

Peter 2: Verse 17-23.

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Quality of Education

Incorporating:
Accessibility Policy and Plan
BTEC Policy
Continuing Professional Development Policy
Cover Policy
Curriculum Policy
e-Learning Policy
Examinations Policy
Exam Contingency Policy
Gifted and Talented Policy
ICT for Learning Policy
Literacy Policy
Looked After Children Policy
Non Examination Assessment Policy
Numeracy Policy
Pupil Premium Policy
SEND Provision Policy
Supporting Students with Medical Conditions Policy
Teaching for Learning Policy
Year 7 Catch Up Statement
Young Carers Policy

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Treat everyone you meet with dignity. Love your spiritual family. Revere (*worship*) God. This is the kind of life you've been invited into, the kind of life Christ lived. He never did one thing wrong, not once said anything amiss.

Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. All Saints Academy is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

1. Quality of Education – Intent

1a. Introduction:

Our Academy Vision is to ensure social justice prevails, and enables social mobility, through an explicit delivery of Character Education, which will be underpinned by an appropriate curriculum rooted in the four philosophies of education: Cultural Transmission, Personal Empowerment, Preparation for Work and Preparation for Citizenship. At different times of a student's life, there will be a different focus on each of these philosophies, though the significance of cultural transmission and gaining at least five good GCSEs is widely understood to be the main driver for intragenerational social mobility.

The curriculum is mapped and coherently sequenced over five years. Students will be taught how to know more (substantive knowledge), do more (disciplinary knowledge) and remember more. Assessments are used to inform teachers of gaps in students' knowledge, which are then routinely filled by use of 'Do Now' tasks upon entry to lessons, and retrieval tasks. The 'Do Now' task is set using Nearpod and enables teachers to analyse responses to questions immediately and adapt their teaching accordingly. Spiraling of the subject content, where appropriate, also allows content to be revisited in greater depth and from new perspectives.

The curriculum supports personal empowerment through a focus on a monthly Academy virtue that permeates into every lesson and more broadly into the collective worship programme. The Virtues Education programme is constructed around Jubilee Centre ([Character Education \(jubileecentre.ac.uk\)](http://jubileecentre.ac.uk) material based upon the virtues thinking of Aristotle. Students will deeply reflect and think critically about issues throughout the month empowering themselves to become an active part of the community, thereby fulfilling their potential. In the final period of the week students will work with their Head of Year and Tutors during a 30 minute Character Education lesson where they reflect upon their personal position relative to the 'Golden Mean' of that virtue.

The monthly development of generic employability skills throughout the curriculum, which again permeate every lesson, helps to prepare our young people for the world of work. The Skills follow the Skills Builder partnership's universal framework (The Skills Builder Partnership), and students assess their competency in the skills during their Character Education lessons.

Finally, our curriculum prepares our students for citizenship by ensuring that there is a link made to a British value in every lesson. Identification of Spiritual, Moral, Social or Cultural (SMSC) themes occurs within every subject and clearly links to the Academy calendar and the collective worship programme. Staff signpost the 4 areas of SMSC in lesson PowerPoints with the SMSC icons, to make it clear to students where these are included. Citizenship content is embedded in subject curriculum maps. Careers Education is also threaded through our curriculum, with subject content providing current and relevant information to enable each student to make informed decisions about their future, this is also visited during some Character Education lessons There is also a programme of enrichment days and electives to ensure rich opportunities are afforded to our students from the moment they arrive at the Academy.

The curriculum therefore extends beyond the taught content and is delivered into every aspect of Academy life where it supports the personal development of every student, helping them to flourish into passionate, knowledgeable, and caring young citizens.

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The fundamental principles behind the curriculum are:

- The rigorous sequencing and development of content and skills is constructed on a five-year curriculum model
- Revision lessons are routinely included in curriculum plans and take place at the end of every month (or once per half term, depending on the time of year). The month of November is solely focused on revision, assessments and gap filling activities for all year groups.
- The curriculum will remain as broad as possible until the end of Year 9 when students choose their options.
- The curriculum will be as ambitious as the National Curriculum with recent additions to the curriculum offer to include Design Technology, Hair and Beauty, Computer Science and Citizenship lessons.
- The aspiration of an ambitious EBacc offer will remain until end of Year 10 with the majority of students following an EBacc route which includes a humanity and a modern foreign language. 84% of our Year 11 students, and 100% of our Year 10 students, currently follow an ambitious EBacc curriculum.
- At the beginning of Year 11, students will be put onto the 10 GCSEs higher pathway (MFL and RS full course), 9 GCSEs (MFL *or* RS full), or 8 GCSEs (RS short course and no MFL). If a student is not studying MFL they will undertake a Prince's Trust qualification.

Reading

There is a rigorous approach to reading in our curriculum, with every lesson containing a reading activity relevant to the current learning. Teachers use a range of strategies, including reading aloud to the class and allowing students to 'jump in' to ensure they are not only following the text but have phonetic awareness of a range of sounds. When students read aloud to one another, teachers systematically check students' pronunciation, encouraging readers to sound out phonemes as well as asking questions to check for understanding. Students complete activities linked to vocabulary and reading comprehension. They are taught skills such as skimming, scanning and summarising.

In order to foster a love of reading in our students, tutor groups choose one book they wish to read together as a form. Two periods of time, 8.30am - 9.00am on a Monday morning, and 2.20pm - 2.50pm on a Friday afternoon, are given over to reading the book the students have chosen. A mixture of teacher reading, 'Popcorn' and 'Jump-In' strategies are used. This is not a time for silent reading but a wholly more interactive approach.

Yearly 'Book Fairs' and visits to the local library introduce students to a wealth of opportunities to read and are activities that are looked forward to by the students.

A daily reading club from 8.15am - 8.30am, and a library led Book Club at lunchtime, offer spaces for students to meet together as readers to talk about books, read challenging texts or receive support and guidance with reading. All are welcome at these sessions.

Students undertake frequent reading age tests and we use Renaissance Myon and Accelerated Reader to ensure books are at an ideal level to improved students' reading age.










Where students in Year 7 - 11 have been identified as having a reading age of 9 years, 6 months or below, targeted phonics intervention groups have been set up using Ruth Miskin's 'Fresh Start' phonics. Where students have a reading age that is more than one year below their chronological reading age they are placed in guided reading groups. These concentrate, not only on checking phonics knowledge, but also on comprehension and fluency.

The All Saints Way

The planning of all lessons follows a 9-step process to ensure that learners are able to achieve their best. The table below summarises these 9 steps and also shows the icons used in teaching materials, in order that students are always aware of what section of the lesson they are in, why they are completing the activity and how much time they have to complete it.

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The All Saints Way In lessons we commit to...	
1 	Make links to prior learning through retrieval practice tasks. Then use data to address gaps in learning as soon as they are identified before moving onto new content.
2 	Give students a 5 minute reading activity at the beginning of the lesson that is relevant to the topic which has been adapted to demonstrate differentiation.
3 	Select a vocabulary word that is key to the lesson and provide the definition and some ways students can use the word in order that they are more likely to remember it and use it
4 	Present new learning using small steps so our students' working memories are not overloaded
5 	Students are taught about common misconceptions and areas where common mistakes are made. This is so that they do not make these mistakes themselves when answering questions about the content covered.
6 	Ensure the new learning has been understood by using strategies such as AfL and paired and group activities . There will always be a scaffolded AfL slide to ensure that all students can access this part of the lesson.
7 	Allow time for independent practice , providing further models, examples and scaffolds as appropriate. There will always be a scaffolded 'Independent Practice' slide to ensure that all students can access this part of the lesson.
8 	End each lesson with a review of the learning and introduces the next steps
9 	There is always a challenge activity incorporated into every lesson which is designed to provide challenge to all students, including the more able.

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We are acutely aware that we need to adapt our teaching methods effectively. To allow staff to do this we adopted the '4Ss' approach celebrated by Alex Quigley. He breaks this down into the following two broad areas:

Microadaptations (*Corno, 2008*). Sensitive, moment-to-moment adaptations responding to pupils' learning e.g. deploying flexible grouping in an English lesson to quickly re-explain how they might more effectively plan their essay on Scrooge.

Significant adaptations. Students with a learning difficulty or disability may require significant adaptations and schools are required to ensure reasonable adjustments are made e.g., offering additional Teaching Assistant support with complex tasks. (These can be concurrently described as '**reasonable adjustments**' when supporting pupils with SEND.)

The 4Ss include adapting lessons and resources in the following ways: **Scaffold, Scale, Structure and Style**. Staff add icons to lesson PowerPoint to ensure it is clear which adaptive teaching strategy they are using. These icons are below:



Scaffold



Structure



Style



Scale

Our lesson format therefore includes signposting when and how identified students will be provided with support, with prompts and additional material assisting comprehension where necessary. This signposting can be found on the Scheme of Learning slide at the start of every lesson. Staff are also expected to add a second, scaffolded AfL slide and Independent Practice slide to their teaching PowerPoints to support any student who needs it.

A focus on subject command words is also included in lessons to ensure that all students know what is expected, in terms of their responses, when these command words are included in exam questions or task set in lessons. There is an icon that is used to ensure students are clear about where this is referred to in lessons.



Command Word

In addition to adapting our curriculum and supporting students with additional needs, we also make provision which allows students to access examinations in a supported way. Candidates with additional needs are assessed for "access" arrangements which are implemented by the Exams Manager and SENDCo. These might include additional time, a scribe, a reader or use of a laptop for the production of examination responses. These provisions are planned in advance so that the arrangements become part of a candidate's normal way of working ahead of their final external examinations.

Within our curriculum intent, we aspire to offer an EBacc curriculum to all of our students. Our curriculum remains broad but for some lower ability students, it may not be appropriate to maintain a full EBacc offer and the curriculum needs of these students may be better served through a more personalised curriculum offer. A decision to reduce the curriculum offer is typically taken as students enter Year 11, or when they have completed their AP1 assessments in November of Year 11, when identified students will be offered the opportunity drop their MFL course and/or switch to the RS short course, with their outcomes still resulting in 8 GCSEs.

1b. Special Education Needs and/or Disabilities

We are committed to ensuring opportunities and access for all and students with an Education, Health and Care Plan (EHCP) will always receive a place at All Saints Academy, Dunstable unless the Academy is unable to meet their needs. Students have a special educational need if they have a learning difficulty or disability, which calls for special educational provision to be made for them. Students have a learning difficulty if they have a significantly greater

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difficulty in learning than the majority of children of the same age or have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Working within the statutory Special Educational Needs and Disability (SEND) Code of Practice we aim to identify need and then make provision and reasonable adjustments where possible. We work with our feeder schools to identify new students with identified needs during the transition process. We create a directory of identified needs, which is shared with all staff to raise awareness of needs and how to plan support. Once students have joined the Academy, our monitoring, screening and testing identify additional student needs allowing us to make provision for them. This includes testing to ascertain reading and spelling ages, CATs, SNAP testing and baseline testing. Students with additional identified needs are classified as:-

Stage 1 (K1) The needs of K1 students are met through Quality First Teaching (QFT) with adaptation of curriculum materials, high expectations of students and adaptive teaching methods within the classroom.

Stage 2 (K2) The needs of K2 students are met through support within the Academy. This support may include a provision map, reviews of progress involving student and family, further adaptation of the curriculum, intervention programmes and additional adult support. Only with parental consent, there may also be the involvement of external specialists, such as Educational Psychologists, CAMHS, Child Development Centres, CHUMS.

Stage 3 The needs of Stage 3 students are usually provided through a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). Students requiring this level of support may have needs which are more severe and complex. An EHCP is granted after a Local Authority statutory assessment which is a legal process setting out the amount of support to be provided for a student.

All Saints Academy, Dunstable is fully compliant with the statutory requirements of the Equality Act 2010 with an Accessibility Plan which seeks to maximise access to the school curriculum for any disabled student. This includes ensuring access to facilities, printed materials and educational visits and journeys.

All teaching staff have notifications on their iPad that detail the SEND students in each of their classes. This list also includes recommended strategies to be used with these individuals. Staff will be able to share with external visitors who the SEND students are in their lessons and how they are being supported. Staff also have up to date details on their iPads of students who have experienced Adverse Childhood Experiences (ACEs) and relevant de-escalation strategies that can be employed to ensure they are able to remain in lessons and continue with learning. Where staff actively support students in lessons, they may use a pink pen to provide scaffolding/tips in order that students can then try to attempt tasks independently. Seating plans are also used as a means of support for SEND students. SEND students are seated next to a student who staff know can offer appropriate support. In some lessons SEND students are supported by Student Support Workers (SSWs) or an HLTA. Conversations between teachers and staff who support in the classroom take place regularly to ensure that all SEND students receive an appropriate level of support. SSWs attend daily planning meetings to ensure that they are fully aware of the subject content that is due to be delivered, in this way they are best placed to support any SEND students.

Learning mats are readily available in all classrooms to support all students but particularly those with SEND.

1c. Supporting Students with Medical Conditions

We follow the statutory guidance from the Department of Education "Supporting Pupils with Medical Conditions" (2015) and aim to provide appropriate support to identified students so that they have full access to education, including school visits and journeys and physical education. We have also implemented effective and safe practices for the storage and giving of medication.

Some students will require an Individual Educational Healthcare Plan which is agreed by the Academy, parents/carers and healthcare professionals. These Healthcare Plans are reviewed annually, or earlier if evidence is presented showing that a student's needs have changed. First aid staff are available within the Academy and training is provided by relevant healthcare professionals where specific additional needs are identified.

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In cases where additional support or guidance is needed, the Academy will work alongside the Local Authority service for supporting students with medical conditions.

1d. Looked After Children

Under Section 52 of the Children Act (2004) and the Roles and Responsibilities of the Designated Teacher – Statutory Guidance for School Governors (2009) we make provision for students who are “looked after” or LAC (sometimes referred to as CLA). We appoint an Assistant Principal for LAC who ensures that the educational achievement of the child is monitored and promoted. This will include ensuring that Pupil Premium, and other relevant funding is used to support the learning objectives for the student which will be set out in a Personal Education Plan (PEP) which is reviewed every term.

1e. More Able Learners

At All Saints Academy, any student who achieves a scaled score of 110 or above in both mathematics and English at KS2 is considered “more able” following the Department for Education’s published definition. A register of more able students is maintained and is informed by their current data, teaching staff and Directors of Learning.

We provide curriculum enhancement through our planning of the curriculum, with extension tasks and challenge questions built into every lesson. The curriculum includes the addition of stretch activities to ensure all students are challenged. In addition, we seek to provide curriculum enhancement through a range of experiences including national curriculum areas, drama and dance competitions, sports teams, university visits, electives, enrichment days and other super-curricular activities. Where staff see evidence of students attempting these challenging tasks, they may acknowledge this in orange pen in the student’s book. Staff can also use the orange pens to provide additional, more challenging, tasks for students to complete.

1f. Disadvantaged Students

We like to treat all of our students equally, no matter what their circumstance and background. All students are provided with an iPad at the start of Year 7, or on entry to the school, which they use in all lessons and take home with them every day in order that they can access work at home. Where there may be connectivity issues we also support students to ensure they can get online to complete homework.

1g. Young Carers

In addition to the groups identified above, we are conscious that a number of our students face additional challenges because they care for a family member which may impact on their ability to learn effectively. In order to improve outcomes for this group of students, we have an allocated Assistant Principal who co-ordinates a programme of support which includes links to the local Young Carers’ service, support at parent/carers’ evenings, communication with teaching staff about challenges when completing homework, participating in extra-curricular activities and providing support for students and families.

2. Quality of Education – Implementation

2a. Introduction:

All Saints Academy believes that all students, whatever their ability, should receive high quality teaching throughout the curriculum so they can achieve their maximum potential. We deliver the curriculum within a programme of Christian values and virtues in an overarching ethos that sees each individual child as being of worth and having the capacity to grow into a fully rounded person.

The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning outcomes for the lesson. The participation of students, however, is essential if the teaching process is to be successful and this requires the use of a range of teaching methods, different teaching styles, adaptive teaching strategies, and a variety of resources and strategies that will focus on learning as well as on teaching. Our teachers are all trained in Rosenshine’s Principles of Instruction and, as such, deliver a high-quality, research-informed education.

For effective teaching to take place, the Academy expects teachers to:

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- Maintain outstanding knowledge and understanding of the subject they are teaching.
- When teaching, plan lessons which are directly linked to well-sequenced schemes of learning and the examination syllabus to ensure substantive and disciplinary knowledge develop
- Ensure the skills builder skill and Academy virtue of the month are embedded into every lesson.
- Set out and share graduated learning outcomes using Bloom's taxonomy every lesson. – silver, gold and platinum
- Provide secure assessment for learning strategies (see Appendix 1).
- Use adaptive teaching strategies in order to meet the needs of all students (this includes all abilities, genders, SEND and Pupil Premium students).
- Ensure good relationships are established through creating a positive learning environment, including use of praise and reward, and through understanding the needs and abilities of each student.
- Ensure expectations are high, but attainable, for the whole ability range.
- Employ a range of teaching styles to ensure appropriate pace and challenge, and therefore progress.
- Spend a proportion of lesson time on learning as opposed to teaching.
- Involve effective use of higher order questioning to probe students' knowledge and understanding and to challenge their thinking
- Use knowledge of students to create seating plans, which will facilitate effective learning.
- Begin and end lessons on time and in a structured manner using the ASAD9
- Maintain an atmosphere of engagement, using the behaviour policy to support where necessary.
- Establish clear and appropriate routines and ensure an efficient shift from one activity to the next through use of the ASAD9.
- Give students next step feedback on the work completed and use time within lessons to support pupil responses to feedback (see Appendix 2).
- Regularly set, mark and track homework.
- Ensure cross-curricular links are established.
- Ensure displays are up to date and support the ethos and culture of learning.
- Ensure the learning environment is conducive to learning.
- Attend daily joint planning meetings to ensure that all lessons for the next day are planned and that staff, including non-specialists, are confident about the content to be delivered.

2b. All Saints 9 Steps to Lessons

All Saints Academy staff have a clear vision for effective learning that centres on nine principles, the ASAD9. The nine principles for developing learning are:

1. Retrieval	2. Reading	3. Vocabulary and Comprehension	4. New Learning in Small Steps	5. Mis - conceptions	6. Assessment for Learning	7. Independent Practice	8. What is Next?	9. Challenge Activities
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These steps are underpinned by pedagogy and research as summarised below

1. Retrieval Practice (linking to prior learning): Why this, why now?

"We remember what we think about" (Daniel Willingham 'Why Don't Students Like School?')

This should be completed as soon as students enter the classroom and be part of their normal routine. It will allow the teacher to take the register in silence to ensure they are meeting our safeguarding expectations by recording who has arrived to their lesson. As we are embracing our curriculum, it is more important than ever to think of ways to engage students in retrieval practice so they are consistently **building on their prior learning/knowledge across the years but also so that we highlight any gaps in learning and staff respond appropriately**. Retrieval practice refers to the act of recalling learned information from memory (with no or little support) and every time that information is retrieved, or an answer is generated, it changes that original memory and makes it stronger. This is because it cements

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the information in the long-term memory, which will enable that information to become easier to retrieve in the future. Therefore, in our 5-year curriculum model it is essential that we embed it into our classroom practice to reinforce this knowledge across the years. Staff, apart from those who teach maths, use Nearpod for this retrieval exercise where they ask three questions about knowledge learnt from the last lesson, the last topic and the last assessment point. The data it produces is analysed immediately by staff in order that gaps in knowledge can be addressed before the learning moves on. In maths lessons, there is still a retrieval focus at the start of every lesson but it is taken from maths textbooks as opposed to using the Nearpod platform.

2.The 5 Minute Read:

For the next 5 minutes of every lesson, students are expected to read. For this purpose, we use Showbie to post a reading link or we place a particular extract in the lesson PowerPoint. This can be a pre-prepared text or the link to a website for students to access as soon as they have completed the retrieval task. Whilst students read teachers can ask personalised questions as a result of the gaps identified from the retrieval task directly to individual students. It will also provide the opportunity for teachers to engage with quieter students and ask them 'stretch' questions based on their Nearpod responses. This reading should be pre-planned by the teacher and connected to the lesson or the topic. This can be fiction or non-fiction, depending on the lesson type eg in history teachers may wish to look at an extract from 'The Book Thief' to link to the topic of Nazi Germany. There may be some assigned questions for students to answer about the reading link chosen.

3. Vocabulary and Comprehension

To support students' development of Tier 2 and Tier 3 words, essential vocabulary should be discussed. Students should write this vocabulary in the back of their books on the provided vocabulary sheet as well as discuss and, where necessary, write any further key information about the vocabulary such as etymology, characteristics or examples of its use. The classroom teacher, should use their phonics training to ensure students are able to breakdown the reading and spelling of the word to further reinforce both their reading development and also their understanding of the vocabulary. A selection of these vocabulary words will be tested in the revision lessons planned for the end of every month, or every half term.

4. New Learning in Small Steps: Ways to explain new information to students

Effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. This is to avoid cognitive overload and give students time to process the new information, and make connections to other things.

This might involve a **short teacher introduction to a topic or lesson** where explaining a few facts to students is needed to help them to understand some key ideas. This way students engage with the facts quickly and then put them to use with more advanced material and apply their learning.

However, if the lesson requires a **deeper explanation from the teacher** – one that is more than simply telling students a couple of facts - we have to think about gaining student attention and engagement in the process. We also need to think about **multiple ways of explaining** – it is often no use simply repeating an explanation again – it is about finding another way to explain it for the students who need it.

New learning stickers are provided for each lesson so students can stick these into their exercise books, meaning they have the notes they need without the pace of the lesson slowing as students copy needlessly from the board. We would rather the students spent time in lessons thinking about the information given to them rather than simply copying it down. Teachers often use diagrams on New Learning Stickers as they are a visual means to explain concepts.

5. Misconceptions

In all topics, it is likely that students will have previous knowledge or misunderstandings that can confuse them when learning new content. This is another opportunity for these misconceptions to be addressed and corrected before students continue with their new learning. Assessment tasks are provided for students to assess knowledge and for teachers to analyse what students do or do not know, or remember. These assessment tasks take place at different points throughout the lesson.

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6. AFL: How and why do we use Questions and Talk in the classroom?

As we are planning for the curriculum, it is important to think about how we can question students to check for understanding but also to encourage them to think deeply. Included in this is encouraging students to ask questions themselves and make learning fun!

This section of the lesson is key and can be described as the 'Hinge Point'. Hinge point questions are diagnostic questions asked at this point in the lesson where teachers need to check if the students are ready to move on. The responses give teachers evidence about what they and their students need to do next. Following the 'hinge' question some students will be in a position to move on but others may need further input from their teacher before they are ready to progress onto the next section of the lesson. Following this part of the lesson, some students may be seen to be working independently whereas others may be working with the teacher re-visiting content and having concepts explained in different ways.

7. Independent Practice:

Maria Montessori, the founder of the Montessori Teaching Method, said, "The greatest sign of success for a teacher is to be able to say, 'The children are now working as if I did not exist'"

In many ways the ultimate goal for teaching is to construct learning so that students are able to do challenging things on their own without help, with teachers providing opportunities for extensive and successful practice. Therefore, it is important that we recognise when students need models and scaffolds – we can continue to use pink pen comments for this purpose. Independent practice is also known as the "you do" component of an explicitly taught lesson. Independent practice provides an opportunity for our students to practise the skills or concepts from the lesson. Its purpose is to increase students' fluency, enabling for a more automatic recall of the skills that have been learnt as well as freeing up space in working memory so that higher-order tasks can be applied. Independent practice should be meaningful and directly link to the key concepts and learning intentions of the lesson. Students should be able to complete independent practice tasks with a minimum of teacher assistance. During this component of teaching however, teachers should still check for student understanding and provide effective feedback.

Teachers should ensure that independent practice tasks closely match to the learning intentions of the lesson. Tasks should not include skills or concepts that **have not** been previously taught. Independent practice tasks can be completed by students *individually*, *in pairs* or *in small groups* and is most beneficial when teachers ensure that it is structured. This section of the lesson is one that is particularly challenging for some SEND students so there may be the need for further scaffolding, clarification or explanation for them to ensure they complete the task set. The 4Ss adaptive teaching strategies could be used for this section of the lesson. Some ways to do this might be:

- Segmenting the task into sections, with teacher check-ins after each section.
- Pairing the student with a buddy who could prompt the student to keep going.
- Providing a post-it note with the steps of the task written, starting with simple achievable steps such as write your name at the top; and include regular hands up and check with the teacher or your buddy.
- Providing an alternate visual sequence of the steps required to complete the activity.
- Exploring the use of technology in providing access.

8. What's Next/Next Steps – Lesson Review

The last few minutes are the opportunity for students to reflect on the learning that has happened in the lesson. Reviewing a lesson together allows teachers to make sure all students understand what they have learned. This section of the lesson can also be used as preparation for learning to come in the next lesson.

9. Challenge Activity

There are always challenge activities available for all students. These are placed within the lesson but also at the end in order to cater for all needs.

2c. Lesson Observations

A climate of mutual classroom observation is fostered and all colleagues are encouraged to observe other teachers sharing good practice as often as possible. There are 3 types of lesson observations.

Peter 2: Verse 17-23.

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1. Performance Management/Appraisal Observations

All teaching staff (excluding ECTs) will have a minimum of two observations each year conducted by the Deputy Team and Assistant Principals, with Directors of Learning where this is possible. The date and times for these are arranged and agreed in advance. Performance Management/Appraisal observations may be assessed using the Academy Lesson Observation Form. Practices that are worthy of being developed, and shared, are identified. The individual performance profile of each teacher is considered, as part of the ongoing process of Academy self-evaluation. Observations may include a more formal lesson observation or a series of lesson drop-ins over the course of a week. Staff will receive feedback about their performance if drop-ins are carried out. A copy of all completed observation sheets are passed to the DP – Quality of Education for filing and recording purposes. The teacher should retain the original. The Principal will, on a regular basis, endeavour to see all staff teach during one of the above mentioned observations. The outcome of these observations are used to determine whether there are any members of teaching staff who require further support, this can include staff who are teaching out of the area of specialism.

2. Drop-ins

In addition, all teaching staff may have short drop-ins. These will be conducted by a member of the Leadership Team and/or the DoL/HOY. These observations are unannounced and are part of the Academy's daily monitoring process. They may be looking at Teaching and Learning or Attitude to Learning or simply to support staff where challenges have been identified.

3. Learning Walks

These take place throughout the year and involve the Heads of Year, SLT and DoLs. There is normally a focus to these learning walks e.g. supporting HA/MA/LA/PP/SEND students in class, monitoring equipment, presentation of work etc. The emphasis of the learning walks is spending time with a different year group and working with the students, therefore formal feedback to the staff about the lesson is not expected. However, informal professional conversations are still expected to take place.

2d. Student Work Samples

As a minimum, student work should be sampled twice every half term by the DoLs as well as by SLT.

At least five books per class should be selected by the DoLs and reviewed collectively at a curriculum meeting twice every half term. The Quality of Education Team will also review books twice every half-term. Feedback from this will be sent to the DoL. Both the DoL and SLT will be looking at standards in the following areas:

- Expected standards (book covers, vocabulary sheets, etc.)
- Student progress and effort
- Teacher feedback, pupil response and extended tasks
- Challenge and support
- Presentation
- Literacy

2e. Director of Learning Role

The DoL should regularly check that teachers are following Academy/curriculum area procedures through discussion and inspection of key documents such as subject trackers. This should include monitoring that:

- Seating plans are created and saved on Edulink.
- Registers are taken within the first 10 minutes of each lesson.
- Evidence exists of lesson planning, on the Scheme of Learning Slide, which follows the agreed scheme of work in sufficient depth, such as
 - Incorporate syllabus course requirements or the national curriculum and cross-curricular links
 - Incorporate careers and super-curricular activities where possible
 - Indicate the link with previous work covered and how it fits into the longer-term plan
 - Summarise what teaching activities students will do and what resources they will need
 - Summarise links to literacy, numeracy and vocabulary and comprehension

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- Provide for a variety of teaching activities and a variety of teaching styles / strategies
- Ensure New Learning Stickers are being used routinely
- Outline the Independent Practice task
- Show how knowledge and understanding can be extended or scaffolded as required
- Evidence exists that work is being set/marked with formative comments and teachers are using Question-by-Question analysis documents to record marks from Assessment Points.
- Teachers are aware of SEND, HA and PP students within their classes, including ensuring access arrangements are in place and effective – this should be evidenced on their iPads
- Prior attainment and target setting data is used in planning and delivery.

2f. Literacy

At All Saints Academy we believe that literacy is not the sole responsibility of the Languages department. All other subjects contribute to the development and enhancement of students' literacy skills including their reading, spelling, punctuation and grammar.

Literacy skills enable students to understand and interpret the written word. This facilitates improvement in students' abilities to make their own judgments and to draw sensible conclusions from information.

The Education Endowment Fund make the following recommendations, with regards to literacy, which the Academy has prioritised:

1. Prioritise 'disciplinary literacy' across the curriculum - Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
2. Provide targeted vocabulary instruction in every subject – there is a chosen vocabulary word every lesson and definitions, etymology and links to other words are discussed
3. Develop students' ability to read complex academic texts – the reading task is subject specific and enables students to explore content and topics
4. Break down complex writing tasks
5. Combine writing instruction with reading in every subject – Reading is part of every lesson in the Academy and students in Years 7 to 9 have a designated SPaG lesson every week
6. Provide opportunities for structured talk – opportunities for 'Oracy' are included whenever possible in planning and teaching, in all subjects
7. Provide high-quality literacy interventions for struggling students – these include phonics intervention, guided reading groups, Literacy Gold interventions, handwriting interventions and targeted support with GCSE exam responses.

2g. Literacy Programme

Students in all year groups are assessed in reading at the beginning of each academic year. Students whose reading age is below 9 years and 6 months take part in the Ruth Miskin Fresh Start Phonics programme which is designed to enable students to learn how to read accurately and fluently with good comprehension. The programme also teaches students to spell correctly and compose their ideas for writing, step-by step. Students who take part are re-assessed each half term to measure the impact of the intervention.

Literacy in Every Classroom

In striving for 'excellent practice' literacy has to be seen to be of value to all curriculum areas. The Academy is consistent in its approach to literacy and staff and students should see the value in the literacy approaches taken.

- We make the teaching of literacy an overt part of every curriculum area through making explicit the reading, writing and speaking and listening opportunities available.

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- Every lesson in the school has a reading link which follows the 3-part retrieval task. This reading is pre-planned by the teacher and connected to the lesson or the topic. These links are a mixture of fiction and non-fiction, ensuring that our students read widely and often.
- We also encourage reading for a variety of purposes, e.g. for pleasure, research, homework. The Head of English has produced a list of satellite books for students who have the desire and interest to want to read more.
- The reading ages of all our students are available in SIMS and we set challenging tasks, appropriately.
- We provide vocabulary sheets, command words and keyword definitions for the development of vocabulary within our subjects.
- We ensure that students plan, draft, discuss and reflect on their writing.
- We develop students' ability to write at length.
- We help students as necessary with handwriting, spelling and presentational aspects of their writing – sentences, paragraphs, headings etc.
- We support self-esteem by displaying work at all levels which represents students' best efforts.

2h. Numeracy

At All Saints Academy we believe that numeracy is not the sole responsibility of the mathematics department. Most other subjects can, and do, contribute to the development and enhancement of students' numeracy skills including their ability to describe and explain their strategies and reasoning.

Numeracy skills enable students to understand and interpret numerical and analytical information. This facilitates improvement in students' abilities to make their own judgments and to draw sensible conclusions from information.

Teachers of mathematics should:

- Ensure mathematical techniques are consistently applied across all subjects.
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups.
- Through liaison with other teachers and sequencing of the curriculum, ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
- Seek opportunities to use topics and examination questions from other subjects in mathematical lessons.

Teachers of other subjects should:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques relating to their own subject, and encourage students to use these correctly.
- Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills.
- Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups to ensure appropriate sequencing of the curriculum.
- Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

Areas of Collaboration in Numeracy

- **Mental Arithmetic Techniques**
All departments should give every encouragement to students using mental techniques but must also ensure that they are guided towards efficient methods and techniques when a written or calculator method is required.
- **Written Calculations**
Students are now expected to show every bit of working out they do, for all levels of questions

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- **Cross-Curricular**

All areas of the curriculum have been sequenced to ensure any cross-curricular numeracy has been covered in mathematics lessons first. If teaching staff find there is a gap in this sequencing they should make the Head of Maths aware so it can be addressed.

2i. E-Learning

Every student at All Saints Academy has access to an iPad for their time at the Academy. The iPads are an educational tool to allow for e-learning and electronic assessment for learning in the classroom. E-Learning provision may be:

- 1. Web supported**

This form of e-learning is used to provide students with easy access to basic information such as teacher notes, practice exam questions, PowerPoint presentations. It runs in parallel with face-to-face teaching.

- 2. Web-dependent**

This form of e-learning contains all the elements of the above with online participation by students being required, and may be assessed. Online content would therefore be more substantial than notes or PowerPoint presentations and will have been developed using a range of e-learning activities and exercises

- 3. Fully Online**

Students interact exclusively online and generally they would not attend face-to-face classes. Interaction between teachers and fellow students would be conducted within a VLE (Virtual Learning Environment). In the event of local or national lockdown due to any future outbreaks of Covid-19 this is how students will be able to access learning.

All students who attend the Academy are issued with an iPad. They are expected to use it in lessons each day and take it home to use for independent study and homework. Before being issued with an iPad, students and parents/carers are required to sign that they understand and accept the AUP (acceptable use policy) and the iPad agreement. The iPad agreement sets out the rules and expectations for how students are required to look after their iPad and the AUP refers to rules for using online devices. The iPad, once distributed, is the student's responsibility. Students are expected to return the iPad when they leave the Academy in Year 11 or if they move to another school. If it is not returned, the school will invoice the parents/carers for the iPad.

If students lose or damage their iPad they may be told to leave it in school, with their Head of Year, to prevent it from getting lost or damaged again. This decision is at the discretion of the student's Head of Year and the decision will be made in consultation with SLT and will take into account the individual context of each student and the views of parents/carers, if needed.

If students do not have their iPad in school, or it is not charged, they are awarded a B1 (15 minute detention after school). Students are permitted to leave their iPad with their Head of Year, to charge overnight if they need to. If a SEND student forgets their iPad their teacher will ask IT to provide them with a replacement laptop to use for that day.

2j. Cover

Our aim is to reduce the number of staff absent at any one time in order to avoid a negative impact on our students. Invariably, however, there will be staff absence and the processes in place for covering lessons ensures continuity and consistency in the delivery of lessons in order that students' learning is not disrupted. The curriculum pre-planning, in curriculum meetings, has resulted in the effective delivery of cover lessons, where needed, in all curriculum areas.

Management of Cover

Cover arrangements will be undertaken by members of the SLT on a rotational basis. Cover for lessons will be carried out by the following groups of key staff:

- Cover supervisors
- Teaching staff where teaching allocation allows
- Heads of Year and Directors of Learning

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- Senior Leadership Team
- Supply staff (only in extreme circumstances)

2k. Continuous Professional Development (CPD)

It is the aim of the Academy to offer all staff the opportunity to undertake continuing professional development, relevant to the Academy Action Plan, their Curriculum Development Plan and their own personal professional development as identified primarily in their Performance Management Review. The criteria for accessing CPD will be in accordance with Academy priorities but will also take account of the needs of the individual seeking CPD support as identified through the Performance Management or other processes. The areas to which any funding will be targeted will be in line with those areas which are identified by the Academy as being of major importance in the relevant financial year for which funding is provided. Any training courses undertaken that incur a substantial cost (more than £250) to the Academy will require up front negotiation about recoupment of said costs in the event of a member of staff leaving. The HR manager should be notified of all costs over this amount and keep a signed and agreed record of the negotiations.

Staff Processes for CPD

- Application forms for courses, which have been identified at Academy or department level as meeting the requirements of the Academy Action Plan, or are identified as necessary for the individual concerned, can be obtained from Academy Services.
- Initiating a CPD request that requires cover must be undertaken at least 2 working weeks in advance of the date the cover is required.
- Feedback following CPD should form part of the next departmental or management group meeting and the department must make provision to review the impact of their training and development during the term/academic year during which CPD occurs.
- All staff will keep a log of their own personal CPD.

2l. Induction of New Staff

All new members of staff will be given support and induction to enable them to carry out their duties effectively and to feel secure and trusted within their new roles. The Academy aims to:

- Ensure that all staff are supported throughout their first year of working at the Academy.
- Assist in establishing new staff to the Academy as confident and effective professionals from the outset who feel respected and valued.
- Provide a programme of induction for staff that are either new to the Academy (particularly those who are Early Career Teachers), teachers from overseas or who are in a new role within the Academy.

Induction

New members of staff will be invited to attend an induction day. As part of this day they will meet with key staff, and receive training regarding Leadership and Management, Quality of Education, Behaviour and Attitudes and Personal Development. They will meet with their line manager on their first day or earlier if possible. Daily routines and procedures will be explained, the Academy's vision and values, health & safety and other relevant information shared and a checklist of key areas will be covered in all of these meetings. The Academy's Induction Programme will be undertaken, as appropriate, with all new staff over the first term of their time at All Saints Academy.

Teaching Staff Induction

During the meeting with their line manager, the member of staff will be issued with an induction pack, which will include:

- Staff Handbook
- Quality of Education Policy
- Academy assessment and data

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Associate Staff Induction

During the meeting with their line manager, the member of staff will be issued with an induction pack, which will include the Staff Handbook. At this meeting a schedule of induction meetings will be agreed for the first half term where roles and responsibilities, training and other issues will be discussed. Opportunities will be made available for the new member of staff to shadow other team members if appropriate, access in-house training and more formalised external training programmes as required. They will also be eligible for staff meetings and activities as appropriate to their role and responsibilities.

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Quality of Education – Impact

3a. Quality Assurance of work in books

On a half-termly basis books are checked to check that marking is up to date and that students have responded to teacher comments in green pen. Staff also support each other with the checking of book expectations in order that the Academy can be certain that all books are marked in line with the marking policy and are presented well.

3b. Setting of target grades and tracking

Progress 8 is the main Key Performance Indicator (KPI) that schools are assessed against. Progress 8 acts as a barometer of student progress, with a Progress 8 score of 0 meaning that students, on average, performed in line with national averages in GCSE examinations.

As the national average for a cohort is not known prior to the issuing of results, the Academy internally sets target grades for each student to provide a benchmark in order that we can judge whether a student is making acceptable progress.

All students have a tracker at the front of every exercise book that is used to track their progress towards their target grades throughout the year. The data is tracked and compared to expected progress and also to aspirational platinum targets.

Level 2 (GCSE or Equivalent)

Key Stage 2 scaled scores for Reading and Mathematics are converted to target Attainment 8 scores based on previous cohorts. This target Attainment 8 score is divided by 10 to provide a target for each subject (this is rounded to the nearest whole grade).

For 2020 and 2021 entry students, where no Key Stage 2 scaled score existed, students sat baseline tests in reading and mathematics to provide these scores.

Where no Key Stage 2 scaled score exists for a student, their data at their first Assessment Point is matched with the most similar student. The student's target grade is set to match the nearest matching student. Where an Assessment Point is too far in the future, CATs scores are used to match with similar students.

A student's within-year target is based on 2 sub levels of progress per year.

- Silver – on track to meet Attainment 8 target.
- Gold – on track to achieve at least +1 Progress 8.
- Platinum – on track to achieve at least +2 Progress 8.

Level 3 (A-Level or Equivalent)

A student's target grades for A-Level are generated using the SMID A-Level projected grades function.

Assessment Points

All Saints Academy collects assessment data at 3 points per academic year. This is to provide the school, students and parents/carers with an accurate record of student progress in order to identify potential areas for improvement. Following these assessment points, SLT meeting with DoLs and curriculum leads to review data for all learner groups in the academy. This enables strengths to be celebrated and areas for development discussed.

3c. Internal Summative Assessments

Summative Assessments are assessments written and marked by members of staff at the Academy. They are used to monitor the progress of students and are not usually used towards the awarding of grades to candidates. They can however be used as evidence when Teacher Assessed Grades are awarded, as they were in 2020 and 2021.

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The Academy holds three assessment sessions per academic year for the purposes of monitoring student progress. Summative assessments, for Year 7-10, will be conducted during lessons, with the staff ensuring that these are completed in silence, with students having no access to electronic devices or books. For Year 11, these assessments are carried out in a more formal 'mock examination' format. End of Year examinations for all year groups are carried out in a formal setting to give students the experience of an exam hall.

Summative assessments will be marked within two weeks, with a grade returned to the student. The student is also given feedback using a WWW/EBI sticker, with a clear task set to show improvement based on feedback provided. This is carried out in green pen.

The class teacher should keep a record of these grades and keep these assessments in student folders.

3d. Mock Examinations

Mock examinations are assessments set and marked by the centre. They are used to provide a realistic experience of examination for students and provide an indication of likely student performance in external examinations.

Due to the possibility of Centre Assessed Grades being required in future, the 2020 guidance for valid mock assessment issued by OFQUAL shall be applied:

- Exam Conditions: Supervised, unseen and undertaken in conditions that were intended to secure that work was the student's own.
- Form of assessment: Either past assessment(s) produced by the relevant exam board OR assessments developed by teachers to align to exam past assessments e.g. in the curriculum sampled and style of questions.
- Specification coverage: Substantial coverage of the content normally assessed, for example assessment equivalent to one paper or one non examination assessment task.
- Duration of assessment: Taken under timed conditions that align to those in the normal assessment (with suitable adjustments for those students eligible for extra time).
- Marking: Marked using a mark scheme provided by the relevant exam board, or aligned with the exam board's mark schemes.
- Grade allocation: Was graded in line with the exam board's examination standard – for example, where a single past paper has been used applying exam board grade boundaries.

Following a mock examination, teachers will assess and provide a grade to students within 2 weeks. These will be returned and filed by the Academy to inform Centre Assessed Grades, should these be requested.

3e. Data Entry

By the deadlines set out in the School Calendar, each student should have data entered against the following categories:

Working At Grade (WAG)

The grade that the student is currently working at. At Key Stages 4 and 5, this is to be the student's most recent Summative Assessment. At Key Stage 3, summative assessments should also take place, but if this has not taken place, the student's average assessment grade in the year so far should be used.

Progress

The progress rating is used to demonstrate how much progress a student is making towards their silver targets. The score is to be allowed as follows:

- 1 - is making outstanding progress and is on track to surpass silver targets
- 2 - is making good progress and is on track to meet silver targets
- 3 - is making some progress and with improvement could be on track to meet silver targets
- 4 - is making little or no progress and is unlikely to meet silver targets without improvement

Score for the final assessment of the year (AP3), will indicate whether the student has met silver/gold/platinum targets or has not met silver targets.

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Attitude to Learning (AtL)

The Attitude to Learning grade reflects a student's effort in the lesson. Scores are to be allocated as follows:

- 1 - Has an outstanding work ethic and always contributes in class
- 2 - Has a good work ethic and contributes well in class
- 3 - Can work well in class but requires improvement
- 4 - Rarely works well in class and more focus is needed

Homework

A student's completion rate of homework should also be recorded, using the following scale:

- 1 - Homework is always completed on time and is of a good standard
- 2 - Homework is usually completed on time and is of a good standard
- 3 - Homework is sometimes handed in on time, the standard varies
- 4 - Homework is not handed in on time and is not of a good standard

An average score per pupil will be calculated by the Academy for both of these categories and rewards will be issued as outlined in the Behaviour & Attitudes policy.

Monitoring of student progress

After each Assessment Point, the following analysis takes place:

Senior Leadership Team

The Senior Leadership Team will analyse the Key Performance Indicators to assess overall school effectiveness. The Senior Leadership Team will identify areas of strength and potential areas for improvement, and will meet with Directors of Learning and Heads of Year to discuss these in Assessment Point (AP) review meetings.

Directors of Learning/Heads of Year

The Directors of Learning and Heads of Year are responsible for ensuring that all students within their subject areas/year groups are making good or better progress. At each Assessment Point, they should analyse:

- Progress by each class.
- Progress by prior attainment band (HPA, MPA, LPA).
- Progress of disadvantaged learners.
- Progress of SEND students.

When identifying areas of lower than expected progress, actions should be put in place to allow these students to make increased levels of progress.

Class Teachers

Class teachers will complete a class analysis of their groups after each assessment point using the Teacher Data Analysis proforma. This will identify students who are currently struggling, with strategies currently being used (or proposed moving forwards) to support the student's progress.

External Examinations

It is the responsibility of everyone involved in internal and external assessments to read, understand and implement this part of the QoE policy.

This policy applies to all students in all key stages, including all qualifications offered by the Academy, including GCSEs, A-Levels and vocational qualifications. This policy supersedes the following previous policies:

- Examinations and examinations contingency policy.
- Non-examined assessment policy.
- BTEC policy.

The Centre does not accept entries from external candidates.

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3f. Responsibilities

Head of Centre/Executive Principal:

Overall responsibility for the Academy as an Exam Centre and:

- is responsible for ensuring compliance with this document and the latest version of the JCQ document *Instructions for Conducting Examinations*.
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams Manager:

Manages the administration of public and internal exams:

- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the Examinations Invigilators, organising the recruitment, training and monitoring of each invigilator.
- To advise the Senior Leadership Team and Curriculum Leaders on developments within course specifications.
- Produces and ensures the distribution of exam timetables to candidates, ensuring exam timetable clashes are identified and managed.
- Informs staff of the deadlines set by Awarding Bodies, by ensuring these are added to the school calendar and that timely reminders are sent of upcoming deadlines.
- Ensures staff are aware of JCQ and Awarding Body guidelines in the preparation for and delivery of assessment.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Makes applications for special consideration, in discussion with SENDCo, using the JCQ *Access Arrangements and Reasonable Adjustments* document.
- Receives, checks and stores securely all exam papers and completed scripts in line with the instructions in the latest version of the JCQ *Instructions for Conducting Examinations* document.
- Ensures the delivery of examinations according to the latest version of the *Instructions for Conducting Examinations*.
- Submits candidates' coursework marks, tracks dispatches and stores returned coursework, and any other material required by the appropriate awarding bodies, correctly and on schedule.
- Ensures all results are available to candidates on Results Day and that any anomalies are dealt with swiftly.
- Processes, in consultation with the Senior Leadership Team, any appeals/re-mark requests.

Directors of Learning:

- Ensure that courses are accredited for the year of entry.
- Analyse progress data after each Assessment Point, ensuring that underperformance of individuals, classes or sub-groups of students are identified with actions for improvement identified.
- Provide guidance for candidates in choosing the most suitable qualifications for them.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Manager.
- Ensure all staff delivering externally assessed courses understand the guidelines and regulations for the delivery of the course.
- Ensure all staff delivering externally assessed courses understand updates to the specification, including assessment methods, content areas or texts to be used for assessment.
- To ensure all relevant staff complete standardisation for the delivery of vocational coursework.
- To ensure team members are fully aware of access arrangements and that these are applied to in-class assessments.
- Accurate completion of coursework mark sheets and declaration sheets in adherence to Awarding Body deadlines.
- Involvement in post-results procedures, including advising candidates on retakes and re-marking.

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Teachers:

- Notification of access arrangements (as soon as possible after the start of the course)
- Confirmation of candidate entries to the Director of Learning.
- Delivery of coursework in line with JCQ and Awarding Body regulations, including the completion of standardisation where necessary.
- Timely and accurate assessment of internal assessments (formative and summative) to allow accurate identification of students requiring further support.
- Submission of student progress, in line with guidelines issued by Senior Leaders and Directors of Learning, adhering to deadlines set for the submission of Assessment Point (AP) data in the school calendar.

SENDCo:

- Administration of access arrangements, including identification and testing of candidates' requirements for access arrangements
- Sensitive Provision of additional support which avoids embarrassment and ensures students feel comfortable with the level of support they are receiving— with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims

Lead invigilator/invigilators:

- Collection of exam papers and other material from the Exams Office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Office.
- Ensures the JCQ 'Warning to Candidates' poster and JCQ 'Unauthorised Items' poster are prominently displayed outside each examination room.
- Informing the Exams Officer of any instances of suspected malpractice in the delivery of external examinations.
- Posting of exam papers.

Candidates:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Completion of internal and external assessments in line with Academy and Awarding Body regulations.

Administrative staff:

- Support for the input of data

3g. Delivery of external examinations

External examinations are formal examinations sat by a candidate. The exams are written and assessed by the awarding body ('exam board').

Delivery of external examinations shall be conducted as per the most recent *JCQ Instructions for Conducting Examinations (ICE)* document, which is updated annually.

Each staff member's responsibilities for the delivery of external examinations are set out in section 2 of this policy (Responsibilities).

The responsibilities of the Academy in the delivery of external examinations are:

- to ensure that each candidate is entered for external assessment for each course in line with Awarding Body deadlines.
- to ensure that students have been well prepared for external assessment through the teaching of all areas of the course specification.

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- to ensure that adaptations to the specification and/or assessment as a result of COVID-19 are reflected in the teaching of the course and preparing students for assessment.
- to ensure that students are provided with access arrangements that they are entitled to.
- to ensure that examination regulations are adhered to by all students, to prevent unfair advantage to any student or unfair disadvantage caused by disruption during examination.
- to ensure that adequate supervision is provided during examinations by staff not involved in the teaching of the course (in most cases invigilators, with some allowances for Senior Leaders to support in the enforcement of behaviour, if authorised by the Head of Centre).
- to ensure appropriate guidance is provided to students when receiving results, to ensure students can retake an assessment or request a review of marking where this is appropriate.

Appendix 3 of this policy outlines the Academy's contingency planning for when the normal delivery of external examinations is not possible.

3h. Delivery of non-examination assessment and internal assessment (BTEC)

Non-examination is coursework completed by students as part of their course, which will result in the award of marks towards their qualification. Non-examination assessment is completed under supervision of class teachers, assessed by their teacher and subject to moderation by the awarding body.

Delivery of non-examination assessment shall be conducted as per the most recent *JCQ Instructions for Conducting Non-Examination Assessment* document and *BTEC Centre Guide to Internal Assessment*, which are updated annually.

The responsibilities of the Academy in the delivery of non-examination assessment are:

- to ensure teaching staff have read and understand the *JCQ Instructions for Conducting Non-Examination Assessment* document and the *BTEC Centre Guide to Internal Assessment* (if delivering BTEC courses) and the requirements set out in the specification of the course.
- to ensure teaching staff are registered for accounts on the relevant exam board sites (edexcelonline, myBTEC, OCR Interchange), with the correct roles assigned.
- where the centre is responsible for the writing of the task, ensure that the assessment criteria, as detailed in the current specification, can be met and tasks are accessible to candidates.
- to ensure that adequate supervision is provided during the taking of the task so that work can be authenticated as the candidate's own.
- to ensure that a candidate is not assessed by a person with a close personal relationship to them. Where this cannot be avoided, the possible conflict of interest must be declared to the awarding body.
- to ensure that prohibited support (such as outlines, paragraph headings or section headings) are not provided.
- to provide a student with their access arrangements, in line with those given for external examination.
- to record, and to take into account in the marking process, any advice given to candidates which goes beyond general advice.
- to ensure the candidates and teacher(s) sign declarations regarding the authenticity of each candidate's work.
- to ensure in instances of group work that individual contributions are recorded by the teacher, and assessable outcomes are attributed to individual candidates.
- to mark and annotate the candidate's submitted work to show how the mark scheme has been applied.
- to complete internal standardisation of student marks.
- to submit marks and provide work for moderation in line with the Awarding Body deadlines.
- to escalate suspected or actual incidents of malpractice to the Awarding Body.

3i. Suspected Malpractice

See separate Malpractice Policy

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3j. Access Arrangements

Access Arrangements allow candidates with Special Educational Needs, disabilities or temporary injuries to access assessments without changing the demands of the assessment. This includes the provision of readers, scribes and Braille question papers. This is to adhere to the Equality Act 2010.

Reasonable adjustments may be specific to the individual learner and may not be included in the list of available Access Arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

In order to determine Access Arrangements and Reasonable Adjustments, the JCQ document *Access Arrangements and Reasonable Adjustments* will be followed by the centre.

In order to evidence need for Access Arrangements, candidates with additional time will be asked to change to green pen at the completion of the assessment for candidates without additional time. This will allow the centre to determine the candidate's need for this time.

The Academy uses a specialist assessor for some access arrangements. Parents/carers will be informed by letter if their child has been identified as needing an assessment for access arrangements, when they are due to be assessed and the outcome of the assessment.

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Appendices

Appendix 1: Procedure for Assessment for Learning (AfL)

All staff are aware that AfL is an important element in teaching and is a continually evolving process. There are three key elements to AfL that need to be adhered to.

A1.1 Sharing learning outcomes

- Learning outcomes must be shared at the beginning of the lesson
- The outcomes should be linked to Bloom's Taxonomy
- The outcomes should allow for differentiation using the 'silver', 'gold' and 'platinum' target words

A1.2 Effective questioning

- Staff and students should use a range of questions,
 - Knowledge questions - *Can you describe which kind of pen you use?*
 - Application questions - *What does this suggest to you?*
 - Analysis questions - *What assumptions can be made from this?*
 - Synthesis questions - *Can you propose an alternative to.....?*
 - Evaluative questions - *Which is more important: Daddy or chips?*
- Staff should use effective questioning to support the less able and stretch the more able, consolidating, developing and challenging current learning
- Staff should give students time to answer; typically, waiting ten seconds
- Staff should encourage students to question each other in a polite and appropriate manner

A1.3 Peer and Self-Assessment

- Staff should ensure task and assessment criteria are accessible to everyone, adapted where appropriate, and set clear expectations of student performance
- Staff should ensure that peer and self-assessment is a process which is simple, engaging and non-threatening
- Staff should have a quick and easily measurable outcome
- Peer and self-assessment should be central to displays within the learning environment
- Staff should encourage students to work with exemplar work
- Staff will encourage students to read and follow the feedback made from teacher assessment in their exercise book / assessment folder
- Staff should allow for students to respond to feedback in 'green' pen

A1.4 Recording Progress

There are 3 assessment points in the academic year for each year group. The Academy calendar is created and agreed in the summer term of each academic year. The calendar provides the dates for each of the reporting points.

Progress reports are in the form of both Flight Plans which show the working at grade (WAG) against the targets grade, interim reports detailing WAG, Attitude to Learning, Attitude to Homework and Progress against the target and a Full Written Report. The full written report consists of assessment results and a comment identifying individualised strengths and areas for foci related to the curriculum being taught. Full written reports are written once in the academic year.

A verbal progress report is provided through parent consultation evenings which occur once in the academic year for all year groups with the exception of Y11 and KS5. These cohorts have two parent consultation evenings.

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Appendix 2: Procedure for Marking and Feedback

Staff from all curriculum areas at All Saints Academy have developed and agreed the following expectations with regards to marking and feedback:

- Staff will provide high quality marking and feedback which is applied consistently throughout the academy.
- Staff must regularly grade or level work according to the assessment criteria.
- Staff must provide specific feedback on improvements and facilitate time in lessons for students to respond to that feedback. Students will respond to teacher feedback using green pens
- Staff will mark using a contrasting pen to the students, normally red pen
- Staff will ensure their own written feedback promotes good use of the English language

Type of Marking	Feedback	Evidence of Impact	Frequency KS3	Frequency KS4	Frequency KS5
Cursory Marking	<ul style="list-style-type: none"> • 'Tick and Flick' in purple pen. • Pink pen support provided for students with SEND/otherwise needing support with task. • Orange pen acknowledgement of challenge tasks completed. • Conducted in lesson 	<ul style="list-style-type: none"> • Students take pride in their work • Reduction in repeated errors • Pink pen support is seen to facilitate responses from students 	In lessons – pink pen may be frequently seen in SEND student books where this support is necessary but may also be visible in the books of all learners		
Whole Class Feedback (WCF)	<ul style="list-style-type: none"> • All books are looked at by the teacher • In some cases WWW is highlighted • Good examples of work and attitudes of 'star' students identified • Green pen pupil response task given • Common errors/misconceptions explained/re-taught • Copy of the WCF sheet stuck into all books 	<ul style="list-style-type: none"> • Students take pride in their work • Reduction in repeated errors • Pink pen support is seen to facilitate responses from student 	Every 6 weeks in KS3 (for books where lessons take place more than once per week). Every 8 weeks in KS3 (for books where lessons take place once per week).		
Deep Mark	<ul style="list-style-type: none"> • Use of marking sticker – WWW / EBI • Literacy Editing Code 	<ul style="list-style-type: none"> • Pupil response in green pen • Reduction in future errors 	Every 6 weeks in KS3 (for books where lessons take place more than once per week). Every 8 weeks in KS3 (for books where lessons take place once per week).		
Summative Assessment	<ul style="list-style-type: none"> • Work is graded against GCSE / A-Level grades • Marking sticker stuck into book – WWW / EBI 	<ul style="list-style-type: none"> • Pupil response in green pen • Progress in WAG over time 	Summative assessments to be marked in line with the 'deep mark' timescales.		

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A2.1 Cursory Marking should:

- Take place during lessons
- Acknowledge all work through ticking, initialing, smileys and or stamps

A2.2 For KS3 only - Whole Class Feedback must:

- Occur at least once every three weeks (or once every four weeks for classes where lessons take place once per week).
- Identify strengths and weaknesses and congratulate good work identifying good examples of work and students showing good learning attitudes
- Highlight WWW / EBI including an improvement to action for pupil response and link directly to the Silver, Gold and Platinum learning outcomes of the lesson

A2.2 Deep marking must:

- Occur every at least once every three weeks (or once every four weeks for books where lessons take place once per week).
- Identify strengths and weaknesses and congratulate good work
- Highlight WWW / EBI including an improvement to action for pupil response and link directly to the Silver Gold and Platinum learning outcomes of the lesson

A2.3 Summative Assessment must:

- Occur during the Assessment Week(s) in line with the Academy Calendar
- Identify strengths and weaknesses
- Highlight WWW / EBI including an improvement to action for pupil response
- Correct, in line with literacy and numeracy policies, errors in punctuation, grammar, spelling and number work
- Take place with the student's full knowledge of the assessment criteria and target level
- Be recorded and mapped by staff and students
- Be reviewed and recorded regularly to inform student progress

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Appendix 3: Exam Contingency Plan

Causes of potential disruption to the exam process

3.1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- Planning
- Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- Annual exams plan not produced identifying essential key tasks, key dates and deadlines
- Sufficient invigilators not recruited and trained

Entries:

- Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- Candidates not being entered with awarding bodies for external exams/assessment
- Awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- Candidates not briefed on exam timetables and awarding body information for candidates
- Exam timetabling, rooming allocation; and invigilation schedules not prepared
- Exam/assessment materials and candidates' work not stored under required secure conditions
- Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- Exams/assessments not taken under the conditions prescribed by awarding bodies
- Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- Access to examination results affecting the distribution of results to candidates
- The facilitation of the post-results services

Centre actions:

- SLT to nominate a 'deputy' to cover the role / task.
- Extra hours should be allocated to the deputy, if needed, to ensure there are sufficient hours to cover the work required.
- Extra help could be sought by networking with staff from other local centres.
- Refer to www.theexamsoffice.org for detailed instructions on all exam procedures. (A valuable source of information)
- Relief staff to be given access to secure storage procedures, including keys for the doors, usernames and passwords for the staff network and exams websites
- Always report long term absence to the Exam Boards so they are aware of the situation. They are quite often prepared to help and can be flexible with deadlines etc in these circumstances.

3.2. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements
- Evidence of need and evidence to support normal way of working not collated

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Pre-exams

- Approval for access arrangements not applied for to the awarding body
- Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- Staff providing support to access arrangement candidates not allocated and trained

Exam time

- Access arrangement candidate support not arranged for exam rooms

Centre actions:

- SLT to nominate a 'deputy' to cover the role / task.
- Exams Manager to arrange for qualified assessor to test candidates in place of the SENDCo.
- Approval from exam boards and exam arrangements could be passed to the Exams Office – with sufficient warning and planning time.
- Leadership link for Access to arrange student support during all exams.

3.3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams manager on time; resulting in pre-release information not being received
- Final entry information not provided to the exams manager on time; resulting in:
 - Candidates not being entered for exams/assessments or being entered late
 - Late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- Curriculum Leaders should take responsibility for any missing entries, coursework marks and any assessment marks in the absence of a member of teaching staff.
- Entries must be made on time to meet deadlines and avoid late fees. Amendments can always be made at a later date to confirm final entries.

3.4 Head of Centre or Senior Leader absence at key points in the exam cycle

Criteria for implementation of the plan

- Extended absence of the Head of Centre during the exams cycle.
- Extended absence of the Deputy Principal Quality of Education during the exams cycle.

Centre actions:

- In the event of an extended absence of the Head of Centre, the Acting Principal appointed by the Chair of Governors will carry out the role of Acting Head of Centre for the purposes of the administration of examinations.

3.5. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre actions:

- First check availability of other invigilators who said they were available for that slot.

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- Check with SENCo and Academy Services Manager to see if SSWs or admin staff are available
- Check 'freed staff' to see if there is anyone else available who has not been used from that teaching period.
- Check with cover to see if they have any free staff.
- See if it is possible to amalgamate any of the access arrangement rooms to release an invigilator.

3.6. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- Exams manager unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an expected incident at exam time

Centre actions:

- A clear rooming plan for exams should be determined at the beginning of the academic year.
- Room bookings must be made early enough in advance to ensure there are sufficient rooms for exam students.
- If there is an emergency on the day, free rooms must be checked first and moves made accordingly.
- If all students are in exams at any one time, then the rooms used by that year group in that period, should be free and can be booked for exams.
- If no possibility of any free rooms, refer to SLT for advice.

3.7. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre actions:

- All exam entries should be made well in advance of the deadline to avoid this issue in the first place. If the entries are left to the last minute and there is an IT failure, firstly ring the relevant exam boards to explain (they may give you an extension, but get that in writing).
- Try to access SIMS through another computer i.e. from home, or another SIMS user.
- Check that the IT department are aware of the exam results days to ensure smooth running of downloads.

3.8. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions:

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centre to prepare students, as usual, for examinations.
- In the case of modular courses, All Saints Academy may advise candidates to sit examinations in an alternative series.
- Centre should have plans in place to facilitate alternative methods of learning.

3.9. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

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**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Centre to open for examinations and examination candidates only, if possible.
- Centre to use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- Centre may offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

3.10. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Centre to apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

3.11. Exam Papers not arrived in time / Students issued with wrong exam papers.

Criteria for implementation of the plan

- Candidates are unable to sit exam due to wrong paper being delivered.
- Examination papers not delivered to school on time.

Centre actions:

- Centre will check all exam papers upon arrival in school and will alert the appropriate Awarding Bodies of any discrepancies.
- If this happens on the day of the exam, contact the Exam Boards immediately. Awarding organisations to provide centres with electronic access to examination papers via a secure external network.
- The Examinations Manager would need to ensure that copies are received, made and stored under secure conditions

3.12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- In the first instance centres to seek advice from awarding organisations and normal collection agency regarding collection. All Saints Academy should not make their own arrangements for transportation without approval from awarding organisations.
- Centre must ensure secure storage of completed examination papers until collection.
- All exam scripts must be stored in the secure Exams Store.

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3.13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

- Notify Awarding Bodies immediately.
- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations
- Candidates to retake affected assessment at subsequent assessment window.

3.14. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions:

- Centre to notify Awarding Bodies
- Centre to make arrangements to access its results at an alternative site (Possible to access from home)
- Centre to make arrangements to coordinate access to post results services from an alternative site
- Centre to share facilities with other centres if this is possible.

3.15 Cancellation of examination series

Criteria for implementation of the plan

- Centre is informed that the examinations series will not be completed, and teacher assessed grades will be issued instead.

Centre actions:

- Centre to liaise with examination boards regarding the process for allocating grades.
- Centre to collate evidence of assessment including 'valid mock grades' following the up to date guidance (the withdrawn 2020 guidance is included below as a guide framework).
 - **Assessment Conditions:** Supervised, unseen and undertaken in conditions that were intended to secure that work was the student's own.
 - **Form of assessment:** Either past assessment(s) produced by the relevant exam board OR assessments developed by teachers to align to exam past assessments e.g. in the curriculum sampled and style of questions.
 - **Specification coverage:** Substantial coverage of the content normally assessed, for example assessment equivalent to one paper or one non examination assessment task.
 - **Duration of assessment:** Taken under timed conditions that align to those in the normal assessment (with suitable adjustments for those students eligible for extra time).
 - **Assessment window:** Completed within the programme of study, prior to the date specified when the examination series is cancelled.
 - **Marking:** Marked using a mark scheme provided by the relevant exam board, or aligned with the exam board's mark schemes.
 - **Final grade:** Was graded in line with the exam board's examination standard – for example, where a single past paper has been used applying exam board grade boundaries.
 - **Evidence:**
 - evidence of the mark given and that marking was carried out by the deadline
 - the paper and the mark scheme

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- Validity of assessments to be determined by a process agreed between the Governing Body and the Senior Leadership Team.
- The Head of Centre signs to assure the validity of assessment used prior to submission to the exam boards.

Further guidance to inform and implement contingency planning

Ofqual

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland

<http://dera.ioe.ac.uk/16235/1/2012-12-11-joint-contingency-plan-november-2012.pdf>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

JCQ

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Guidance on access arrangements and special consideration

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>