



Our Lady of Lourdes Catholic Multi Academy Trust
St Peter and St Paul Catholic Voluntary Academy



Quality of Education

Curriculum
Teaching and Learning
Independent Learning
Assessment to promote Learning and Progress
Reporting
Quality Assurance



The Ethos of St Peter and St Paul

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help students to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Introduction

The overarching framework of Quality of Education includes the Curriculum Policy, Teaching and Learning Policy, Independent Learning Policy, the Assessment to Promote Learning and Progress Policy, Reporting to Parents Policy and Quality Assurance. These aim to set out the teaching, learning, assessing and reporting procedures we will follow in order to continue to raise the standards of teaching and learning and improve progress across the Academy. The Academy is keen to ensure that the Curriculum is at the centre of everything that we do, in order to provide our students with an exceptional Quality of Education.

Curriculum

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within a school context (implementation) and for evaluating what knowledge and skills students have gained against expectations (impact/achievement).

Intent

Our Mission Statement expresses our intention to ensure that all students, regardless of their academic ability, are given the opportunity to fulfil their potential – not only academically but spiritually, morally, socially, emotionally and physically. So that all students may “have life and have it to the full”. (John 10:10).



Aims

Underpinning our curriculum are our aims to ensure that students are developed to be responsible citizens, independent and confident individuals, constructive contributors to the community and happy and successful learners who achieve well.

Prepared for the future	Lifelong Learners	Responsible Citizens
<p>Our students will:</p> <ul style="list-style-type: none"> • be literate and numerate • be skilled in IT • be financially literate • be articulate in a range of contexts • aspire to the best education, employment or training for their individual pathway and know how to get there • explore and research the careers that interest them • develop the skills to progress to the next stage of education, training or employment 	<p>Our students will:</p> <ul style="list-style-type: none"> • study a broad range of subjects • take opportunities to access the wider curriculum • be resilient • be organised and independent • take pride in their work • continually develop their vocabulary • read widely • develop their cultural capital and appreciation of culture and society beyond their own experience 	<p>Our students will:</p> <ul style="list-style-type: none"> • respect people from other cultures, race and faiths • value equality and diversity in society • care for the academy, local and global environment • know what is going on in the world of work • understand the importance of democracy • know how to identify and maintain healthy relationships • know how to look after their physical and mental health and know how to access organisations that offer help
Perseverance and Determination	Love of Learning and Resilience	Respect and Compassion

Our context underpins our curriculum rationale. In July 2024, 33.5% of students are disadvantaged which is above National Average. The Academy location deprivation indicator is in quintile 2, however the student base is in quintile 4 (more deprived) of all schools in terms of deprivation. Additionally, in general, cohorts are below National Average for reading, writing and mathematics on entry. Approximately 23.5% of our students have English as an additional language, compared to 18.6% nationally. The percentage of students with additional needs (SEND) is significantly above the National Average, EHCP 7.9% (national 4.8%); SEN Support 21.3% (national 13.6%).

Implementation

Tutor groups are organised horizontally from Year 7 to 13 to create an environment focussed upon age specific personal development, particularly around key transition points within their educational journey. Alongside the tutor system is a pastoral program where students are organised into four houses: Bernadette, Francis, Hugh and Teresa. The house system provides excellent opportunities to develop character through healthy competition in all subject domains, contribute to the wider community through engaging with charity activities, and to take responsibility and develop leadership roles. The house system has proved highly effective, students have greater confidence to interact and engage with students of different ages and maturity.

In order to achieve our aims we offer a broad and balanced curriculum with clear progression routes for students of all abilities through Key Stages 3 to 5. Our curriculum continually evolves in order to meet the needs of individuals and groups of students as they progress through the key stages.

KS3 Curriculum

Our Key Stage 3 refers to Years, 7, 8 and 9 where students follow a broad curriculum including Religious Education, English, Mathematics, Science, History, Geography, Spanish, Art, Design and Technology, Computing, Music, Drama, Personal Development (PHSCE), and Physical Education. In Years 7 and 8 students are taught in mixed ability groups with support for those with Special Needs. In Year 8, a second modern foreign language, French, is introduced to the majority of students. The curriculum at Key Stage 3 ensures our students have the experience and knowledge to follow a variety of combinations of courses at Key Stage 4, including access to the English Baccalaureate (EBacc)

KS4 Curriculum

At the end of KS3, students will start their KS4 studies: this will be at the beginning of Year 10. All students receive a carefully structured guidance programme to ensure they are able to make an informed choice for their Key Stage 4 options. The guidance includes:

- detailed curriculum booklet that outlines KS4 course content
- curriculum evenings to meet senior staff and Subject Leaders
- opportunity for individual interviews with key staff to discuss career options and subjects

At KS4, the curriculum has been devised to provide a flexible programme which supports the varying talents and aspirations of our students. The curriculum offer is divided into three key pathways:

- *Academic* for those students studying GCSEs with the aim to complete the EBacc;
- *Academic Vocational* for students opting for a range of GCSEs, and vocational qualifications;
- *Access* where students will be guided in their options for Entry Level/Level 1 and 2 in vocational subjects along with skills for personal and working life. Additional support for numeracy and literacy will be built into their curriculum provision.

Our aim is to ensure our students at the end of Year 11 have a firm educational foundation for their future career or further study.

All students follow a core GCSE curriculum that includes Religious Education, English Language and Literature, Mathematics, Science as well as Personal Development and core PE. Students continue to be taught in ability groups for the core subjects.

GCSE Courses – Combined Science ,History, Geography, French, Spanish, Computing, Art, Photography, Food Technology, Drama, Music, PE, Business

Vocational Courses –PE, Health & Social Care, Creative Media and Home Cooking / Hospitality and Catering

To strongly encourage increased uptake towards achieving the government aspiration for EBacc, through the core subject offer and option blocks, all students will have the opportunity to select the full

'I have come that they may have life and have it to the full'

John 10:10

EBacc curriculum. During the Year 9 option process, students, parents/carers, will be given clear advice on the implications of following courses which are EBacc compliant and non-EBacc compliant. Students who are higher attaining in English and MFL will be strongly encouraged to take the full EBacc. However, the curriculum offer needs to be appropriate to the needs of each student with reasonable adjustments made for individual students.

KS5 Curriculum

At St Peter and St Paul we are able to offer an individualised Sixth Form Programme from a range of facilitating, academic and applied courses. Academic staff give clear advice and guidance concerning appropriate subject combinations for Post-16 study. All students study 3 courses from a comprehensive offer. The Academy aims to run all courses offered for which there is sufficient demand.

Advanced Level GCE: Philosophy and Ethics, English Literature, Mathematics, Biology, Chemistry, Physics, Psychology, French, Spanish, History and Sociology.

Applied Level 3 Courses: Business Studies, Health and Social Care, Computing, Sport, Criminology

All students follow a core timetabled programme of Religious Education and Personal Development and Enrichment.

In addition, the Sixth Form includes provision for tutor time and private study.

Personal Development Programme of Study

At St Peter and St Paul, we recognise that our students are growing up in a rapidly changing society and period of time. This can present our young people with a range of complex challenges and new opportunities. We want our students to acquire the knowledge, understanding and skills to manage their lives, both now and in the future. To help students develop the qualities and attributes required for them to thrive as individuals, family members and members of society, we ensure each student has access to Personal, Social, Health, Careers, Citizenship and Economic Education as part of the taught curriculum.

The Personal Development programme of study is delivered through discrete curriculum time, Living Stones as well as embedded within specific subject areas. The statutory content is divided into three themes:

My Health: Created and loved by God

This aspect of the programme of study focuses on enabling our students to make well-informed, positive choices for themselves. During Personal Development, Living Stones, Science and PE students will have the opportunity to learn about and understand how their bodies are changing, how they are feeling and why and to develop the way they use language to talk about their bodies, health and emotions.

My Relationships: Created to love others

Through Personal Development, Religious Education and Science, it is the policy of the Academy to provide relationship and sex education in accordance with the principles approved by the Governing Body. The aim is wherever possible to place it in the context of a developing awareness of human relationships, and of the moral responsibilities which these entail.

My World: Created to live in communities

In all key stages, students are encouraged to develop an understanding of democracy, government and the rights and responsibilities of citizens. The teaching of this is embedded within Humanities, Living Stones and Personal Development. Students take part in activities that deepen their understanding of how to evaluate different ways that citizens can act together to solve problems and contribute to society. In addition, this programme will provide opportunities for students to explore finance and their future careers in order to be well informed about the available options Post 16.

Special Educational Needs and Disability (SEND)

Our curriculum meets the needs of our students with special education needs or disabilities by ensuring we have a deep understanding of how they learn best and what support they need the most. Working closely with parents, our SEND team ensures students have the appropriate support for their individual needs, including additional literacy lessons, one-to-one tutoring and independent learning support sessions. For the transition to KS4, all students receive clear guidance to enable them to choose the relevant pathway for their future. For those students requiring additional support, an Access Pathway, which is designed for each cohort, is put in place to best meet their needs to secure relevant qualifications for the next stage in their learning journey.

Continued development

SSPP continues to embed and develop the curriculum changes in place from September 2020.

Our curriculum can only be truly effective if we have a clear set of narratives for each subject that identify the content and knowledge for students to progress through the curriculum each year.

Our aim and continued development works towards:

- The curriculum at SSPP will provide all students with the knowledge, skills, confidence and cultural capital for long term success as well as enable them to gain the qualifications for the next stage of their learning journey. Our aim is to ensure our students at the end of Year 11 have a firm educational foundation for their future career or further study.
- At KS3, we will provide a broad and balanced knowledge rich curriculum to prepare our students for GCSE and beyond.
- KS4, will offer 2 years of in-depth learning to give all students the opportunity to achieve their potential. Option choices will ensure that students have the opportunity to study in-depth subjects from the arts, technical and physical disciplines.
- Subject-specific knowledge will be at the heart of our curriculum and how this knowledge can be retained in long-term memory in order to support our students achieving excellent outcomes.
- Curriculum planning will be clear, sequenced and prioritise the importance of threshold concepts, knowledge retrieval and low-stakes testing.
- Teaching is clear: planning ensures that it constantly builds on previous learning, with retention/recall to secure success for all students, including those who are disadvantaged or have additional needs.
- Assessment is used to check students' cumulative knowledge and understanding. Regular low-stakes testing will be used to inform planning and progress.
- Curriculum documents clearly identify and underpin the curriculum progress expected from students over time.

Legislation and Guidance: This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the academy has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum related expectations of governing boards set out in the Department for Education's Governance Handbook. It complies with our funding agreement and articles of association.

Appendix 1

Time spent on teaching during the normal school week is 25 hours: morning sessions commence at 8.40 am and end at 13.30 pm, afternoon sessions commence at 14.15 pm and end at 15.15 pm. The school day is divided into 5 60 minute lessons plus 30 minutes Tutor Time at the beginning of the day.

Timings of the School Day

Form Time	8.40 – 9.10
Period 1	9.10 – 10.10
Period 2	10.10 - 11.10
BREAK	11.10– 11.30
Period 3	11.30– 12.30
Period 4	12.30–13.30
LUNCH	13.30–14.15
Period 5	14.15 – 15.15

SSPP Allocations

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12&13
Subjects	Periods	Periods	Periods	Periods	Periods	Periods
RE	3	3	3	3	3	1
English	3	3	3	4	4	2
Mathematics	3	3	3	4	4	2
Science	3	3	3	4	4	
History	2	1	1			
Geography	1	2	1			
Spanish	2	1	2			
French		2	2			
Computing/ICT	1	1	1			
ADT	2	2	2			
Music/Drama	2	1	1			
PE	2	2	2	1	1	
Personal Development	1	1	1			2
Option A				3	3	4
Option B				3	3	4
Option C				3	3	4
	25	25	25	25	25	

Teaching and Learning

Principles

- The Teaching and Learning Strategy outlined by this policy puts knowledge at the centre of lessons. It ensures that the well-planned and sequenced subject curricula, focused on a cumulative progression of knowledge is supported with a concrete method of delivery, which is evidence-based and demonstrates impact.

Objectives

- To improve the reading and literacy skills of all students, in all Key Stages.
- To improve the retention and recall of key knowledge required in each subject area, such that it can be applied appropriately.
- To provide opportunities for students to receive and rehearse information, such that this is retained for the long-term.
- To support the whole-school Behaviour Policy in embedding routines for students which reinforce positive behaviour for learning.

Supporting the Curriculum

The below Teaching and Learning Strategy has been devised to support the delivery of the whole-school curriculum. As such, there are some key components in long term/medium term/short term curriculum plans that ensure that there is consistency of knowledge delivered to all students in every subject:

- Key knowledge is identified (in yellow)
- Key vocabulary is identified (in aqua)
- Cross-curricular links are identified (in green) and sequenced accordingly
- British values are identified (in purple/pink)
- Catholic ethos and virtues are identified (in navy)

In practice, it is expected that the teaching and learning cycle (below) may be completed once, twice or not fully in a lesson, depending on how the lesson fits into the sequence of work. It is, however, expected that lessons follow the following format:

- **Introduce** where students **read** – *this is a non-negotiable aspect of a lesson, designed to improve student reading and cultural capital* – this is likely to be the first few minutes of the lesson, but should be linked to a later activity in the lesson to have purpose and the required impact
- **Connect** where prior knowledge is **retrieved** to set the context of this lesson with reference to prior learning
- **Activate** where students **receive** knowledge and information required for their learning in this lesson
- **Demonstrate** where students **rehearse** their knowledge, and apply it where appropriate – if it becomes clear that students do not understand this information then they are to repeat it in a different way, or there may need to be a further **Activate** activity by the teacher for some or all of the students. High quality questioning will be an important part of this phase.
- **Consolidate** where students **review** their learning in order to **retain** it – *this is a non-negotiable aspect of a lesson, irrespective of how far through the rest of the cycle has been achieved*. High quality questioning will be an important part of this phase.

To be shared with students during a lesson:

- one or more Learning Intentions that describe clearly what the students should know, understand and be able to do by the end of a lesson or series of lessons.
- Success Criteria that is clear, relevant and measurable.

'I have come that they may have life and have it to the full'

John 10:10

Teaching and Learning Strategy...

Introduce

Reading linked to key prior or new knowledge

Connect

Retrieve prior key knowledge

Consolidate

Review key knowledge, focused on retention

Activate

Receive new content, linked to prior knowledge

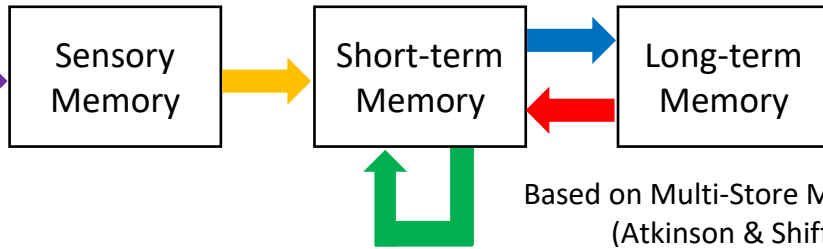


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Demonstrate

Rehearse what has been learnt, in a range of ways

This cycle puts **knowledge**, memory, reading and comprehension at the forefront of teaching and learning. It is expected that the settling time will be spent on the Introduce phase, but the remainder of the cycle may be completed once, twice or not fully in a lesson, depending on how the lesson fits into the sequence of work.



Based on Multi-Store Model of Memory (Atkinson & Shiffrin, 1968)

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Classroom Routine	Method and Guidance
*Meet and greet	Nudge if not on time Remind students to be 'calm'
*Students stand and prepare themselves for the lesson	Uniform and equipment check Bags under desks Invite students to remove blazers
*Register	Introduce – reading linked to key prior or new knowledge (where feasible) - DO NOW activity In silence
*Learning Intentions	One or more Learning Intentions that describe clearly what the students should know, understand and be able to do by the end of a lesson or series of lessons
*Recap from last lesson	Connect – retrieve prior <u>key</u> knowledge Fast paced, time it ^Check/remind prior knowledge/skills
New content delivered	Activate – receive new content linked to prior learning ^Scaffold the learning for students, taking care to not overload working memory ^Use models as appropriate Demonstrate – rehearse what has been learnt, in a range of ways ^Include low-stakes testing ^Include silent working and comprehension tasks so as not to overload working memory ^Include independent working
Assess knowledge acquisition	Consolidate – review <u>key</u> knowledge, focused on retention
Dismiss	In silence; further consolidation opportunity

01 DAILY REVIEW
MON TU WE TH FR
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE
Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING
Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE
Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

*Keystone 5, School Behaviour Policy (2020)

^From Rosenshine's Principles of Instruction, Sherrington (2019)

Independent Learning

Learning at home is an essential part of a student's education: it supports the development of independent learning skills, supplements and reinforces work carried out in lessons, and provides parents and carers with an opportunity to take part in their children's education, developing the home/academy partnership.

The purpose of homework changes as a child progresses through their school life. We want our students to enjoy learning and see the value of learning beyond the classroom; we want students to develop a strong and disciplined work ethic and we want to help support students in being able to study independently.

Homework will take many different forms including reading, planning, preparing, re-drafting, researching information and written tasks to consolidate or extend learning and knowledge retrieval practice to allow students to strengthen connections to long-term memory and to retain more information over time.

Effective Independent Learning

- can support students in making good progress
- encourage students to apply knowledge and use skills learned in the classroom
- can give opportunities to students to gain in confidence and motivation to study alone
- allow students to develop independent learning skills
- can allow students to develop their research skills and make wider use of the Internet, media, documentaries and news reports
- can form an important part of the student's next steps in learning: preparation for the next lesson
- gives students valuable experience of working to deadlines

Students

- record all independent learning in their planner; making sure there is a clear deadline and an understanding of the task set
- demonstrate a commitment independent learning for the allocated time
- complete independent learning to the best of their ability
- present independent learning appropriately
- hand the work back on time

Class Teachers

- set regular independent learning according to the Independent Learning Timetable and in line with Teachers' Standards 4.
- ensure the instructions are clear and students record them in their planners
- set a suitable deadline for return of tasks; giving students adequate time to complete and ask for further support if required
- monitor the completion of independent learning; discuss with the student, parent/carers, and/or subject leader as appropriate

Subject leaders

- ensure that independent learning is an integral part of the curriculum
- ensure the independent learning policy and timetable is being followed
- monitor the range of tasks set, quality of the completed tasks, feedback given: ensuring the workload of teachers is manageable
- use the monitoring of independent learning to inform intervention and support as required
- inform Form Tutor or Head of Year of action taken or needed

Head of Year

- ensure all students have a planner in which to record their independent learning
- ensure planners are checked weekly by Form Tutors

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John 10:10

- use Go4Schools to monitor students and inform parents/carers as appropriate
- regularly sample student planners and inform subject leaders and SLT of ongoing issues

Form Tutors

- check student planners each week: acknowledge that parents have signed the week's work and that tasks have been set in accordance with the independent learning timetable
- discuss any issues arising with the student, parent/carers, and/or Head of Year as appropriate

Quality Assurance

Independent learning reviews to be an integral part of the SLT quality assurance cycle to provide an overview of the range and quality of tasks set for each year and ability group to ensure curriculum coverage and opportunities for application of knowledge.

Independent Learning Setting

Students should receive up to three pieces of independent learning per night depending on their teaching group. The amount of time expected to be spent on a piece of homework depends on their year group:

Year	Recommended Amount
7	20 – 30 minutes per piece
8 and 9	30 – 40 minutes per piece
10 and 11	40 – 50 minutes per piece
KS5	Depends on individual subjects; 5 hours per subject per week recommended

Assessment to promote Learning and Progress

Principles

STUDENTS:

- will understand what they need to do to improve;
- will have the opportunity for Dedicated Improvement and Reflection Time to be able to improve and progress.

TEACHERS:

- will make evidence-based judgements about students' attainment;
- provide constructive feedback;
- plan to intervene and support in order to promote progress.

A SYSTEMATIC PROCESS:

- will be in place which enables teachers and other adults to make regular, accurate and useful, evidence-based assessments of students' attainment and learning needs.

PARENTS and CARERS:

- will have access to a clear and accurate log of their child's learning and progress

This policy takes into account The Teachers' Standards.

- A full copy of the Teachers' Standards (Overview) is available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Objectives

- To measure (monitor, evaluate and review) students' current stages of progress, and identify their next steps for progress and improvement.
- To give students accurate feedback on their work which is linked to **specific and relevant success criteria** so that they know their current Pathway or grade.
- To give students challenging targets for improvement so that they have the opportunity to improve and make good and better than expected progress.
- To enable students to peer and self-assess their work and take responsibility for their targets.
- To enable teachers to develop strategies to support progress for all students

Measuring Progress

Key Stage 3 (Year 7, Year 8 and Year 9):

At Key Stage 3, student progress is measured against success criteria which is linked directly to our Schemes of Work based on the National Curriculum at KS3 and with KS4 specifications/Schemes of Work in mind.

- Our system of assessment focuses primarily on improving the learning of our students, by building on prior knowledge and charting *progress relative to a student's starting point*.
- There are four pathways that cover the range of ability at KS3: Establishing, Developing, Mastering, Excelling.
- Each Pathway is reviewed at regular intervals for each subject and may change during the course of the year.

Key Stage 4 (Year 10 and Year 11) and Key Stage 5 (Year 12 and Year 13):

- At Key Stage 4 and Key Stage 5, student progress is measured against subject academic or vocational qualification success criteria which is contained within the mark schemes for that qualification.

Students have summative assessment three times per academic year.

The style of assessment may be varied and relevant to the individual subject, although it needs to show development of knowledge and skills with robust assessment.

Marking and Feedback

At St Peter and St Paul Academy, we will ensure that students receive the maximum benefit from their education through an entitlement to high quality marking and feedback from staff. Marking and feedback to students will be clear and consistent so that all students have a clear understanding of how to develop and improve their work and are able to demonstrate that they have understood the advice given in order to make better progress. Methods of marking and feedback will be applied consistently throughout the Academy with appropriate adjustments for some subject areas, as required.

Methods of Marking and Feedback

All students complete class work and homework which is evidenced in either an exercise book or class work/homework folder depending on the subject.

Formal Assessment Marking and Feedback

Formal Assessment Marking and Feedback will:

- be completed in green ink;
- acknowledge that the assessment has been completed to a satisfactory standard in terms of content (which could include key knowledge, skills and/or understanding);
- acknowledge that the assessment has been completed to a satisfactory standard in terms of presentation in accordance with Academy and departmental policy;
- acknowledge peer and self-assessment and confirm that this is accurate;
- highlight positive points;
- highlight misconceptions;
- highlight errors in literacy (SPAG);
- reward students for effort and progress;
- communicate sanctions for non-completion of class work/homework, lack of effort and under-performance;
- communicate the Pathway/Grade that the piece of work has been awarded;
- record the Pathway/Grade in assessment records on Go 4 Schools by the deadline per assessment point;
- provide feedback which will be the basis for reflection and improvement;
- communicate one strength;
- communicate one target.

Light Touch/Acknowledgement Marking

Light Touch/Acknowledgement Marking will:

- be completed in green ink;
- to be marked once per half term.

Light Touch/Acknowledgement Marking may be seen to:

- acknowledge that class work and homework has been completed to a satisfactory standard in terms of content (which could include key knowledge, skills and/or understanding);
- acknowledge that class work and homework has been completed to a satisfactory standard in terms of presentation in accordance with Academy and departmental policy;
- acknowledge peer and self-assessment;
- reward students for effort and progress;
- communicate sanctions for non-completion of class work/homework, lack of effort and under-performance.

Light Touch/Acknowledgement Marking may, where appropriate:

- highlight positive points;
- highlight misconceptions;
- highlight errors in literacy (SPAG);

Marking for Literacy

Marking for Literacy will:

- be completed in green ink;
- highlight errors of Spelling, Punctuation and Grammar (SPAG);

- double highlight errors of SPAG (where necessary) by circling or underlining the error;

Minimum Expectations for Formal Assessment Completion, Marking and Feedback:

- A total of three summative assessments will be completed per year. Each formal assessment is marked within a reasonable timeframe; in green ink when marked by the teacher and in red ink when marked by the student or their peer(s).
- The marking of each formal assessment communicates the Pathway or Grade that the piece of work has been awarded.
- The marking of each formal assessment includes feedback using the ST model (Strength/Target).
- S/Strength is a word, phrase or comment that communicates what the student has done well using language taken directly from the success criteria (Key Stage 3 Pathway Descriptors or Key Stage 4 and Key Stage 5 Mark Schemes).
- T/Target is a word, phrase or comment that communicates what the student needs to do in order to improve using language taken directly from the success criteria (Key Stage 3 Pathway Descriptors or Key Stage 4 and Key Stage 5 Mark Schemes).
- Evidence of Formal Assessment Marking in green ink as set out in Methods of Marking and Feedback.
- Evidence of Marking for Literacy in green ink as set out in Methods of Marking and Feedback.
- Evidence of Peer and/or Self-Assessment in red ink (over the course of the academic year) as set out in Methods of Marking and Feedback.
- Evidence of Dedicated Improvement and Reflection Time (DIRT) undertaken and evidenced in purple ink immediately after the assessed piece of work.
- It is desirable and evidence of good practice to acknowledge in green ink the improvements made following DIRT in terms of highlighting improvements made and ensuring accuracy of understanding and literacy, however, there is no requirement to do this nor to re-mark in full or re-grade the piece of work.

All of the above should evidence progress over time for students and applies to all Key Stages.

Formative Assessment

All subjects and teachers support learning and progress by using formative assessment in every lesson. In line with their subject policies, all teachers have the autonomy to adapt formative assessment so that it has the biggest impact for their students within their subject area.

- Examples of formative assessment could include (but not limited to):
 - Whole class verbal feedback
 - Diagnostic questioning
 - Knowledge recall and low-stake testing
 - Peer and self-assessment
 - Selected diagnostic marking
 - Model answers
 - Walking Talking Mocks
 - On-going teacher/student dialogue
 - Mini whiteboards

Monitoring and Evaluation of Assessment

- This will be the responsibility of SLT, SLs and teachers to ensure that all assessments are accurately marked and standardised across the Academy.
- After each assessment point, a data review will be carried out within departments to monitor and evaluate individual students especially those who are exceeding targets or at risk of underperforming.

The monitoring of assessment could take the following methods:

- Work scrutiny
- Subject area moderation
- Lesson observations
- Learning walks

- Student voice
- Schemes of work
- Exemplar work
- Go4Schools tracking
- Data review

Personal Development

From September 2023, Personal Development will be taught through discrete curriculum time as well as embedded within specific subject areas for Key Stage 3 and 5. Due to the nature of the course, the assessment of Personal Development has been adjusted to ensure that specific criteria are met and understood. Teachers of Personal Development will assess students' ability to recall statutory content against three areas of learning in the final week of every term and will report student progress to parents and carers at every appropriate data capture point. For Key Stage 4, students will take part in Personal Development Days once a term.

Reporting Principles

- To provide parents/carers with information about their child's performance, attitude to learning, and improvement targets.
- Three progress reports will be reported to parents/carers at various calendared points throughout the year.
- Go4schools will be the system used for reporting; parents/carers will be able to log into Go4schools to view their child's report.
- Parents will have the opportunity to contact relevant staff for further information following a progress report. Once a year, a Parents Evening will be held for each year group.

Performance indicators

Pathway (KS3)

This is the pathway, either excelling, mastering, developing or establishing, which the student is consistently working in.

Expected grade (KS 4/5)

This indicates the grade which may be achieved at the end of the key stage based on current performance and commitment.

Attitude to Learning

This indicates the extent to which the student is actively committed to and positively supporting their own learning.

1. Always works to the best of their ability. Always very positive, participates fully in all activities, cooperates well with others. Shows initiative and independence.
2. Positive, participates well, interested. Usually produces work to the best of their ability.
3. Usually positive but sometimes needs to be prompted and reminded. Sometimes does not work to the best of their ability.
4. Not very positive, regularly needs prompting to get on with their work and does not work to the best of their ability

Behaviour for Learning

This indicates the extent to which the student's behaviour positively supports their own learning and that of other students.

1. Always polite, cheerful, positive. Exemplary.
2. Regularly follows all rules, regulations and requests.
3. Sometimes needs to be reminded of expectations and to follow rules, regulations and requests.
4. Regularly needs to be challenged to follow rules and reminded of expectations, does not respond well to requests. Prevents others from working.

Independent Learning

This indicates the extent to which the student accepts personal responsibility for their learning by organising their time and resources to complete tasks.

1. Takes great care, time and trouble over independent learning.
2. Independent learning completed to an acceptable standard and on time.
3. Independent learning is sometimes (less than 25%) late or not complete sufficiently.
4. Independent learning is often (more than 25%) not completed to the expected standard.

At KS5, we encourage our students to develop further independence in their studies:

Commitment to Studies

1. Excellent commitment both in class and for homework
2. Good effort showing commitment to do well
3. Inconsistent effort which could lead to underachievement
4. Insufficient effort which, without immediate action, will lead to underachievement

Independent Study

1. Significant evidence of Independent Study
2. Some evidence of Independent Study
3. Little or no evidence of Independent Study

Attendance

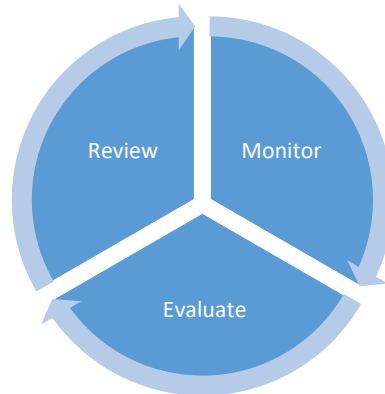
The current percentage attendance is provided on each progress report.

Teacher Comment

Written targets, usually 4 or 5, are provided for each subject once a year.

Once a year, a written tutor comment will be provided which summarises a student's academic efforts as well as their wider contribution to the Academy.

Quality Assurance



Principles

Self-evaluation is about change and improvement. It is based on professional reflection, challenge and support and is best done collaboratively. It involves leaders at all levels making informed decisions and taking subsequent considered actions which result in clear benefits for students.

Objectives

To embed a coherent, consistent and effective Quality Assurance Cycle which:

- includes robust and systematic Quality Assurance procedures which focus specifically on Academy improvement priorities and new strategic decisions;
- shares responsibility among all teaching staff;
- enables leaders at all levels to accurately assess the Quality of Education and its impact on outcomes for students;
- responds specifically and expeditiously to findings to inform CPD and Performance Management, share good practice and support Departments to ensure the quality of Teaching and Learning is of a consistently high standard and
- leads to sustained improvement in outcomes for students.

Quality Assurance → Quality Enhancement

Quality Assurance procedures will operate at an Individual, Department and Academy level. Monitoring, Evaluation and Review processes will follow a simple self-evaluation cycle and lead to Quality Enhancement:

- How well am I/are we doing?
- How do I/we know?
- What are my/our Strengths or Areas for Development?
- What should I/we do to improve the outcomes for our students?

Monitoring, Evaluation and Review at Academy Level

The Governing Body will regularly monitor, evaluate and review the Quality of Education at St Peter and St Paul Catholic Voluntary Academy through:

- feedback from the Trust's Director of Performance and Standards;
- Local Governor Board meetings and
- liaison with the Headteacher, Senior Leadership Team and relevant links.

The Headteacher will regularly monitor, evaluate and review the Quality of Education at St Peter and St Paul Catholic Voluntary Academy through:

- a programme of support provided by the Trust's Director of Performance and Standards;
- the evaluation of relevant data;
- weekly strategy meetings with the Senior Leadership Team;
- regular Line Management Meetings with members of the Senior Leadership Team;
- Performance Management Meetings with members of the Senior Leadership Team and
- the implementation of the Academy Development Plan.

The Senior Leadership Team will regularly monitor, evaluate and review the Quality of Education at St Peter and St Paul Catholic Voluntary Academy through:

- leading and participating in Quality Assurance procedures in accordance with the Quality Assurance Calendar;
- carrying out joint Quality Assurance procedures with Subject Leaders;
- regular Line Management Meetings with Subject Leaders;
- Performance Management Meetings with Subject Leaders;
- monitoring the Impact Review;
- leading Raising Standards Meetings and
- the implementation of relevant areas of the Academy Development Plan.

Subject Leaders will monitor, evaluate and review the Quality of Education at St Peter and St Paul Catholic Voluntary Academy through:

- leading and participating in Quality Assurance procedures in accordance with the Quality Assurance Calendar;
- carrying out joint Quality Assurance procedures with Line Managers;
- regular Line Management Meetings with Line Managers;
- Performance Management Meetings with Line Managers;
- compiling the Impact Review;
- feeding back to Raising Standards Meetings;
- leading Department Meetings;
- Performance Management Meetings with Department teachers and
- the implementation of the Department Development Plan.

Teachers will monitor, evaluate and review the Quality of Education at St Peter and St Paul Catholic Voluntary Academy through:

- participating in Quality Assurance procedures in accordance with the Quality Assurance Calendar;
- carrying out joint Quality Assurance procedures with Subject Leaders;
- contributing to the Impact Review;
- attending Department Meetings;
- Performance Management Meetings with Subject Leaders and
- the implementation of the Department Development Plan.

Quality Assurance Procedures and Methods for Triangulation of Evidence

The following Quality Assurance Procedures include Monitoring, Evaluation and Review from a range of perspectives and collectively provide a complete, comprehensive and accurate body of evidence:

Direct observation against specific criteria to establish if policy and practice are embedded and effective:

- Lesson Observation
- Learning Walk
- Work Scrutiny

Stakeholder's views on the impact of policy and practice:

- Student Voice
- Parent Voice
- Staff Voice

Quantitative data compared to national / local and school data emphasising trends over time:

- Impact Review

Aligned strategic planning which focuses on priorities for development and includes clear strategies and actions:

- Academy Development Plan
- Department Development Plan
- Impact Review

Lesson Observation

Lesson Observations are essential to form an accurate picture of the quality of teaching and learning through a focussed objective. Lesson Observation foci will link to personal priorities, Academy priorities for curriculum implementation, Department priorities for curriculum implementation or the Teachers' Standards. Every teacher will be observed as part of the Quality Assurance cycle and this will provide the opportunity for paired observations to secure consistency, encourage upskilling and ensure that leaders at all levels know where there are strengths and areas for improvement in teaching and learning. Lesson Observations are not graded but inform CPD and form part of the dialogue between teachers, Subject Leaders and Senior Leaders to drive personal and Academy development. Where a colleague is an Early Career Teacher or where support has been put in place as a result of a concern about standards or at the request of the teacher, more frequent observations can be expected.

Learning Walk

Learning Walks are undertaken by Senior Leaders and focus on a specific Academy-wide priority area of teaching and learning. The findings are shared with teaching colleagues and Subject Leaders. In addition, Learning Walks are also undertaken by Subject Leaders with Department-specific foci linked to the outcomes of previous QA and department priorities as identified in the Department Development Plan. The findings inform subject-specific CPD. Learning walks take place four times per academic year in accordance with the Quality Assurance calendar.

Work Scrutiny

Work Scrutiny is undertaken by Subject Leaders in collaboration with their Department colleagues during designated department time. Work Scrutiny 1 will be completed paired with the Senior Leader link to ensure accuracy and consistency. Work Scrutiny will check that Academy and Department policies and procedures are being adhered to as well as check the quality and consistency of marking and feedback, progress, challenge, inclusion and the impact of feedback.

Student Voice

The views and opinions of students are collected and recorded during every Lesson Observation and Learning Walk. A sample of the Student Voice is also collected three times per year. The information is collected on a Microsoft form using prescribed questions with targeted pupils in order to ensure that the views of a broad cross-section of the pupil body is represented including DPP, EAL and SEND students. Students also have an opportunity to add any additional comments they may have about the quality of their education.

Parent/Guardian Voice

The views and opinions of parents and guardians are collected three times per year. The information is collected on a Microsoft form using prescribed questions. All parents are invited to respond. Parents and guardians also have an opportunity to add any additional comments they may have about the quality of their child's education.

Staff Voice

The views and opinions of colleagues are collected three times per year. The information is collected on a Microsoft form using prescribed questions. All colleagues are invited to respond. Colleagues also have an opportunity to add any additional comments they may have about the effectiveness of Academy policies and procedures and leadership, behaviour and the quality of education we provide for our pupils.

Impact Review

The Impact Review is a live document which is updated following every data capture and shared with the SLT link by the deadline date as highlighted on the Quality Assurance calendar. All teachers contribute to the Impact Review as part of the self-evaluation of their teaching and the progress of their students. Arrangements for intervention to address under-performance and exceptional performance are documented. The Impact Review is the main agenda item in the next Department meeting and SLT link line management meeting to ensure that all colleagues are aware of how we are doing and what we are going to do now.

Academy Development Plan

The Academy Development Plan is a two-year plan written by the Headteacher with support from the Senior Leadership Team which sets out the long term strategic priorities for the Academy as identified through both internal and external monitoring and national and local developments. The Academy Development Plan is reviewed six times per year by SLT and informs Performance Management objectives for Senior Leaders. The priorities in the Academy Development Plan are shared with colleagues and they are updated on progress following each review during an appropriate Staff Meeting.

Department Development Plan

The Department Development Plan is a one-year plan written by the Subject Leader with support from Department colleagues. It sets out the long term strategic priorities for the Department as identified by Quality Assurance procedures and internal and external assessment data as well as national and local developments in the subject area. It is linked to and supports the Academy Development Plan to ensure that all colleagues are working together to improve the quality of education across the Academy and it informs Performance Management objectives. The Department Development Plan is reviewed three times per year during scheduled Department Meetings and an update is provided to the SLT link in the next SLT link line management meeting.