expected standard in many aspects	Goes above and beyond in their approach to learning, particularly with respect to self-directed independent learning.	
M	M+ Work is consistently meeting the expected standards in many or all aspects	Follows the School's behaviour for learning rules and is fully prepared for lessons. Good behaviour contributes to successful learning.	2 Homework is generally completed on time. The quality of work is of a good standard The quality of work is presented to the standard expected.
	M Work is meeting the expected standards in many aspects, but there is scope for further improvement	Routinely responds positively to the expectations of, and guidance from staff. Students participate in self-directed independent learning activities	
W	W+ Work is working towards the expected standards, meeting some and with refinement could meet many aspects	Working below the expected standard of the School's behaviour for learning rules. Often unprepared for lessons.	3 Working below the expected standard of homework. Homework is often not

	<p>W Work is not yet at the expected standard in many aspects</p>	<p>This impacts negatively on own learning.</p> <p>There is little or no participation in self- directed independent learning activities.</p>	<p>completed on time.</p> <p>Homework is not completed to the expected standard.</p>
<p>Target grades will not be set</p>			

Key Stage 4 assessment grades at NKS:

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

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

These grades will be fine graded from 9+ to 1- when reported for assessment drops.

The fine grading allows for more detailed analysis of the data (Sims, 4matrix).

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 Achievement Leaders.

+	Has potential to achieve the next grade up
	Secure
-	In danger of dropping to the grade below.

Key Stage 4 definitions		
ATL		Homework
<p>Always follows the School's behaviour for learning rules.</p> <p>Goes above and beyond in their approach to learning, particularly with respect to self – directed 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 generally completed on time.</p> <p>The quality of work is of a good standard</p> <p>The work is presented to the standard expected.</p>
<p>Working below the expected standard of the School's behaviour for learning rules.</p> <p>Often unprepared for lessons.</p>	3	<p>Working below the expected standard of homework.</p> <p>Homework is often not completed on time.</p>

This impacts negatively on own learning. There is little or no participation in self-directed independent learning activities.		Homework is not completed to the expected standard.
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Key Stage 5 assessment grades at NKS:

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

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

These grades will be fine graded from A*+ to E- when reported for assessment drops. The fine grading allows for more detailed analysis of the data (Sims, 4matrix).

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.

+	Has potential to achieve the next grade up
	Secure
-	In danger of dropping to the grade below.

Key Stage 5 definitions		
ATL		Homework
<p>Always follows the School's behaviour for learning rules.</p> <p>Goes above and beyond in their approach to learning, particularly with respect to self – directed 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 generally completed on time.</p> <p>The quality of work is of a good standard</p> <p>The work is presented to the standard expected.</p>
<p>Working below the expected standard of the School's behaviour for learning rules.</p> <p>Often unprepared for lessons.</p>	3	<p>Working below the expected standard of homework.</p> <p>Homework is often not completed on time.</p>

<p>This impacts negatively on own learning.</p> <p>There is little or no participation in self-directed independent learning activities.</p>		<p>Homework is not completed to the expected standard.</p>
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Evidence of Assessment for reporting purposes:

Reported monitoring grades should be arrived at as a result of reviewing the student’s work since the last assessment drop – including assessed pieces, PPE, classwork, and homework to arrive at a professional prediction.

Years 7, 8, 9, 11 and 13 students will receive two data drops a year,; one of which will have comments.

Years 10 and 12 will receive three data drops a year, one of which will have comments.

- Key Stage 3 students will be assessed using agreed standards for working towards, meeting and exceeding the department criterion. (The coding for this is set out earlier in this section). Students will have an ATL and Homework rating reported home.
- Key Stage 4 students will be assessed using GCSE grades (9-1) and will have an ATL and Homework rating reported home.
- Key Stage 5 students will be assessed using A Level grades (A* -E) and will have an ATL and Homework rating reported.

Clarity of departmental standards can be found in App.2.

Quality Assurance of teaching, learning and assessment:

Senior Leaders will offer a framework and support for Subject Leaders to be able to consistently monitor Teaching, Learning and Assessment across their department and therefore be able to make secure judgements of their departments.

Senior Leaders will hold regular line management meetings to support departments and a pre-published Monitoring and Assessment calendar will be developed in consultation with colleagues and shared at the start of an academic year. This will have agreed quality assurance measures consisting of:

- Learning walks with an agreed focus (departmental, cross-departmental, paired and

- whole-school).
- Work moderation with an agreed focus (departmental and whole-school).
- Departmental student voice, with an agreed sample.

Departmental CPD time will be dedicated to agreed focus areas identified in the Subject Leader Handbook. These sessions could include moderation activities, knowledge building and sharing, challenging the top, Thinking Hard, Roshenshine's Principles of Effective Instruction, response to student voice, marking and planning.

Departmental summaries will be shared with SLT line management. This will support the identification of group and individual training needs across the school and then inform CPD provision.

SLT encourage the sharing and developing of practice within staff groups, departments, across the school and other schools. If necessary, cover will be provided.

Effective roles and responsibilities for stakeholders at NKS:

Governors

- Support and monitor the effective implementation of the policy.
- Engage with our Governors' Monitoring Plan and make regular visits to discuss school issues with all key stakeholders.

SLT:

- To provide appropriate support, training and resources for subject areas and individual staff.
- To monitor and evaluate the delivery and impact of the policy. (This will be achieved through activities such as meetings for Quality assurance and Raising Standards purposes, leading and participating in TLA activities such as learning walks, work moderation and student voice in partnership with Subject Leaders).
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.
- To be a visible presence to support staff.
- To be a role model throughout TLA.

Subject Leaders:

- To develop and maintain a departmental curriculum and assessment plan.
- To be responsible for the co-ordination of long, medium and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
- To monitor and evaluate consistent delivery of the policy at departmental level.
- To provide appropriate support to team members by providing support, advice and guidance.
- Support staff to take informed risks in new teaching methods e.g. Roshenshine's, Thinking Hard and PiXL strategies.
- To identify and share best practice through effective monitoring of the department via learning walks, work moderation and student voice.

Teachers, Cover supervisors, Study Support Supervisors:

- Actively seek to reflect and engage in collaborative professional reflection e.g. TLA Conversation, departmental learning walks, work moderation all with the focus of

professional development.

- Work collaboratively with colleagues to share best practice and improve teaching e.g. contribute to CPD and TLA conversations.
- To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is effective.
- To implement this policy by planning and delivering high quality learning experiences.
- To have a growth mind set, be willing to take informed risks.

Students:

- To work positively within lessons to enable staff to implement the policy effectively.
- To come to lessons appropriately equipped.
- To be prepared to engage with a variety of learning activities both in class and beyond, including those designed to develop independence and time management skills.
- To willingly engage in all learning challenges and demonstrate self-motivation and independence e.g. wider reading and extending learning tasks.
- To persist when stuck – through trying different approaches, research and asking questions.
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks and super curriculum activities shared via Satchel;One.

Parents/ Carers:

- To support the policy of the School, in line with the Home-School Agreement, by providing support for students at home allowing them to continue to develop their learning effectively.
- Encourage interaction with Satchel One activities, *GCSEPod* and wider reading.