



Executive Headteacher: Mrs J McKeown

Initial Policy date	01/09/20	Next scheduled review	March 2024
Governor approved	14 September 2023	Key person/people	Deputy Headteacher – Progress & Curriculum
Model Policy		Model localised	Yes
Pupil leadership team review		Y / N / N/A	

CURRICULUM, FEEDBACK, ASSESSMENT AND REPORTING

Test Valley Curriculum intent:

Senior leaders and subject leaders have designed a curriculum that is ambitious for all students at all key stages. This reflects our goal that we want all pupils to be **'in pursuit of excellence'** in their time at our school and are thoroughly prepared for their life beyond. We do this by offering an exciting, creative, broad, and balanced curriculum that aims to provide all students with the core and facilitating knowledge and skills that enable them to leave our school academically, socially, and morally successful. We intend that, by experiencing this curriculum, all students will be able to access the best further and higher education pathways, apprenticeships, or the world of work, and lead successful, happy, and fulfilling lives as citizens in our 21st-century world.

The curriculum across all subjects is carefully sequenced so that prior core declarative and procedural knowledge is built upon, with continual opportunities for core knowledge to be interleaved throughout both key stages so that students know more, remember more, and can apply that knowledge in a range of contexts. Facilitating knowledge adds important local, national, and global context to core knowledge, and our curriculum intends to provide a richness and diversity that enables our students to experience learning in real-life contexts.

The school curriculum is built so that it is aspirational, accessible, and diverse to meet **all** needs. This happens through;

- **Reading** and comprehension that aims to ensure all students leave with a reading age at least equivalent to their chronological age
- **Excellence is** learning in fulfilling, enriching, creative, safe, and happy in disruption-free classrooms. Knowledge is delivered by expert, passionate teachers. There is challenge in our curriculum through the breadth of subject offer and through the resilience and perseverance that is developed in all learners. Working hard at Test Valley is a key value. All pupils will be supported and challenged to achieve academic excellence and to participate in the wider extra-curricular. Alongside this, the curriculum will develop students to be global 21st Citizens.

To ensure any gaps in prior or new knowledge are quickly identified, we check progress frequently through a range of assessment opportunities, from lesson-by-lesson declarative knowledge tests, end of topic tests that assess knowledge retention and application, to more cumulative common assessments that assess students' ability to remember and apply knowledge in a range of contexts. The information from these assessments is used to adapt the curriculum, intending to quickly close gaps in knowledge and keep students on track to achieve at our ambitious academic flight paths.

For pupils with additional needs we support them to **excel** through deliberately planning and supporting purposeful talk, using and explaining challenging tier 2 and 3 vocabulary, one to one support, and allowing pupils to work with their peers.

Our whole school approach to oracy supports all our pupils in participating in our wider 21st Century world. All teachers will engage pupils in speaking and listening through; group work, presentations, and planned questioning. At Test Valley our pupils are always the voice of our school. It is pupils who are our tour guides, speakers, ambassadors, school performances and peer mentoring, deliberately encouraging and preparing them to be confident and fluent speakers beyond Test Valley.

At KS3 students access all subjects within the 'basic' curriculum and our school curriculum meets and often extends National Curriculum requirements, lasting for 3 years to ensure breadth and depth. We are ambitious in what we expect students to achieve during this key stage and aspire for all our students to make strong progress from their entry points to the school that enables them to confidently access Level 2 courses at KS4.

At KS4, we intend that all students continue to follow a broad 'basic' curriculum over 2 years building on the breadth of experience at KS3. All students have the option of studying the suite of EBacc subjects. Students and their parents/carers receive careful guidance to help them make informed choices to ensure the highest education pathways post GCSE studies.

Our main school curriculum is enhanced by our extensive co-curricular opportunities in areas of sports, the Arts, catch-up sessions, wellbeing, visits to places of interest, and visitors coming into our school.

Part 1 – Formative Assessment, Feedback and Marking

Principle:

Formative assessment is an integral part of teaching and learning because it informs progress and enables a constructive dialogue between pupils and their teacher, providing feedback on how to move learning forwards. Feedback should be acted on by pupils and this should be facilitated by teachers through lesson planning and adaptive teaching strategies.

It is an expectation at Test Valley School that teachers will provide feedback to pupils about their work, their learning and progress at least fortnightly, or the equivalent to every six lessons. All departments have their own “marking policy into practice” document which sets out the specifics of the marking within each curriculum area. This feedback may take a variety of forms and should be best suited to needs of the pupils, the subject and the type of work being assessed.

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Practice:

Pupils will receive on-going feedback from their teacher during lessons, through formative assessment in relation to shared learning outcomes and success criteria.

- Formative assessment activities are predominantly ‘live’ and are designed to check understanding at points during the lesson. This information will be gathered in a number of ways.
- Teachers will employ a range of strategies such as: live scanning, checking and marking of pupil's work, knowledge retrieval activities, mini whiteboards, RAG cards, knowledge and skills checks, observational assessments, self and peer assessment, verbal and written feedback.
- Teachers will adapt their planning to be responsive to assessment information gathered, ensuring that lessons are well designed to match the needs of all learners.
- Teachers will celebrate what went well, identify next steps, misconceptions and errors in SPAG (no more than 4 per page) either through:

Detailed verbal feedback to the class or to individual pupils

Written feedback in pupils' books

Whole class feedback with clear targets set

- All feedback will be acted on by pupils during planned editing time. This may include: redrafting and improving previous work; responding to a target or task set by the teacher to assess improved understanding; practicing an area or skill which requires consolidating or, completing an activity which provides opportunities for greater depth. Pupils' responses to feedback, including self and peer feedback, will be indicated in purple pen.
- Teachers will grade end of topic/unit tests and exam work according to our school's assessment framework(see Part 2) and will keep clear, up-to-date records of marks.
- Feedback and marking must be moderated on a regular basis in subjects and faculties. SLT will quality assure this process.

Part 2 – Summative Assessment and Reporting

Principle:

The assessment of learning is essential for:

- Understanding and planning to overcome barriers to learning;
- Identifying where pupils have achieved National Curriculum or Exam Specification criteria and where they need additional support, intervention and teaching time.
- Reporting accurately to parents about their child's current achievement and progress;
- Evaluating the impact of current schemes of work, resources and lesson plans to allow for constant improvement and fine tuning;
- Facilitating effective conversations with pupils about their progress and how they can develop as learners.
- Supporting young people in making decisions about their future.

Practice:

- Alongside formative assessment (assessment *for* learning), pupils will undertake summative assessment *of* learning at the end of every topic or at least once per half term. This may include quizzes, tests, end of term/topic/year exams or extended tasks, independent written work or performance and effective questioning. These should be closely linked to national curriculum/exam board specification criteria, appropriate to the age of the pupils.
- Teachers will share the results of summative assessments with pupils in an appropriate way for the age of the pupil.
- Assessment books may be the most appropriate place for graded marking.
- Parents will receive reports on their child's attitude to learning and performance two times a year.
- Attitude to learning is based on 3 characteristics and measured on a 3 point scale (see table below)

Is the pupil ready to learn?

Is the pupil respectful within their learning environment?

Is the pupil trying their very best in pursuit of excellence?

KS3 EXPECTED STANDARDS

- Subject Leads are expected to produce KS3 Expected Standards for each year group
- Expected standards are formed from the subject curriculums, the National Curriculum (KS2 and KS3) and GCSE specifications
- Expected Standards - knowledge and skills are divided across KS3, they should be appropriately sequenced, building on the level of difficulty as pupils move towards KS4. They will be divided into three bands: emerging, developing and secure.

Measuring Attitude to Learning and Attainment

Year	Attitude to learning	Current Attainment	Aspirational Target
7-9	<p>4 = Excellent attitude to learning</p> <p>3 = Good attitude to learning</p> <p>2 = Inconsistent attitude to learning</p> <p>1= Below expected attitude to learning</p>	<p>Based on a percentage indicating the average performance in assessments:</p> <p>70%+</p> <p>50 – 69%</p> <p>20 – 49%</p> <p><20%</p>	<p>Target GCSE grade range, based on FFT20 estimates: Following each assessment pupils will be measured against their flight path: above target, on target or below target.</p> <p>7-9</p> <p>5-6</p> <p>3-4</p> <p>1-2</p>
Yr 10-11		<p>GCSE fine grades, e.g.</p> <p>5.2– Emerging grade 5</p> <p>5.5– Developing grade 5</p> <p>5.8– Secure grade 5</p>	<p>Target GCSE Grades 9-1, based on FFT20 estimates</p>

Reporting information will be used by the school in a variety of ways:

- We will follow a programme of moderation for all year groups.
- The SENCO and other leaders will use the information to measure the impact of any prior interventions and evaluate their success. SEND Pupil Plans and EHCPs will be updated. If a pupil is unable to access the curriculum, the school will follow statutory guidance. Parents will be informed on an individual basis.
- CAT scores (taken in Year 7) will be used to support teaching and learning and to identify inconsistencies in learning which might require additional support
- Faculty/subject leaders/SENCO and Key Stage Leaders along with SLT will analyse the data to identify next steps, plan interventions and make adjustments to the curriculum;
- Heads of Faculty/Subject/Key Stage will be responsible for reporting to SLT and putting in place actions in relation to the evaluation of pupils' progress within the cohort;
- The school will share information with the Local Authority and MAT as required.

Reporting calendar

- For Years 8, 9 and 10 there will be one Parent and Carer Consultation evening – these can be seen on the school's website.
- In Year 7 there will be an additional “settling in” Parent Consultation evening with Tutors during the first term.
- In Year 11 there will be an additional final (short) report following the second round of mocks in the spring term, followed by an additional Parent and Carers Consultation evening.
- Year 9 will also have a Curriculum evening where Parents and Carers can discuss progress
- The school will use FFT data to set target grades.
- These will be the bases from which attainment levels will be ascertained.

Explanation of Attitude to learning Levels

The best fit for a pupils' overall attitude to learning will be used from the following grade descriptors:

ATL = Attitude to Learning.

ATL Grade	1	2	3	4
Description	Below expected ATL	Inconsistent ATL	Meets expected ATL	Exceeds expected ATL
Ready to learn	Rarely on time. Rarely has equipment, kit or ingredients.	Is sometimes on time but can forget equipment, kit or ingredients	On time. Has equipment, kit or ingredients. Settles into the retrieval activity in a timely manner	Excellent organisational skills, shows independence and often leads their learning.
Respectful in lessons	Rarely focusses on their work. Doesn't respect others' rights to a disruption free learning environment.	Can sometimes become distracted and can disrupt the learning environment	Focusses on their work and allows others to learn.	Helps others in their learning and is never off-task or disruptive.
Effort * The most important measure.	Reluctant to attempt activities, especially if challenging. Often gives up on tasks, lacks resilience.	Sometimes attempts activities but lacks resilience and gives up when things get challenging.	Follows teacher's guidance to tackle challenging activities and shows resilience when they are stuck.	Demonstrate independence and leadership in their learning. Embrace new challenges, demonstrated resilience even when they get stuck.

	Year 7	Year 8	Year 9	Year 10	Year 11
Base Line Testing	CAT Tests wb 11/9/23 GL Assessments Wb 18/9/23	GL Assessments wb 18/9/24	GL Assessments wb 25/9/24		

Formal Examinations	Wb 12/3/24	15/4/24	Wb 5/12/23	Mock Exams wb 24 June- when yr 11 have left	Mock Exams 1 wb 6/11/23 Final GCSEs wb13/5/24
Report 1 Colleague Deadline	1/2/24	8/12/23	15/1/24	9/11/23	1/12/23
Report 1 To Parents	9/2/24	5/1/24	29/1/24	24/11/23	14/12/23
Parents' Consultation Evening	21/2/24	10/1/24	31/1/24 KS4 Curriculum Evening 7/3/24	29/11/23	3/1/24
Report 2 Colleague Deadline	27/3/24	30/4/24	21/6/24	12/7/24	8/3/24
Report 2 To Parents	19/4/24	8/5/24	1/7/24	18/7/24	15/3/24

Pupil Groupings:

Pupil groupings promote:

- Equality of opportunity-
- Access to high levels of learning opportunities
- A flexible approach to pupil groups
- All teachers ensuring adaptive teaching is highly effective

Teaching groups and intervention groups are formed by using data, professional judgement and other assessment information. There is the flexibility to move a pupil if additional information becomes available that this would benefit the child. Progress leaders will contact home before a change happens.